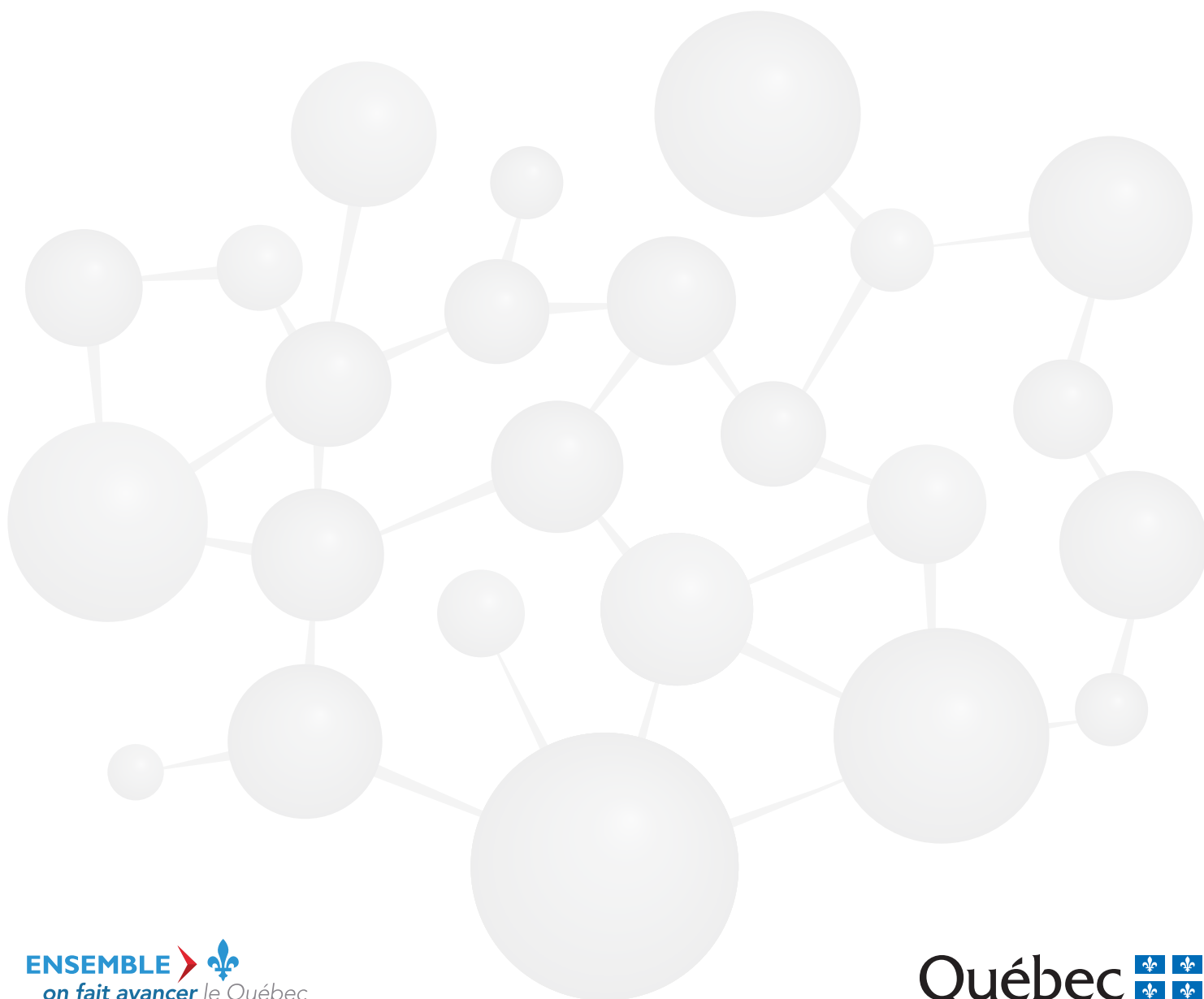
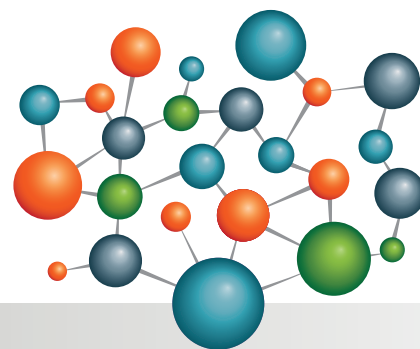


# PROGRAM OF STUDY

## SECRETARIAL STUDIES (DVS-5857)

Training Sector:  
**ADMINISTRATION, COMMERCE AND  
COMPUTER TECHNOLOGY**

MINISTÈRE DE L'ÉDUCATION ET DE L'ENSEIGNEMENT SUPÉRIEUR



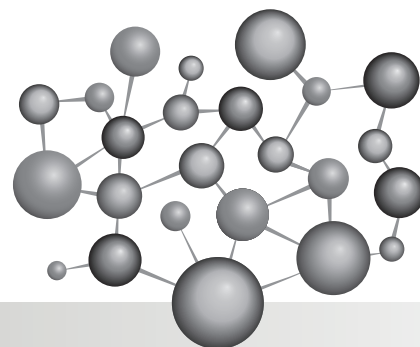


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**ADMINISTRATION, COMMERCE AND  
COMPUTER TECHNOLOGY**

MINISTÈRE DE L'ÉDUCATION ET DE L'ENSEIGNEMENT SUPÉRIEUR



# Development Team

## Coordination

*Anne-Julie Roy*

Head of the Administration, Commerce and Computer Technology  
training sector  
Direction de la formation professionnelle  
Ministère de l'Éducation et de l'Enseignement supérieur

## Design and Development

*Marie-Claude Rivard*

Teacher  
Centre de formation Compétences-2000  
Commission scolaire de Laval

*Elisabeth Szöts*

Program of study development specialist

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Services langagiers  
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## Representatives Employed in Education

---

*Sonia Bélanger*  
Teacher  
Centre de formation professionnelle Pavillon-de-l'Avenir  
Rivière-du-Loup

*Manon Gendron*  
Teacher  
École des métiers de l'informatique, du commerce et de  
l'administration, Montréal

*Johanne Côté*  
Teacher  
Centre de formation professionnelle Paul-Rousseau  
Drummondville

*Marie-Josée Hélié*  
Teacher  
Carrefour Formation Mauricie  
Shawinigan

*Nathalie Côté*  
Teacher  
Centre de formation professionnelle Compétences Outaouais  
Gatineau

*Marie-Josée Lefebvre*  
Teacher  
Centre de formation professionnelle Marie-Rollet  
Québec

*Stéphanie Dubois*  
Teacher  
École professionnelle de Saint-Hyacinthe  
and  
President of the Association professionnelle des enseignantes  
et enseignants en commerce (APEC)

*Doris Nolet*  
Teacher  
Centre de formation professionnelle de Memphrémagog  
Magog

*Lancy Gagnon*  
Education consultant  
Centre de formation professionnelle l'Oasis  
Chicoutimi

*Leigh Parrish*  
Teacher and English language specialist  
Québec

### **Liaison officer for the Table des responsables de l'éducation des adultes et de la formation professionnelle des commissions scolaires du Québec (TRÉAQFP)**

*Carl Boisvert*  
Principal  
Centre de formation professionnelle Samuel-de-Champlain  
Québec

## Representatives Employed in the Field

---

*Josée Baulne*

Supervisor – secretarial services  
Commission scolaire des Draveurs  
Gatineau

*Nadine Gagné*

Administrative support officer  
Cégep de Jonquière  
Jonquière

*Diane Béchard*

Secretariat officer  
Bibliothèque et archives nationales du Québec  
Montréal

*Marie-Andrée Garant*

Executive secretary  
Self-employed  
Montréal

*Lucie Benoît*

School secretary  
Polyvalente Chanoine-Armand-Racicot  
Commission scolaire des Hautes-Rivières  
Saint-Jean-sur-Richelieu

*Geneviève Grondin*

Administrative assistant  
Association provinciale des constructeurs d'habitations du  
Québec – Region of Bois-Francs  
Victoriaville

*Caroline Berthiaume*

Executive secretary  
Corporation du Fort St-Jean  
Saint-Jean-sur-Richelieu

*Micheline Lavallée*

Administrative assistant  
Centre de santé et de services sociaux du Nord de Lanaudière  
Saint-Charles-Borromée

*Josée Charbonneau*

Legal assistant  
Cain Lamarre Casgrain Wells, barristers and solicitors  
Québec

*François Potvin*

Administrative assistant  
Association du personnel de soutien administratif du Québec  
Québec

*Nicole Couture*

Secretariat officer  
Ministère des Transports du Québec  
Sherbrooke

*Andrée-Anne Rioux*

Secretary  
Ville de Rimouski  
Rimouski

*Carole Dupont*

Executive assistant  
Montréal Exchange  
Montréal

*Marie-Ève Sélesse*

Administrative assistant  
ARO InterNational  
Montréal

*Caroline Marie Fidalgo*

Administrative assistant  
Ville de Boisbriand  
Boisbriand

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# Introduction to the Program

In vocational training, a program of study presents the competencies required to practise a given trade or occupation at entry level on the job market. The training provided allows students to acquire a degree of versatility that will be useful in their career and personal development.

A program is a coherent set of competencies to be developed. It outlines the knowledge and broad orientations to be favoured during training. The competencies correspond to the tasks of the trade or occupation or to activities related to work, vocational or personal life, depending on the case. Learning is acquired in a specific achievement context and targets the ability to act, succeed and evolve.

According to the *Education Act*,<sup>1</sup> “every program shall include compulsory objectives and contents and may include optional objectives and contents that shall be enriched or adapted according to the needs of students who receive the services.” For behavioural competencies, the compulsory components include the statement of the competency, the elements of the competency, the achievement context and the performance criteria; for situational competencies, they include the corresponding components.

For information purposes, programs also provide a grid of competencies, educational aims, a summary of competency-related knowledge and know-how, and guidelines. They also specify the suggested duration of each competency. All optional components of a program may be enriched or adapted according to the needs of the students, the environment and the workplace.

## Program Components

### Program Goals

Program goals consist of the expected outcome at the end of training as well as a general description of a given trade or occupation. They also include the four general goals of vocational training.

### Educational Aims

Educational aims are broad orientations to be favoured during training in order to help students acquire intellectual or motor skills, work habits or attitudes. Educational aims usually address important aspects of career and personal development that have not been explicitly included in the program goals or competencies. They serve to orient appropriate teaching strategies to contextualize students' learning, in keeping with the dimensions underlying the practice of a trade or occupation. They help guide educational institutions in implementing the program.

### Competency

A competency is the ability to act, succeed and evolve in order to adequately perform tasks or activities related to one's working or personal life, based on an organized body of knowledge and skills from a variety of fields, perceptions, attitudes, etc.

A competency in vocational training can be defined in terms of a behaviour or a situation, and includes specific practical guidelines and requirements for learning.

---

<sup>1</sup> *Education Act*, CQLR, c. I-13.3, s. 461

## 1. Behavioural Competency

A behavioural competency describes the actions and the results expected of the student. It consists of the following features:

- The *statement of the competency* is the result of the job analysis, the orientations and general goals of vocational training and other determinants.
- The *elements of the competency* correspond to essential details that are necessary in order to understand the competency and are expressed in terms of specific behaviours. They refer to the major steps involved in performing a task or to the main components of the competency.
- The *achievement context* corresponds to the situation in which the competency is exercised at entry-level on the job market. The achievement context attempts to recreate an actual work situation but does not describe a learning or evaluation situation.
- The *performance criteria* define the requirements to be respected. They may refer to elements of the competency or to the competency as a whole. When associated with a specific element, performance criteria are used to judge whether a competency has been acquired. When associated with the competency as a whole, the criteria describe the requirements for performing a task or activity and provide information on the expected level of performance or the overall quality of a product or service.

## 2. Situational Competency

A situational competency describes the situation in which students are placed to acquire learning, and allows for actions and results to vary from one student to another. It consists of the following features:

- The *statement of the competency* is the result of the job analysis, the orientations and general goals of vocational training and other determinants.
- The *elements of the competency* outline the essential aspects of the competency and ensure a better understanding of the competency with respect to the expected outcome. The elements of the competency are fundamental to the implementation of the learning situation.
- The *learning context* provides a broad outline of the learning situation designed to help the students develop the *required* competency. It is normally divided into three key phases of learning: information, participation and synthesis.
- The *instructional guidelines* provide reference points and means for teachers to ensure that learning takes place and that the context in which it occurs is always the same. These guidelines may include general principles or specific procedures.
- The *participation criteria* describe requirements that the students must meet when participating in learning activities. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning situation.

## Competency-Related Knowledge and Know-How

*Competency-related knowledge and know-how* together with related guidelines are provided for information purposes. Competency-related knowledge and know-how define the essential and meaningful learning that students must acquire in order to apply and continue to develop the competency. They are in keeping with the job market and are accompanied by guidelines that provide information about the field of application, level of complexity and learning content. They generally encompass learning associated with knowledge, skills, strategies, attitudes, perceptions, etc.

## **Duration**

The total duration of the program is compulsory and must be observed. It consists of teaching time, which includes time for the evaluation of learning and for enrichment or remedial activities, depending on the students' needs. The duration indicated for a given competency refers to the amount of time needed to develop the competency.

The amount of teaching time corresponds to the amount of time allotted to training, which is established during program development as the average amount of time needed to acquire a competency and evaluate learning. This duration is helpful in organizing training.

## **Credit**

A credit is a unit used for expressing the quantitative value of each competency. One credit corresponds to 15 hours of training.

# **Aspects of Program Implementation**

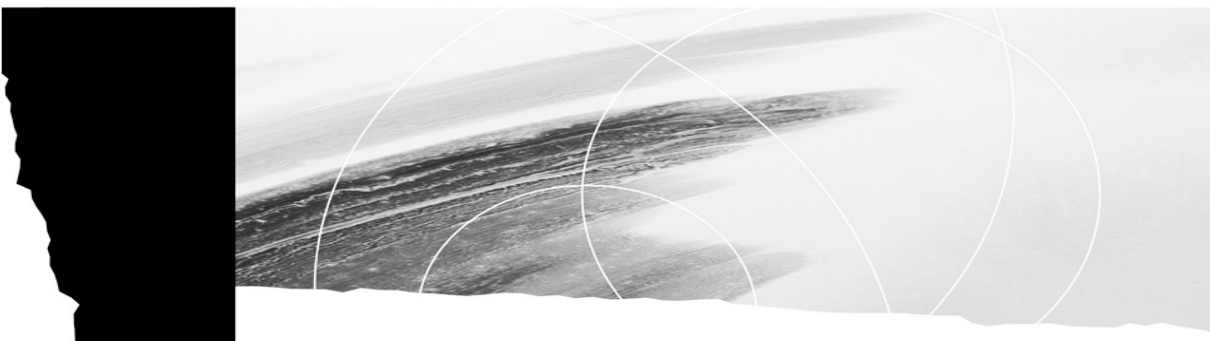
## **Program-Based Approach**

The program-based approach is founded on a comprehensive view of a program of study and its components (e.g. goals, educational aims, competencies). It requires concerted action among all players involved, from the initial stages of program design and development, to program implementation and evaluation. It consists in ensuring that all of the actions and activities proposed are based on the same aims and take into account the same orientations. For students, the program-based approach makes training more meaningful as it presents learning as a coherent whole.

## **Competency-Based Approach**

In vocational training, the competency-based approach is based on a teaching philosophy that is designed to help students mobilize their own individual sets of resources in order to act, succeed and evolve in different contexts, according to established performance levels with all the required knowledge and know-how (e.g. skills, strategies, attitudes, perceptions).





5857

## Secretarial Studies

Year of approval: 2016

<b>Certification:</b>	Diploma of Vocational Studies
<b>Number of credits:</b>	99
<b>Number of competencies:</b>	25
<b>Total duration:</b>	1 485 hours

To be eligible for admission to the *Secretarial Studies* program, candidates must meet one of the following requirements:

- Persons must hold a Secondary School Diploma or its recognized equivalent.

OR

- Persons who are at least 16 years of age on September 30 of the school year in which they begin their training must meet the following condition: they must have obtained Secondary IV credits in language of instruction, second language and mathematics in programs established by the Minister, or have been granted recognition of equivalent learning.

OR

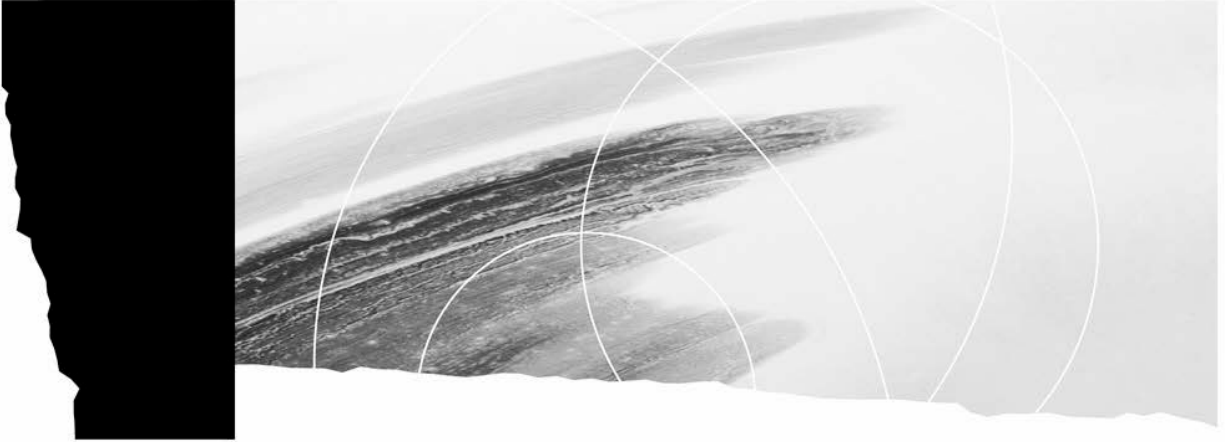
- Persons who are at least 18 years of age in the school year in which they begin their training must have the following functional prerequisites: the successful completion of the general development test and the specific prerequisites for the program (i.e. English language of instruction ENG 3101-1 and ENG 3102-2, and French second language FRE 2102-3), or recognition of equivalent learning.

OR

- Persons who have obtained Secondary III credits in language of instruction, second language and mathematics in programs established by the Minister are required to pursue general education courses, concurrently with their vocational training, in order to obtain the Secondary IV credits they lack in language of instruction, second language and mathematics in programs established by the Minister.

The duration of the program is 1 485 hours, which includes 855 hours spent on the specific competencies required to practise the occupation and 630 hours on general, work-related competencies. The program of study is divided into 25 competencies, which vary in length from 15 to 90 hours. The total hours allocated to the program include time devoted to teaching, evaluation of learning and enrichment or remedial activities.

<b>Competency</b>	<b>Code</b>	<b>Number</b>	<b>Duration</b>	<b>Credits</b>
The Occupation and the Training Process	960501	1	15	1
Proofreading	960515	2	75	5
Word Processing	960526	3	90	6
Quality of Written English	960534	4	60	4
Customer Service	960544	5	60	4
Document Management	960554	6	60	4
Producing Spreadsheets	960562	7	30	2
Designing Presentations	960572	8	30	2
Business Texts in English	960584	9	60	4
Accounting Operations	960596	10	90	6
Business Correspondence	960605	11	75	5
Creating Databases	960613	12	45	3
Handling Cash	960623	13	45	3
Translation	960635	14	75	5
Producing Tables and Charts	960644	15	60	4
Visual Design of Documents	960656	16	90	6
Business Texts in French	960666	17	90	6
Digital Media	960672	18	30	2
Interacting in French	960683	19	45	3
Following Up on Business Correspondence	960695	20	75	5
Meetings and Events	960704	21	60	4
Producing Reports	960714	22	60	4
Technical Support	960722	23	30	2
Coordinating Multiple Tasks	960733	24	45	3
Entering the Workforce	960746	25	90	6



## **Part I**

---

**Program Goals**

**Educational Aims**

**Statements of the Competencies**

**Grid of Competencies**

**Harmonization**





## Program Goals

The *Secretarial Studies* program prepares students to practise the occupation of secretary.

Secretarial staff, also referred to as secretaries, perform day-to-day secretarial tasks and provide administrative support to managerial and professional staff. They are employed in the private, public and parapublic sectors and may contract out their services. Their responsibilities vary according to the type and size of the organization. They are resource persons in the workplace and serve as a liaison between different internal departments.

Secretarial tasks involve using software to key in texts and data, writing documents, and designing presentations, tables, charts and document templates, with or without instructions. In addition, secretaries can be required to proofread and format documents prepared by others, as well as to translate texts. They correct texts, set up page layout, and bind and distribute documents. Secretaries must constantly oversee the quality of company documents by checking that the spelling, syntax and grammar are correct.

In addition to producing high-quality documents, secretarial staff perform the following tasks: answering customer enquiries; following up on correspondence; organizing average-sized meetings and events; performing document management by opening, filing and updating electronic and manual files and records; providing occasional technical support for the use of office equipment and the training of new employees; updating agendas by scheduling and confirming appointments; assisting in the management of office material resources; carrying out accounting tasks such as bookkeeping, bank deposits and follow-up of accounts receivable and accounts payable; and updating information published on Internet sites and social media.

In the course of their work, secretarial staff use telecommunication equipment, technological tools, reference sources, and office supplies and equipment. Essential technological tools include the computer and its platform, the operating system, current software programs or those specific to the organization, as well as intranet access or the Internet for electronic messaging, research or other projects.

The program goals of the *Secretarial Studies* program are based on the general goals of vocational training. These goals are as follows:

- 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 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 workforce, that is:
  - to familiarize students with the job market in general, and with the specific context of their chosen trade or occupation
  - 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 ability 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 technological change
  - to help students acquire the flexibility required to work in different types of organizations and sectors of activity
  - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

## **Educational Aims**

The aim of the *Secretarial Studies* program is to help students develop attitudes and behaviours that representatives from education and the field deem essential to the practice of the trade or occupation:

- Maintain and promote the quality of English
- Strive towards improving the quality of customer service
- Develop a desire to improve their knowledge of technological tools
- Develop a sense of autonomy and initiative

# Statements of the Competencies

## List of Competencies

- Determine their suitability for the occupation and the training process.
- Proofread the spelling and grammar of English texts.
- Perform word processing tasks.
- Ensure the quality of written English.
- Provide customer service.
- Perform document management.
- Produce spreadsheets.
- Design presentations.
- Write business texts in English.
- Carry out accounting operations.
- Produce business correspondence.
- Create databases.
- Handle cash.
- Translate texts.
- Produce tables and charts.
- Prepare the visual design of documents.
- Write and format business texts in French.
- Update information published on digital media.
- Interact in French in a business setting.
- Follow up on business correspondence.
- Carry out activities related to the organization of meetings and events.
- Produce reports.
- Provide technical support.
- Coordinate multiple tasks.
- Enter the workforce.

## Grid of Competencies

The grid of competencies shows the relationship between general competencies, which correspond to work-related activities, and specific competencies, which are required to practise the particular trade or occupation.

The general competencies appear on the horizontal axis and the specific competencies, on the vertical axis. The symbol (○) indicates a correlation between a general and a specific competency. Shaded symbols indicate that these relationships have been taken into account in the acquisition of specific competencies. The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis presents the specific competencies in the order in which they should be acquired and serves as a point of departure for determining how all of the competencies will be taught.

GRID OF COMPETENCIES															
SECRETARIAL STUDIES  COMPÉTENCES PARTICULIÈRES	Competency number	Type of competency	Duration (in hours)	GENERAL COMPETENCIES											TOTAL
				Determine their suitability for the occupation and the training process	Proofread the spelling and grammar of English texts	Perform word processing tasks	Ensure the quality of written English	Perform document management	Produce spreadsheets	Write business texts in English	Create databases	Produce tables and charts	Write and format business texts in French	Interact in French in a business setting	
Competency number				1	2	3	4	6	7	9	12	15	17	19	630
Type of competency				S	B	B	B	B	B	B	B	B	B	B	
Duration (in hours)				15	75	90	60	60	30	60	45	60	90	45	
Provide customer service	5	B	60	○	●	●	●	○		○			○	○	630
Design presentations	8	B	30	○	●	●	●	●	●	○		○	○		
Carry out accounting operations	10	B	90	○	●		●	●	○		○	○			
Produce business correspondence	11	B	75	○	●	●	●	●		●	○		○		
Handle cash	13	B	45	○	●		●		○			○			
Translate texts	14	B	75	○	●	●	●	●		●			○	○	
Prepare the visual design of documents	16	B	90	○	●	●	●	●	●	●		●	○		
Update information published on digital media	18	B	30	○	●	●	●	●	○	●	○	○	○		
Follow up on business correspondence	20	B	75	○	●	●	●	●	○	●	●	○	○		
Carry out activities related to the organization of meetings and events	21	B	60	○	●	●	●	●	●	●	●	○	○	○	
Produce reports	22	B	60	○	●	●	●	●	●	●	●	●	○		
Provide technical support	23	B	30	○	●	●	●	●	●	●	●	●	○	○	
Coordinate multiple tasks	24	B	45	○	●	●	●	●	●	●	●	●	○	○	
Enter the work force	25	S	90	○	○	○	○	○	○	○	○	○	○	○	
Total of duration			855												

## 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, to recognize prior learning and to optimize the students' progress.

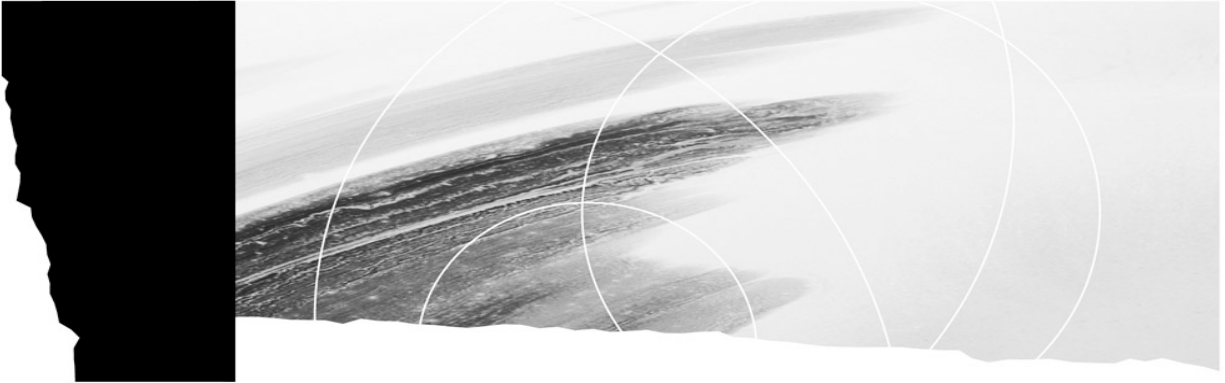
Harmonization establishes consistency between training programs and is especially important in ensuring that the tasks of a trade or occupation are clearly identified and described. Harmonization makes it possible to identify tasks requiring competencies that are common to more than one program. Even 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 *Secretarial Studies* 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, Secrétariat*.





## **Part II**

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### **Program Competencies**





Competency 1                      Duration 15 hours    Credit 1

### ***Situational Competency***

---

#### **Statement of the Competency**

Determine their suitability for the occupation and the training process.

#### **Elements of the Competency**

- Be familiar with the nature of the occupation
- Understand the program of study
- Confirm their career choice

#### **Learning Context**

---

##### **Information Phase**

- Learning about the job market in the field of secretarial work
- Learning about the nature and requirements of the occupation
- Learning about the risks related to occupational health and safety
- Learning about the rules of professional ethics
- Learning about the training process
- Learning about ways to develop their competencies during the training and throughout their career
- Sharing their first reactions with regard to the occupation and the training process

##### **Participation Phase**

- Presenting the information gathered from specialists in the field and discussing their perception of the occupation (advantages, disadvantages, requirements)
- Discussing the skills, aptitudes and knowledge needed to practise the occupation
- Discussing the program of study in relation to the occupation

##### **Synthesis Phase**

- Writing a report that comprises the following elements:
  - a list of their aptitudes and areas of interests
  - an assessment of their career choice in which they compare the aspects and requirements of the occupation with their preferences, aptitudes and areas of interest

#### **Instructional Guidelines**

---

- Foster a climate where students can express themselves freely
- Make the necessary information available
- Help students learn about the practice of the occupation
- Motivate students to take part in the suggested activities
- Provide students with the means to assess their career choice objectively

---

**Participation Criteria**

---

**Information Phase**

- Gather information on most of the topics to be covered
- Recognize the importance of occupational health and safety
- Recognize the importance of customer service and professional ethics
- Express their views on the occupation in terms of the information they have gathered

**Participation Phase**

- Participate actively in the activities organized for them
- Express their perception of the program of study
- Give their opinion on some of the requirements for practising the occupation

**Synthesis Phase**

- Write a report that comprises the following elements:
  - a summary of their preferences, aptitudes and areas of interest
  - a description of their career choice in which they clearly make the links requested

---

**Suggestions for Competency-Related Knowledge and Know-How**

---

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each phase of the learning context, along with their attendant guidelines.

**Information Phase**

- Characteristics of the job market: job prospects, working conditions, hiring criteria and remuneration, opportunities for advancement and transfer, advantages and disadvantages of self-employed work, etc. (Note: refer to the Rapport d'analyse de profession)
- Nature and requirements of the occupation: different tasks, responsibilities, standards and regulations, etc.
- Professional ethics
- Occupational health and safety
- Means to develop their competencies: networking, keeping abreast of changes in work practices and new technologies, etc.

**Participation Phase**

- Characteristics and requirements of the training process: program of study, evaluation, certification of studies, personal workload, rules, student services, schedule, etc.
- Links between the program competencies and the tasks, operations, knowledge and skills

**Synthesis Phase**

- Possible presentation methods
- Report describing their strengths and their challenges related to the requirements of the occupation

Competency 2      Duration 75 hours   Credits 5

***Behavioural Competency***

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**Statement of the Competency**

Proofread the spelling and grammar of English texts.

**Achievement Context**

- In typical business texts containing grammar and spelling difficulties
- Given requests and instructions
- Using reference sources and necessary documents

**Elements of the Competency****Performance Criteria**

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- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Understand the text.</li> <li>2. Detect spelling and grammar errors in the text.</li> <li>3. Correct spelling errors.</li> <li>4. Correct grammar errors.</li> </ol> | <ul style="list-style-type: none"> <li>• Correct interpretation of the meaning of terms and expressions</li> <li>• Correct identification of business vocabulary</li> <li>• Correct method of identifying errors</li> <li>• Detection of all errors</li> <li>• Observance of standard spelling</li> <li>• Appropriate use of correction strategies</li> <li>• Observance of grammar rules and exceptions</li> <li>• Observance of irregular verb forms</li> <li>• Correct use of moods and verb tenses</li> </ul> |
|--|---|

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Adoption of effective work methods
- Use of appropriate reference sources

**Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Use of means to create an ergonomic workspace
- Strategies that aim to adopt effective work methods
- Function, use and identification of different reference sources: dictionaries, grammar guides, list of irregular verbs, etc.
- Impacts of an error on the quality of a document and the image of the workplace

1. Understand the text.
  - Proofreading methods: note taking, highlighting words, using signs or symbols to draw attention to errors
  - Knowledge of business vocabulary
  - Identification of ideas and important facts
  - Method of searching for vocabulary, definitions of terms and expressions in business texts
  - Recognition of the meaning of words depending on context
2. Detect spelling and grammar errors in the text.
  - Standard spelling
  - Grammar rules
  - Means of identifying errors
  - Types of spelling and grammar errors
  - Nature and function of words
  - Subject-verb agreement
  - Distinction among voices, regular and irregular forms, moods, and verb tenses
  - Hyphenation
3. Correct spelling errors.
  - Correction methods
  - Spelling according to meaning (homophones)
  - Method of cross-checking correction of errors
4. Correct grammar errors.
  - Correction methods
  - Grammar rules and exceptions
  - Irregular verb forms
  - Moods and verb tenses
  - Method of cross-checking correction of errors

Competency 3 Duration 90 hours Credits 6

***Behavioural Competency***

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**Statement of the Competency**

Perform word processing tasks.

**Achievement Context**

- Given:
  - requests and instructions
  - typical business texts for transcription
  - a data source
- Using:
  - the required equipment, materials and technological tools
  - reference sources, necessary documents and correction tools
- Applying a transcription method

**Elements of the Competency****Performance Criteria**

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- |  |  |
|--|--|
| 1. Input and process texts.                    | <ul style="list-style-type: none"> <li>• Transcription of complete text within prescribed time limit</li> <li>• Appropriate page layout</li> <li>• Appropriate formatting of text</li> </ul>   |
| 2. Create tables.                              | <ul style="list-style-type: none"> <li>• Proper adjustment of table properties</li> <li>• Correct use of functions for sorting data</li> <li>• Appropriate appearance of table</li> </ul>  |
| 3. Merge texts with data sources.              | <ul style="list-style-type: none"> <li>• Proper modification of data sources</li> <li>• Insertion of merge fields in appropriate places</li> <li>• Merge successfully completed</li> </ul>   |
| 4. Set up the page layout and print the texts. | <ul style="list-style-type: none"> <li>• Appropriate page layout parameters</li> <li>• Appropriate headers and footers</li> <li>• Appropriate printing of text</li> </ul>  |
| 5. Organize folders.                           | <ul style="list-style-type: none"> <li>• Proper creation and deletion of folders</li> <li>• Appropriate copying and moving of folders</li> <li>• Appropriate saving of files</li> <li>• Successful recovery of a deleted file</li> </ul> |

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Appropriate use of technologies
- Use of means to optimize efficiency
- Thorough verification of the quality of the work done
- Compliance with requests and instructions

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**Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Means to create an ergonomic workspace
- Guidelines for adopting an ergonomic work posture
- Importance of regularly making backup copies
- Features and possibilities of word processing software
- Basic functions of word processing software
- Help functions of word processing software

1. Input and process texts.

- Transcription methods
- Methods of selecting, moving, copying, adding and deleting text
- Functions for paragraph alignment, indent, spacing, and line and page breaks
- Bulleted and numbered lists
- Layout of text in columns
- Hyphenation functions
- Formatting of fonts
- Modification functions: find, replace, etc.
- Functions for copying format

2. Create tables.

- Create and format tables
- Add and delete rows and columns
- Rows and columns: number and size
- Alignment of data in tables
- Alignment of tables on the page
- Appearance of the content in tables
- Borders and shading
- Sorting of data

3. Merge texts with data sources.

- Mail merge: advantages, use, functions
- List of data: use, creation, modification
- Insertion of merge fields in a text
- Importance of previewing results of merge before printing
- Adjustment of parameters to personalize printout
- Distinction between merge documents: main document, data source and merged document

4. Set up the page layout and print the texts.

- Display options
- Page layout parameters
- Distinction between page breaks and section breaks
- Default headers and footers
- Page-numbering parameters
- Page borders
- Printing parameters

5. Organize folders.

- Importance of efficient folder management in secretarial work
- Use of file explorer
- Features of main types of file format
- Rules for naming files and folders
- Method of renaming a file or folder
- Methods of creating, saving, deleting, recovering, selecting, copying and moving files and folders
- Modification of file properties





Competency 4      Duration 60 hours   Credits 4

***Behavioural Competency***

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**Statement of the Competency**

Ensure the quality of written English.

**Achievement Context**

- Given:
  - requests and instructions
  - typical business texts containing language difficulties in English
- Using:
  - the required equipment, materials and technological tools
  - reference sources, necessary documents and correction tools
- Applying a transcription method

**Elements of the Competency****Performance Criteria**

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- |                                |  |
|--------------------------------|--|
| 1. Correct texts.              | <ul style="list-style-type: none"> <li>• Observance of standard spelling</li> <li>• Observance of grammar rules</li> <li>• Observance of punctuation rules</li> <li>• Observance of rules for writing numbers</li> <li>• Observance of rules for capitalization</li> <li>• Observance of rules for abbreviations</li> </ul>  |
| 2. Improve sentence structure. | <ul style="list-style-type: none"> <li>• Detection of all missing words and repeated words</li> <li>• Correct word order</li> <li>• Observance of rules of syntax</li> </ul>   |
| 3. Reformulate texts.          | <ul style="list-style-type: none"> <li>• Appropriate enrichment of vocabulary</li> <li>• Appropriate elimination of repetitions</li> <li>• Accurate correction of barbarisms, redundancies and incorrect expressions</li> <li>• Appropriate adaptation of style and level of language to the work environment</li> <li>• Proper linking of ideas and paragraphs</li> <li>• Observance of the integrity of the message</li> </ul> |

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Appropriate use of technologies
- Effective use of correction tools

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**Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Functions and uses of technologies
- Impacts of an error on the quality of a document and the image of the workplace
- Use of correction tools (traditional and digital)
- Cross-checking method to ensure the quality of the written language

1. Correct texts.

- Proofreading method to detect errors
- Standard spelling
- Grammar rules
- Punctuation rules
- Rules for writing numbers
- Rules for capitalization
- Rules for abbreviations

2. Improve sentence structure.

- Proofreading method to detect missing words and repeated words
- Distinction among the parts of simple and complex sentences
- Nature and function of words in a sentence
- Types of clauses
- Types of sentences: declarative, interrogative, imperative and exclamatory
- Forms of sentences: affirmative/negative, active/passive, inverted subject
- Role of punctuation
- Rules of syntax

3. Reformulate texts.

- Style and level of language appropriate to the work environment
- Verb tenses
- Interpretation of meaning of the message
- Detection of repetitions
- Synonyms and antonyms
- Barbarisms, redundancies and incorrect expressions
- Use of transitional words

Competency 5      Duration 60 hours   Credits 4

### ***Behavioural Competency***

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#### **Statement of the Competency**

Provide customer service.

#### **Achievement Context**

- Given:
  - requests and instructions
  - procedures, standards, policies and quality requirements of the work environment
- Using:
  - the required equipment, materials and technological tools
  - telecommunication tools
  - reference sources, necessary documents and correction tools
- Applying a transcription method

#### **Elements of the Competency**

#### **Performance Criteria**

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1. Greet customers in person.

- Appropriate forms of address
- Gathering of all information
- Proper setting of priorities
- Wording of clear, relevant information
- Demonstration of courteous and attentive attitude

2. Handle telephone calls.

- Rigorous application of telephone etiquette
- Effective use of technologies
- Quality of message taking
- Wording of clear, relevant information
- Wording of a complete, professional voice-mail message

3. Handle electronic messages.

- Appropriate configuration of parameters of electronic messaging
- Coherent and clear wording of messages
- Observance of rules for writing electronic messages
- Observance of standard spelling and rules of grammar, syntax and punctuation
- Appropriate filing of messages

4. Follow up on appointments.

- Accurate understanding of information recorded in the agendas
- Proper scheduling of appointments
- Appropriate confirmation of appointments
- Effective use of technologies

5. Follow up requests for documents.
  - Correct use of resources for making copies
  - Quality of collating
  - Proper distribution of documents
6. Handle specific situations.
  - Correct understanding of the situation
  - Proper setting of priorities
  - Use of expressions appropriate to the situation
  - Offer an appropriate solution
  - Methods of checking customer satisfaction

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Appropriate use of technologies
- Quality of the written and spoken language
- Observance of professional ethics

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Basic principles of communication
- Rules of professional ethics
- Importance of the quality of customer service for the image of the workplace
- Importance of the quality of spoken English
- Functions and uses of technologies

1. Greet customers in person.
  - Characteristics of a professional attitude
  - Characteristics of effective and professional communications
  - Etiquette
  - Professional vocabulary and expressions
  - Importance of knowledge of the mission and functioning mode of the workplace
  - Understanding of an organization chart: positions and responsibilities of staff members
2. Handle telephone calls.
  - Telephone etiquette
  - Functioning of telephone equipment: hold, call transfer, voice mail, etc.
  - Courteous wording of questions asked to customers
  - Impacts of incomplete information on the quality of customer service
  - Standard expressions for voice mail messages
  - Importance of taking notes during telephone conversations
  - Quality criteria for taking complete, accurate and error-free messages

3. Handle electronic messages.

- Electronic messaging software: features, possibilities, functions
- Information management: filing, transfer, storage, listing, etc.
- Principles of writing electronic messages
- Spelling, grammar, syntax and punctuation
- Creation of contacts and distribution lists
- Handling of spam
- Zipping and unzipping of files
- Configuration of parameters of electronic messaging: signature, confidentiality notice, information security notice, extended absence message, automatic replies, filter, etc.

4. Follow up on appointments.

- Consultation of different types of agendas
- Assessment of the duration of an appointment
- Scheduling and confirmation of appointments
- Functions of an agenda-sharing tool

5. Follow up requests for documents.

- Use of equipment, tools and technologies
- Functions of photocopiers: stapling, on both sides, collating, scanning, etc.
- Functioning of a binding machine
- Features of file formats
- Conversion of documents
- Extraction and zipping of documents
- Methods of distributing documents
- Importance of keeping proof of sending

6. Handle specific situations.

- Specific situations: complaints, aggressive behaviours, emergencies, situations of a confidential nature, customers with a speech impediment, rate of speech, etc.
- Attitudes and behaviours that foster good communication: objectivity, empathy, respect, etc.
- Methods of recognizing and handling conflictual situations
- Solution proposed within the limits of their role and responsibilities
- Methods of checking customer satisfaction: questions, reformulation, etc.



Competency 6      Duration 60 hours   Credits 4

***Behavioural Competency***

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**Statement of the Competency**

Perform document management.

**Achievement Context**

- For the management of documents, files and folders
- Given:
  - requests and instructions
  - a classification plan and a records retention schedule
  - procedures, standards, policies and quality requirements of the work environment
- Using:
  - equipment, materials, technological tools and document management software
  - reference sources

**Elements of the Competency****Performance Criteria**

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- |   |   |
|---|---|
| 1. File documents.                                    | <ul style="list-style-type: none"> <li>• Documents saved in the appropriate format</li> <li>• Documents placed in the appropriate folders</li> <li>• Proper organization of documents in the folders</li> <li>• Consideration of conservation period</li> <li>• Proper destruction of documents</li> </ul>                                |
| 2. Create folders.                                    | <ul style="list-style-type: none"> <li>• Correct naming of folders</li> <li>• Application of means of protecting confidentiality</li> <li>• Filing of the folder in the appropriate place</li> </ul>  |
| 3. Handle active, semi-active and inactive documents. | <ul style="list-style-type: none"> <li>• Correct creation of authorizations for access to documents</li> <li>• Correct determination of folders for transfer</li> <li>• Correct determination of folders for destruction</li> <li>• Appropriate transfer of folders</li> <li>• Use of means of tracking folders in circulation</li> </ul> |

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Effective use of technologies
- Quality of the written language

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**Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Ergonomic and occupational safety rules governing document management
- Information management vocabulary
- Life cycle of a document
- Process for managing documents
- Characteristics of electronic management of documents
- Features and possibilities of document management software
- Use of document management software
- Importance of thorough, consistent and methodical work habits
- Observance of laws and regulations governing access to information

1. File documents.

- Distinction among the roles and functions of administrative units
- Characteristics of a document: administrative, nominative, confidential, etc.
- Value of documents: administrative, financial, legal, historical
- Types of documents in terms of the nature of the information: invoice, submission, contract, purchase order, etc.
- Methods of rapid identification of information for filing purposes
- Interpretation of a classification plan
- Methods of filing documents: alphabetical, numerical, alphanumerical, chronological

2. Create folders.

- Methods of naming folders
- Importance of regrouping information
- Save formats of documents
- Scanning, conversion, zipping, extraction of documents
- Management of access to folders and documents
- Tracking of folders in circulation

3. Handle active, semi-active and inactive documents.

- Characteristics of active, semi-active and inactive folders
- Use of records retention schedule
- Methods of identifying documents
- Limits of their responsibilities in processing semi-active and inactive documents
- Sorting of documents and folders
- Transfer of semi-active and inactive documents
- Destruction of documents



Competency 7      Duration 30 hours   Credits 2

***Behavioural Competency***

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**Statement of the Competency**

Produce spreadsheets.

**Achievement Context**

- Given:
  - requests and instructions
  - procedures, standards, policies and quality requirements of the work environment
- Using:
  - the required equipment, materials and technological tools
  - reference sources and necessary documents
- Applying a transcription method

**Elements of the Competency****Performance Criteria**

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- |                            |  |
|----------------------------|--|
| 1. Create spreadsheets.    | <ul style="list-style-type: none"> <li>• Accuracy of data entered</li> <li>• Data present in appropriate places</li> <li>• Appropriate cell format</li> <li>• Appropriate formulas</li> <li>• Accuracy of results</li> <li>• Correct saving of spreadsheets</li> </ul> |
| 2. Modify spreadsheets.    | <ul style="list-style-type: none"> <li>• Appropriate adjustment of rows and columns</li> <li>• Accurate modification of data</li> <li>• Correct sorting of data</li> <li>• Appropriate format of data</li> </ul>   |
| 3. Set up the page layout. | <ul style="list-style-type: none"> <li>• Choice of appropriate styles</li> <li>• Correct adjustment of page layout parameters</li> <li>• Appropriate page headers and footers</li> <li>• Presence of row or column titles over several pages</li> </ul>                |
| 4. Use printing options.   | <ul style="list-style-type: none"> <li>• Accuracy of printing options</li> <li>• Appropriate adjustment of page breaks</li> </ul>  |

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Appropriate use of technologies

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**Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Effective work methods
- Basic concepts of mathematics
- Impacts of an error on the quality of a document and the image of the workplace

1. Create spreadsheets.

- Features and possibilities of spreadsheet software
- Basic functions of the software
- Help functions of spreadsheet software
- Numeric pad
- Processing of data: moving, copying, deleting
- Features of cell format
- Creation of formulas
- Statistical functions
- Method of checking the accuracy of a result
- Save format of a spreadsheet

2. Modify spreadsheets.

- Methods of selecting data
- Formatting of data
- Format and display of data
- Alignment and sorting of data
- Adjustment of size of rows, columns and cells
- Insertion and deletion of rows and columns
- Borders and shading

3. Set up the page layout.

- View modes
- Page layout styles
- Creation and customization of headers and footers
- Shown and hidden data
- Adjustment of margins, page orientation and paper size

4. Use printing options.

- Adjustment of page breaks
- Printing of selected content
- Scaling of spreadsheet
- Printing parameters

Competency 8      Duration 30 hours   Credits 2

***Behavioural Competency***

---

**Statement of the Competency**

Design presentations.

**Achievement Context**

- Given:
  - requests and instructions
  - procedures, standards, policies and quality requirements of the work environment
- Using:
  - the required equipment, materials and technological tools
  - reference sources, necessary documents and correction tools
- Applying a transcription method

**Elements of the Competency****Performance Criteria**

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- |   |  |
|---|--|
| 1. Organize the work to be done.          | <ul style="list-style-type: none"> <li>• Consideration of the requests and instructions</li> <li>• Accurate determination of main ideas</li> <li>• Gathering of all necessary components</li> </ul>  |
| 2. Produce the presentation.              | <ul style="list-style-type: none"> <li>• Appropriate choice of template</li> <li>• Transcription of all text</li> <li>• Accuracy of information presented</li> <li>• Proper insertion of visual elements</li> <li>• Appropriate choice of presentation parameters</li> <li>• Appropriate functional links</li> <li>• Observance of rules governing confidentiality of information, authorizations and transfer of copyright</li> </ul> |
| 3. Set up the layout of the presentation. | <ul style="list-style-type: none"> <li>• Observance of ergonomic rules for page layout</li> <li>• Appropriate appearance of the text</li> <li>• Professional presentation</li> </ul>   |
| 4. Check the quality of the presentation. | <ul style="list-style-type: none"> <li>• Observance of spelling and grammar rules</li> <li>• Absence of keyboarding errors</li> <li>• Appropriate adjustment of presentation parameters</li> <li>• Conformity of the presentation with requests and instructions</li> </ul>  |
| 5. Deliver the presentation.              | <ul style="list-style-type: none"> <li>• Appropriate save format</li> <li>• Proper transmission of the presentation</li> <li>• Careful choice of printing format</li> </ul>  |

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Appropriate use of technologies

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Standards of a professional presentation
  - Effective work methods
  - Impacts of an error on the quality of the document and the image of the workplace
1. Organize the work to be done.
    - Characteristics of the presentation: time limit, flow, content, duration, audience, etc.
    - Method of preparing a work plan
    - Gathering of royalty-free pictures, sounds and videos
  2. Produce the presentation.
    - Laws and regulations governing copyright, privacy and intellectual property
    - Possible consequences of failure to observe laws and regulations
    - Features and possibilities of presentation software
    - Functions and use of presentation software
    - Help functions of presentation software
    - Characteristics of different formats: pictures, sounds, videos
    - Insertion of sound and visual components
    - Adjustment of parameters: sounds, animations, transitions
    - Insertion and verification of hypertext links
    - Importance of checking information
  3. Set up the layout of the presentation.
    - Legibility of text: choice and size of font, contrast, background, etc.
    - Distribution of text and objects: appearance, proportion, spacing and position
    - Ergonomic rules for page layout
    - Adjustment of hide features
    - Procedures, standards, policies and requirements of the work environment
  4. Check the quality of the presentation.
    - Revision tools
    - Installation and testing of a projector
    - Adjustment of the presentation's page layout parameters for the projector
    - Setting of parameters for a self-running presentation
    - Verification of visual and sound effects
    - Verification of the presentation: quality of text, balanced and harmonious sequences

5. Deliver the presentation.

- Save formats
- Transmission methods of presentations depending on size, confidentiality of data, etc.
- Printing parameters and copying of the presentation



Competency 9      Duration 60 hours   Credits 4

***Behavioural Competency***

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**Statement of the Competency**

Write business texts in English.

**Achievement Context**

- Given:
  - requests and instructions
  - procedures, standards, policies and quality requirements of the work environment
- Using:
  - the required equipment, materials and technological tools
  - reference sources, necessary documents and correction tools
- Applying a transcription method

**Elements of the Competency****Performance Criteria**

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- |                                   |   |
|-----------------------------------|---|
| 1. Prepare the work.              | <ul style="list-style-type: none"> <li>• Correct interpretation of the request</li> <li>• Gathering of all necessary information</li> <li>• Accurate determination of main ideas</li> </ul>   |
| 2. Use writing techniques.        | <ul style="list-style-type: none"> <li>• Coherent and clear wording of the message</li> <li>• Correct linking of ideas</li> <li>• Relevance of content</li> <li>• Varied business vocabulary</li> <li>• Level of language adapted to the context and the recipient</li> <li>• Inclusion of all components of the message</li> </ul> |
| 3. Check the quality of the work. | <ul style="list-style-type: none"> <li>• Absence of keyboarding errors</li> <li>• Quality of English</li> <li>• Compliance with requests and instructions</li> </ul>  |

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Appropriate use of technologies
- Use of means to optimize efficiency

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**Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Functions and uses of technologies
  - Effective work methods
  - Impacts of an error on the quality of a document and the image of the workplace
1. Prepare the work.
    - Determination of main ideas
    - Features and use of reference works
  2. Use writing techniques.
    - Elements of written communication: context, recipient, content of message
    - Structure of the text: introduction, body, conclusion
    - Business style: specific vocabulary, short sentences, level of language, neutral and courteous tone, etc.
    - Correct syntax and wording
    - Types and forms of sentences
    - Characteristics of digital business messages
    - Use and features of plans and templates
  3. Check the quality of the work.
    - Distinctive features and use of writing tools
    - Writing standards: cohesion, organization of the text, level of language
    - Cross-checking method to ensure the quality of the written language



Competency 10      Duration 90 hours   Credits 6

***Behavioural Competency***

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**Statement of the Competency**

Carry out accounting operations.

**Achievement Context**

- Given:
  - an accounting plan, vouchers and instructions
  - financial data of the organization
  - current legislation
  - procedures, standards, policies and quality requirements of the work environment
- Using:
  - the required equipment, materials and technological tools
  - reference sources and necessary documents
- Applying a transcription method
- Given the necessary authorizations
- In collaboration with managers and professionals

**Elements of the Competency****Performance Criteria**

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- |                                   |   |
|-----------------------------------|---|
| 1. Organize the work to be done.  | <ul style="list-style-type: none"> <li>• Observance of confidentiality requirements in the set-up of the workstation</li> <li>• Gathering of all necessary documents</li> <li>• Proper setting of priorities</li> </ul>   |
| 2. Follow up accounts receivable. | <ul style="list-style-type: none"> <li>• Appropriate set-up of accounts receivable</li> <li>• Correct preparation of invoices</li> <li>• Correct preparation of statements of account</li> <li>• Appropriate breakdown of receipts</li> <li>• Accurate entry of data</li> <li>• Proper production of financial reports</li> </ul>   |
| 3. Follow up accounts payable.    | <ul style="list-style-type: none"> <li>• Consistency between the invoice and the purchase orders and delivery slips</li> <li>• Observance of payment deadlines</li> <li>• Correct amount and other information recorded on cheque</li> <li>• Appropriate breakdown of expenses</li> <li>• Accurate entry of data</li> <li>• Proper production of financial reports</li> </ul> |

4. Prepare payroll documents.
  - Accurate update of employee records
  - Proper preparation of time sheets
  - Appropriate breakdown of expenses
  - Accurate entry of data
  - Proper production of financial reports

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Appropriate use of technologies
- Observance of professional ethics
- Quality of work

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Laws and regulations related to business accounting
- Occupational health and safety standards
- Basic concepts of accounting
- Accounting cycle and tasks assigned to secretarial staff
- Importance of observing deadlines
- Thoroughness and precision
- Value of accounting vouchers
- Importance of effective communication between departments in the workplace

1. Organize the work to be done.
  - Importance of confidentiality requirements in the set-up of the workstation
  - Importance of observance of the rules of ethics
  - Interpretation of accounting vocabulary
  - Distinction among forms and types of organizations
  - Services offered by financial institutions
  - Determination of documents necessary for financial transactions
  - Validation of accounting vouchers
  - Time limits for financial transactions
  - Method of finding errors
2. Follow up accounts receivable.
  - Features and possibilities of accounting software
  - Interpretation of accounting software vocabulary
  - Functions of accounting software
  - Procedures for setting up accounts receivable
  - Production of invoices, credit notes and statements of account
  - Importance of checking due dates for payment
  - Procedures for breaking down receipts

- Production of financial reports
- Method of cross-checking data
- Method of checking deposits

3. Follow up accounts payable.

- Procedures for setting up accounts payable
- Procedures for producing cheques
- Importance of checking due dates for payment: discounts and interest charges
- Verification of due dates for payment
- Method of checking consistency between invoice for payment and order forms and delivery slips
- Procedures for breaking down expenses
- Procedures for producing financial reports
- Method of cross-checking data

4. Prepare payroll documents.

- Laws and regulations governing payroll procedures
- Employee records: information, confidentiality
- Breakdown of expenses: time sheets and expense reports (business travel, accommodation, training, etc.)
- Pay periods
- Mandatory information to record on the pay slip
- Deductions at source, employer contributions, fringe benefits, etc.
- Procedures for breaking down expenses
- Procedures for producing financial reports
- Method of cross-checking data



Competency 11      Duration 75 hours   Credits 5

***Behavioural Competency***

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**Statement of the Competency**

Produce business correspondence.

**Achievement Context**

- For the production of different types of letters such as requests for information, acknowledgements of receipt, claims, collection notices, etc.
- Given:
  - requests and instructions
  - procedures, standards, policies and quality requirements of the work environment
- Using:
  - the required equipment, materials and technological tools
  - reference sources, necessary documents and correction tools
- Applying a transcription method

**Elements of the Competency****Performance Criteria**

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- |  |  |
|--|--|
| 1. Organize the work to be done.       | <ul style="list-style-type: none"> <li>• Correct interpretation of requests and instructions</li> <li>• Gathering of all necessary information</li> <li>• Accurate determination of main ideas</li> </ul>  |
| 2. Write letters of one or more pages. | <ul style="list-style-type: none"> <li>• Coherent and clear wording of the message</li> <li>• Correct linking of ideas</li> <li>• Inclusion of all components of the message</li> <li>• Business vocabulary</li> <li>• Level of language adapted to the context and the recipient</li> </ul> |
| 3. Set up the page layout of letters.  | <ul style="list-style-type: none"> <li>• Observance of rules of layout of text</li> <li>• Appropriate formatting of text</li> <li>• Appropriate page layout parameters</li> <li>• Appropriate hyphenation</li> </ul>   |
| 4. Check the quality of the work.      | <ul style="list-style-type: none"> <li>• Absence of keyboarding errors</li> <li>• Quality of English</li> <li>• Compliance with requests and instructions</li> <li>• Relevance of the content</li> <li>• Inclusion of all components of the letter</li> </ul>                                |

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Appropriate use of technologies
- Observance of prescribed time limits

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Functions and use of technologies
  - Effective work methods
  - Occupational health and safety standards
  - Impacts of an error on the quality of a document and the image of the workplace
1. Organize the work to be done.
    - Review of Competency 8, Designing Presentations
  2. Write letters of one or more pages.
    - Characteristics of business texts
    - Principles of letter writing
    - Transitional expressions
    - Distinction between levels of language according to the context and the recipient
    - Characteristics of types of letters: request for information, reply to a request, acknowledgement of receipt, claim, reply to a claim, invitation, congratulations, refusal, thanks, reservation, offer of service, collection of payment, formal notice, application for credit, recommendation, etc.
  3. Set up the page layout of letters.
    - Rules of letter layout: alignment; one or more pages; insertion of a table, vertical list, quotation, etc.
    - Standards of text format
    - Rules for writing the date
    - Delivery notations, special notations
    - Writing standards and position of reference line
    - Standards for writing the inside address
    - Standards for writing the salutation and complimentary closing
    - Standards for wording and position of the subject line
    - Standards for the signature block
    - Optional notations: enclosures, copy notation, postscript

4. Check the quality of the work.

- Distinctive features and use of writing tools
- Cross-checking of correction of errors
- Level of language adapted to the context and the recipient
- Writing standards: cohesion, organization of the text, level of language





Competency 12      Duration 45 hours   Credits 3

***Behavioural Competency***

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**Statement of the Competency**

Create databases.

**Achievement Context**

- Given:
  - requests and instructions
  - procedures, standards, policies and quality requirements of the work environment
- Using:
  - the required equipment, materials and technological tools
  - reference sources and necessary documents
- Applying a transcription method

**Elements of the Competency****Performance Criteria**

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- |   |  |
|---|--|
| 1. Create the structure of databases.         | <ul style="list-style-type: none"> <li>• Correct interpretation of requests and instructions</li> <li>• Correct determination of number of tables to create</li> <li>• Careful creation of fields</li> <li>• Correct creation of links between tables</li> </ul>                               |
| 2. Modify data.                               | <ul style="list-style-type: none"> <li>• Accurate entry of data</li> <li>• Accuracy of modifications</li> <li>• Appropriate appearance of data</li> <li>• Appropriate display of data</li> </ul>   |
| 3. Extract and sort data.                     | <ul style="list-style-type: none"> <li>• Correct extraction of data</li> <li>• Correct sorting of data</li> <li>• Presence of all data</li> </ul>  |
| 4. Set up the page layout and print the data. | <ul style="list-style-type: none"> <li>• Careful choice of content</li> <li>• Appropriate layout of text</li> <li>• Accuracy of page layout parameters</li> <li>• Legibility of all data</li> <li>• Appropriate page headers and footers</li> <li>• Accuracy of printing parameters</li> </ul> |
| 5. Import and export data.                    | <ul style="list-style-type: none"> <li>• Successful import operation</li> <li>• Successful export operation</li> </ul>   |

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Appropriate use of technologies
- Use of means to optimize efficiency

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Functions and use of software used to produce databases
  - Effective work methods
  - Impacts of an error on the quality of a document and the image of the workplace
1. Create the structure of databases.
    - Features and possibilities of database software
    - Help functions of database software
    - Design and structure of a database: number of tables, number of fields, naming and description of fields, etc.
    - Creation of tables
    - Types of data: properties, size and format of fields
    - Addition, deletion and moving of fields
  2. Modify data.
    - Input and automatic entry of data
    - Display of data
    - Form mode and table mode
    - Creation and modification of forms
    - Copying, addition, modification, deletion and import of data
    - Finding, replacing, sorting and masking of data
  3. Extract and sort data.
    - Creation and operation of filters
    - Creation and operation of queries
    - Use of wildcard characters
    - Sorting of data by multiple fields
    - Grouping and calculations
    - Comparison operators and logical operators
    - Combination of operators and criteria
    - Creation of calculated fields

4. Set up the page layout and print the data.

- Page layout parameters
- Formatting and adjustment
- Printing parameters

5. Import and export data.

- Import of data
- Export of data



Competency 13      Duration 45 hours   Credits 3

***Behavioural Competency***

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**Statement of the Competency**

Handle cash.

**Achievement Context**

- Given:
  - an accounting plan, vouchers and instructions
  - financial data
  - current legislation
  - procedures, standards, policies and quality requirements of the work environment
- Using:
  - the required equipment, materials and technological tools
  - reference sources and necessary documents
- Applying a transcription method

**Elements of the Competency****Performance Criteria**

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- |                                  |   |
|----------------------------------|---|
| 1. Organize the work to be done. | <ul style="list-style-type: none"> <li>• Observance of confidentiality requirements in the set-up of the workstation</li> <li>• Gathering of all necessary documents</li> <li>• Proper setting of priorities</li> </ul>                                 |
| 2. Prepare deposits.             | <ul style="list-style-type: none"> <li>• Accurate entry of data</li> <li>• Accurate entry of subtotals and totals</li> <li>• Correct preparation of deposit</li> </ul>  |
| 3. Prepare bank reconciliations. | <ul style="list-style-type: none"> <li>• Verification of all data</li> <li>• Accuracy of total amount of outstanding cheques and deposits</li> <li>• Correct preparation of bank reconciliation</li> </ul>  |
| 4. Handle the petty cash fund.   | <ul style="list-style-type: none"> <li>• Consistency between balance of the petty cash fund and vouchers</li> <li>• Correct preparation of the petty cash register</li> <li>• Accurate entry of data</li> <li>• Appropriate petty cash funds</li> </ul> |

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Observance of professional ethics

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**Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Occupational health and safety standards
  - Basic concepts of accounting
  - Accounting cycle and tasks assigned to secretarial staff
  - Importance of observing deadlines
  - Importance of thoroughness and precision
  - Value of vouchers
  - Importance of effective communication between departments in the workplace
  - Use of financial reports for verification purposes
1. Organize the work to be done.
    - Review of Competency 10, Accounting Operations
  2. Prepare deposits.
    - Steps for preparing deposits
    - Grouping of vouchers
    - Method of calculating subtotals and totals
    - Correct reading of data on a cheque
    - Cross-checking of data
  3. Prepare bank reconciliations.
    - Interpretation of a bank statement
    - Identification of financial data corresponding to a given period
    - Checking off of cheques, direct payments and other vouchers
    - Verification of total of outstanding cheques and deposits
    - Verification of other expenses and receipts recorded on the bank statement
    - Preparation of bank reconciliations
    - Allocation of receipts and expenses to correct accounts
  4. Handle the petty cash fund.
    - Role of an organization's petty cash fund
    - Consistency between balance of the petty cash fund and vouchers
    - Chronological order of posting of vouchers
    - Recording in petty cash register
    - Replenishment of petty cash fund
    - Method of allocating expenses

Competency 14      Duration 75 hours   Credits 5

***Behavioural Competency***

---

**Statement of the Competency**

Translate texts.

**Achievement Context**

- Given:
  - requests and instructions
  - business texts for translation into French and into English
  - procedures, standards, policies and quality requirements of the work environment
- Using:
  - the required equipment, materials and technological tools
  - reference sources, necessary documents and correction tools
- Applying a transcription method

**Elements of the Competency****Performance Criteria**

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- |   |   |
|---|---|
| 1. Interpret the text to translate.             | <ul style="list-style-type: none"> <li>• Appropriate choice of reference tools</li> <li>• Correct interpretation of the meaning of terms and expressions</li> <li>• Correct recognition of business vocabulary</li> </ul> |
| 2. Translate the text into the target language. | <ul style="list-style-type: none"> <li>• Appropriate vocabulary</li> <li>• Translation consistent with original text</li> <li>• Observance of standard spelling, rules of syntax, grammar and punctuation</li> </ul>      |
| 3. Check the quality of the work.               | <ul style="list-style-type: none"> <li>• Absence of keyboarding errors</li> <li>• Quality of the written language</li> <li>• Compliance with requests and instructions</li> </ul>   |

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Appropriate use of technologies

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**Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Review of basic concepts
  - Impacts of an error on the quality of a document and the image of the workplace
  - Difference between translating meaning and translating words
  - Use of technologies
1. Interpret the text to translate.
    - Review of Competency 2, Proofreading
  2. Translate the text into the target language.
    - Translation process
    - Search and choice of terms that respect the meaning of the message and the source text (vocabulary, synonyms, meaning of words, terms and expressions specific to both languages)
    - Quality criteria of the translation: cohesion, level of language, standard spelling, grammar
    - Sentence structure appropriate to the target language
  3. Check the quality of the work.
    - Method of cross-checking correction of errors
    - Use of correction tools
    - Features of different correction tools



Competency 15      Duration 60 hours   Credits 4

***Behavioural Competency***

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**Statement of the Competency**

Produce tables and charts.

**Achievement Context**

- Given:
  - requests and instructions
  - procedures, standards, policies and quality requirements of the work environment
- Using:
  - the required equipment, materials and technological tools
  - reference sources and necessary documents
- Applying a transcription method

**Elements of the Competency****Performance Criteria**

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- |  |  |
|--|--|
| 1. Work with multiple worksheets.            | <ul style="list-style-type: none"> <li>• Correct naming of worksheets</li> <li>• Effective link of data between worksheets</li> <li>• Appropriate modifications over several worksheets</li> <li>• Appropriate integrated functions</li> <li>• Accuracy of results</li> <li>• Appropriate printing parameters</li> </ul> |
| 2. Produce charts.                           | <ul style="list-style-type: none"> <li>• Appropriate choice of type of chart</li> <li>• Accurate selection of data</li> <li>• Clear identification of data</li> <li>• Appropriate formatting of chart</li> <li>• Appropriate printing parameters</li> </ul>  |
| 3. Produce organization charts and diagrams. | <ul style="list-style-type: none"> <li>• Appropriate choice of diagram design</li> <li>• Accurate selection of data</li> <li>• Clear identification of data</li> <li>• Appropriate formatting</li> <li>• Appropriate printing parameters</li> </ul>  |
| 4. Create templates.                         | <ul style="list-style-type: none"> <li>• Production of an appropriate model</li> <li>• Quality of page layout</li> <li>• Appropriate choice of locked cells</li> <li>• Effective protection of worksheets and workbooks</li> </ul>   |
| 5. Use revision tools in shared files.       | <ul style="list-style-type: none"> <li>• Correct assignment of permissions for sharing of workbooks</li> <li>• Correct insertion of comments</li> <li>• Appropriate modifications</li> </ul>   |

## 6. Export and import workbooks.

- Inclusion of all data
- Appropriate choice of location of data
- Successful import operation
- Successful export operation

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Appropriate use of technologies
- Use of means to optimize efficiency

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**Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Review of Competency 7, Producing Spreadsheets

## 1. Work with multiple worksheets.

- Renaming of worksheets
- Insertion, deletion and moving of worksheets
- Simultaneous input in several worksheets
- Simultaneous modifications in several worksheets
- Copy of data into a group of worksheets
- Hide and unhide worksheets
- Calculations and linking of data over several worksheets
- Integrated functions: logical, financial, database, date and time
- Financial, time and logical functions
- Methods of filtering data: automatic, by date, custom, by selection, advanced filter by criteria
- Selection and printing

## 2. Produce charts.

- Types of charts: features, modification of type of chart, etc.
- Chart components: headings, axes, values, labels, legend, gridlines
- Selection of data for chart
- Modification and handling of chart components
- Identification of data presented
- Inversion of rows and columns
- Formatting and customization of a chart
- Options for printing a chart

3. Produce organization charts and diagrams.
  - Types of diagrams
  - Input of data
  - Insertion, modification of the position and appearance of shapes in a diagram
  - Modification to diagram layout
  - Application of styles to diagram
4. Create templates.
  - Page layout of business documents: forms, invoices, statements of account, etc.
  - Calculations, formulas and macros
  - Modification to automatic operations
  - Creation of customized buttons
  - Modification of toolbars
  - Locking of cells
  - Protection and sharing: worksheets, workbooks
5. Use revision tools in shared files.
  - Features of file formats
  - Assignment of permissions for sharing of workbook
  - Revision tools
  - Track changes function
6. Export and import workbooks.
  - Import of workbooks
  - Export of workbooks



Competency 16      Duration 90 hours   Credits 6

***Behavioural Competency***

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**Statement of the Competency**

Prepare the visual design of documents.

**Achievement Context**

- For the production of different types of documents such as forms, contracts, leaflets, business cards, etc.
- Given:
  - requests and instructions
  - procedures, standards, policies and quality requirements of the work environment
- Using:
  - the required equipment, materials and technological tools
  - reference sources, necessary documents and correction tools
- Applying a transcription method

**Elements of the Competency****Performance Criteria**

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- |  |   |
|--|---|
| 1. Organize the work to be done.       | <ul style="list-style-type: none"> <li>• Clear understanding of needs</li> <li>• Gathering of all necessary information</li> <li>• Correct determination of type of document to produce</li> <li>• Consideration of requests and instructions</li> </ul>  |
| 2. Create the design of the documents. | <ul style="list-style-type: none"> <li>• Transcription of complete text</li> <li>• Layout and formatting appropriate to the text</li> <li>• Suitable layout and sizing of graphic components</li> <li>• Correct proportional spacing between sections</li> <li>• Appropriate page layout</li> <li>• Observance of rules governing confidentiality of information, authorizations and transfer of copyright</li> </ul> |
| 3. Check the quality of the work.      | <ul style="list-style-type: none"> <li>• Quality of English</li> <li>• Absence of keyboarding errors</li> <li>• Compliance with requests and instructions</li> <li>• Appropriate hyphenation</li> <li>• Inclusion of all components of the document</li> </ul>  |
| 4. Circulate the documents.            | <ul style="list-style-type: none"> <li>• Appropriate save format</li> <li>• Appropriate presentation of the document</li> <li>• Proper transmission of the document</li> <li>• Careful choice of printing format</li> </ul>   |

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Appropriate use of technologies

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Impacts of an error on the quality of a document and the image of the workplace
  - Various technological tools
1. Organize the work to be done.
    - Characteristics of the task in relation to the type and content of the document
    - Distinctive features, functions and content of types of documents: leaflets, business cards, advertising materials, organization charts, bulletins, company newsletters, calls for tenders, submissions, contracts, dockets, forms, etc.
    - Links existing between different documents
    - Legal procedures governing the circulation of documents such as calls for tenders, submissions, etc.
  2. Create the design of the documents.
    - Laws and regulations governing the transfer of copyright, privacy and intellectual property
    - Possible consequences of failure to observe laws and regulations
    - Use of software for visual design of documents
    - Help functions of software
    - Layout and formatting of different types of documents
    - Insertion, layout and sizing of graphic elements
    - Page layout of documents: aesthetic qualities, spacing between different sections, line and page breaks, etc.
    - Numbering of document sections
    - Creation of elaborate tables
    - Calculation functions in tables
    - Insertion, deletion and modification of columns
    - Customized lists
    - Shading, text boxes, watermarks, drop caps
    - Form functions
    - Customization of page headers and footers
    - Styles

3. Check the quality of the work.
  - Standard spelling, grammar rules, punctuation and hyphenation
  - Revision tools
  - Cross-checking method to ensure the quality of a document: quality of the text, balanced and harmonious page layout
  - Adjustment of document page layout
4. Circulate the documents.
  - Save formats
  - Use of a binding machine
  - Scanning of documents
  - Conversion of documents
  - Transmission of presentations
  - Printing format options





Competency 17      Duration 90 hours   Credits 6

***Behavioural Competency***

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**Statement of the Competency**

Write and format business texts in French.

**Achievement Context**

- For letters, envelopes and email messages
- Given:
  - requests and instructions
  - procedures, standards, policies and quality requirements of the work environment
- Using:
  - the required equipment, materials and technological tools
  - reference sources, necessary documents and correction tools
- Applying a transcription method

**Elements of the Competency****Performance Criteria**

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- |                                   |  |
|-----------------------------------|--|
| 1. Prepare the work.              | <ul style="list-style-type: none"> <li>• Correct interpretation of the request</li> <li>• Gathering of all the necessary information</li> <li>• Accurate determination of main ideas</li> </ul>  |
| 2. Write the text.                | <ul style="list-style-type: none"> <li>• Coherent and clear wording of message</li> <li>• Correct linking of ideas</li> <li>• Relevance of content</li> <li>• Business vocabulary</li> <li>• Level of language adapted to the context and the recipient</li> <li>• Inclusion of all components of the message</li> </ul> |
| 3. Set up the page layout.        | <ul style="list-style-type: none"> <li>• Observance of rules of layout for business texts in French</li> <li>• Appropriate format of text</li> <li>• Appropriate page layout parameters</li> </ul>   |
| 4. Check the quality of the work. | <ul style="list-style-type: none"> <li>• Absence of keyboarding errors</li> <li>• Quality of French</li> <li>• Compliance with requests and instructions</li> </ul>  |

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Appropriate use of technologies

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**Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Use of technologies
  - Effective work methods
  - Impacts of an error on the quality of a document and the image of the workplace
1. Prepare the work.
    - Review of Competency 9, Business Texts in English
  2. Write the text.
    - Structure of the text: introduction, body, conclusion
    - Search tools: vocabulary, synonyms, terms and expressions specific to French
    - Standard spelling, rules of grammar, punctuation and syntax
    - Sentence type and structure
    - Business style: specific vocabulary, short sentences, level of language, neutral and courteous tone
    - Characteristics of different types of texts: letters, memos, digital messages, etc.
  3. Set up the page layout.
    - Choice of a style appropriate to the content
    - Rules of page layout for business texts in French
    - Layout, format and page layout of digital messages, letters, envelopes, etc.
    - Layout of components: position, appearance, spacing
    - Meaning and position of delivery notations and special notations
    - Printing parameters
  4. Check the quality of the work.
    - Correction tools: spelling, grammar, punctuation and syntax
    - Reference sources

Competency 18      Duration 30 hours   Credits 2

***Behavioural Competency***

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**Statement of the Competency**

Update information published on digital media.

**Achievement Context**

- Given:
  - requests and instructions
  - current laws and regulations
  - procedures, standards, policies and quality requirements of the work environment
- Using:
  - the required equipment, materials and technological tools
  - reference sources, necessary documents and correction tools
- Applying a transcription method

**Elements of the Competency****Performance Criteria**

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- |   |  |
|---|--|
| 1. Organize the work to be done.              | <ul style="list-style-type: none"> <li>• Correct interpretation of instructions</li> <li>• Gathering of all the information</li> <li>• Appropriate choice of content elements</li> <li>• Verification of the authenticity of the information</li> <li>• Proper storage of the previous version</li> </ul>  |
| 2. Integrate elements into the media content. | <ul style="list-style-type: none"> <li>• Transcription of all the text</li> <li>• Quality of the language</li> <li>• Insertion of content elements in the appropriate position</li> <li>• Appropriate creation of hyperlinks</li> <li>• Appropriate appearance of text according to its nature and content</li> <li>• Observance of ergonomic rules for page layout</li> <li>• Observance of rules governing confidentiality of information, authorizations and transfer of copyright</li> </ul> |
| 3. Test the utilization of the media.         | <ul style="list-style-type: none"> <li>• Proper uploading of information</li> <li>• Satisfactory verification of functioning of hyperlinks</li> </ul>  |
| 4. Finalize the work.                         | <ul style="list-style-type: none"> <li>• Inclusion of all components</li> <li>• Compliance with requests and instructions</li> <li>• Appropriate adjustments</li> </ul>  |

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Appropriate use of technologies

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Effective work methods
  - Application or software to be used
  - Impacts of an error on the quality of a document and the image of the workplace
1. Organize the work to be done.
    - Determination of important elements of a subject or theme: context, message, appeal, etc.
    - Highlighting of subject or theme
    - Verification of authenticity of the information
    - Technique for storing data
  2. Integrate elements into the media content.
    - Observance of rules governing confidentiality of information, authorizations and transfer of copyright
    - Possible consequences of failure to observe laws and regulations
    - Features and possibilities of application or software used
    - Insertion of elements: texts, pictures, sounds, videos, hypertext links
    - Resolution parameters of pictures
    - Standard spelling and rules of grammar, syntax and punctuation
    - Ergonomic rules specific to digital display
    - File access rights: sharing and authorizations
  3. Test the utilization of the media.
    - Techniques for uploading data
    - Method of checking hyperlinks: fluidity, speed and precision
    - Cross-checking of functioning of media
    - Procedure for securing site and data
  4. Finalize the work.
    - Cross-checking of data
    - Cross-checking of page layout
    - Adjustment of parameters

Competency 19      Duration 45 hours   Credits 3

***Behavioural Competency***

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**Statement of the Competency**

Interact in French in a business setting.

**Achievement Context**

- With internal and external customers
- Given procedures, standards, policies and quality requirements of the work environment
- Using:
  - the required equipment, materials and technological tools
  - reference sources and necessary documents

**Elements of the Competency****Performance Criteria**

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- |   |  |
|---|--|
| 1. Greet a customer or co-worker in person. | <ul style="list-style-type: none"> <li>• Appropriate forms of address</li> <li>• Clear understanding of needs</li> <li>• Wording of relevant questions</li> <li>• Clear, coherent replies</li> <li>• Accuracy of information provided</li> </ul>   |
| 2. Take and transfer calls.                 | <ul style="list-style-type: none"> <li>• Meticulous application of telephone etiquette</li> <li>• Correct interpretation of caller's purpose</li> <li>• Wording of clear, relevant information</li> <li>• Quality of message taking</li> </ul>   |
| 3. Make telephone calls.                    | <ul style="list-style-type: none"> <li>• Proper preparation before the call</li> <li>• Observance of telephone etiquette</li> <li>• Correct sentence structure</li> <li>• Clear speech</li> <li>• Wording of clear, relevant information</li> <li>• Wording of a complete, professional message for a voice mailbox</li> </ul> |
| 4. Hold a business-related conversation.    | <ul style="list-style-type: none"> <li>• Correct understanding of the speaker's statements</li> <li>• Correct sentence form</li> <li>• Appropriate adaptation of communication style to the person and situation</li> </ul>  |

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Use of business vocabulary
- Quality of the spoken language
- Observance of professional ethics
- Demonstration of courteousness

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**Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Basic principles of communication
  - Rules of professional ethics
  - Observance of instructions given by the workplace
  - Importance of quality customer service for the image of the workplace
1. Greet a customer or co-worker in person.
    - Appropriate forms of address
    - Wording of relevant questions
    - Business vocabulary
    - Sentence structure in French
    - Polite expressions
  2. Take and transfer calls.
    - Telephone etiquette
    - Screening and transfer of calls
    - Characteristics of note taking: precision, clarity and legibility
    - Expressions for concluding the call
    - Wording of a clear, concise message for the workplace's voice mailbox
  3. Make telephone calls.
    - Steps for preparing to make a call
    - Appropriate terminology, expressions and forms
    - Wording of introduction and purpose of the call
    - Wording of clear, concise messages to leave in voice mailboxes
  4. Hold a business-related conversation.
    - Business vocabulary
    - Rules of grammar and syntax
    - Importance of checking their understanding of the speaker's statements
    - Standard expressions in specific situations

Competency 20      Duration 75 hours   Credits 5

***Behavioural Competency***

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**Statement of the Competency**

Follow up on business correspondence.

**Achievement Context**

- For letters and emails
- Given:
  - requests and instructions
  - procedures, standards, policies and quality requirements of the work environment
- Using:
  - the required equipment, materials and technological tools
  - reference sources, necessary documents and correction tools
- Applying a transcription method

**Elements of the Competency****Performance Criteria**

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- |                           |   |
|---------------------------|---|
| 1. Handle correspondence. | <ul style="list-style-type: none"> <li>• Clear recording of reception date</li> <li>• Correct sorting of correspondence</li> <li>• Proper distribution of correspondence</li> </ul>   |
| 2. Answer correspondence. | <ul style="list-style-type: none"> <li>• Level of language appropriate to the context and the recipient</li> <li>• Quality of English</li> <li>• Accuracy of information transmitted</li> <li>• Observance of rules of page layout</li> </ul>   |
| 3. Prepare envelopes.     | <ul style="list-style-type: none"> <li>• Accuracy of information transmitted</li> <li>• Inclusion of all components</li> <li>• Correct layout of text</li> <li>• Correct format of all parts</li> <li>• Correct choice of envelope format</li> </ul>  |
| 4. Prepare bulk mailings. | <ul style="list-style-type: none"> <li>• Choice of appropriate criteria for selective merge for:               <ul style="list-style-type: none"> <li>– letters</li> <li>– envelopes</li> <li>– labels</li> </ul> </li> <li>• Successful merge</li> <li>• Appropriate layout of text in:               <ul style="list-style-type: none"> <li>– letters</li> <li>– envelopes</li> <li>– labels</li> </ul> </li> </ul> |

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Appropriate use of technologies
- Compliance with requests and instructions

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Impacts of an error on the quality of a document and the image of the workplace
1. Handle correspondence.
    - Importance of the use of a date stamp
    - Interpretation of the responsibilities of staff shown in the organization chart
    - Means of identifying the recipient
    - Methods of sorting and distributing traditional and digital mail
    - Importance of methodical filing of correspondence
  2. Answer correspondence.
    - Characteristics of a business text
    - Rules of page layout
    - Standard spelling and rules of grammar, syntax and punctuation
    - Automatic correction tools
    - Proofreading method
    - Importance of keeping proof of mailing
    - Automation methods: automation commands, text banks, customization of tool bars
  3. Prepare envelopes.
    - Layout of components: position, appearance, spacing
    - Meaning and position of delivery notations and special notations
    - Method of finding postal codes
    - Verification of accuracy of data
    - Setting of print parameters
  4. Prepare bulk mailings.
    - Mailings: selective merge
    - Layout of text of letter, envelopes and labels
    - Printing parameters



Competency 21      Duration 60 hours   Credits 4

***Behavioural Competency***

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**Statement of the Competency**

Carry out activities related to the organization of meetings and events.

**Achievement Context**

- Given:
  - requests and instructions
  - procedures, standards, policies and quality requirements of the work environment
- Using:
  - the required equipment, materials and technological tools
  - reference sources, necessary documents and correction tools
- Applying a transcription method

**Elements of the Competency****Performance Criteria**

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- |  |   |
|--|---|
| 1. Organize the work to be done.   | <ul style="list-style-type: none"> <li>• Correct interpretation of requests and instructions</li> <li>• Production of a realistic work schedule</li> <li>• Correct determination of needs in terms of human and material resources</li> </ul>   |
| 2. Make and follow up on the reservations.   | <ul style="list-style-type: none"> <li>• Effective use of technologies</li> <li>• Careful choice of resources according to availability</li> <li>• Transmission of relevant information for set-up requirements</li> <li>• Accurate recording of participants' replies</li> <li>• Meticulous follow-up method for registrations and payments</li> </ul> |
| 3. Prepare notices of meeting, media releases, invitations and supporting documents. | <ul style="list-style-type: none"> <li>• Correct production of necessary documents</li> <li>• Quality of English</li> <li>• Quality of the visual design</li> </ul>   |
| 4. Distribute the necessary documents.   | <ul style="list-style-type: none"> <li>• Appropriate choice of distribution methods</li> <li>• Observance of deadlines for sending documents</li> <li>• Appropriate distribution of documents</li> </ul>  |
| 5. Produce a report, minutes or wrap-up of the event.                                | <ul style="list-style-type: none"> <li>• Inclusion of all relevant components</li> <li>• Factual, concise report</li> <li>• Accuracy of information</li> <li>• Page layout in accordance with presentation standards</li> <li>• Quality of English</li> </ul>   |

## 6. Circulate the documents.

- Appropriate save format
- Proper transmission of document
- Careful choice of printing format

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Compliance with requests and instructions
- Use of means to optimize efficiency
- Appropriate use of technologies

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**Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Means of developing effective work habits
- Means used for holding paperless meetings
- Impacts of an error on the quality of a document and the image of the workplace

## 1. Organize the work to be done.

- Methods of scheduling work tasks
- Identification of useful technical support for a meeting
- Distinction among different types of meetings and committees
- Search for human and material resources

## 2. Make and follow up on the reservations.

- Use and functions of shared agendas: consultation, verification of availability, reservation and confirmation
- Logistics of the event: meals, accommodation, transport, etc.
- Use of planning and reservation tools
- Follow-up method: registrations and payments

## 3. Prepare notices of meeting, media releases, invitations and supporting documents.

- Characteristics and functions of various documents related to meetings
- Page layout standards
- Standard spelling, rules of grammar, syntax, punctuation and hyphenation
- Importance of the deadline for each type of document
- Use and characteristics of different means of communication
- Production of required materials: name tags, supporting documents, kits, advertising materials, etc.

## 4. Distribute the necessary documents.

- Characteristics of document distribution and importance of proof of sending

5. Produce a report, minutes or wrap-up of the event.
  - Note-taking method
  - Rules of document layout
  - Importance of precision and accuracy in reported information
  - Standard spelling, rules of grammar, syntax, punctuation and hyphenation
6. Circulate the documents.
  - Review of Competency 16, Visual Design of Documents



Competency 22      Duration 60 hours   Credits 4

***Behavioural Competency***

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**Statement of the Competency**

Produce reports.

**Achievement Context**

- Given:
  - requests and instructions
  - procedures, standards, policies and quality requirements of the work environment
- Using:
  - the required equipment, materials and technological tools
  - reference sources and necessary documents
- Applying a transcription method

**Elements of the Competency****Performance Criteria**

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- |   |   |
|---|---|
| 1. Organize the work to be done.            | <ul style="list-style-type: none"> <li>• Consideration of requests and instructions</li> <li>• Gathering of all necessary documents</li> </ul>  |
| 2. Enter the text.                          | <ul style="list-style-type: none"> <li>• Transcription of complete text</li> <li>• Quality of English</li> <li>• Absence of keyboarding errors</li> </ul>   |
| 3. Format the text.                         | <ul style="list-style-type: none"> <li>• Appropriate styles</li> <li>• Appropriate hyphenation</li> <li>• Appropriate line and page break options</li> </ul>  |
| 4. Insert elements into the documents.      | <ul style="list-style-type: none"> <li>• Appropriate headers and footers</li> <li>• Proper page numbering</li> <li>• Appropriate layout of quotations and notes</li> <li>• Proper layout of tables and charts</li> <li>• Appropriate appendices</li> <li>• Bibliography in accordance with standards</li> </ul> |
| 5. Generate tables of contents and indexes. | <ul style="list-style-type: none"> <li>• Proper layout of the table of contents and indexes</li> <li>• Inclusion of all sections</li> <li>• Satisfactory verification of functioning of hyperlinks</li> </ul>   |
| 6. Set up the page layout.                  | <ul style="list-style-type: none"> <li>• Cover page in accordance with standards</li> <li>• Inclusion of all sections</li> <li>• Appropriate section and page breaks</li> <li>• Correct layout of the entire report</li> <li>• Correct setting of all parameters</li> </ul>                                     |

7. Validate the work.
  - Appropriate save format for sharing of documents
  - Correct use of revision tools in shared files
  - Appropriate modifications
8. Circulate the report.
  - Appropriate save format
  - Appropriate presentation of document
  - Proper transmission of document
  - Careful choice of printing format

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Appropriate use of technologies
- Use of means to optimize efficiency
- Compliance with requests and instructions

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Impacts of an error on the quality of a document and the image of the workplace

1. Organize the work to be done.
  - Types of reports: financial, informative, progress, etc.
  - Characteristics of the presentation of reports
  - Documents required for producing reports: graphics, tables, appendices, etc.
2. Enter the text.
  - Transcription method
  - Standard spelling: grammar, syntax and punctuation rules
  - Proofreading method
  - Use of correction tools
3. Format the text.
  - Recognition of different sections of the report
  - Layout standards of each section of the report
  - Creation and modification of styles
  - Level and format of headings
  - Distinctive features of line and page break options

4. Insert elements into the documents.
  - Insertion and layout of elements: tables, graphics, headers, footers, page numbering, quotations, notes, references, bibliography, appendices, etc.
  - Distinctive features and use of page breaks and section breaks
5. Generate tables of contents and indexes.
  - Insertion and updating of table of contents and indexes
6. Set up the page layout.
  - Rules of layout for report sections
  - Problem solving with respect to page layout
7. Validate the work.
  - Sharing of files: save format, permissions
  - Revision tools: use of track changes function
8. Circulate the report.
  - Review of Competency 16, Visual Design of Documents





Competency 23      Duration 30 hours   Credits 2

***Behavioural Competency***

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**Statement of the Competency**

Provide technical support.

**Achievement Context**

- For internal customers
- Given:
  - requests and instructions
  - procedures, standards, policies and quality requirements of the work environment
- Using:
  - the required equipment, materials and technological tools
  - reference sources and necessary documents
- Applying a transcription method

**Elements of the Competency****Performance Criteria**

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- |   |   |
|---|---|
| 1. Ensure the proper functioning and basic maintenance of office equipment and devices. | <ul style="list-style-type: none"> <li>• Correct replacement of supplies</li> <li>• Effective solving of day-to-day problems</li> <li>• Correct setting of parameters</li> <li>• Determination of appropriate means to ensure follow-up of maintenance</li> </ul>   |
| 2. Assist staff in using equipment and technological tools.                             | <ul style="list-style-type: none"> <li>• Clear, accurate explanations</li> <li>• Quality of spoken and written English</li> <li>• Appropriate use of a customer-based approach</li> <li>• Effective solving of minor problems</li> </ul>  |
| 3. Write and circulate technical information.   | <ul style="list-style-type: none"> <li>• Clear, accurate information on the use of equipment, materials and technological tools</li> <li>• Quality of spoken and written English</li> <li>• Appropriate choice of circulation methods</li> </ul>  |
| 4. Purchase office supplies.  | <ul style="list-style-type: none"> <li>• Accurate recording of description of supplies and quantities in stock</li> <li>• Correct determination of supplies and quantities to order</li> <li>• Appropriate choice of supplier</li> <li>• Correct preparation of the purchase order</li> <li>• Consistency between the purchase order and the delivery slip</li> </ul> |

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Appropriate use of technologies
- Use of means to optimize efficiency
- Demonstration of capacity to adapt

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Impacts of an error on the quality of a document and the image of the workplace
  - Use of technologies (review of Competencies 2 through 22)
1. Ensure the proper functioning and basic maintenance of office equipment and devices.
    - Information sources for functioning and maintenance of devices
    - Necessary information for making service calls
    - Verification method for functioning of equipment
    - Method of replacing supplies in equipment: toner cartridges, staples, paper
    - Solving of day-to-day problems
    - Sources of risks and dangers when handling office equipment
  2. Assist staff in using equipment and technological tools.
    - Functioning of equipment and technological tools: video projector, printer, shredder, slide projector, binding machine, scanner, software, etc.
    - Available resources for solving day-to-day problems related to the use of software
    - Customization of software parameters
  3. Write and circulate technical information.
    - Standard spelling, rules of grammar, syntax and punctuation
    - Page layout standards for notes and memos
    - Circulation methods
  4. Purchase office supplies.
    - Method of taking inventory
    - Importance of accuracy and thoroughness when recording inventory data
    - Available sources for the purchase of office supplies
    - Details to include in purchase orders
    - Verification of the delivery slip against the purchase order

Competency 24      Duration 45 hours   Credits 3

***Behavioural Competency***

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**Statement of the Competency**

Coordinate multiple tasks.

**Achievement Context**

- In a given time limit, for the coordination of multiple tasks carried out simultaneously and in relation to:
  - customer service
  - follow-up of correspondence
  - document production
  - activities related to the organization of meetings and events
  - document management
  - accounting operations
  - handling of petty cash
  - updating of information published on digital media
- Given:
  - requests and instructions
  - procedures, standards, policies and quality requirements of the work environment
- Using:
  - the required equipment, materials and technological tools
  - reference sources, necessary documents and correction tools
- Applying a transcription method
- In collaboration with managerial and professional staff

**Elements of the Competency****Performance Criteria**

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1. Plan the tasks to be carried out.
  - Correct interpretation of requests and instructions
  - Relevance of information gathered
  - Production of a work plan appropriate to the scope and duration of the work
  - Production of a work schedule in observance of priorities
2. Work efficiently and produce high-quality work.
  - Optimal use of work methods
  - Observance of time required to perform tasks
  - Compliance with requests and instructions
  - Appropriate follow-up according to notices received
  - Appropriate self-assessment in terms of the quality of the work

3. Monitor the completion of the tasks.
  - Correct recording of differences between estimated time and real time required to complete tasks
  - Appropriate adjustment of planning according to new instructions and unexpected events
  - Appropriate updating of work schedule

*For the competency as a whole:*

- Observance of occupational health and safety rules
- Optimal organization of work space
- Appropriate use of technologies
- Use of appropriate means of dealing with stress

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Means to develop effective work methods
- Impacts of an error on the quality of a document and the image of the workplace
- Set-up of a workstation promoting concentration
- Use of technologies

1. Plan the tasks to be carried out.
  - Importance of an effective work plan
  - Planning methods aiming at optimal use of material resources and minimal use of time
  - Importance of setting priorities for work tasks
  - Importance of allowing leeway for unexpected events
2. Work efficiently and produce high-quality work.
  - Set-up of a workstation promoting concentration
  - Use of software help functions
  - Use of functions enabling automation of repetitive tasks
  - Creation of document templates
  - Use of mail merge
  - Customized tool bars: creation and adaptation
  - Method of revising work
  - Standard spelling and rules of grammar, syntax and punctuation
  - Rules of page layout
  - Use of functions for revising shared documents
  - Attitudes and behaviours promoting high-quality work: thoroughness, attention to detail, commitment, initiative, sense of responsibility, etc.
  - Use of tools for checking the quality of the tasks: checklists, etc.

3. Monitor the completion of the tasks.

- Major obstacles during completion of tasks
- Impacts of unexpected events
- Importance of adjusting themselves and reviewing the work plan according to the urgency of the unexpected events
- Self-assessment of work methods and tools used



Competency 25      Duration 90 hours   Credits 6

## ***Situational Competency***

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### **Statement of the Competency**

Enter the workforce.

### **Elements of the Competency**

- Look for a practicum
- Prepare themselves for spending time in the workplace
- Communicate with the work team
- Observe and perform activities in the workplace

### **Learning Context**

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#### **Information Phase**

- Learning about the terms and conditions of the practicum
- Setting expectations and needs with respect to the practicum
- Identifying organizations that can answer their expectations and needs
- Writing a résumé and a letter of introduction
- Taking steps to obtain a practicum position

#### **Participation Phase**

- Performing or helping with work tasks related to their practicum
- Communicating with co-workers and practicum supervisors
- Complying with instructions pertaining to the practicum and with the rules and policies of the workplace
- Writing a journal stating their observations about the work environment and the tasks performed

#### **Synthesis Phase**

- Stating their perception of:
  - aspects of the occupation that correspond to the training process and those that do not
  - the influence of the practicum experience on their choice of future employment in terms of aptitudes and areas of interest

### **Instructional Guidelines**

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- Provide students with the means and support necessary to find a host organization
- Maintain close collaboration between the training centre and the host organization
- Make sure that the students are supervised at all times by the practicum supervisor
- Prepare students to assume their responsibilities and observe the requirements of the host organization
- Provide students with regular support and intervene if problems arise

- Make sure the host organization observes the conditions that will permit the students to meet the objectives of the practicum
- Provide guidelines for the report

### **Participation Criteria**

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#### **Information Phase**

- Take steps to find a practicum position
- Gather information about the workplace and the tasks to be performed during the practicum

#### **Participation Phase**

- Observe rules and policies in the workplace with respect to activities, schedules, occupational health and safety, and professional ethics
- Demonstrate keen, continued interest in their practicum
- Record information about the work environment and the tasks performed

#### **Synthesis Phase**

- Write a practicum report
- Share their practicum experience:
  - by identifying aspects of the practicum position that compare with the training process
  - by presenting a self-assessment of their involvement in the practicum

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each phase of the learning context, along with their attendant guidelines.

#### **Information Phase**

- Consultation of documentation about practicum positions
- Search for a practicum position, updating of résumé and writing of a letter of introduction
- Possible workplaces for secretarial positions: private, public and parapublic sectors
- Work schedules
- Agreement on the terms and conditions of the practicum

#### **Participation Phase**

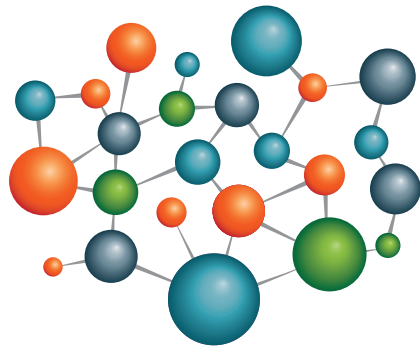
- Occupational health and safety
- Professional attitudes
- Information about the practicum position: work schedule, problems encountered, activities performed, etc.

#### **Synthesis Phase**

- Content of report: description of the workplace and first impressions, recording of observations, specific situations and reactions
- Areas of interest and aptitudes







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