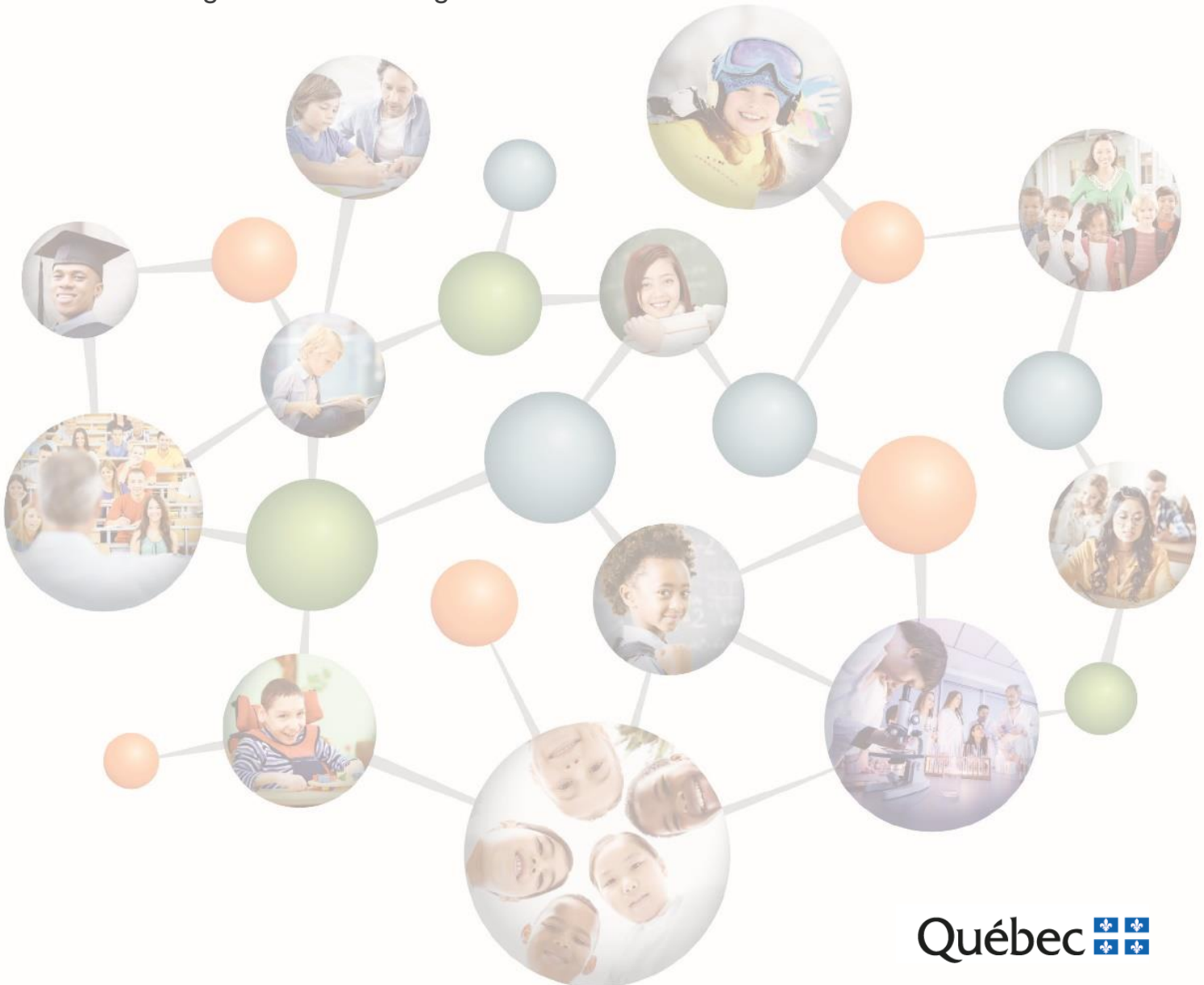


Information and Library Technologies Program (393.B0)

Sector 13 – Communications and Documentation

College Education Program



This document was produced by the Ministère de l'Éducation et de l'Enseignement supérieur.

Coordination and content

Direction des programmes de formation collégiale
Direction générale des affaires collégiales
Secteur de l'enseignement supérieur

Title of original document: *Techniques de la documentation (393.B0),
Programme d'études techniques
ISBN 978-2-550-82863-1(french version, PDF)*

English version

Services linguistiques en anglais
Direction du soutien au réseau éducatif anglophone
Ministère de l'Éducation et de l'Enseignement supérieur

For additional information, contact:

General Information
Direction des communications
Ministère de l'Éducation et de l'Enseignement supérieur
1035, rue De La Chevrotière, 21^e étage
Québec (Québec) G1R 5A5
Telephone: 418-643-7095
Toll-free: 1-866-747-6626

An electronic version of this document
is available on the Ministère's website at:
www.education.gouv.qc.ca

© Gouvernement du Québec
Ministère de l'Éducation et de l'Enseignement supérieur, 2019

ISBN 978-2-550-90023-8 (PDF)

Legal Deposit – Bibliothèque et Archives nationales du Québec, 2021

Information and Library Technologies

Table of contents

College-Level Programs	1
Aims of College Education.....	2
Common Competencies of College Education.....	2
Implementation of College-Level Programs	3
The <i>Information and Library Technologies</i> Program (393.B0)	5
Goals of the Program	6
Program-Specific Component.....	6
Educational Aims.....	6
General Education Component Common to All Programs and General Education Component Specific to the Program	7
Complementary General Education Component.....	10
Goals of the Program-Specific Component.....	13
Objectives	15
Statements of the Competency	15
Grid of Competencies.....	17
Program-Specific Component.....	19
General Education Component Common to All Programs and General Education Component Specific to the Program	59
Complementary General Education Component.....	77
Additional Information	93
Vocabulary Used in Technical Programs	93
Harmonization	95
Occupational Health and Safety Hazards	96

Type of certification:	Diploma of College Studies
Number of credits:	88 1/3 credits
Number of periods of instruction:	2 475 periods of instruction

General education component:	660	periods of instruction
Program-specific component:	1 815	periods of instruction

Admission Requirements:

To be admitted to the program, a person must meet the general requirements for admission set out in the *College Education Regulations*, as well as the following special requirements, where applicable:

- None

College-Level Programs

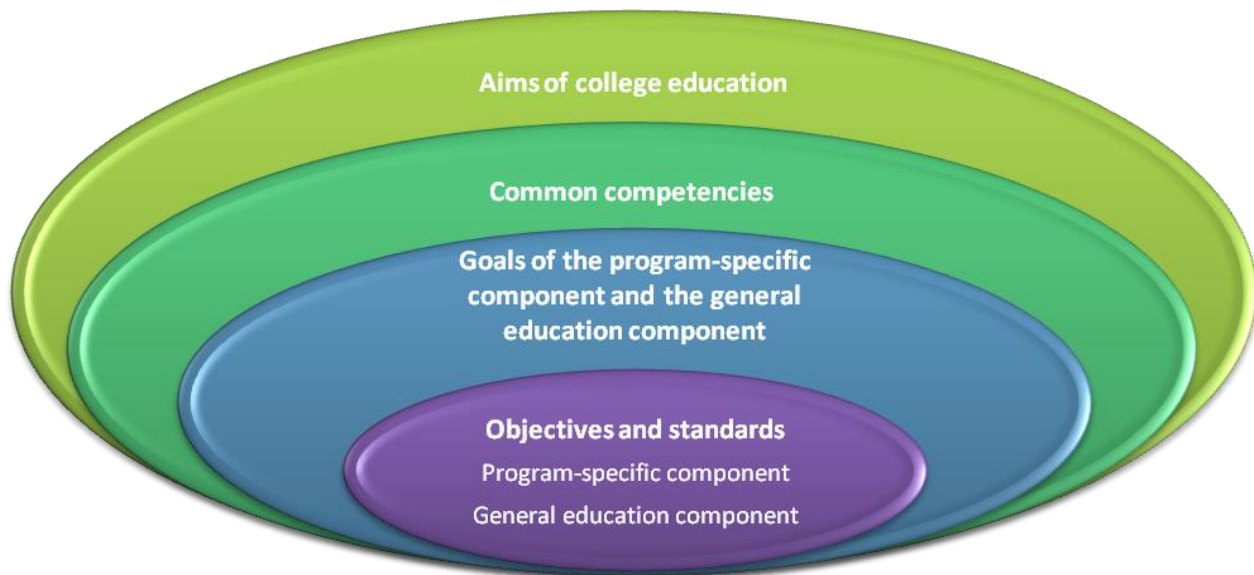
In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school). College graduates enter the labour market directly or proceed to university studies. The Minister of Education and Higher Education establishes the programs of study, while individual colleges ensure their implementation.

A college-level program provides the frame of reference within which the students acquire designated competencies in order to qualify for a profession or to pursue their studies. For the teachers, the program outlines learning objectives and defines the scope of their application.

The following figure illustrates the relationships among the elements of a college-level program, going from the general to the specific:

- Aims of college education
- Common competencies
- Goals of the program-specific component and the general education component
- Objectives and standards of the program-specific component and the general education component

Figure 1 – Elements of a College-Level Program



Programs leading to the Diploma of College Studies (DCS) include two main components: a general education component and a program-specific component. Both these components contribute to a student's education, as the knowledge, skills and attitudes imparted in one are emphasized and applied in the other, whenever possible. General education is an integral part of each program and, when coupled with the program-specific component as part of an integrated approach, fosters the development of the competencies required by all programs.

All college-level programs are characterized by three educational aims and five common competencies.

Aims of College Education

Educational aims guide the actions of those involved in the students' education. They facilitate the program-based approach by establishing the outcomes expected of students at the end of their college studies.

To educate students to live responsibly in society

At the personal level, students show they are engaged in their learning. They demonstrate rigour and perseverance as well as skills enabling them to analyze, synthesize and carry out research. At the professional level, they draw on their ability to apply their knowledge, skills and attitudes and to adapt to new situations. In the realm of social and civic life, students assume their role as informed and responsible citizens by adopting desirable attitudes and behaviours. They show evidence of open-mindedness and a sense of community in their dealings with others.

To help students integrate cultural knowledge into their studies

Students continue to enhance their personal culture and are able to appreciate various forms of cultural expression. Through their studies, they have become familiar with cultural productions. They can interpret the meaning and assess the value of these productions and are aware of the role they themselves play in the expression of culture. The development of their critical judgment and social conscience and the consolidation of their historical references have broadened their cultural horizons. Students recognize the diversity of social and cultural realities and appreciate the breadth and wealth of Québec's culture. Lastly, they apply their cultural knowledge by making connections among events occurring around them and by being involved in cultural, artistic, sports, technical or scientific activities.

To help students master language as a tool for thought, communication and openness to the world

Students understand and produce various forms of complex discourse in different situations. They are able to read and write independently at an advanced skill level. Their mastery of language allows them to engage in independent reflection, to know where they stand relative to various forms of discourse, and to express themselves in a structured, rational and precise manner. When faced with different communication situations, students are able to express their world view and identity. Language mastery also helps students be receptive to the dissemination of a broad range of knowledge. It allows them to share points of view and improve their communication skills in both the language of instruction and a second language.

Common Competencies of College Education

Common competencies are associated with the aims of college education. They help to ensure students are adequately prepared for personal and professional life.

Solve problems

Students can identify a problem and analyze its elements. They can list and classify possible solutions and implement the one they feel is most effective. They reflect on their approach, assess the appropriateness of the chosen solution and determine whether it can be applied in other situations.

Use creativity

Students discover new possibilities by juxtaposing, combining and reorganizing existing concepts, and by using ideas, strategies and techniques in new ways. Students are open to new ideas and different ways of doing things, while assessing their effectiveness.

Adapt to new situations

When faced with a new situation, students are both open and critical. After analyzing the situation at hand, they identify and test ways of dealing with it. To adapt to a world that is constantly changing, students work in teams and show concern for keeping their knowledge up to date.

Exercise a sense of responsibility

Students assume their role as responsible citizens and act in accordance with socially and democratically desirable attitudes and behaviours. They act ethically and with integrity, exercise critical judgment and are fully engaged, personally, socially and professionally. Independent and organized, they respect their commitments.

Communicate

Students deliver a coherent message adapted to each situation. They are able to listen and to structure their thoughts in order to formulate a clear message. They rely on a variety of communication strategies and use information and communications technologies. They evaluate the impact of their communication and review their strategies, as needed.

Implementation of College-Level Programs

Each college determines the ways in which the educational aims, common competencies, goals, objectives and standards are implemented. This does not mean that students in a college must follow common courses. Each course may contribute to the full or partial achievement of these elements. The important thing is that all of these elements are taken into consideration in one or more courses and that they become specific focuses of teaching and learning, since they have been recognized as essential to the practice of a profession or to the pursuit of university studies in a given discipline.

The *Information and Library Technologies* Program (393.B0)

The *Information and Library Technologies* program was designed in accordance with the framework for developing technical programs. This approach involves the participation of partners working in the occupational field and in education, and takes into account training needs, the job analysis and the general goals of technical education. The objectives and standards serve as the basis for the definition and evaluation of learning activities, for which the colleges are responsible. By successfully completing this program of study, students acquire not only the entry-level competencies required by the workplace to practise the occupation, but also a range of knowledge, skills and attitudes that will ensure their versatility.

The *Information and Library Technologies* program includes four components: a program-specific component, a general education component that is common to all programs, a general education component that is specific to each program, and a general education component that complements the program.

- The program-specific component consists of $61\frac{2}{3}$ credits.
- The general education component that is common to all programs consists of $16\frac{2}{3}$ credits:
 - Language of Instruction and Literature: $7\frac{1}{3}$ credits
 - Philosophy or Humanities: $4\frac{1}{3}$ credits
 - Physical Education: 3 credits
 - Second Language: 2 credits
- The general education component that is specific to the program consists of 6 credits:
 - Language of Instruction and Literature: 2 credits
 - Philosophy or Humanities: 2 credits
 - Second Language: 2 credits
- The complementary general education component, which aims to expose students to subject areas outside their program of study, consists of 4 credits and includes courses in the following areas:
 - Social Sciences
 - Science and Technology
 - Modern Language
 - Mathematics Literacy and Computer Science
 - Art and Aesthetics
 - Contemporary Issues

Students may choose courses only in those areas that are outside their program of study.

Goals of the Program

Program-Specific Component

The goals of the program-specific component of the *Information and Library Technologies* program are based on the general goals of vocational and technical training. These goals are:

- To help students develop effectiveness in the practice of a trade or occupation, that is:
 - To teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
 - To prepare students to progress satisfactorily on the job (which implies having the necessary technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)

- To help students integrate into the work force, that is:
 - To familiarize students with the job market in general and the context surrounding the occupation they have chosen
 - To familiarize students with their rights and responsibilities as workers

- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
 - To help students develop their autonomy and the desire to learn, and acquire effective work methods
 - To help students understand the principles underlying the techniques and the technology used in the trade or occupation
 - To help students develop self-expression, creativity, initiative and entrepreneurial spirit
 - To help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence

- To promote job mobility, that is:
 - To help students develop positive attitudes toward change
 - To help students develop the means to manage their careers by familiarizing them with entrepreneurship

Educational Aims

Educational aims in the program-specific component are based on important values and concerns and serve as guidelines for interactions with students. As a general rule, educational aims focus on important aspects of the students' professional and personal development, such as attitudes, work habits and intellectual skills, which have not been explicitly formulated in the program's goals, objectives and standards.

In keeping with the aims of college education, the program-specific component is also intended to educate students to live responsibly in society, to help them integrate cultural knowledge into their studies and, lastly, to help them master language as a tool for thought, communication and openness to the world.

The following is a description of the aims of the program-specific component of the *Information and Library Technologies* program:

- Develop rigour and a sense of ethics
- Develop the capacity to adapt to technological change and to different information management contexts
- Develop the ability to adapt to different users
- Develop the desire to keep skills up-to-date

General Education Component Common to All Programs and General Education Component Specific to the Program

The general education components that are common to all programs and specific to the program contribute to the development of twelve competencies associated with the three aims of college education:

- For the aim *To educate students to live responsibly in society:*
 - Demonstrate independence and creativity in thought and action
 - Demonstrate rational, critical and ethical thinking
 - Develop strategies that promote reflection on their knowledge and actions
 - Pursue the development of a healthy and active lifestyle
 - Assume their social responsibilities
- For the aim *To help students integrate cultural knowledge into their studies:*
 - Recognize the influence of culture and lifestyle on the practice of physical activity and sports
 - Recognize the influence of the media, sciences or technology on culture and lifestyle
 - Analyze works in philosophy or the humanities emanating from different historical periods and movements
 - Appreciate literary and non-literary works of other artistic expressions emanating from different historical periods and movements
- For the aim *To help students master language as a tool for thought, communication and openness to the world:*
 - Improve communication in the second language
 - Master the basic rules of discourse and argumentation
 - Refine oral and written communication in the language of instruction

English, Language of Instruction and Literature

Students who have achieved the general education objectives in English, Language of Instruction and Literature:

- Will be able to demonstrate their knowledge of the following:
 - The basic vocabulary and terminology used when discussing literary works
 - Ways to apply an independent analytical approach to literary genres
 - Ways to apply an independent analytical approach to literary themes
 - The appreciation of literary and non-literary works or other artistic expressions of different historical periods and movements
 - Ways to identify the socio-cultural and historical context of different periods and movements
 - Ways to refine oral and written communication in the language of instruction

- Will be able to demonstrate their ability to do the following:
 - Read, write, listen and speak at a college level of proficiency
 - Develop their own ideas in arguments and theses
 - Organize their arguments and theses in a discourse and edit their work
 - Produce and analyze various styles of discourse
 - Communicate in the styles of discourse appropriate to one or more fields of study
- Will be encouraged to develop the following attitudes:
 - Independence, individuality, and open-mindedness in thought and action
 - An appreciation of literature and other artistic works from different periods
 - A recognition of the role of media within a society and its culture
 - An awareness of strategies that foster self-reflective practice in their learning and actions
 - Critical and ethical thought

Humanities

Humanities constitutes a thematic, multidisciplinary and, at times, transdisciplinary exploration of humankind, including its accomplishments, failures, abilities, creations, ideas and values. Students who have achieved the general education objectives in Humanities:

- Will be able to demonstrate their knowledge of the following:
 - The main concepts, limits and uses of a form of knowledge including significant historical reference points
 - The main concepts, limits and uses of a world view
 - The nature and organization of the basic elements of an ethical question
 - Methods for coherent integration of concepts and the formulation and synthesis of ideas
 - The importance and practice of adequately substantiated argumentation, written and oral
- Will be able to demonstrate their ability to do the following:
 - Describe, explain and organize the main elements, ideas, values and implications of a world view in a coherent fashion
 - Compare world views
 - Recognize the basic elements in a specific example of the organization, transmission, and use of knowledge
 - Recognize forms of creativity and original thought
 - Define the dimensions, limits and uses of knowledge in appropriate historical contexts
 - Identify, organize and synthesize the salient elements of a particular example of knowledge
 - Situate important ethical and social issues in their appropriate historical and intellectual contexts
 - Explain, analyze and debate ethical issues in a personal and professional context
 - Utilize the multiple strategies of critical thinking
- Will be encouraged to develop the following attitudes:
 - Openness to diversity and pluralism
 - Awareness of the limits of knowledge claims, world views and ethical perspectives
 - Respect for the points of view of others
 - Empathy and acceptance of others
 - Concern for global issues
 - Determination to continue learning

French as a Second Language

Students who have achieved the general education objectives in French as a Second Language:

- Will be able to demonstrate their knowledge of the following:
 - Different reading techniques
 - The formal elements needed to produce a structured text, both orally and in writing
 - Different forms of discourse and their specific uses
- Will be able to demonstrate their ability to do the following:
 - Question, analyze, judge and defend an argument in French
 - Reflect on their knowledge and actions notably by revising their written productions
 - Maintain social relationships and share in the cultural life of Québec
 - Establish and maintain work-related relationships in French
- Will be encouraged to develop: the following attitudes of:
 - Openness to the various aspects of Québec culture
 - Recognition and promotion of creativity
 - Readiness to participate in social and economic life

Physical Education

Students who have achieved the general education objectives in Physical Education:

- Will be able to demonstrate their knowledge of the following:
 - Notions and concepts based on the findings of scientific research and how to apply them methodically to physical or sporting activities
 - The relationship between lifestyle, physical activity, physical fitness and health
 - Ways to evaluate their own abilities and needs with respect to activities that can enhance their health and fitness
 - The rules, techniques and conditions involved in different types of physical or sporting activity
 - The main socio-cultural determinants of physical activity and a healthy lifestyle
- Will be able to demonstrate their ability to do the following:
 - Give an initial account of their abilities, attitudes and needs
 - Choose physical activities on the basis of their motivation, their ability to adapt to effort and their need for change
 - Apply the rules and techniques of a certain number of physical activities with a view to practising them sufficiently on a regular basis
 - Set goals that are realistic, measurable, challenging and situated within a specific time frame
 - Improve their mastery of basic techniques and strategies associated with physical activities
 - Evaluate their skills, attitudes and progress in order to adapt their means or objectives in their practice of physical activities
 - Autonomously maintain or increase their physical activity and fitness levels in order to develop a healthy and active lifestyle
 - Use their creativity in physical activities
 - Express their choice of activities in a clear and reasoned manner

- Will be encouraged to develop the following attitudes:
 - Awareness of the importance of regular and sufficient physical activity in order to improve their fitness
 - Awareness of the factors that encourage them to practise physical activity more often
 - Awareness of the importance of evaluating and respecting their ability to adapt to effort, as well as an awareness of the conditions necessary to carry out a physical activity program, before committing to it
 - Self-confidence, self-control, cooperation, respect and understanding, through knowledge and through the practice of a physical activity
 - Respect for ethical behaviour when participating in a sport or a physical activity
 - Respect for individual and cultural differences as well as for the environment in which the sport or physical activity takes place
 - Appreciation for the aesthetic value of physical activity as well as the opportunities for enjoyment it provides
 - Readiness to adopt the values of discipline, effort, consistency and perseverance
 - Readiness to promote, as a social value, the regular and sufficient practice of physical activity

Complementary General Education Component

Social Sciences

The goal of this subject area is to help students view the social sciences as a specific approach to the study of human existence. This goal may cover various aspects, including the study of the specific contribution of the social sciences to an understanding of contemporary issues and the application of approaches from the social sciences.

Science and Technology

The goal of this subject area is to present science and technology as a specific approach to the study of reality, by introducing students to this area of knowledge. This goal may cover various aspects, including the study of the general nature of science and technology and contemporary scientific or technological issues as well as the application of the scientific method.

Modern Language

The goal of this subject area is to introduce students to the basic structures and vocabulary of a third language and help them develop an awareness of the culture of its native speakers.

Mathematics Literacy and Computer Science

The goal of this subject area is to highlight a culture of mathematics and computer science. This goal may cover various aspects, including the study of the role of mathematics or computers in contemporary society as well as the use of mathematical or computer concepts, procedures and tools.

Art and Aesthetics

The goal of this subject area is to provide students with a cultural awareness by exploring various forms of art and to help students develop an aesthetic awareness. This goal may cover various aspects, including an appreciation of different art forms and the production of a work of art.

Contemporary Issues

This subject area focuses on current, transdisciplinary issues. The concept of transdisciplinarity refers to a type of approach that addresses a contemporary issue from the perspective of different disciplines and areas of knowledge, beyond a mere juxtaposition of the subjects studied.

Goals of the Program-Specific Component

The *Information and Library Technologies* program prepares students to practise the occupation of information technician.

These technicians are information specialists who rigorously organize and manage the various categories of documents retained and disseminated in various information sectors such as libraries and documentation centres, as well as records management and archival services.

Their main activities consist in acquiring, classifying, describing, indexing, preserving and circulating documents in a variety of formats and on different media.¹ They also play a role in user support activities, including outreach, promotion and training, and take part in administrative activities (including management of documentation centres, and information service departments or units), and in updating or implementing the computer systems they use to perform their functions.

The general and program-specific competencies of this program have been tailored to address a broad variety of users' needs and the specific aspects of different information management sectors. The program therefore aims to train information technicians who will be versatile enough to deal with this diversity.

¹ The *Act to establish a legal framework for information technology* defines the concept of document as follows: "Information inscribed on a medium constitutes a document. The information is delimited and structured, according to the medium used, by tangible or logical features and is intelligible in the form of words, sounds or images. The information may be rendered using any type of writing, including a system of symbols that may be transcribed into words, sounds or images or another system of symbols."

Objectives

Statements of the Competency

Program-Specific Component

- 01ZE Analyze the occupation
- 01ZF Use general application software
- 01ZG Interact with others in an information services environment
- 01ZH Create and use databases
- 01ZJ Retrieve information
- 01ZK Describe documents
- 01ZL Index documents
- 01ZM Manage records
- 01ZN Evaluate the services of an information management unit
- 01ZP Classify documents
- 01ZQ Perform management activities in an information services environment
- 01ZR Manage collections
- 01ZS Provide reference and information monitoring services
- 01ZT Promote the services of an information management unit
- 01ZU Implement an information management system
- 01ZV Develop and implement records management tools
- 01ZW Ensure the preservation of documents
- 01ZX Provide training to users in an information services environment
- 01ZY Perform outreach activities in an information services environment
- 01ZZ Process an archival fonds
- 01QN Plan the layout of an information services space

General Education Component Common to All Programs and General Education Component Specific to the Program

16⅔ credits and 420 periods of instruction, 6 credits and 150 periods of instruction

English, Language of Instruction and Literature

- 4EA0 Analyze and produce various forms of discourse
- 4EA1 Apply an analytical approach to literary genres
- 4EA2 Apply an analytical approach to a literary theme
- 4EAP Communicate in the forms of discourse appropriate to one or more fields of study

Humanities

- 4HU0 Apply a logical analytical process to how knowledge is organized and used
- 4HU1 Apply a critical thought process to world views
- 4HUP Apply a critical thought process to ethical issues relevant to the field of study

French as a Second Language

One objective to be met from the following:

- 4SF0 Apply basic concepts for communicating in standard French
- 4SF1 Communicate in standard French with some ease
- 4SF2 Communicate with ease in standard French
- 4SF3 Explore a cultural and literary topic

One objective to be met from the following:

- 4SFP Apply basic concepts for communicating in French in relation to the student's field of study
- 4SFQ Communicate in French on topics related to the student's field of study
- 4SFR Communicate with ease in French on topics related to the student's field of study
- 4SFS Produce a text in French on a topic related to the student's field of study

Physical Education

- 4EP0 Analyze one's physical activity from the standpoint of a healthy lifestyle
- 4EP1 Improve one's effectiveness when practising a physical activity
- 4EP2 Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity

Complementary General Education Component

4 credits, 90 periods of instruction

Two objectives to be met from the following, in subject areas outside the student's program of study:

- 000V Estimate the contribution of the social sciences to an understanding of contemporary issues
- 000W Analyze one of the major problems of our time using one or more social scientific approaches
- 000X Explain the general nature of science and technology and some of the major contemporary scientific or technological issues
- 000Y Resolve a simple problem by applying the basic scientific method
- 000Z Communicate with limited skill in a modern language
- 0010 Communicate on familiar topics in a modern language
- 0067 Communicate with relative ease in a modern language
- 0011 Recognize the role of mathematics or computer science in contemporary society
- 0012 Use various mathematical or computer science concepts, procedures and tools for common tasks
- 0013 Consider various forms of art produced according to aesthetic practices
- 0014 Produce a work of art
- 021L Consider contemporary issues from a transdisciplinary perspective
- 021M Explore a contemporary issue from a transdisciplinary perspective

Grid of Competencies

The grid of competencies provides an overview of a technical program. It brings together all of the components of a program and shows the relationship among the competencies.

The grid of competencies includes:

- The general competencies of the program-specific component, which deal with work-related activities common to various tasks or situations
- The specific competencies, which deal with tasks directly related to the practice of the trade or occupation

The grid of competencies shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (○) indicates a correlation between a general and a specific competency.

The order in which the competencies are presented reflects the program's design; it does not dictate the course sequence. The grid of competencies is provided for information purposes only.

GRID OF COMPETENCIES

INFORMATION & LIBRARY TECHNOLOGIES	Competency number	GENERAL COMPETENCIES								
		Analyze the occupation	Use general application software	Interact with others in an information services environment	Create and use databases	Retrieve information	Evaluate the services of an information management unit	Perform management activities in an information services environment	Promote the services of an information management unit	Provide training to users in an information services environment
SPECIFIC COMPETENCIES	Competency number	1	2	3	4	5	9	11	14	18
Describe documents	6	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>			
Index documents	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Manage records	8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	<input type="radio"/>
Classify documents	10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Manage collections	12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide reference and information monitoring services	13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>
Implement an information management system	15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and implement records management tools	16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure the preservation of documents	17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>		
Perform outreach activities in an information services environment	19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Process an archival fonds	20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>
Plan the layout of an information services space	21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Program-Specific Component

Code: 01ZE

Objective

Standard

Statement of the Competency	Achievement Context
Analyze the occupation.	<ul style="list-style-type: none"> • Using information on: <ul style="list-style-type: none"> ○ The work done by an information technician ○ The different types of information services environments, etc.

Performance Criteria for the Competency as a Whole
<ul style="list-style-type: none"> • Use of recent, relevant, reliable information

Elements of the Competency	Performance Criteria
1. Describe the occupation and the conditions under which it is practised.	<ul style="list-style-type: none"> • Careful examination of the general characteristics of the occupation and the conditions under which it is practised • Accurate recognition of: <ul style="list-style-type: none"> ○ The opportunities for practising the occupation in different information services environments ○ The impact of technological changes on the work of information technicians
2. Examine the tasks and activities associated with the occupation.	<ul style="list-style-type: none"> • Careful examination of the activities, the conditions under which they are performed and the performance criteria associated with each occupational task • Accurate determination of the relative importance of each task and activity • Establishment of a relationship between the steps in the work process (e.g. workflow) and the occupational tasks
3. Examine the skills and behaviours required to practise the occupation.	<ul style="list-style-type: none"> • Relevant links established between the skills and behaviours and the different occupational tasks • Careful examination of the requirements of the occupation with respect to professional ethics
4. Recognize the importance of the legal framework governing the occupation.	<ul style="list-style-type: none"> • Accurate recognition of the main legislation governing the occupation • Careful examination of the obligations and responsibilities of information technicians

Objective

Standard

Statement of the Competency	Achievement Context
Use general application software.	<ul style="list-style-type: none"> • Based on existing content to be formatted • Using technical documentation for software • Using computer tools

Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Effective use of computer tools • Choice of relevant application software • Accurate interpretation of technical documentation for software • Compliance with presentation standards • Effective sharing of documents 	

Elements of the Competency	Performance Criteria
1. Format textual documents.	<ul style="list-style-type: none"> • Proper formatting of text documents • Effective use of styles and templates • Correctly inserted automatic table of contents • Proper use of images, tables, graphs and references • Appropriate use of revision functions • Careful use of a grammar/spell checker
2. Format spreadsheets and charts.	<ul style="list-style-type: none"> • Proper formatting of a spreadsheet • Appropriate input of standardized data • Appropriate use of calculation, search and other functions • Correct sorting and filtering of data • Importing and exporting of data into an appropriate format • Appropriate, clear, attractive charts
3. Format forms.	<ul style="list-style-type: none"> • Proper formatting of a form • Insertion of appropriate controls • Appropriate arrangement of content to facilitate the use of the form
4. Format presentations.	<ul style="list-style-type: none"> • Proper formatting of a presentation • Effective use of templates • Careful use of images, tables, graphs, references, videos, sounds, animation effects, etc.
5. Format web pages.	<ul style="list-style-type: none"> • Proper formatting of the web page elements (text, images, etc.) • Production of a simple, logical structure to navigate between web pages • Correct use of a markup language

Elements of the Competency	Performance Criteria
6. Format and process emails.	<ul style="list-style-type: none">• Proper formatting of emails• Adequate choice of display parameters• Careful choice of an email classification and storage structure

Objective

Standard

Statement of the Competency	Achievement Context
Interact with others in an information services environment.	<ul style="list-style-type: none"> • In all information services environments • Based on internal policies and procedures applicable to communications in information services environments • Using computer and communication tools • Interacting with co-workers, superiors and internal and external users

Performance Criteria for the Competency as a Whole	
	<ul style="list-style-type: none"> • Effective use of computer and communication tools • Adoption of attitudes and behaviours conducive to collaboration • Compliance with internal policies and procedures applicable to communications in documentation settings • Effective communication

Elements of the Competency	Performance Criteria
1. Interact with internal and external users.	<ul style="list-style-type: none"> • Appropriate greeting of different users • Level of language adjusted to the situation • Compliance with the rules of courtesy and polite behaviour • Accurate interpretation of verbal and non-verbal language • Creation of a climate of trust • Observance of the confidentiality of information • Careful application of a user-based approach
2. Interact with co-workers and superiors.	<ul style="list-style-type: none"> • Compliance with the rules of courtesy and polite behaviour • Accurate interpretation of verbal and non-verbal language • Respect for the organizational culture and the responsibilities of others • Respect for the opinions and ideas of others
3. Work as part of a team.	<ul style="list-style-type: none"> • Correct identification of each team member's role • Clarification of each team member's goals • Compliance with the rules applicable to teamwork • Respect for the opinions and ideas of others • Relevant solutions to the problems encountered by the team

Elements of the Competency	Performance Criteria
4. Manage difficult situations.	<ul style="list-style-type: none">• Accurate assessment of the urgency and seriousness of the situation• Demonstration of an open, respectful attitude• Participation in exchanges of information to acknowledge the difficult situation• Collaboration to obtain a shared understanding of the situation• Consideration of the parties' interests and needs when preparing realistic potential solutions• Accurate assessment of the advantages and disadvantages of potential solutions• Implementation of realistic and suitable solutions• Objective feedback on how the situation was addressed

Objective

Standard

Statement of the Competency	Achievement Context
Create and use databases.	<ul style="list-style-type: none"> • Using: <ul style="list-style-type: none"> ○ Computer and communication tools ○ Technical documentation

Performance Criteria for the Competency as a Whole
<ul style="list-style-type: none"> • Effective use of computer and communication tools • Accurate interpretation of technical documentation

Elements of the Competency	Performance Criteria
1. Model the data.	<ul style="list-style-type: none"> • Appropriate identification of database-related goals and tasks • Appropriate identification of entities and their attributes • Correct standardization of data • Accurate identification of the relationships between entities
2. Prepare the database structure.	<ul style="list-style-type: none"> • Compliance with data modelling and relationships when creating tables • Proper identification of field types and their properties • Choice of appropriate relationships
3. Enter, modify and delete data.	<ul style="list-style-type: none"> • Proper formatting of an input form • Accuracy of input data • Effective search and modification of batch data • Proper use of queries when adding, modifying and deleting data
4. Use the database.	<ul style="list-style-type: none"> • Creation of an index to improve database performance • Effective querying of the database • Effective use of queries • Relevant data sorting and filtering criteria • Reports adapted to information needs

Objective**Standard**

Statement of the Competency	Achievement Context
Retrieve information.	<ul style="list-style-type: none"> • In all information services environments • Based on a wide variety of information sources and current legislation • Using computer and communication tools
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Effective use of computer and communication tools • Compliance with current legislation • Accurate interpretation of documentation relating to information sources 	
Elements of the Competency	Performance Criteria
1. Select information sources.	<ul style="list-style-type: none"> • Accurate identification of the information required • Precise distinction between information sources including: <ul style="list-style-type: none"> ○ Primary, secondary and tertiary sources ○ Bibliographic, factual and statistical databases ○ Search engines ○ General and specialized information sources, etc. • Consideration of the relevance and quality of content from the various sources: <ul style="list-style-type: none"> ○ Types of documents or information listed ○ Metadata and presentation format of content, etc. • Relevant choice of query and document processing functions • Careful choice of sources based on the information required
2. Search the information sources.	<ul style="list-style-type: none"> • Effective use of browsing methods and inquiry functions • Use of appropriate search language for each information source (e.g. search keys and operators) • Construction of an effective query adapted to the information needs • Accuracy of query input
3. Select and organize the search results.	<ul style="list-style-type: none"> • Consideration of relevance, validity, credibility and currency when selecting search results • Application of a presentation format specific to the search results (e.g. bibliographic style) • Adequate storage of search results

Objective

Standard

Statement of the Competency	Achievement Context
Describe documents.	<ul style="list-style-type: none"> • In libraries and documentation centres • Based on: <ul style="list-style-type: none"> ○ Document description standards ○ Internal requirements (e.g. Policies and procedures) for document description • Using computer and communication tools

Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Effective use of computer and communication tools • Compliance with document description standards • Compliance with internal requirements (e.g. policies and procedures) for document description • Thorough, methodical approach • Effective use of current data coding formats 	

Elements of the Competency	Performance Criteria
1. Identify and extract elements from bibliographical references.	<ul style="list-style-type: none"> • Consideration of the type of document to be described • Detailed examination of the document's principal and secondary information sources • Thorough, complete identification of bibliographical reference elements • Accurate, complete recording of bibliographical reference elements • Compliance with the display format of the bibliographical reference elements (bibliographical styles) • Effective use of other information sources, where applicable
2. Write up the different elements of the description.	<ul style="list-style-type: none"> • Accurate description of the bibliographical reference elements • Careful choice of the level of description • Relevance and accuracy when assigning and formatting access points • Appropriate judgment when applying rules for description • Standardized description of the documents • Accuracy of data input • Careful choice of a data coding format • Entry of data in the appropriate fields • Careful use of existing bibliographic records

Elements of the Competency	Performance Criteria
3. Write up the authority records.	<ul style="list-style-type: none">• Relevance and validity of the data collected• Meticulous writing of notes and references• Consistency of the cross-referencing structure• Careful use of existing authority records

Objective

Standard

Statement of the Competency	Achievement Context
Index documents.	<ul style="list-style-type: none"> • Based on: <ul style="list-style-type: none"> ○ Internal requirements (e.g. Policies and procedures) for document indexing ○ Free text or controlled vocabularies used by libraries and documentation centres • Using computer and communication tools

Performance Criteria for the Competency as a Whole	
	<ul style="list-style-type: none"> • Effective use of computer and communication tools • Compliance with internal requirements (e.g. policies and procedures) for document indexing • Effective use of secondary information sources, where applicable

Elements of the Competency	Performance Criteria
1. Select the subject areas and facets (place, time, format, etc.) to be indexed.	<ul style="list-style-type: none"> • Careful choice of the document sections to be examined • Thorough identification of a main subject, secondary subjects and facets • Establish appropriate relationships between facets and the knowledge domain • Relevant choice and number of subjects and facets (e.g. for users' needs) • Accuracy in the depth of subjects and facets • Choice of subjects and facets that will facilitate retrieval
2. Translate subjects into indexing terms.	<ul style="list-style-type: none"> • Choice of terms that describe the subjects and facets accurately • Thorough application of the principle of absolute clarity in the choice of terms • Consistency and relevance of word forms • Appropriate use of subdivisions, where appropriate • Effective use of semantic relationships • Appropriate interpretation of notes • Meticulous recording of terms • Consistency in the choice of terms for documents on similar subjects

Elements of the Competency	Performance Criteria
3. Prepare an index.	<ul style="list-style-type: none">• Relevance and rigour in the choice of terms• Logical structure of relations between terms• Creation of appropriate notes for the cross-references for rejected and equivalent forms of terms• Consistency of cross-referencing of terms and references• Preparation of a sequential list to facilitate retrieval of terms and references
4. Prepare a document abstract.	<ul style="list-style-type: none">• Careful choice of abstract type• Consistency with the original document• Choice of the most significant information• Appropriate consideration of document characteristics• Compliance with the rules of grammar and spelling• Choice of terms to facilitate retrieval

Objective

Standard

Statement of the Competency	Achievement Context
Manage records.	<ul style="list-style-type: none"> • For records produced or received as part of an organization's functions • Based on: <ul style="list-style-type: none"> ○ Current legislation, regulations and standards ○ Internal requirements (e.g. Policies and procedures) for records management ○ Records management tools (classification scheme, records retention schedule, etc.) • Using computer and communication tools

	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Effective use of computer and communication tools • Compliance with: <ul style="list-style-type: none"> ○ Current legislation, regulations and standards ○ Internal requirements (e.g. Policies and procedures) for records management • User-oriented approach

Elements of the Competency	Performance Criteria
1. Learn about the organization's documentation needs.	<ul style="list-style-type: none"> • Detailed examination of: <ul style="list-style-type: none"> ○ The organizational culture ○ The utility of the records ○ The tools and facilities used to manage records
2. Examine the documents.	<ul style="list-style-type: none"> • Consideration of the context in which documents are created or received • Appropriate identification of: <ul style="list-style-type: none"> ○ Record media and format ○ Record typology ○ Record function ○ Record value ○ The unit responsible for the documents ○ Confidentiality and restrictions on the use of the records, where applicable ○ The legal aspects of the records, where applicable, etc.

Elements of the Competency	Performance Criteria
3. Manage active records.	<ul style="list-style-type: none"> • Compliance with the standards for the creation of an active record • Appropriate classification and coding • Effective description and indexing • Appropriate classification of the record, according to the classification scheme • Appropriate circulation of records • Ease with which records can be retrieved and consulted • Compliance with confidentiality requirements and restrictions on use • Integrity of the information and storage media, where applicable • Traceability of records • Clear distinction between the different versions of a record • Proper application of the records retention schedule • Proper transfer from active to semi-active status, where applicable
4. Manage semi-active records.	<ul style="list-style-type: none"> • Strict application of the rules governing the management of semi-active and inactive records • Proper supervision of disposition • Effective receipt of records • Appropriate circulation of records • Ease with which records can be retrieved and consulted • Compliance with confidentiality requirements and restrictions on use • Integrity of the information and storage media, where applicable • Reactivation of semi-active records
5. Manage inactive records.	<ul style="list-style-type: none"> • Proper sorting of documents according to the records retention schedule • Appropriate transfer of records to the archives • Compliance with confidentiality requirements and restrictions on use • Proper application of the rules governing the destruction of records
6. Ensure ongoing improvements to the records management process.	<ul style="list-style-type: none"> • Collection and analysis of relevant information • Consideration of the effectiveness and value of tools and practices • Consideration of new developments in records management

Objective

Standard

Statement of the Competency	Achievement Context
Evaluate the services of an information management unit.	<ul style="list-style-type: none"> • In all information services environments • Using computer and communication tools

Performance Criteria for the Competency as a Whole	
	<ul style="list-style-type: none"> • Effective use of computer and communication tools • Effective collaboration with: <ul style="list-style-type: none"> ○ Representative users ○ The staff members concerned, etc. • Effective communication • User-oriented approach

Elements of the Competency	Performance Criteria
1. Decide on the purpose of the evaluation.	<ul style="list-style-type: none"> • Adequate choice of the information services to be evaluated • Appropriate delimitation of the information services to be evaluated • Precise and appropriate identification of the problem or situation requiring evaluation • Proper identification of the purpose of the evaluation (e.g. improve information services, improve the efficiency of a document processing procedure) • Formulation of a realistic, measurable goal
2. Prepare a data collection plan.	<ul style="list-style-type: none"> • Accurate identification of the human, financial and material resources needed • Consideration of the accessibility of the data to be retrieved • Concern for the quality of the data with respect to the purpose of the evaluation • Appropriate choice of primary, secondary, qualitative and quantitative data, etc. • Appropriate choice of a data collection method • Careful choice between creating a data collection tool or using an existing tool • Determination of a realistic time frame
3. Collect existing system-specific or published data.	<ul style="list-style-type: none"> • Reliability and validity of the data • Appropriate querying of relevant information sources • Effective use of data obtained with computer tools: <ul style="list-style-type: none"> ○ Information management system ○ Website of an information services unit ○ Social media, etc.

Elements of the Competency	Performance Criteria
<p>4. Collect data from representative users, the staff members concerned, etc.</p>	<ul style="list-style-type: none"> • Appropriate use of an existing data collection tool, where that is the case • Appropriate development of a data collection tool, where that is the case • Choice of questions that are relevant to the data being collected • Clearly formulated questions • Choice of appropriate question types • Logical sequencing of questions • Consultation of sufficient people with the appropriate characteristics • Accurate recording of the data collected • Appropriate interactions with the people consulted
<p>5. Process and interpret the results.</p>	<ul style="list-style-type: none"> • Accurate standardization and coding of data collected • Appropriate information processing (e.g. grouping of similar data, measure of central tendency, frequency) • Relevant use of tables and graphs • Highlighting of the main results • Clear, concise data formatting • Identification of relevant avenues for action

Objective

Standard

Statement of the Competency	Achievement Context
Classify documents.	<ul style="list-style-type: none"> • Based on: <ul style="list-style-type: none"> ○ Classification scheme used in libraries and documentation centres ○ Internal policies for document classification • Using computer and communication tools

Performance Criteria for the Competency as a Whole	
	<ul style="list-style-type: none"> • Effective use of computer and communication tools • Compliance with internal policies for document classification • Effective use of secondary information sources, where applicable

Elements of the Competency	Performance Criteria
1. Produce a classification scheme.	<ul style="list-style-type: none"> • Effective use of existing classification schemes • Precise delimitation of the scope of a field of knowledge • Relevant choice of classes and subclasses • Compliance with hierarchical relations between classes and subclasses • Consistency in the structure of the classification scheme • Careful choice of a coding system • Appropriate notes for cross-referencing of rejected formats and equivalents
2. Assign a classification number.	<ul style="list-style-type: none"> • Relevance and thoroughness in the choice of subjects and facets • Accurate pairing of subjects with fields of knowledge • Effective use of classification scheme retrieval tools • Accurate pairing of subjects with classification scheme classes and subclasses • Exact locating of the subject description within the classification scheme • Accurate choice of the class notation, based on the subject's importance • Appropriate use of auxiliary tables or subdivisions • Accurate choice of the class notations • Proper application of syntax rules and notes • Consistency in the allocation of class notations to documents dealing with similar subjects

Elements of the Competency	Performance Criteria
3. Complete a call number.	<ul style="list-style-type: none">• Appropriate use of a notation system that complements the class notation• Accuracy in the assignment of an author code or other codes• Careful recording of the call number• Appropriate processing of the material, where applicable

Objective

Standard

Statement of the Competency	Achievement Context
Perform management activities in an information services environment.	<ul style="list-style-type: none"> • In all information service environments • Based on internal requirements (e.g. policies and procedures) for the management of information service spaces • Using computer and communication tools • In collaboration with different resource people

Performance Criteria for the Competency as a Whole	
	<ul style="list-style-type: none"> • Effective use of computer and communication tools • Compliance with internal requirements (e.g. policies and procedures) for the management of information service spaces • Consideration of the information services unit's needs • Effective collaboration with resource people

Elements of the Competency	Performance Criteria
1. Purchase products and services.	<ul style="list-style-type: none"> • Accurate identification of the characteristics of the product or service • Careful choice of a supplier • Accurate interpretation of documents such as contracts, warranties, etc. • Careful input of purchase-related data • Orders sent and received properly • Rigorous and methodical follow-up of orders • Appropriate preparation and processing of calls for tender, where applicable
2. Manage an information services unit's budget.	<ul style="list-style-type: none"> • Rigorous budget analysis • Realistic, accurate budget planning • Strict compliance with accounting rules • Diligent bookkeeping • Appropriate steps taken with respect to budget variances • Production of complete, consistent budget reports

Elements of the Competency	Performance Criteria
3. Recruit staff members.	<ul style="list-style-type: none"> • Accurate identification of staffing needs • Production of a complete and carefully worded job description • Effective publication of the job offer • Careful selection of candidates for interview • Thorough planning of interviews • Relevant, fair and respectful interventions during the interviews • Careful selection of candidates • Accurate interpretation of documents including contracts, collective agreements, etc.
4. Coordinate and supervise staff members.	<ul style="list-style-type: none"> • Regular, effective communication with staff members • Proper reconciliation of the organization's needs with staff responsibilities • Demonstration of leadership, fairness, empathy, discretion and availability • Appropriate contextualization of the organization's policies or decisions • Constructive, fair and respectful staff evaluations • Accurate interpretation of documents such as collective agreements, labour standards, etc.

Objective

Standard

Statement of the Competency	Achievement Context
Manage collections.	<ul style="list-style-type: none"> • In libraries and documentation centres • In compliance with: <ul style="list-style-type: none"> ○ Current legislation ○ Internal requirements (e.g. Policies and procedures) for the management of collections and circulation of documents • Using: <ul style="list-style-type: none"> ○ Computer and communication tools ○ The inventory <ul style="list-style-type: none"> • In collaboration with resource people

	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Effective use of computer and communication tools • Compliance with: <ul style="list-style-type: none"> ○ Current legislation ○ Internal requirements (e.g. Policies and procedures) for the management of collections and the circulation of documents <ul style="list-style-type: none"> • User-oriented approach • Effective collaboration with resource people

Elements of the Competency	Performance Criteria
1. Become familiar with the organization's information needs.	<ul style="list-style-type: none"> • Appropriate consideration of: <ul style="list-style-type: none"> ○ The organization's mission and objectives ○ The characteristics of users ○ The collection of documents • Careful assessment of: <ul style="list-style-type: none"> ○ Document circulation reports ○ The people who make up the user groups
2. Prepare a collection development plan.	<ul style="list-style-type: none"> • Accurate identification of parameters for selecting, acquiring (e.g. purchases, donations, interlibrary loans) and evaluating documents • Accurate identification of the financial and material resources required • Proper distribution of collection development activities over time

Elements of the Competency	Performance Criteria
3. Evaluate existing collections.	<ul style="list-style-type: none"> • Consideration of the currency, balance, diversity and quality of the collections • Effective use of data obtained from bibliographic systems • Thorough stocktaking using the inventory • Careful choice of weeding methods • Meticulous changes to bibliographic system data, where applicable
4. Identify the documents to be acquired.	<ul style="list-style-type: none"> • Careful choice based on the socio-demographic profiles and interests of user groups • Consideration of issues relating to ethical questions • Effective use of different sources of information, including: <ul style="list-style-type: none"> ○ Resource people from the publishing and distribution sector ○ Lists of available documents ○ Suggestions made by users, etc. • Effective locating of relevant documents • Accurate interpretation of user licences for information resources, where applicable • Consideration of interlibrary loans as a means of procurement, where applicable
5. Acquire the documents.	<ul style="list-style-type: none"> • Careful choice of suppliers • Thoroughness when entering data • Application of budget management practices • Methodical follow-up of document orders and receipts • Appropriate use of a management tool for periodicals, where applicable
6. Ensure that documents are circulated.	<ul style="list-style-type: none"> • Appropriate choice of document circulation parameters • Thorough recording of transactions • Effective locating of documents in the case of interlibrary loans • Compliance with confidentiality requirements when managing users' files
7. Disseminate the collections.	<ul style="list-style-type: none"> • Appropriate identification of user groups and their needs • Careful choice of methods for the dissemination of collections • Strategic dissemination in the search tool • Development and visibility of the collections
8. Ensure ongoing improvements to the collections.	<ul style="list-style-type: none"> • Relevant evaluation of the application of collection management tools • Regular gathering of comments from users • Consideration of relevant new elements in the management of collections, such as legislative and regulatory changes, trends, etc. • Meticulous updating of local policies and procedures

Objective

Standard

Statement of the Competency	Achievement Context
<p>Provide reference and information monitoring services.</p>	<ul style="list-style-type: none"> • In all information services environments • Based on: <ul style="list-style-type: none"> ○ Users' information needs ○ The organization's mission and goals ○ The characteristics of users ○ Information resources ○ The roles and responsibilities of the information services unit • In person and remotely • Using computer and communication tools and technical documentation

	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Effective use of computer and communication tools • Effective communication • Accurate interpretation of technical documentation • User-oriented approach • Consideration of: <ul style="list-style-type: none"> ○ The organization's mission and goals ○ The characteristics of users ○ Information resources ○ The roles and responsibilities of the information services unit ○ Types of monitoring and referral

Elements of the Competency	Performance Criteria
<p>1. Become familiar with the current status of reference and information monitoring services.</p>	<ul style="list-style-type: none"> • Meticulous examination of the organization's reference and information monitoring services • Use of relevant resources: <ul style="list-style-type: none"> ○ Documentation on reference and monitoring services ○ Examples of information search and monitoring, etc.

Elements of the Competency	Performance Criteria
2. Identify the information needs of a target user group.	<ul style="list-style-type: none"> • Recording of complete, relevant and accurate data including: <ul style="list-style-type: none"> ○ The user group's characteristics and expectations ○ The type of need (e.g. Simple, complex, recurrent, occasional) ○ The user group's goals (e.g. To support writing or decision making) ○ A description of the subject or data required ○ Search terms and combinations of terms, etc. • Accurate identification of the information needed by the user group
3. Meet users' needs for reference services.	<ul style="list-style-type: none"> • Accuracy of information sent to users on: <ul style="list-style-type: none"> ○ The use of information resources ○ Good information search practices ○ The information services unit's services in general • Application of a thorough and methodical approach when searching for information on behalf of users • Consideration of the relevance, validity, currency and credibility of the data
4. Meet users' needs for information monitoring services.	<ul style="list-style-type: none"> • Accuracy of information sent to users on: <ul style="list-style-type: none"> ○ the use of information resources ○ good information monitoring practices • Effective use of the functions or services of automatic data transmission • Effective use of tools for processing, organizing and circulating data • Consideration of the relevance, validity, currency and credibility of data • Choice of relevant descriptive elements (e.g. keywords, relevance ranking, abstract) • Sending of well-organized, properly edited data • Appropriate updating of the information sent • Maintenance of an up-to-date register of information sources for information monitoring
5. Ensure ongoing improvements to reference and information monitoring services.	<ul style="list-style-type: none"> • Regular assessment of the data sent in response to users' needs • Proper assessment of existing reference and information monitoring services • Careful use of users' comments and data generated by computer tools • Consideration of reference and information monitoring innovations

Objective

Standard

Statement of the Competency	Achievement Context
<p>Promote the services of an information management unit.</p>	<ul style="list-style-type: none"> • In all information services environments • For internal and external promotion • Based on: <ul style="list-style-type: none"> ○ The organization's mission and goals ○ The characteristics of users ○ The services offered by the information management unit ○ The rules governing written communication • Using computer and communication tools • In collaboration with resource people

	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Effective use of computer and communication tools • Consideration of: <ul style="list-style-type: none"> ○ The organization's mission and goals ○ The characteristics of the organization's users ○ The services offered by the information management unit ○ Emerging practices in information services settings • Compliance with the rules governing written communication

Elements of the Competency	Performance Criteria
<p>1. Become familiar with the organization's promotional needs.</p>	<ul style="list-style-type: none"> • Careful examination of the promotional tools already in use • Appropriate verification of the availability of resources
<p>2. Prepare a plan for promoting services.</p>	<ul style="list-style-type: none"> • Relevant choice of the service(s) to be promoted • Proper identification of the target user group • Proper identification of the goals of the promotional plan • Selection of a variety of effective promotional and dissemination tools • Accurate determination of human, financial and material resources
<p>3. Design and create a promotional tool.</p>	<ul style="list-style-type: none"> • Compliance with pre-determined goals • Respect for the organization's image • Choice of relevant and attractive materials and visual and acoustic elements • Clear, relevant, coherent and convincing message

Elements of the Competency	Performance Criteria
4. Implement a service promotion plan.	<ul style="list-style-type: none">• Effective distribution of promotional tools to target user groups• Compliance with deadlines• Effective collaboration with resource people
5. Ensure ongoing improvements to the promotion of information services.	<ul style="list-style-type: none">• Collection and analysis of relevant data• Consideration of analysis results when preparing future promotional events• Consideration of promotional innovations

Objective

Standard

Statement of the Competency	Achievement Context
Implement an information management system.	<ul style="list-style-type: none"> • In all information services environments • In collaboration with IT resource people • Using computer and communication tools

Performance Criteria for the Competency as a Whole	
	<ul style="list-style-type: none"> • Effective use of computer and communication tools • Accurate interpretation of technical documentation • Effective communication • Effective collaboration with resource people

Elements of the Competency	Performance Criteria
1. Become familiar with the need for an information management system.	<ul style="list-style-type: none"> • Rigorous examination of: <ul style="list-style-type: none"> ○ The processes and operations to be supported by the information management system ○ The characteristics of the documents concerned • Appropriate consultation of: <ul style="list-style-type: none"> ○ representative users ○ resource people, etc.
2. Identify the goals of the information management system to be implemented.	<ul style="list-style-type: none"> • Accurate identification of the factors justifying the system • Identification of goals that are: <ul style="list-style-type: none"> ○ Relevant ○ Realistic ○ Measurable ○ Relevant to the information services unit's mission
3. Prepare a plan for the implementation of an information management system.	<ul style="list-style-type: none"> • Accurate identification of the required financial and material resources • Proper description of the responsibilities of the people concerned • Accurate, logical identification of the plan's steps • Setting of a realistic time frame • Consideration of the main steps in the plan for the implementation of an information management system

Elements of the Competency	Performance Criteria
4. Select the information management system.	<ul style="list-style-type: none"> • Appropriate comparison of the advantages and disadvantages of each information management system, based on the goals • Accurate determination of an evaluation grid (e.g. tender specifications) for information management systems • Gathering of relevant, valid data from suppliers and resource people • Methodical exploration of the characteristics and functions of different information management systems • Careful choice of the information management system • Clear justification and presentation of the information management system to superiors • Adequate, complete contract agreement with the chosen supplier
5. Define the parameters of the information management system.	<ul style="list-style-type: none"> • Information management system adapted properly to the goals • Meticulous modelling of the data schema • Compliance with the information management system's terms of use • Rigorous testing of the information management system • Meticulous selection of settings
6. Migration from the old information management system to the new one.	<ul style="list-style-type: none"> • Careful choice of the transition processes • Standardization and maintenance of integrity when migrating the original data • Relevant staff training • Careful, effective support for staff
7. Review the implementation of the information management system.	<ul style="list-style-type: none"> • Evaluation of the results obtained, based on implementation goals • Proper evaluation of the overall implementation process • Production of relevant recommendations for future implementation
8. Ensure ongoing improvements to the information management system.	<ul style="list-style-type: none"> • Regular gathering of comments from staff • Consideration of innovations in the field of information management systems • Ongoing improvement of the information management system

Objective

Standard

Statement of the Competency	Achievement Context
Develop and implement records management tools.	<ul style="list-style-type: none"> • For records produced or received as part of an organization's functions • Based on: <ul style="list-style-type: none"> ○ Current legislation ○ Internal requirements (e.g. Policies and procedures) ○ The organization's mission ○ Users' needs • In collaboration with resource people • Using computer and communication tools

	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Effective use of computer and communication tools • Compliance with current legislation • Compliance with internal requirements (e.g. policies and procedures) • User-oriented approach • Effective collaboration with resource people • Consideration of: <ul style="list-style-type: none"> ○ The organization's mission ○ Users' needs, etc. • Careful use of existing records management tools, if any • Effective communication

Elements of the Competency	Performance Criteria
1. Become familiar with the records management tools used in the organization.	<ul style="list-style-type: none"> • Detailed examination of the tools already used by the organization • Consultation of relevant resources • Accurate interpretation of the request
2. Draw up a general picture of the situation regarding records.	<ul style="list-style-type: none"> • Careful examination of: <ul style="list-style-type: none"> ○ The administrative structure ○ The organization's mandate ○ The organization's functions ○ The organization's activities ○ The facilities used to store records ○ The available resources, etc. • Methodical inventory of records • Gathering of relevant information from users • Complete, exhaustive picture of the situation regarding records

Elements of the Competency	Performance Criteria
3. Identify the records management tool to be prepared.	<ul style="list-style-type: none"> • Accurate anticipation of tasks to be performed • Accurate identification of the strengths and weaknesses of existing records management • Appropriate assessment of users' needs regarding records • Relevant choice of the tool to be prepared
4. Draw up a plan of action.	<ul style="list-style-type: none"> • Correct identification of the resources required • Relevant preparation or adaptation of reference frameworks • Appropriate definition of the roles and responsibilities of the people concerned • Realistic time frame
5. Draw up a classification scheme.	<ul style="list-style-type: none"> • Accurate identification of series and subdivisions, based on the organization's main functions • Classification scheme that complies with the rules concerning: <ul style="list-style-type: none"> ○ Hierarchical relationships ○ Logic ○ Efficiency ○ Uniqueness ○ Extensibility, etc. • Appropriate preparation or adaptation of a procedural handbook • Systematic testing of the classification scheme with the people concerned
6. Draw up a records retention schedule.	<ul style="list-style-type: none"> • Identification of relevant retention rules for each series and subdivision of the classification scheme • Compliance with periods imposed by law • Appropriate preparation or adaptation of a procedural handbook • Systematic testing of the classification scheme with the people concerned
7. Draw up usage policies and rules.	<ul style="list-style-type: none"> • Policies and rules adapted to the situation with respect to: <ul style="list-style-type: none"> ○ Records descriptions ○ Retrieval of records ○ Digitization of records ○ File names ○ Data preservation ○ Records security ○ Storage of vital records, etc. • Systematic testing of the policies and rules with the people concerned

Elements of the Competency	Performance Criteria
8. Implement the records management tool in the organization.	<ul style="list-style-type: none"> • Proper definition of the staff's roles • Structured testing (e.g. pilot projects) • Appropriate implementation of the records management tool • Meticulous dissemination of information on: <ul style="list-style-type: none"> ○ The application of the policies and rules ○ The use of records management tools, etc. • Relevant staff training • Careful, effective support for staff members
9. Review the implementation of the records management tool.	<ul style="list-style-type: none"> • Thorough collection of all data to be changed • Complete and detailed review of the implementation
10. Ensure ongoing improvements to the records management tools.	<ul style="list-style-type: none"> • Relevant evaluation of how the records management tools are applied • Regular gathering of comments from staff members • Consideration of new elements applicable to records management • Continuous updating of records management tools

Objective**Standard**

Statement of the Competency	Achievement Context
Ensure the preservation of documents.	<ul style="list-style-type: none"> • In all information services environments • For all types of documents and on all types of storage media • For the purposes of: <ul style="list-style-type: none"> ○ Handling ○ Circulation ○ Loans, etc. • Based on: <ul style="list-style-type: none"> ○ Current standards ○ Internal requirements (e.g. Policies and procedures) • Using computer and communication tools and technical documentation
	<p style="text-align: center;">Performance Criteria for the Competency as a Whole</p>
	<ul style="list-style-type: none"> • Effective use of computer and communication tools • Accurate interpretation of technical documentation • Compliance with current norms and standards • Compliance with internal requirements (e.g. policies and procedures) • Ongoing concern for document integrity, continuity and security
Elements of the Competency	Performance Criteria
1. Become familiar with document requirements.	<ul style="list-style-type: none"> • Correct interpretation of preservation goals • Consultation of relevant resources • Accurate identification of: <ul style="list-style-type: none"> ○ The properties of the documents to be preserved ○ The information services unit concerned ○ Users' needs
2. Select the documents to be preserved.	<ul style="list-style-type: none"> • Compliance with established preservation goals • Accurate identification of the documents' current storage media, formats and conditions • Careful choice of the documents to be preserved

Elements of the Competency	Performance Criteria
<p>3. Decide on the action required to preserve the documents:</p> <ul style="list-style-type: none"> ○ digitization ○ physical preparation ○ migration, etc. 	<ul style="list-style-type: none"> ● Proper identification of the type of action required ● Identification of appropriate rules and procedures ● Production of a realistic schedule ● Exhaustive inventory of human, financial, material and technological resources ● Proper preparation of documents, based on their type and function
<p>4. Apply the action required to preserve the documents.</p>	<ul style="list-style-type: none"> ● Appropriate use of resources ● Meticulous transfer of documents to a different storage medium, where necessary ● Rigorous migration of data to another application, where necessary ● Consistent restoration of documents, where necessary ● Detailed recording of the rules and procedures applied ● Quality of work controlled effectively ● Careful choice of metadata ● Consideration of ergonomics and safety of personnel when choosing places for storage and workspaces, where applicable ● Preparation of a detailed emergency response plan
<p>5. Ensure ongoing improvements to document and data preservation.</p>	<ul style="list-style-type: none"> ● Regular inspection and maintenance of storage spaces ● Effective control over ambient conditions in the storage spaces ● Regular gathering of comments from users ● Consideration of innovations in the area of document preservation ● Diligent updating of rules and procedures

Objective**Standard**

Statement of the Competency	Achievement Context
Provide training to users in an information services environment.	<ul style="list-style-type: none"> • In all information services environment • For the training of internal and external users • For distance or in-person training activities • In collaboration with resource people • Based on: <ul style="list-style-type: none"> ○ The organization's mission and goals ○ The characteristics of users • Using computer and communication tools
Performance Criteria for the Competency as a Whole	
<ul style="list-style-type: none"> • Effective use of computer and communication tools • Effective communication • User-oriented approach • Effective collaboration with resource people • Consideration of: <ul style="list-style-type: none"> ○ The organization's mission and goals ○ The characteristics of users ○ Emerging trends in information services, etc. 	
Elements of the Competency	Performance Criteria
1. Become familiar with the need for user training.	<ul style="list-style-type: none"> • Detailed examination of past training activities • Appropriate verification of the availability of human (internal, suppliers, etc.), financial, material and technological resources
2. Prepare the training.	<ul style="list-style-type: none"> • Accurate identification of the target user group • Precise determination of the purpose of the training: <ul style="list-style-type: none"> ○ Knowledge acquisition ○ Use of a particular tool (e.g. Computer equipment) ○ Adoption of working practices or methods, etc. • Thorough, structured training plan that takes available resources into account • Preparation of relevant content • Choice of an appropriate delivery method (e.g. in-person or distance training), pedagogical methods (e.g. participative activities, team workshop) and learning activities

Elements of the Competency	Performance Criteria
3. Organize the training.	<ul style="list-style-type: none"> • Proper verification of logistical aspects such as location, equipment, follow-up with participants, etc. • Preparation and use of effective promotional tools • Meticulous preparation and use of the material and technological resources required for the training activity • Proper verification of the expertise and availability of an external resource person, where necessary
4. Dispense the training.	<ul style="list-style-type: none"> • Provision of clear information • Application of good verbal communication practices • Level of language adjusted to participants • Compliance with the previously established objective and training plan • Regular verification to ensure that participants understand the training • Careful adjustment of the training to: <ul style="list-style-type: none"> ○ The participants' knowledge and preferences ○ Unanticipated events, etc.
5. Ensure ongoing improvements to training.	<ul style="list-style-type: none"> • Collection and analysis of relevant data • Consideration of analysis results when preparing future training activities • Consideration of innovations in the area of training

Objective**Standard**

Statement of the Competency	Achievement Context
Perform outreach activities in an information services environment.	<ul style="list-style-type: none"> • In libraries, documentation centres and archive facilities • For activities such as “Story Time,” cultural awareness, etc. • In collaboration with resource people (speakers, technical staff, etc.) • Based on: <ul style="list-style-type: none"> ○ The organization’s mission and goals ○ The characteristics of users • Using computer and communication tools
	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Effective use of computer and communication tools • Effective communication • Consideration of: <ul style="list-style-type: none"> ○ The organization’s mission and goals ○ The characteristics of users ○ Emerging trends in information services, etc. <ul style="list-style-type: none"> • User-oriented approach • Effective collaboration with resource people
Elements of the Competency	Performance Criteria
1. Become familiar with the need for outreach activities.	<ul style="list-style-type: none"> • Detailed examination of past training activities • Appropriate verification of the availability of human (internal, suppliers, etc.), financial, material and technological resources
2. Prepare a program of outreach activities.	<ul style="list-style-type: none"> • Proper identification of client groups • Proper determination of the aims of outreach activities with respect to culture, recreation, reading, community development, etc. • Accurate identification of the human, financial, material and technical resources required • Appropriate consultation of resource people: <ul style="list-style-type: none"> ○ Technical staff members ○ Teachers ○ Staff members from other departments (e.g. Cultural services), etc. • Thorough planning of the schedule of activities • Careful preparation of the program • Testing of the program with the people concerned

Elements of the Competency	Performance Criteria
3. Prepare an outreach activity in an information services environment.	<ul style="list-style-type: none"> • Choice of activity suited to the target user group and aims • Thorough preparation of an activity scenario outlining the different steps of the activity and their duration • Preparation and use of effective promotional tools • Meticulous preparation and use of the materials required for the outreach activity • Proper verification of logistical aspects such as location, equipment, follow-up with resource people and participants, etc. • Careful verification of the expertise and availability of an external resource person, where necessary
4. Lead an activity.	<ul style="list-style-type: none"> • Participants welcomed properly • Provision of clear information on the activity and any related instructions • Demonstration of a dynamic, self-confident, flexible attitude • Application of good verbal communication practices • Compliance with the previously established aims and scenario • Careful adjustment to: <ul style="list-style-type: none"> ○ The participants' reactions ○ The planned duration, etc.
5. Oversee an outreach activity.	<ul style="list-style-type: none"> • Careful verification of logistical aspects such as location, equipment, duration, etc. • Polite welcome of the resource person who will lead the activity, and of the participants • External resource person introduced properly to participants • Thoughtful interventions based on: <ul style="list-style-type: none"> ○ The participants' reactions ○ The planned duration, etc.
6. Ensure ongoing improvements to outreach activities.	<ul style="list-style-type: none"> • Collection and analysis of relevant information • Consideration of the analysis results when preparing future outreach activities • Consideration of new elements applicable to outreach activities

Objective**Standard**

Statement of the Competency	Achievement Context
Process an archival fonds.	<ul style="list-style-type: none"> • For final archives • Based on: <ul style="list-style-type: none"> ○ The basic principles of archival management ○ Current archival management practices and standards ○ Internal requirements (e.g. Policies and procedures) • Using computer and communication tools
	<p data-bbox="815 693 1442 766">Performance Criteria for the Competency as a Whole</p> <ul style="list-style-type: none"> • Effective use of computer and communication tools • Application of basic archival management practices concerning provenance, integrity and original order • Compliance with current archival management practices and standards • Compliance with internal requirements (e.g. policies and procedures)
Elements of the Competency	Performance Criteria
1. Become familiar with the context in which archives are acquired.	<ul style="list-style-type: none"> • Accurate interpretation of: <ul style="list-style-type: none"> ○ The archive service's mandate ○ The archive service's acquisition policy ○ The request • Consultation of relevant resources • Accurate anticipation of the tasks to be performed • Correct determination of the characteristics of the archives (e.g. private, public, storage media, etc.)
2. Acquire the archives.	<ul style="list-style-type: none"> • Proper application of archive acquisition methods • Gathering of relevant data on the archives (e.g. creator, context, origin, content, etc.) • Adapted production of a preliminary accession inventory • Organized transfer of the documents to the archive service

Elements of the Competency	Performance Criteria
3. Evaluate the archives.	<ul style="list-style-type: none"> • Choice of precise, relevant sorting criteria • Appropriate sorting of the archives using the chosen criteria • Appropriate identification of the subdivisions of the fonds • Production of a relevant description • Accurate determination of the value of the archives • Consideration of processing needs (physical and intellectual) • Elimination of archival records of no interest to the fonds
4. Code and classify the archives.	<ul style="list-style-type: none"> • Careful preparation of the classification scheme • Appropriate integration of the archives into the classification scheme • Methodical determination of the archival reference code • Consistency in the choice of reference codes • Appropriate classification of the archives
5. Produce a finding aid.	<ul style="list-style-type: none"> • Careful choice of the type of finding aid required • Preparation in compliance with the authority record • Preparation of descriptive records using the chosen level of description • Relevant standardized access points • Accurate choice and indexing of concepts • Concepts translated properly into indexing language • Meticulous verification of descriptions • Development of a structured, accessible, effective finding aid
6. Disseminate the archives.	<ul style="list-style-type: none"> • Appropriate identification of user groups and their specific needs • Careful choice of dissemination method • Strategic dissemination via the finding aid • Development and visibility of the archives
7. Ensure ongoing improvements to the processing of archival fonds.	<ul style="list-style-type: none"> • Perpetuation of the finding aid • Relevant evaluation of the application of the finding aid • Regular gathering of comments from finding aid users • Consideration of new aspects of archival fonds processing (e.g. legislative or regulatory changes, trends, etc.) • Diligent updating of the finding aid

Objective**Standard**

Statement of the Competency	Achievement Context
Plan the layout of an information services space.	<ul style="list-style-type: none"> • In all information services environments • During the modification, adaptation, renovation or construction of a space • In collaboration with resource people where applicable (ergonomist, designer, etc.) • Based on: <ul style="list-style-type: none"> ○ Internal requirements (e.g. Policies and procedures) for the layout of an information services-space ○ The organization's mission ○ Users' needs • Using computer and communication tools

	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> • Effective use of computer and communication tools • Compliance with internal requirements (e.g. policies and procedures) for the layout of an information services space • Consideration of: <ul style="list-style-type: none"> ○ The organization's mission ○ Users' needs ○ Emerging trends in information services environments ○ Universal access, etc.

Elements of the Competency	Performance Criteria
1. Become familiar with the current layout of the information services space.	<ul style="list-style-type: none"> • Detailed examination of the space to be developed • Consultation of appropriate resources • Consideration of dominant trends in the layout of different information services spaces
2. Establish the needs for the layout of the information services space.	<ul style="list-style-type: none"> • Relevance and validity of the approach and tools used for data collection • Careful consultation of the people concerned • Consideration of current and emerging needs • Complete identification of layout problems • Correct identification of layout needs

Elements of the Competency	Performance Criteria
<p>3. Establish the desired characteristics of the space to be developed.</p>	<ul style="list-style-type: none"> • Calculation of the required surface area • Logical, functional organization of the space • Compliance with the principles of the layout of an information services space • Consideration of: <ul style="list-style-type: none"> ○ Well-being and comfort ○ Circulation within the area ○ Signage ○ Universal access ○ Flexibility of the layout ○ Ambient conditions (e.g. Humidity, temperature, acoustics, lighting), etc.
<p>4. Identify the human, financial and material resources needed for the layout task.</p>	<ul style="list-style-type: none"> • Identification of the resource people needed, their role and their responsibilities, where applicable • Accurate identification of all the financial resources needed • Precise and accurate identification of the equipment, furniture, software and other elements needed • Optimization of resources • Consideration of: <ul style="list-style-type: none"> ○ maintenance of material resources ○ renewal of licences, etc.
<p>5. Produce a layout plan.</p>	<ul style="list-style-type: none"> • Preparation of a clear, relevant layout plan • Compliance with the desired features • Consideration of the available resources
<p>6. Ensure ongoing improvements to the layout of the area.</p>	<ul style="list-style-type: none"> • Correct anticipation of needs • Appropriate monitoring of emerging trends • Relevant adaptation of area • Consideration of good practices for the layout of an information services space

General Education Component Common to All Programs and General Education Component Specific to the Program

English, Language of Instruction and Literature

Code: 4EA0

Objective

Standard

Statement of the Competency

Analyze and produce various forms of discourse.

Elements of the Competency

Performance Criteria

1. Identify the characteristics and functions of the components of literary texts.	<ul style="list-style-type: none"> • Accurate explanation of the denotation of words • Adequate recognition of the appropriate connotation of words • Accurate definition of the characteristics and function of each component
2. Determine the organization of facts and arguments of a given literary text.	<ul style="list-style-type: none"> • Clear and accurate recognition of the main idea and structure • Clear presentation of the strategies employed to develop an argument or thesis
3. Prepare ideas and strategies for a projected discourse.	<ul style="list-style-type: none"> • Appropriate identification of topics and ideas • Adequate gathering of pertinent information • Clear formulation of a thesis • Coherent ordering of supporting material
4. Formulate a discourse.	<ul style="list-style-type: none"> • Appropriate choice of tone and diction • Correct development of sentences • Clear and coherent development of paragraphs • Formulation of a 750-word discourse
5. Revise the work.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
 Weighting: 2-2-4 or 1-3-4
 Credits: 2½

Objective

Standard

Statement of the Competency

Apply an analytical approach to literary genres.

Elements of the Competency

Performance Criteria

1. Distinguish genres of literary texts.	<ul style="list-style-type: none"> • Clear recognition of the formal characteristics of a literary genre
2. Recognize the use of literary conventions within a specific genre.	<ul style="list-style-type: none"> • Accurate recognition of the figurative communication of meaning • Adequate explanation of the effects of significant literary and rhetorical devices
3. Situate a work within its historical and literary period.	<ul style="list-style-type: none"> • Appropriate recognition of the relationship of a text to its period
4. Write a critical analysis of a literary genre.	<ul style="list-style-type: none"> • Selective use of appropriate terminology • Effective presentation of a 1000-word coherent response to a literary text
5. Revise the work.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
Weighting: 2-2-3
Credits: 2½

Objective

Standard

Statement of the Competency

Apply an analytical approach to a literary theme.

Elements of the Competency

Performance Criteria

1. Recognize the treatment of a theme within a literary text.	<ul style="list-style-type: none"> • Clear recognition of elements within the text, which define and reinforce a theme and its development • Adequate demonstration of the effects of significant literary and rhetorical devices
2. Situate a literary text within its cultural context.	<ul style="list-style-type: none"> • Appropriate recognition of a text as an expression of cultural context • Adequate demonstration of the effects of significant literary and rhetorical devices
3. Detect the value system inherent in a literary text.	<ul style="list-style-type: none"> • Appropriate identification of expression (explicit / implicit) of a value system in a text
4. Write an analysis on a literary theme.	<ul style="list-style-type: none"> • Selective use of appropriate terminology • Effective presentation of a 1000-word coherent response to a literary text
5. Revise the work.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
Weighting: 2-2-3
Credits: 2½

Objective

Standard

Statement of the Competency

Communicate in the forms of discourse appropriate to one or more fields of study.

Elements of the Competency

Performance Criteria

1. Identify the forms of discourse appropriate to given fields of study.	<ul style="list-style-type: none"> • Accurate recognition of specialized vocabulary and conventions • Accurate recognition of the characteristics of the form of discourse • Exploration of a variety of topics
2. Recognize the forms of discourse appropriate to given fields of study.	<ul style="list-style-type: none"> • Clear and accurate recognition of the main ideas and structure • Appropriate distinction between fact and argument
3. Formulate an oral and a written discourse.	<ul style="list-style-type: none"> • Examine ways to address and structure a given topic • Appropriate choice of tone and diction • Correctly developed sentences • Clearly and coherently developed paragraphs • Appropriate use of program-related communication strategies including media and technology • Formulation of a 1000-word discourse
4. Revise the work.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
 Periods of instruction: 60
 Credits: 2

Humanities

Code: 4HU0

Objective

Standard

Statement of the Competency

Apply a logical analytical process to how knowledge is organized and used.

Elements of the Competency

Performance Criteria

1. Recognize the basic elements of a field of knowledge.	<ul style="list-style-type: none"> • Appropriate description of the basic elements • Appropriate use of terminology relevant to a field of knowledge
2. Define the modes of organization and utilization of a field of knowledge.	<ul style="list-style-type: none"> • Adequate definition of the dimensions, limits, and uses of a field of knowledge
3. Situate a field of knowledge within its historical context.	<ul style="list-style-type: none"> • Accurate identification of the main components in the historical development of a field of knowledge • Accurate description of the effects of historical development and social context on the limits and uses of a field of knowledge
4. Organize the main components into coherent patterns.	<ul style="list-style-type: none"> • Coherent organization of the main components
5. Produce a synthesis of the main components.	<ul style="list-style-type: none"> • Appropriate analysis of the components • Coherent synthesis of the main components • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: Humanities
Weighting: 3-1-3
Credits: 2½

Objective

Standard

Statement of the Competency

Apply a critical thought process to world views.

Elements of the Competency

Performance Criteria

1. Describe world views.	<ul style="list-style-type: none"> • Accurate description of a society or group with a distinctive world view • Appropriate use of terminology relevant to these societies or groups
2. Explain the major ideas, values, and implications associated with a given world view.	<ul style="list-style-type: none"> • Adequate explanation of the salient components of a world view
3. Organize the ideas, values and experiences of a world view into coherent patterns.	<ul style="list-style-type: none"> • Coherent organization of ideas about a world view • Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views
4. Compare world views.	<ul style="list-style-type: none"> • Comparative analysis of these world views • Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis
5. Convey the ideas, attitudes, and experiences of the societies or groups studied.	<ul style="list-style-type: none"> • Coherent integration of the importance and implications of the world views for the given societies or groups • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: Humanities
Weighting: 3-0-3
Credits: 2

Humanities

Code: 4HUP

Objective

Standard

Statement of the Competency

Apply a critical thought process to ethical issues relevant to the field of study.

Elements of the Competency

Performance Criteria

1. Situate significant ethical issues in appropriate world views and fields of knowledge.	<ul style="list-style-type: none"> • Accurate recognition of the basic elements of ethical issues • Appropriate use of relevant terminology • Adequate identification of the main linkages with world views and fields of knowledge
2. Explain the major ideas, values, and social implication of ethical issues.	<ul style="list-style-type: none"> • Adequate description of the salient components of the issues
3. Organize the ethical questions and their implications into coherent patterns.	<ul style="list-style-type: none"> • Coherent organization of the ethical questions and their implications • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues
4. Debate the ethical issues.	<ul style="list-style-type: none"> • Adequate development of substantiated argumentation including context and diverse points of view • Clear articulation of an individual point of view • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline:	Humanities
Periods of instruction:	45
Credits:	2

Objective

Standard

Statement of the Competency

Apply basic concepts for communicating in standard French.

Elements of the Competency

Performance Criteria

1. Write and revise a simple text.

- Clear, coherent formulation of a text of about 250 words
- Adequate development of the text: intention, topic, reader
- Formulation of simple, well-constructed sentences
- Use of adequate vocabulary for the task
- Satisfactory application of the rules of grammar, in particular agreement in gender and number; regular verbs; verb tenses in the present, compound past and simple future
- Satisfactory correction of errors in spelling or grammar
- Appropriate use of revision strategies

2. Understand the meaning of a simple text.

- Accurate description of the general meaning and essential ideas of a 500-word text
- Accurate identification of the difficulties in understanding the text
- Appropriate use of reading techniques
- Accurate identification of the main elements of the text

3. Convey a simple oral message.

- Clear and coherent formulation of an oral presentation of at least four minutes
- Appropriate use of standard vocabulary
- Clear and coherent statements

4. Understand the meaning of a simple oral message.

- Accurate identification of the general meaning and essential ideas of an oral message of at least four minutes
- Accurate identification of the difficulties in understanding the message
- Accurate description of the general meaning and essential ideas of the message

Learning Activities

Discipline: French as a Second Language
Weighting: 2-1-3
Credits: 2

French as a Second Language (Level II)

Code: 4SF1

Objective

Standard

Statement of the Competency

Communicate in standard French with some ease.

Elements of the Competency

Performance Criteria

1. Write and revise a simple text.

- Writing of a text of about 350 words
- Respect for grammar and spelling rules
- Appropriate use of the main elements of the corpus
- Clear, coherent formulation of sentences
- Coherent organization of paragraphs
- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

2. Interpret a written text.

- Accurate identification of the main ideas and structure of a text of 700 to 1 000 words
- Accurate identification of the main elements of the text
- Accurate explanation of the meaning of the words of the text

3. Produce a planned oral text.

- Clear and coherent formulation of an oral presentation of at least five minutes
- Appropriate use of standard vocabulary
- Respect for the level of language and rules of grammar and pronunciation

4. Interpret a simple oral text.

- Accurate identification of the main elements of an oral text of at least five minutes
- Accurate identification of the ideas and subjects dealt with in the text
- Accurate explanation of the meaning of the words of the text

Learning Activities

Discipline: French as a Second Language

Weighting: 2-1-3

Credits: 2

Objective

Standard

Statement of the Competency

Communicate with ease in standard French.

Elements of the Competency

Performance Criteria

1. Write a text of moderate complexity.	<ul style="list-style-type: none"> • Writing of a text of about 450 words • Respect for grammar and spelling rules • Adaptation to the intended audience • Appropriate use of the main elements of the corpus • Clear and coherent formulation of sentences, including at least three that are complex • Coherent organization of paragraphs
2. Revise and correct a text of moderate complexity.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of the text
3. Comment on a written text of moderate complexity.	<ul style="list-style-type: none"> • Accurate identification of the main elements of a text of between 2 500 and 3 000 words • Accurate explanation of the meaning of the words of the text • Accurate identification of the main and secondary ideas, of facts and opinions • Accurate identification of what is implicit and what is explicit
4. Produce a planned oral text of moderate complexity.	<ul style="list-style-type: none"> • Clear and coherent formulation of an oral presentation of at least five minutes • Appropriate use of standard vocabulary • Respect for the level of language and rules of grammar and pronunciation • Adaptation to the intended audience • Appropriate sequencing of ideas

Learning Activities

Discipline: French as a Second Language
Weighting: 2-1-3
Credits: 2

French as a Second Language (Level IV)

Code: 4SF3

Objective

Standard

Statement of the Competency

Explore a cultural and literary topic.

Elements of the Competency

Performance Criteria

1. Write a text on a cultural or literary topic.

- Clear and coherent formulation of a text of about 550 words
- Respect for the topic
- Respect for grammar and spelling rules
- Adaptation to the intended audience
- Appropriate use of the main elements of the corpus
- Clear articulation of a personal point of view

2. Revise and correct a text on a cultural or literary topic.

- Appropriate use of revision strategies
- Appropriate revision of the text

3. Analyze a cultural or literary text.

- Personal formulation of the main elements of the text
- Identification of the main themes
- Identification of clues that help situate the text in its sociocultural and historical context
- Accurate identification of the values expressed
- Accurate identification of the structure of the text
- Clear articulation of a personal point of view

Learning Activities

Discipline: French as a Second Language

Weighting: 3-0-3

Credits: 2

Objective

Standard

Statement of the Competency

Apply basic concepts for communicating in French in relation to the student's field of study.

Elements of the Competency

Performance Criteria

<p>1. Write and revise a short text related to the student's field of study.</p>	<ul style="list-style-type: none"> • Accurate identification of difficulties in writing • Appropriate use of writing techniques • Appropriate use of standard and specialized vocabulary • Clear and coherent formulation of the text • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
<p>2. Understand the meaning and characteristics of a text related to the student's field of study.</p>	<ul style="list-style-type: none"> • Accurate identification of difficulties in understanding the text • Accurate identification of the characteristics of the text • Accurate identification of specialized vocabulary • Accurate identification of the main elements of the text • Accurate description of the general meaning and essential ideas of the text
<p>3. Convey a simple oral message related to the student's field of study.</p>	<ul style="list-style-type: none"> • Accurate identification of the difficulties in oral expression • Appropriate use of techniques of oral expression • Appropriate use of standard and specialized vocabulary • Intelligible expression of the message
<p>4. Understand the meaning of a simple oral message related to the student's field of study.</p>	<ul style="list-style-type: none"> • Accurate identification of difficulties in understanding the message • Accurate identification of the characteristics of the message • Accurate identification of specialized vocabulary • Accurate identification of the main elements of the message • Accurate description of the general meaning and essential ideas of the message

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

French as a Second Language (Level II)

Code: 4SFQ

Objective

Standard

Statement of the Competency

Communicate in French on topics related to the student's field of study.

Elements of the Competency

Performance Criteria

1. Write a text related to the student's field of study.	<ul style="list-style-type: none"> • Appropriate use of specialized vocabulary and of conventions specific to different types of texts • Respect for the level of language and rules of grammar and spelling • Clear and coherent formulation of the text • Appropriate use of writing techniques
2. Revise and correct a text on a topic related to the student's field of study.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
3. Differentiate the types of texts specific to the student's field of study.	<ul style="list-style-type: none"> • Accurate identification of the formal characteristics of each of the main types of texts and the conventions used
4. Analyze texts representative of the student's field of study.	<ul style="list-style-type: none"> • Accurate identification of the main elements of the text • Accurate interpretation of specialized vocabulary • Accurate identification of the ideas and subjects dealt with • Appropriate use of reading and listening techniques

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

Objective

Standard

Statement of the Competency

Communicate with ease in French on topics related to the student's field of study.

Elements of the Competency

Performance Criteria

<p>1. Produce a text on a topic related to the student's field of study.</p>	<ul style="list-style-type: none"> • Respect for the topic • Appropriate use of specialized vocabulary and the conventions specific to different types of texts • Respect for the level of language and rules of grammar and spelling • Clear and coherent formulation of the text • Appropriate sequencing of ideas • Appropriate form for the content
<p>2. Revise and correct a text on a topic related to the student's field of study.</p>	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
<p>3. Comment on texts specific to the student's field of study.</p>	<ul style="list-style-type: none"> • Accurate identification of the formal characteristics of the main types of texts and the conventions used • Accurate explanation of the meaning of the words in the text • Accurate identification of the structure of the text • Accurate reformulation of the main and secondary ideas, of the facts and opinions • Accurate use of specialized vocabulary

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

French as a Second Language (Level IV)

Code: 4SFS

Objective

Standard

Statement of the Competency

Produce a text in French on a topic related to the student's field of study

Elements of the Competency

Performance Criteria

1. Write a text on a topic related to the student's field of study.

- Respect for the topic
- Appropriate use of specialized vocabulary and the conventions specific to different types of texts
- Appropriate choice of the main elements of the corpus based on the type of text
- Clear and coherent formulation of the text
- Respect for the level of language and rules of grammar and spelling
- Clear articulation of a personal point of view

2. Revise and correct a text on a topic related to the student's field of study.

- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

3. Analyze a text related to the student's field of study.

- Precise differentiation of the formal characteristics of specific types of texts
- Personal formulation of the main elements
- Listing of the main themes
- Accurate identification of the structure of the text
- Identification of clues that help situate the text in its context
- Clear articulation of a personal point of view
- Accurate association of elements of the text with the topic

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

Objective *Standard*

Statement of the Competency
Analyze one's physical activity from the standpoint of a healthy lifestyle.

Elements of the Competency	Performance Criteria
1. Establish the relationship between one's lifestyle habits and health.	<ul style="list-style-type: none"> • Proper use of documentation from scientific research or the media • Recognition of the influence of social and cultural factors on the practice of physical activity • Pertinent links made between one's lifestyle habits and the impact they have on health
2. Be physically active in a manner that promotes one's health.	<ul style="list-style-type: none"> • Respect for the rules specific to the physical activity practised • Respect for codes of ethics, safety rules and regulations when being physically active • Respect for one's abilities when practising physical activities
3. Recognize one's needs, abilities and motivational factors with respect to regular and sufficient physical activity.	<ul style="list-style-type: none"> • Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical condition • Overall assessment of one's needs and abilities in terms of physical activity • Overall assessment of one's motivational factors with respect to being sufficiently active on a regular basis
4. Propose physical activities that promote one's health.	<ul style="list-style-type: none"> • Appropriate choice of physical activities according to one's needs, abilities and motivational factors • Use of clear reasoning to explain the choice of physical activity

Learning Activities	
Discipline:	Physical Education
Weighting:	1-1-1
Credits:	1

Physical Education

Code: 4EP1

Objective

Standard

Statement of the Competency

Improve one's effectiveness when practising a physical activity.

Elements of the Competency

Performance Criteria

1. Plan an approach to improve one's effectiveness when practising a physical activity.

- Initial assessment of one's abilities and attitudes when practising a physical activity
- Statement of one's expectations and needs with respect to the ability to practise the activity
- Appropriate formulation of personal objectives
- Appropriate choice of the means to achieve one's objectives
- Use of clear reasoning to explain the choice of physical activity

2. Use a planned approach to improve one's effectiveness when practising a physical activity.

- Respect for the rules and regulations of the physical activity
- Respect for codes of ethics, safety rules and regulations when being physically active
- Appropriate use of strategies for the quantitative and qualitative evaluation of one's motor skills
- Periodic assessment of one's abilities and attitudes when practising a physical activity
- Meaningful interpretation of progress made and the difficulties encountered in the practice of physical activity
- Pertinent, periodic and proper adjustments of one's objectives or means
- Appreciable improvement in one's motor skills, techniques or complex strategies required by the physical activity

Learning Activities

Discipline: Physical Education

Weighting: 0-2-1

Credits: 1

Objective

Standard

Statement of the Competency

Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

Elements of the Competency

Performance Criteria

1. Plan a personal physical activity program.

- Establishing of priorities according to one's needs, abilities, and motivational factors with respect to being sufficiently active on a regular basis
- Proper and appropriate formulation of personal objectives
- Appropriate choice of physical activity or activities to achieve personal objectives
- Appropriate planning of the conditions for performing the physical activity or activities in the personal program

2. Combine the elements of a regular and sufficient practice of physical activity as part of a healthy lifestyle.

- Respect for the rules and regulations of the physical activity
- Respect for codes of ethics, safety rules and regulations when being physically active
- Regular and sufficient practice of a physical activity while maintaining a balance between effectiveness and health-promoting factors

3. Manage a personal physical activity program.

- Appropriate choice of criteria for measuring the attainment of program objectives
- Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical activity
- Periodic assessment of the time invested and activities practised during the program
- Appropriate, periodic and proper adjustment of personal objectives or means used
- Meaningful interpretation of the progress made and difficulties encountered in the practice of physical activities
- Recognition of the effect of physical activity on one's lifestyle

Learning Activities

Discipline: Physical Education

Weighting: 1-1-1

Credits: 1

Complementary General Education Component

Social Sciences

Code: 000V

Objective

Standard

Statement of the Competency	Achievement Context
Estimate the contribution of the social sciences to an understanding of contemporary issues.	<ul style="list-style-type: none"> Working alone In an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues Using documents and data from the field of social sciences

Elements of the Competency	Performance Criteria
1. Recognize the focus of one or more of the social sciences and their main approaches.	<ul style="list-style-type: none"> Formulation of the focus specific to one or more of the social sciences Description of the main approaches used in the social sciences
2. Identify some of the issues currently under study in the social sciences.	<ul style="list-style-type: none"> Association of issues with the pertinent areas of research in the social sciences
3. Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.	<ul style="list-style-type: none"> Presentation of contemporary issues by highlighting the interpretation of the social sciences Illustration of the interaction between certain social changes and the contribution of the social sciences

Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000V.</p> <p>Use code 305 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Analyze one of the major problems of our time using one or more social scientific approaches.	<ul style="list-style-type: none"> Working alone In an essay of approximately 750 words on a topic related to human existence Using reference materials from the field of social sciences

Elements of the Competency	Performance Criteria
1. Formulate a problem using one or more social scientific approaches.	<ul style="list-style-type: none"> Presentation of the background to the problem Use of appropriate concepts and language Brief description of individual, collective, spatio-temporal and cultural aspects of the problem
2. Address an issue using one or more social scientific approaches.	<ul style="list-style-type: none"> Clear formulation of an issue Selection of pertinent reference materials Brief description of historical, experimental and survey methods
3. Draw conclusions.	<ul style="list-style-type: none"> Appropriate use of the selected method Determination of appropriate evaluation criteria Identification of strengths and weaknesses of the conclusions Broadening of the issue analyzed

Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000W.</p> <p>Use code 305 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Science and Technology

Code: 000X

Objective**Standard**

Statement of the Competency	Achievement Context
Explain the general nature of science and technology and some of the major contemporary scientific or technological issues.	<ul style="list-style-type: none"> • Working alone • Using a written commentary on a scientific discovery or technological development • In an essay of approximately 750 words
Elements of the Competency	Performance Criteria
1. Describe scientific thinking and the standard scientific method.	<ul style="list-style-type: none"> • Brief description of the essential characteristics of scientific thinking, including quantification and demonstration • Ordered list and brief description of the essential characteristics of the main steps in the standard scientific method
2. Demonstrate how science and technology are complementary.	<ul style="list-style-type: none"> • Definition of terms and description of the primary ways in which science and technology are interrelated: logical and temporal connections, and mutual contributions
3. Explain the context and the stages related to several scientific and technological discoveries.	<ul style="list-style-type: none"> • Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries • Listing of the main stages of scientific and technological discoveries
4. Deduce different consequences and questions resulting from certain recent scientific and technological developments.	<ul style="list-style-type: none"> • Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries • Formulation of relevant questions and credibility of responses to the questions formulated
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 100 or 200 series of codes to link a course to objective 000X. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Resolve a simple problem by applying the basic scientific method.	<ul style="list-style-type: none"> Working alone or in groups Applying the standard scientific method to a given, simple scientific and technological problem Using common scientific instruments and reference materials (written or other)

Elements of the Competency	Performance Criteria
1. Describe the main steps of the standard scientific method.	<ul style="list-style-type: none"> Ordered list and brief description of the characteristics of the steps of the standard scientific method
2. Formulate a hypothesis designed to solve a simple scientific and technological problem.	<ul style="list-style-type: none"> Clear, precise description of the problem Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.)
3. Verify a hypothesis by applying the fundamental principles of the basic experimental method.	<ul style="list-style-type: none"> Pertinence, reliability and validity of the experimental method used Observance of established experimental method Appropriate choice and use of instruments Clear, satisfactory presentation of results Validity of the connections established between the hypothesis, the verification and the conclusion

Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	Use the 100 or 200 series of codes to link a course to objective 000Y. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate with limited skill in a modern language.	<ul style="list-style-type: none"> • For modern Latin-alphabet languages: <ul style="list-style-type: none"> ○ During a conversation consisting of at least eight lines of dialogue ○ In a written text consisting of at least eight sentences • For modern non–Latin-alphabet languages: <ul style="list-style-type: none"> ○ During a conversation consisting of at least six lines of dialogue ○ In a written text consisting of at least six sentences • Based on learning situations on familiar themes • Using reference materials
Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning of simple messages • Logical connection between the various elements of the message
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning of simple messages • Logical connection between the various elements of the message
3. Express a simple message orally.	<ul style="list-style-type: none"> • Appropriate use of language structures in main and coordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of basic vocabulary and idiomatic expressions • Clear pronunciation • Coherent sequencing of simple sentences • Spontaneous and coherent sequencing of sentences in a conversation
4. Write a text on a given subject.	<ul style="list-style-type: none"> • Appropriate use of language structures in main and coordinate clauses • Appropriate application of basic grammar rules • Use of verbs in the present indicative • Appropriate use of basic vocabulary and idiomatic expressions • Coherent sequencing of simple sentences • Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Periods of instruction: 45

Credits: 2

Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.

“Limited skill” refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.

Use the 600 series of codes to link a course to objective 000Z, with the exception of codes 601, 602, 603 and 604.

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate on familiar topics in a modern language.	<ul style="list-style-type: none"> • During a conversation that includes at least 15 lines of dialogue • In a written text consisting of at least 20 sentences for Latin-alphabet languages • In a written text consisting of at least 10 sentences for non-Latin-alphabet languages • Based on: <ul style="list-style-type: none"> • common situations in everyday life • simple topics from everyday life • Using reference materials
Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
3. Express a simple message orally, using sentences of average complexity.	<ul style="list-style-type: none"> • Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Clear pronunciation • Coherent sequencing of sentences • Dialogue
4. Write a text on a given subject, using sentences of average complexity.	<ul style="list-style-type: none"> • Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present and past indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Coherent sequencing of sentences of average complexity • Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Periods of instruction: 45

Credits: 2

Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.
Use the 600 series of codes to link a course to objective 0010, with the exception of codes 601, 602, 603 and 604.

Modern Language

Code: 0067

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate with relative ease in a modern language.	<ul style="list-style-type: none"> • Working alone • During a conversation consisting of at least 20 lines of dialogue • In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages) • Given documents of a sociocultural nature • Using reference materials for the written text

Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message in everyday language.	<ul style="list-style-type: none"> • Accurate explanation of the general meaning and essential ideas of the message • Clear identification of structural elements of the language
2. Understand the meaning of a text of average complexity.	<ul style="list-style-type: none"> • Accurate explanation of the general meaning and essential ideas of the text • Clear identification of structural elements of the language
3. Have a conversation on a subject.	<ul style="list-style-type: none"> • Appropriate use of the structural elements of the language according to the message to be expressed • Appropriate use of everyday vocabulary • Accurate pronunciation and intonation • Normal flow in a conversation in everyday language • Coherence of the message expressed • Pertinent responses to questions
4. Write a text of average complexity.	<ul style="list-style-type: none"> • Appropriate use of the structural elements of the language according to the text to be written • Accurate vocabulary • Coherence of the text as a whole • Observance of presentation and writing rules applicable to the text

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	The acquisition of a modern language requires an awareness of the culture of its native speakers. Use the 600 series of codes to link a course to objective 0067, with the exception of codes 601, 602, 603 and 604.

Objective**Standard**

Statement of the Competency	Achievement Context
Recognize the role of mathematics or computer science in contemporary society.	<ul style="list-style-type: none"> Working alone In an essay of approximately 750 words Using different personally selected concrete examples

Elements of the Competency	Performance Criteria
1. Demonstrate the acquisition of basic general knowledge of mathematics or computer science.	<ul style="list-style-type: none"> Identification of basic notions and concepts Identification of the main branches of mathematics or computer science Appropriate use of terminology
2. Describe the evolution of mathematics or computer science.	<ul style="list-style-type: none"> Descriptive summary of several major phases
3. Recognize the contribution of mathematics or computer science to the development of other areas of knowledge.	<ul style="list-style-type: none"> Demonstration of the existence of important contributions, using concrete examples
4. Illustrate the diversity of mathematical or computer science applications.	<ul style="list-style-type: none"> Presentation of a range of applications in various areas of human activity, using concrete examples
5. Evaluate the impact of mathematics or computer science on individuals and organizations.	<ul style="list-style-type: none"> Identification of several major influences Explanation of the way in which mathematics or computer science have changed certain human and organizational realities Recognition of the advantages and disadvantages of these influences

Learning Activities

Periods of instruction: 45

Credits: 2

Note: Only the following codes can be used to link a course to objective 0011: 105, 201, 204, 420.
Use code 204 for a multidisciplinary course.
Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Use various mathematical or computer science concepts, procedures and tools for common tasks.	<ul style="list-style-type: none"> • Working alone • While carrying out a task or solving a problem based on everyday needs • Using familiar tools and reference materials

Elements of the Competency	Performance Criteria
1. Demonstrate the acquisition of basic functional knowledge in mathematics or computer science.	<ul style="list-style-type: none"> • Brief definition of concepts • Correct execution of basic operations • Appropriate use of terminology
2. Select mathematical or computing tools and procedures on the basis of specific needs.	<ul style="list-style-type: none"> • Listing of numerous possibilities available through the use of mathematical and computing tools and procedures • Analysis of concrete situations and recognition of the usefulness of mathematical or computing tools and procedures • Appropriate choice according to needs
3. Use mathematical or computing tools and procedures to carry out tasks and solve problems.	<ul style="list-style-type: none"> • Use of a planned and methodical process • Correct use of tools and procedures • Satisfactory results, given the context • Appropriate use of terminology specific to a tool or procedure
4. Interpret the quantitative data or results obtained using mathematical or computing tools and procedures.	<ul style="list-style-type: none"> • Accurate interpretation, given the context • Clear, precise formulation of the interpretation

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	<p>Only the following codes can be used to link a course to objective 0012: 105, 201, 204 and 420.</p> <p>Use code 204 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Consider various forms of art produced according to aesthetic practices.	<ul style="list-style-type: none"> • Working alone • Given a specified work of art • In a written commentary of approximately 750 words

Elements of the Competency	Performance Criteria
1. Develop an appreciation for the dynamics of the imagination in art.	<ul style="list-style-type: none"> • Precise explanation of a creative process connected to the construction of an imaginary universe
2. Describe art movements.	<ul style="list-style-type: none"> • Descriptive list of the main characteristics of three art movements from different eras, including a modern movement
3. Give a commentary on a work of art.	<ul style="list-style-type: none"> • Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a reasoned description of the meaning of the work of art

Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	Use the 500 series of codes (except 502) to link a course to objective 0013. Use code 504 for a multidisciplinary course. Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.

Art and Aesthetics

Code: 0014

Objective**Standard**

Statement of the Competency	Achievement Context
Produce a work of art.	<ul style="list-style-type: none"> • Working alone • During a practical exercise • In the context of creating or interpreting a work of art • Using the basic elements of the language and techniques specific to the medium selected
Elements of the Competency	Performance Criteria
1. Recognize the primary forms of expression of an artistic medium.	<ul style="list-style-type: none"> • Identification of specific features: originality, essential qualities, means of communication, styles, genres
2. Use the medium.	<ul style="list-style-type: none"> • Personal, coherent use of elements of language • Satisfactory application of artistic techniques • Compliance with the requirements of the method of production
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 500 series of codes to link a course to objective 0014, with the exception of code 502.</p> <p>Use code 504 for a multidisciplinary course.</p> <p>Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Consider contemporary issues from a transdisciplinary perspective.	<ul style="list-style-type: none"> • Individually or in groups • Drawing on different fields of knowledge • Using documents and data from various disciplines
Elements of the Competency	Performance Criteria
1. Identify major contemporary issues.	<ul style="list-style-type: none"> • Exploration of various contemporary issues • Description of the main perspectives concerning these issues • Clear formulation of objects to study related to these issues
2. Recognize the specific role of several disciplines in the understanding of an issue.	<ul style="list-style-type: none"> • Identification of some of the theories used in analyzing the issue • Clear description of the concepts and methods used
3. Demonstrate the contribution of several disciplines to the understanding of an issue.	<ul style="list-style-type: none"> • Clear formulation of the perspectives of the issue • Precise description of the main contributions of the disciplines • Pertinent explanation of the interaction among various disciplines • Appropriate use of language and concepts from the disciplines
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021L in order to maintain the transdisciplinary nature of the competency.</p>

Contemporary Issues

Code: 021M

Objective**Standard**

Statement of the Competency	Achievement Context
Explore a contemporary issue from a transdisciplinary perspective.	<ul style="list-style-type: none"> • Individually or in groups • Drawing on different fields of knowledge • Using documents and data from various disciplines
Elements of the Competency	Performance Criteria
1. Present a research problem.	<ul style="list-style-type: none"> • Justification of the choice of research problem • Brief description of the main issues involved in the problem • Clear formulation of the main dimensions of the problem • Appropriate use of language and concepts from the disciplines • Clear formulation of the research question
2. Analyze the research problem.	<ul style="list-style-type: none"> • Relevant description of a research approach or method • Appropriate selection of research data • Proper application of the approach or method used • Appropriate use of an analytical framework
3. Propose solutions.	<ul style="list-style-type: none"> • Clear description of the main contributions from the disciplines • Pertinent explanation of the interaction among various disciplines • Justification of solutions proposed • Assessment of the strengths and weaknesses of the proposed solutions
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021M in order to maintain the transdisciplinary nature of the competency.</p>

Additional Information

Vocabulary Used in Technical Programs

Program

A program is an integrated set of learning activities leading to the achievement of education objectives based on set standards (*College Education Regulations*, s. 1). All college programs include a general education component common to all programs; a general education component adapted to the specific program; a complementary general education component; and a program-specific component (*College Education Regulations*, s. 6).

Competency

In the program-specific component of a technical program, a competency is defined as the ability to act, succeed and evolve in order to adequately perform tasks or work-related activities, based on an organized body of knowledge (including elements of knowledge, skills in a variety of fields, perceptions, attitudes, etc.) (*Élaboration des programmes d'études techniques, Cadre général – Cadre technique 2002*, p. 15).

Objective

An objective is defined as the competency, skills or knowledge to be acquired or mastered (*College Education Regulations*, s. 1). Each objective is formulated in terms of a competency and includes a statement of the competency and its elements. The achievement of objectives and respect for the standards ensure the acquisition or mastery of the college-level general education competencies.

Statement of the Competency

In the program-specific component of a technical program, the statement of the competency is the result of an analysis of the needs of the job situation, the general goals of technical training and (in some cases) other factors. In the general education components, it is the result of an analysis of the needs of general education.

Elements of the Competency

In the program-specific component of a technical program, the elements of the competency include only what is necessary in order to understand and master the competency. They refer to the major steps involved in performing a task or to the main components of the competency.

In the general education components, the elements of an objective, formulated in terms of a competency, specify the main aspects of the competency.

Periods of instruction (contact hours)

Periods of instruction are units for calculating the breakdown of teaching time, i.e. the length of time a student spends under the supervision of a teacher in a class or laboratory, or during a practicum.

Standard

A standard is defined as the level of performance at which an objective is considered to be achieved (*College Education Regulations*, s. 1). In the program-specific component of a technical program, it is composed of an achievement context and performance criteria.

Performance Criteria

In the program-specific component of a technical program, the performance criteria define requirements by which to judge the attainment of each element of the competency and hence of the competency itself. The performance criteria are based on the requirements at entry level on the job market. Each element of the competency requires at least one performance criterion.

In the general education components, the performance criteria define the requirements for recognition of the attainment of the standard.

In both components, all the criteria must be respected for the objective to be recognized as having been attained.

Achievement Context

In the program-specific component of a technical program, the achievement context corresponds to the situation in which the competency is exercised at entry-level on the job market. The achievement context does not specify the context for learning or evaluation.

Learning Activities

In the program-specific component of a technical program, the learning activities are classes (or labs, workshops, seminars, practicums or other educational activities) designed to ensure the attainment of the targeted objectives and standards. Colleges are entirely responsible for defining the learning activities and applying the program-based approach.

In the general education components, the elements of the learning activities that may be determined in whole or in part by the Minister are the field of study, the discipline(s), the weightings, the number of contact hours, the number of credits and any details deemed essential.

Harmonization

The Ministère de l'Éducation et de l'Enseignement supérieur harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors, in order to avoid overlap in program offerings, recognize prior learning and facilitate the students' progress.

Harmonization establishes consistency between training programs and is especially important in ensuring that the tasks of a trade or occupation are clearly identified and described. Harmonization makes it possible to identify tasks requiring competencies that are common to more than one program. Even if there are no common competencies, training programs are still harmonized.

Harmonization is said to be “inter-level” when it focuses on training programs at different levels, “intra-level” when it focuses on programs within the same educational level, and “inter-sector” when carried out between programs in various sectors.

An important aspect of harmonization is that it allows the common features of competencies to be identified and updated as needed. Common competencies are those that are shared by more than one program; once acquired in one program, they can be recognized as having been acquired in another. Competencies with exactly the same statement and elements are said to be identical. Common competencies that are not identical but have enough similarities to be of equal value are said to be equivalent.

Harmonization of the *Information and Library Technologies* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results are presented in the document entitled *Tableaux d'harmonisation, Techniques de la documentation*.

Occupational Health and Safety Hazards

This section expands on the risks associated with the competencies in the *Information and Library Technologies* program.

The table below, “Sources and risk levels for each competency,” links competencies with the six sources of risk listed in the following typology. It also indicates whether the risk level is high or low. These levels of risk are provided for information purposes only since they vary depending on the operations carried out and the achievement context. The table serves as a guide for teachers to planning progressive learning activities, a way of organizing their teaching in compliance with occupational health and safety in the workplace.

Typology of occupational health and safety in the workplace with a list of dangers and hazardous situations:

- Chemical hazards or dangers:
 - Form of substance (solid, liquid, aerosol, gas, etc.) and exposure (inhalation, absorption through the skin, ingestion, etc.)

- Physical hazards or dangers:
 - Electrical hazards
 - Thermal hazards
 - Noise
 - Vibration
 - Other physical hazards

- Biological hazards or dangers:
 - Form of substance (dust, mist, fluid, etc.) and exposure (inhalation, absorption through the skin, ingestion, cuts, etc.)

- Ergonomic hazards or dangers:
 - Constrained postures
 - Excessive effort
 - Repetitive movements

- Safety hazards or dangers:
 - Hazards related to general mechanical phenomena
 - Hazards related to moving parts, tools or vehicles
 - Risk of falling (workers and objects)
 - Hazards linked to confined spaces
 - Fire or explosion hazards
 - Violence in the workplace

- Psychosocial hazards or dangers:
 - Factors associated with the nature of the work
 - Factors related to the organization of the work
 - Social factors

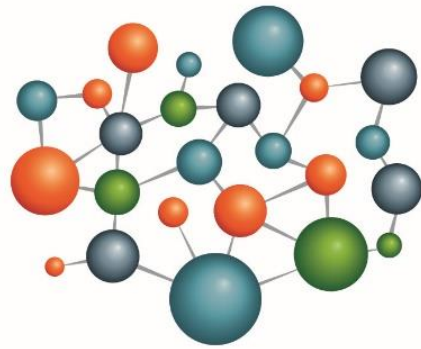
TABLE: SOURCES AND RISK LEVELS FOR EACH COMPETENCY

COMPETENCY NUMBER	INFORMATION AND LIBRARY TECHNOLOGIES	Sources of risk					
		Chemical hazards or dangers	Physical hazards or dangers	Biological hazards or dangers	Ergonomic hazards or dangers	Safety hazards or dangers	Psychosocial hazards or dangers
		1	2	3	4	5	6
	STATEMENT OF THE COMPETENCY						
01ZE	Analyze the occupation						
01ZF	Use general application software				○		
01ZG	Interact with others in an information services environment						○
01ZH	Create and use databases				○		
01ZJ	Retrieve information				○		
01ZK	Describe documents				○		
01ZL	Index documents				○		
01ZM	Manage records				○		
01ZN	Evaluate the services of an information management unit				○		
01ZP	Classify documents				○		
01ZQ	Perform management activities in an information services setting				○		
01ZR	Manage collections				○		
01ZS	Provide reference and information monitoring services				○	○	
01ZT	Promote the services of an information management unit				○		
01ZU	Implement an information management system				○		
01ZV	Develop and implement records management tools				○		
01ZW	Ensure the preservation of documents	○			○	○	
01ZX	Provide training to users in an information services environment				○		
01ZY	Perform outreach activities in an information services environment				○		
01ZZ	Process an archival fonds	○	○		○	○	
01QN	Plan the layout of an information services space				○		

Risk levels

Risk levels are indicated according to their frequency, duration or intensity, and not according to the severity of their effects on personal health and safety.

Low risk: ○ High risk: ●



education.gouv.qc.ca

*Éducation
et Enseignement
supérieur*

Québec 