

ANALYSIS AND PLANNING TABLES  
INFORMATION ON THE EVALUATIONS  
EVALUATION FORMS

SUPPORT FOR PEDAGOGICAL PLANNING

HAIRDRESSING

5745

## DEVELOPMENT TEAM

<i>Gabrielle Gélinas</i>	Teacher Commission scolaire du Chemin-du-Roy
<i>Carmen Latour</i>	Teacher Commission scolaire du Chemin-du-Roy
<i>Nicole Lamy</i>	Teacher Commission scolaire du Chemin-du-Roy
<i>Jocelyne Lavoie</i>	Program Evaluation Consultant
<i>Joanne Dubé</i>	Instructional Designer Secteur de la formation professionnelle et technique Ministère de l'Éducation
<i>Jocelyne Lévesque</i>	Coordinator of the <i>Beauty Care</i> sector
English version	Direction de la production en langue anglaise Services à la communauté anglophone Ministère de l'Éducation

Although much research went into the choice of technical terminology in the English version, some terms may not reflect current usage in the field. The Direction de la production en langue anglaise would very much appreciate receiving feedback from users of this document:

Direction de la production en langue anglaise  
Services à la communauté anglophone  
Ministère de l'Éducation  
600, rue Fullum, 11<sup>e</sup> étage  
Montréal (Québec)  
H2K 4L1  
Telephone: (514) 873-8063  
Fax: (514) 873-2687

# TABLE OF CONTENTS

INTRODUCTION .....	1
<b>PART ONE</b>	
PEDAGOGICAL PLANNING MODEL	
1 Concept of Competency .....	5
2 Elements of the Pedagogical Planning Model .....	5
3 Pedagogical Planning Process .....	5
4 Phases Involved in Acquiring a Competency .....	8
5 Evaluation Framework.....	14
INFORMATION ON THE PROGRAM	
Synoptic Table for the Program of Study .....	16
Grid of Learning Focuses .....	17
ELEMENTS OF PEDAGOGICAL PLANNING	
Logic Diagram Showing the Teaching Sequence for <i>Hairdressing</i> .....	18
Pedagogical Aims of the Program .....	20
<b>PART TWO</b>	
HOW TO READ ANALYSIS AND PLANNING TABLES, INFORMATION ON THE EVALUATIONS AND EVALUATION FORMS .....	23
ANALYSIS AND PLANNING TABLES, INFORMATION ON THE EVALUATIONS, EVALUATION FORMS	
Module 1 – The Trade and the Training Process	
Module 2 – Health and Safety	
Module 3 – Examining the Scalp and Hair	
Module 4 – Morphology and Physiognomy	
Module 5 – Shampooing Hair	
Module 6 – Hair and Scalp Treatments	
Module 7 – Setting Hair	
Module 8 – Styling Hair	
Module 9 – Communication	
Module 10 – Standard Women's Haircuts	
Module 11 – Gradual Men's Haircuts and Beard Trimming	
Module 12 – Standard Permanents	
Module 13 – Colouring Hair	
Module 14 – Pastel Colouring	
Module 15 – Colour Correction	
Module 16 – Sale of Products and Services	
Module 17 – Styled Haircuts	
Module 18 – Styled Permanents	
Module 19 – Creative Colouring	
Module 20 – Personalized Hairstyling	
Module 21 – Practicum	



## INTRODUCTION

This document is intended to provide support for pedagogical planning and to facilitate the work required to implement the *Hairdressing* program. It may be considered an interface between the program produced by the Ministère de l'Éducation and the work carried out in vocational education centres with respect to the development of learning activities and the production of teaching and evaluation materials.

This document is designed to ensure greater consistency between the objectives of the program and the means taken to achieve them and to ensure that they have been attained. It is also intended to make it easier to integrate both formative and summative evaluation activities into the teaching and learning process. It also facilitates pedagogical planning by presenting all this information in one document.

The proposed pedagogical planning strategy implies the participation of teachers in the system. This involvement is less significant when the main elements of pedagogical planning are defined and more significant when the learning activities are produced.

To make it easier for teachers to participate in this regard and to foster a spirit of sharing where the development of learning activities is concerned, the Ministère has made this document available on the Internet, more specifically, on the *Inforoute FPT* Web site. Teachers of a particular program may also use an electronic forum for presenting, sharing and consulting learning activities.

This document is divided into two main parts. Part One contains a description of the pedagogical planning model, information on the program and elements of pedagogical planning specific to the program. Part Two contains a guide on how to read the different tables and, for each module in the program, analysis and planning tables that contain details on learning and evaluation, information on the evaluation and an evaluation form.



# **PART ONE**



# **PEDAGOGICAL PLANNING MODEL**

The proposed pedagogical planning model is consistent with:

- the characteristics of competency-based programs
- a vision of learning that fosters the construction of competencies
- the principles of the evaluation of learning in vocational education
- the possibility of getting vocational education teachers more involved in pedagogical planning, with respect to both learning and evaluation

## **1 CONCEPT OF COMPETENCY**

- A competency is the ability to act, succeed and make progress
  - that makes it possible to successfully perform occupational tasks or activities
  - and that is based on an organized set of essential elements (knowledge, skills in different areas, perceptions, attitudes, etc.)

## **2 ELEMENTS OF THE PEDAGOGICAL PLANNING MODEL**

This pedagogical planning model includes the following elements:

- a logic diagram showing the sequence of teaching
- proposed pedagogical aims
- analysis and planning tables featuring:
  - learning focuses, guidelines and learning activities for each competency in a program
  - evaluation indicators and criteria together with their respective weighting, evaluation strategies, for both formative evaluation and evaluation used for certification, for each competency in a program
- information on the evaluations and evaluation forms

## **3 PEDAGOGICAL PLANNING PROCESS**

In the pedagogical planning model used in vocational education, certain pedagogical planning elements are defined by a team composed of content specialists, a program development consultant and an evaluation consultant, while other elements are under the responsibility of the teachers of the program in question. The pedagogical planning process described below takes into account this sharing of responsibilities and consists of the following steps:

- Step 1: Becoming familiar with the program
- Step 2: Becoming familiar with the logic diagram showing the sequence of teaching
- Step 3: Becoming familiar with the proposed pedagogical aims, adapting these aims and determining ways of incorporating them into the teaching
- Step 4: Becoming familiar with the information provided in the analysis and planning tables
- Step 5: Determining a teaching sequence for the different learning focuses, developing learning activities and producing learning and evaluation materials
- Step 6: Planning for educational materials

### **Step 1: Becoming familiar with the program**

The pedagogical planning process should start with a careful reading of the program. Teachers will find it useful to consult all the operational objectives in order to get an overview of the competencies to be acquired.

Teachers should also spend time closely examining the grid of learning focuses in order to understand the relationships between specific and general competencies as well as the functional links shown on the grid.

In this document, a synoptic table for the program and the grid of learning focuses are found in the section *Information on the Program*.

### **Step 2: Becoming familiar with the logic diagram showing the teaching sequence**

Teachers should become familiar with the logic diagram showing the teaching sequence in order to fully understand the general order in which competencies are to be acquired, and to identify those competencies which are prerequisites to other competencies, those competencies for which there are no specific prerequisites, and those competencies that should or could be developed simultaneously.

The logic diagram showing the teaching sequence is found in the section *Elements of Pedagogical Planning*.

### **Step 3: Becoming familiar with the proposed pedagogical aims, adapting these aims and determining ways of incorporating them into the teaching**

Pedagogical aims are educational goals that are based on important values and concerns and that serve to guide activities with students in a certain direction each time an appropriate situation presents itself. These aims, which are ongoing, allow students to develop habits, attitudes or skills that have not generally been the focus of specific objectives, but which are nonetheless important.

Teachers should become familiar with the pedagogical aims proposed by the development team, adapt or enhance these aims and determine ways of incorporating them into their teaching.

The pedagogical aims are found in the section *Elements of Pedagogical Planning*.

### **Step 4: Becoming familiar with the information provided in the analysis and planning tables**

This involves reading the tables related to the program modules. Although teachers are generally responsible for only one or a few modules at most, it is important that they familiarize themselves with all the analysis and planning tables in order to fully understand how the learning focuses, guidelines, and evaluation indicators and criteria are distributed throughout the program.

A study of the analysis and planning tables presupposes a thorough understanding of the pedagogical planning model, and more particularly, of the competency acquisition process which is explained under point 4 of this section. The operational objectives, the grid of learning focuses

and the proposed pedagogical aims also help in understanding the information presented in the analysis and planning tables.

A guide on how to read the analysis and planning tables and the actual tables for each module are found in the second part of this document.

### **Step 5: Determining a teaching sequence for the different learning focuses, developing learning activities and producing learning and evaluation materials**

In the analysis and planning tables, the learning focuses are presented according to the structure of the operational objective and not necessarily according to a teaching sequence. Teachers will have to establish the teaching sequence as they see fit. They will then have to develop learning activities and produce learning materials. Teachers may share their ideas for learning activities with other teachers through the electronic forum on learning activities on the *Inforoute FPT* Web site.

Teachers are to prepare learning activities by referring to the information in the analysis and planning tables (acquisition phases, learning focuses, guidelines). In this regard, teachers will find it useful to consult Table 3, *Learning Activities Involved in the Acquisition of a Competency*, and Table 4, *Training Process and Environment Involved in the Acquisition of a Competency*, both found under point 4 of this section.

As for formative evaluation, teachers will prepare materials by referring to the formative evaluation criteria in the analysis and planning tables, and will make sure that formative evaluation activities are integrated into the learning activities. In terms of evaluation for purposes of certification, teachers are required to comply with the appropriate specifications in the analysis and planning tables of the module in question, since the tables are prescriptive. Preparation of evaluation materials for certification purposes must take into account the information on the evaluation and evaluation form which accompany the analysis and planning tables for each module.

In carrying out this step, teachers will also find it useful to consult the *Evaluation Framework* found under point 5 of this section and the section *How to Read Analysis and Planning Tables, Information on the Evaluations and Evaluation Forms* found in Part Two of this document.

### **Step 6: Planning for educational materials**

Teachers are required to plan for educational materials with due consideration to the specifications contained in the organizational guide. To determine the required setting or context, teachers can consult Table 4, *Training Process and Environment Involved in the Acquisition of a Competency*, found under point 4 of this section.

#### 4 PHASES INVOLVED IN ACQUIRING A COMPETENCY

In order to organize the analysis process, it is helpful to refer to the general process of competency acquisition. Five major phases lead to the acquisition of a competency:

- exploration
- basic learning
- practice
- transfer
- enrichment

The **exploration phase** is intended to highlight the relevance of the competencies to be acquired so as to increase students' motivation and facilitate learning. It also allows students to confirm their career choice and help them to get their bearings in the program.

The **basic learning phase** focuses on the cornerstones of the competencies, that is, all of the knowledge, skills in various areas, attitudes and perceptions that make it possible for students to adequately perform an occupational task or activity. The essence of the competency and the potential associated with that competency are developed in this phase.

The **practice phase** relates to the more “operational” dimension of the competency. The focus is on the integration of basic knowledge involved in carrying out a task or activity. During this phase, students learn how to carry out a task or activity by gradually practising the various steps involved, until they are finally able to carry out the task or activity in full, in accordance with predetermined performance standards.

The **transfer phase** refers specifically to the adaptations required to transfer and apply the competency (the basics of which have already been acquired) to a real or simulated working environment, in accordance with performance standards required for entry into the work force.

The **enrichment phase** makes it possible to occasionally go beyond the minimum performance standard when applying the competency. It may also focus on the acquisition of additional competencies.

It is important to note that for a competency to be fully acquired, at least the three major phases of basic learning, practice and transfer must be involved. Also, learning activities should ideally be preceded by activities related to the exploration phase because such activities highlight the relevance of the competencies that the students are preparing to develop and allow students to situate themselves in relation to the occupation and the program. Table 1 shows the major phases involved in the competency acquisition process and emphasizes the progressive integration of learning.

Note: Although integration and transfer occur at different times in the learning process, they mainly occur during two major phases in the competency acquisition process, namely the practice and transfer phases.

The competency acquisition process has a direct impact on the choice of learning focuses, learning activities and training environments. The following tables provide information on the different choices according to the competency acquisition phases:

- Table 2, *Learning Focuses Involved in the Acquisition of a Competency*, highlights the characteristics of the learning focuses associated with the different competency acquisition phases.
- Table 3, *Learning Activities Involved in the Acquisition of a Competency*, describes the learning activities associated with the different competency acquisition phases.
- Table 4, *Training Process and Environment Involved in the Acquisition of a Competency*, suggests possible settings for each competency acquisition phase.

**TABLE 1: MAJOR PHASES INVOLVED IN ACQUIRING A COMPETENCY**

**Continuum of integration of learning and entry into the work force** →

<b>EXPLORATION</b>	<b>BASIC LEARNING</b>	<b>PRACTICE</b>	<b>TRANSFER</b>	<b>ENRICHMENT</b>
Career choice or getting one’s bearings in the program, or motivation and getting a good start	Acquisition or development of knowledge, skills in various areas, basic perceptions and attitudes, and their integration	Integration of learning while practising occupational tasks or activities, and progression in level of performance	Application of the competency in a new context (real or simulated)	Acquisition or development of a competency beyond the required standard
	General competency of a more basic and transferable nature			
	Specific competency focusing on the mastery of tasks			

This table is a snapshot of the general process involved in acquiring a competency and is intended to facilitate the analysis process. In reality, this process involves movements back and forth between phases, and some reversal and combinations of activities. This process should therefore not be viewed as strictly linear or compartmentalized. In Table 4, the arrows between the major phases of the process indicate these numerous possibilities.

**TABLE 2: LEARNING FOCUSES INVOLVED IN THE ACQUISITION OF A COMPETENCY**

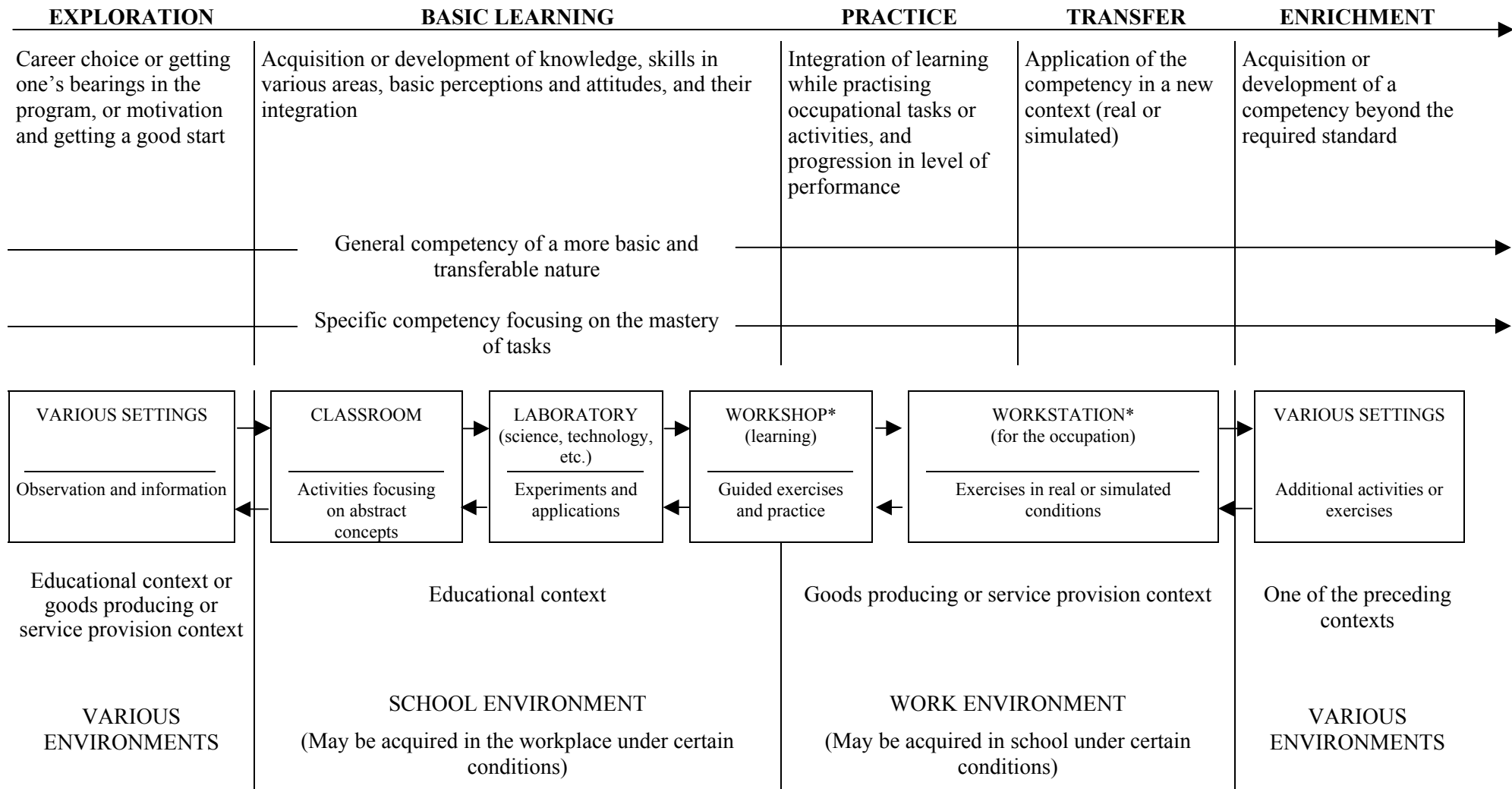
	1	2	3	4	5
PHASES	EXPLORATION	BASIC LEARNING	PRACTICE	TRANSFER	ENRICHMENT
CATEGORIES OF LEARNING FOCUSES	<p>Knowledge of the environment, the requirements, etc. of the occupation and the training required (at the beginning of the program)</p> <p>Start of the learning process and motivation (at the beginning of a course or when learning something specific for the first time)</p>	<p>KNOWLEDGE: notions, principles, concepts, etc.</p> <p>SKILLS: gestures, movements and coordination thereof; use of tools, operation of machinery, application of knowledge, etc.</p> <p>PERCEPTIONS: recognition of odours, noises, colours, heat, etc.; determination of the source, cause, etc.; intuitive understanding, representation of objects, etc.</p> <p>ATTITUDES: general behaviours, way of being and acting, especially in terms of ethics, occupational health and safety, quality control, interpersonal relations, etc.</p>	<p>Performance of the occupational task or activity, progression in the level of performance and assimilation of basic learning</p> <p>(Guided activities, considerable supervision and support: relatively limited autonomy in performing the task or activity)</p>	<p>Application of learning in a goods producing or service provision context, including any necessary adaptations</p> <p>(A greater degree of autonomy in carrying out the task or activity)</p>	<p>Development of the competency beyond the required performance standard or the acquisition of new competencies</p> <p>(A limited amount of time allotted within the program. Additional time may be allotted, especially in the case of a work-study program.)</p>

**TABLE 3: LEARNING ACTIVITIES INVOLVED IN THE ACQUISITION OF A COMPETENCY**

	1	2	3	4	5
PHASES	EXPLORATION	BASIC LEARNING	PRACTICE	TRANSFER	ENRICHMENT
NATURE OF LEARNING ACTIVITIES	<ul style="list-style-type: none"> <li>a) Observation and information activities: conferences, visits to companies and training centres; library research, etc.</li> <li>b) Introduction activities aimed at raising awareness of the relevance and usefulness of the learning</li> </ul>	<ul style="list-style-type: none"> <li>a) Activities involving listening, reflection, discussion, etc.</li> <li>b) Activities involving research, observation, analysis, etc.</li> <li>c) Activities involving the observation and analysis of noises, odours, etc.</li> <li>d) Activities involving the observation and performance of gestures, actions, etc.</li> </ul>	<ul style="list-style-type: none"> <li>a) Activities allowing for the integration of basic learning, as practice activities are introduced</li> <li>b) Activities that involve practising parts of tasks or activities</li> <li>c) Activities that involve practising a more complete task or activity</li> </ul>	<ul style="list-style-type: none"> <li>a) Adaptation activities</li> <li>b) Activities that involve the performance in a work environment (real or simulated conditions) of a task or activity that has essentially been learned</li> </ul>	<p>Various activities depending on the competency or the part of the competency in question</p>

**TABLE 4: TRAINING PROCESS AND ENVIRONMENT INVOLVED IN THE ACQUISITION OF A COMPETENCY**

**Continuum of integration of learning and entry into the work force**



\*Note: "Classroom" and "laboratory" facilities usually replace "workshop" and "workstation" in the case of nontechnical general competencies.

## **5 EVALUATION FRAMEWORK**

### **5.1 General Principles**

In vocational education, a few general principles guide the choice of strategies for evaluating learning.

#### **Curriculum-based approach**

In order to take into account the characteristics of competency-based programs and out of a concern for coherence, evaluation focuses on the competencies described by a program's operational objectives. The evaluation indicators and criteria in the analysis and planning tables are therefore based on elements of the operational objective. They also stem from essential elements of the competency such as the knowledge, skills, perceptions and attitudes to be acquired.

The evaluation procedure is both analytical, because it is based on an analysis of each competency of the program, and global, because it takes into account the program as a whole.

#### **Multidimensional evaluation**

Since evaluation focuses on the competency, it is crucial that all aspects of the competency be verified. Thus, the evaluation deals as much with cognitive and psychosensorimotor aspects as affective aspects.

#### **Criterion-referenced interpretation**

According to this approach, the teacher verifies the degree to which each student has attained an objective according to the defined criteria.

#### **Marks**

In vocational education, marks are given in a dichotomous manner: students may obtain either zero or all of the marks assigned for each criterion component. For example, if criterion component 3.2 is worth 10 marks, then the teacher has a choice of only two marks: 0 or 10. The acquisition of a competency is also indicated in a dichotomous manner, that is PASS or FAIL, which is determined on the basis of a minimum performance standard or pass/fail conditions.

## **Evaluation Strategies**

The nature of the competencies developed by a program requires varied evaluation strategies.

### a) Behavioural objectives

The following may be evaluated:

- theoretical knowledge: in this case, the examination may cover the knowledge applied to the occupation and generally comprises a series of written questions
- the product: in this case, the examination focuses on the object that a student must produce and the evaluation is based on a list of requirements related to the characteristics expected of the product
- the process: in this case, the examination covers the work process that the student follows and the evaluation is carried out with reference to requirements related to the steps involved in the process

### b) Situational objectives

For a situational objective, evaluation focuses on the degree to which a student participates in an activity and not his or her performance during the activity. However, students may be required to present relevant information on a given topic.

## INFORMATION ON THE PROGRAM

TABLE 1

SYNOPTIC TABLE FOR THE PROGRAM OF STUDY
---

CODE	MODULE TITLE	DURATION	CREDITS <sup>1</sup>	STATUS <sup>2</sup>
918 011	1. The Trade and the Training Process	15	1	L
918 022	2. Health and Safety	30	2	L
918 033	3. Examining the Scalp and Hair	45	3	L
918 042	4. Morphology and Physiognomy	30	2	L
918 052	5. Shampooing Hair	30	2	L
918 064	6. Hair and Scalp Treatments	60	4	L
918 073	7. Setting Hair	45	3	L
918 085	8. Styling Hair	75	5	L
918 093	9. Communication	45	3	L
918 108	10. Standard Women's Haircuts	120	8	L
918 114	11. Gradual Men's Cuts and Beard Trimming	60	4	L
918 127	12. Standard Permanents	105	7	M
918 138	13. Colouring Hair	120	8	M
918 154	14. Pastel Colouring	60	4	L
918 166	15. Colour Correction	90	6	L
918 173	16. Sale of Products and Services	45	3	L
918 185	17. Styled Haircuts	75	5	M
918 195	18. Styled Permanents	75	5	L
918 208	19. Creative Colouring	120	8	L
918 217	20. Personalized Hairstyling	105	7	M
918 227	21. Practicum	105	7	L

<sup>1</sup> 15 hours = 1 credit

<sup>2</sup> Examinations are prepared either by the educational institution (L - local examination) or by the Ministère (M - Ministry examination).

GRID OF LEARNING FOCUSES IN  HAIRDRESSING  SPECIFIC COMPETENCIES (directly related to the practice of the specific occupation)		WORK PROCESS (major steps)										GENERAL COMPETENCIES (related to technology, subjects, personal development, etc.)					TOTALS	
		OPERATIONAL OBJECTIVES	DURATION (IN HOURS)	Greet and seat the client	Examine the client's scalp and hair	Clarify the client's expectations	Do the work	Make sure the client is comfortable	Advise the client	Sell products and services	Invoice the client	Record information in the client's file	Health and Safety	Examining the Scalp and Hair	Morphology and Physiognomy	Communication	Sale of Products and Services	NUMBER OF OBJECTIVES
MODULE	MODULES											2	3	4	9	16		
	OPERATIONAL OBJECTIVES											B	B	B	B	B	5	
	DURATION (IN HOURS)											30	45	30	45	45		195
1	The Trade and the Training Process	S	15															
5	Shampooing Hair	B	30	△	▲		▲	▲	△	△		●	●		○	○		
6	Hair and Scalp Treatments	B	60	▲	▲	▲	▲	▲	△	△	▲	●	●		○	○		
7	Setting Hair	B	45	△	△	▲	▲	▲	△	△	△	●	○	●	○	○		
8	Styling Hair	B	75	△	△	▲	▲	▲	△	△	△	●	○	●	○	○		
10	Standard Women's Haircuts	B	120	△	▲	▲	▲	▲	△	△	△	●	●	●	●	○		
11	Gradual Men's Haircuts and Beard Trimming	B	60	△	▲	▲	▲	▲	△	△	△	●	●	●	●	○		
12	Standard Permanents	B	105	△	▲	▲	▲	▲	▲	△	▲	●	●	○	●	○		
13	Colouring Hair	B	120	▲	▲	▲	▲	▲	▲	△	▲	●	●	○	●	○		
14	Pastel Colouring	B	60	▲	▲	▲	▲	▲	▲	△	▲	●	●	○	●	○		
15	Colour Correction	B	90	▲	▲	▲	▲	▲	▲	△	▲	●	●	○	●	○		
17	Styled Haircuts	B	75	△	▲	▲	▲	▲	▲	▲	▲	●	●	●	●	●		
18	Styled Permanents	B	75	△	▲	▲	▲	▲	▲	▲	▲	●	●	●	●	●		
19	Creative Colouring	B	120	△	▲	▲	▲	▲	▲	▲	▲	●	●	●	●	●		
20	Personalized Hairstyling	B	105	▲	▲	▲	▲	▲	▲	▲	▲	●	●	●	●	●		
21	Practicum	S	105	△	△	△	△	△	△	△	△	○	○	○	○	○		
<b>NUMBER OF OBJECTIVES</b>		16															21	
<b>DURATION (IN HOURS)</b>			1260															1455

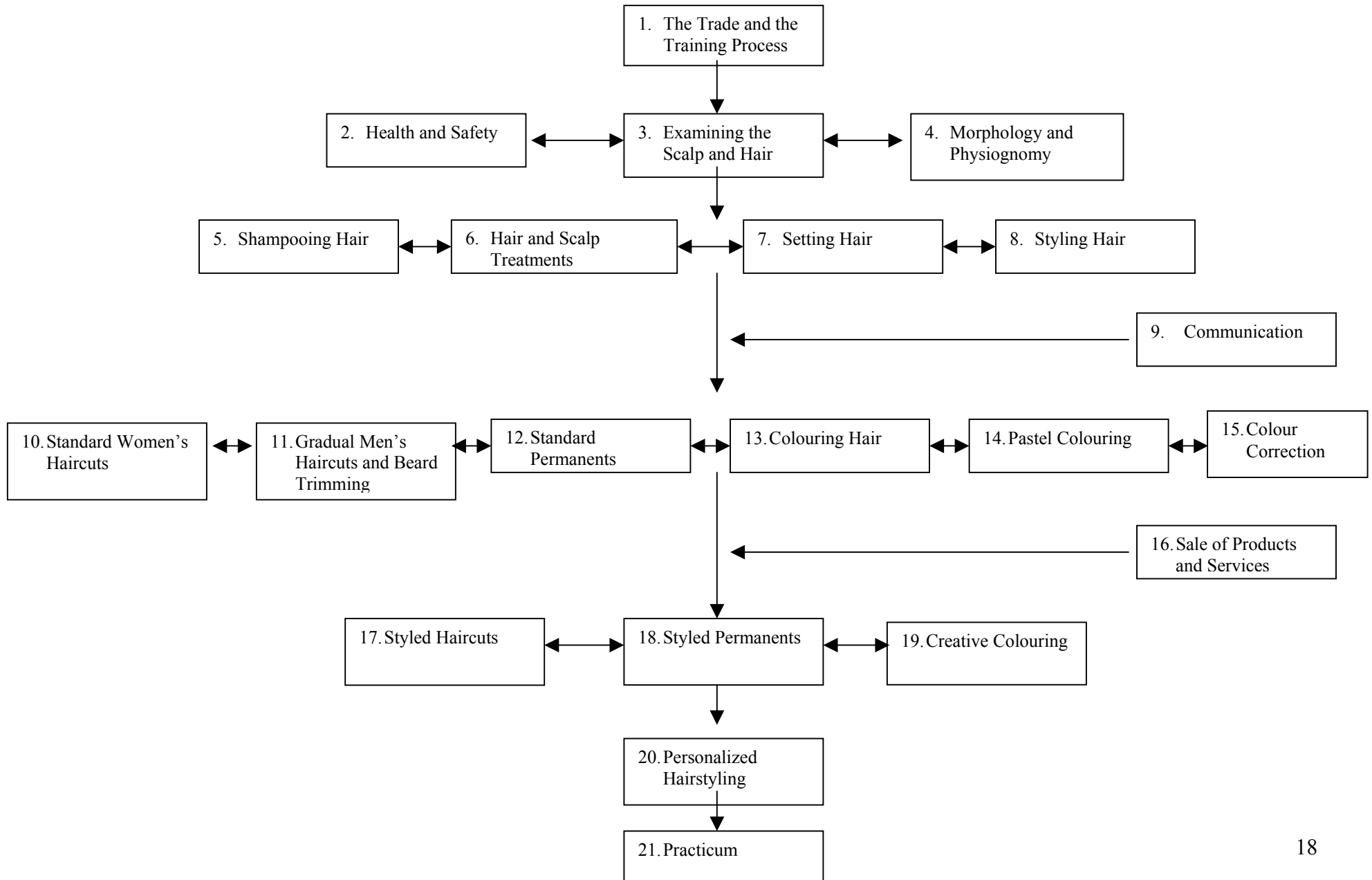
S: Situational objectives  
B: Behavioural objectives

△ Correlation between a step and a specific competency  
▲ Correlation to be taught and evaluated

○ Correlation between a general and a specific competency  
● Correlation to be taught and evaluated

# ELEMENTS OF PEDAGOGICAL PLANNING

## LOGIC DIAGRAM SHOWING THE TEACHING SEQUENCE IN *HAIRDRESSING* (5745)



# LOGIC DIAGRAM

## Model of 30 hours/week

		TERM 1										TERM 2										TERM 3								
		Specific Competencies					General Competencies					Specific Competencies					General Competencies					Specific Competencies								
WEEKS	Modules										Modules										Modules									
	1	5	6	7	8	10	11	12	13	2	3	4	9	6	8	10	11	12	13	14	15	9	16	17	18	19	20	21	16	
	Hours										Hours										Hours									
1	15									10	5			5	5	5			5		10				10	10	5			5
2				10						10	10					5	5	5	5	5	5				5	5	15			5
3					10					10	10			5	5	5		5			5	5		5	5	15			5	
4				5	5					10		10		5		5	5		5		5		5		10	10	10			
5		5		5					5			10		5	5	5	5		5	5	5				10	5	15			
6		5		5	5	5				10				5			5	5		5	5		5		10	10	10			
7		5		5			5	5	5				5	5	5	5				5	10				5	10	15			
8			5	5				5	5	5			5		5		5		5	5	5		5		10	5	15			
9		5	5	5						5	5				5	5		10		5	5				5	10	15			
10		5		5						10			5		5		5	5	5	5	5				5	5	5	15		
11		5							5	5	5			5	5			5		5	5		5				30			
12			5		5				5							10	5		5	5	5							30		
13					5	10	5	5					5	5						5	10			5			30			
14						5	5	5	10				5			5	5		5		5		10						30	
15							10			10	10					5		5	5		5		10						30	
16					5	10				5				5		5	10			10									30	
17																													15	

## **PEDAGOGICAL AIMS OF THE PROGRAM**

- 1 To help students develop a reassuring approach toward the client.
- 2 To help students adjust to a variety of situations.
- 3 To help students develop self-confidence.
- 4 To help students develop a respectful and tactful attitude toward their superiors, clients and colleagues.
- 5 To make students aware that conversations with their clients must remain confidential.
- 6 To help students acquire work methods that will allow them to use their time more effectively and therefore better manage stress.
- 7 To help students develop a concern for punctuality, discipline and reliability with respect to their work and workplace.
- 8 To help students acquire the means to develop their talent and sense of style.
- 9 To help students develop perceptual and psychomotor skills.
- 10 To help students develop team spirit, ambition and open-mindedness.
- 11 To help students develop professional ethics through attention to detail and precision when performing tasks.