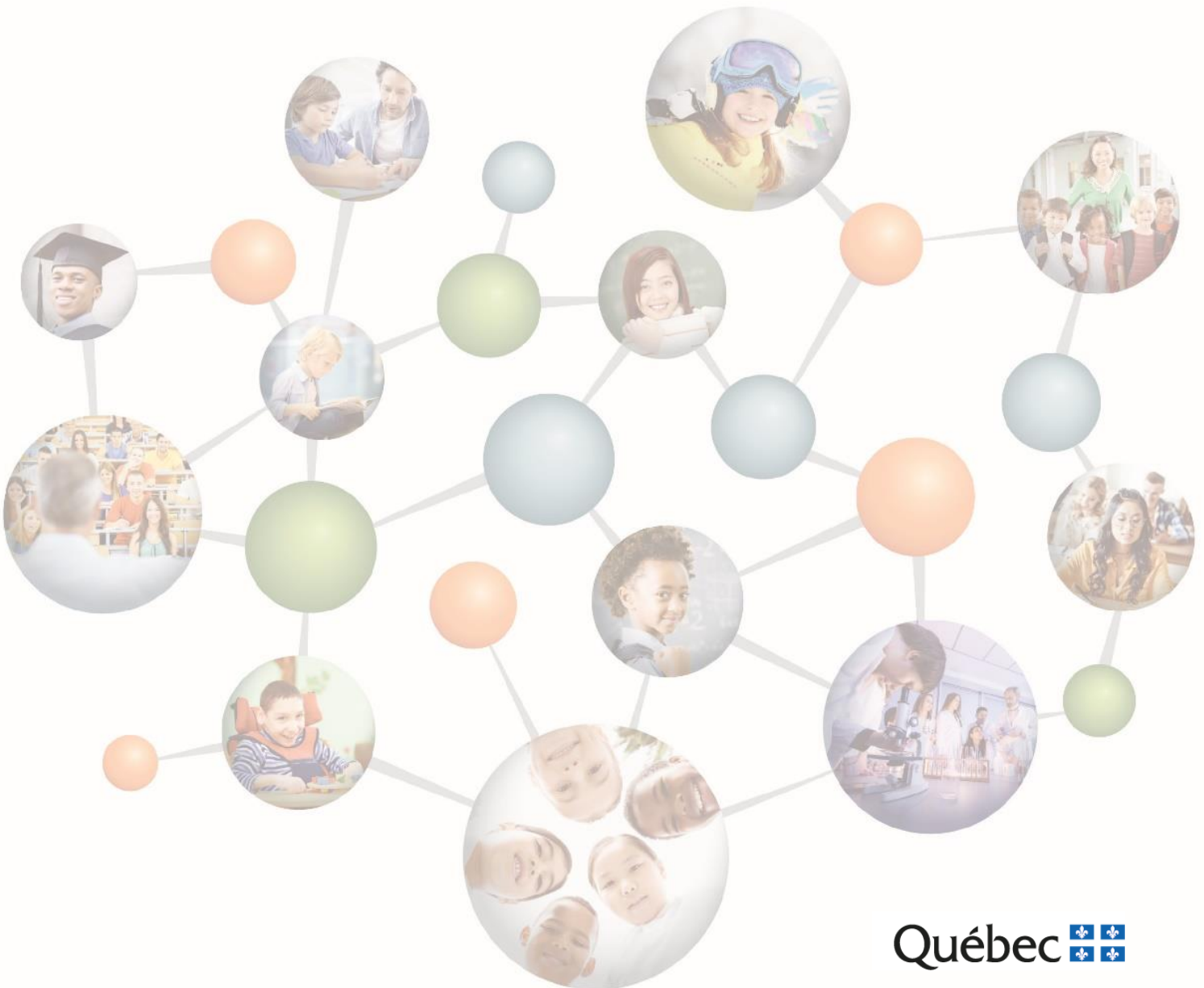


College Education Program



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Year of approval: 2013

Type of certification:	Diploma of College Studies
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Number of credits:	85 2/3
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Number of periods of instruction:	2 610
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General education component:	660 periods of instruction
------------------------------	----------------------------

Program-specific component:	1 950 periods of instruction
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Admission Requirements

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

- None

College-Level Programs

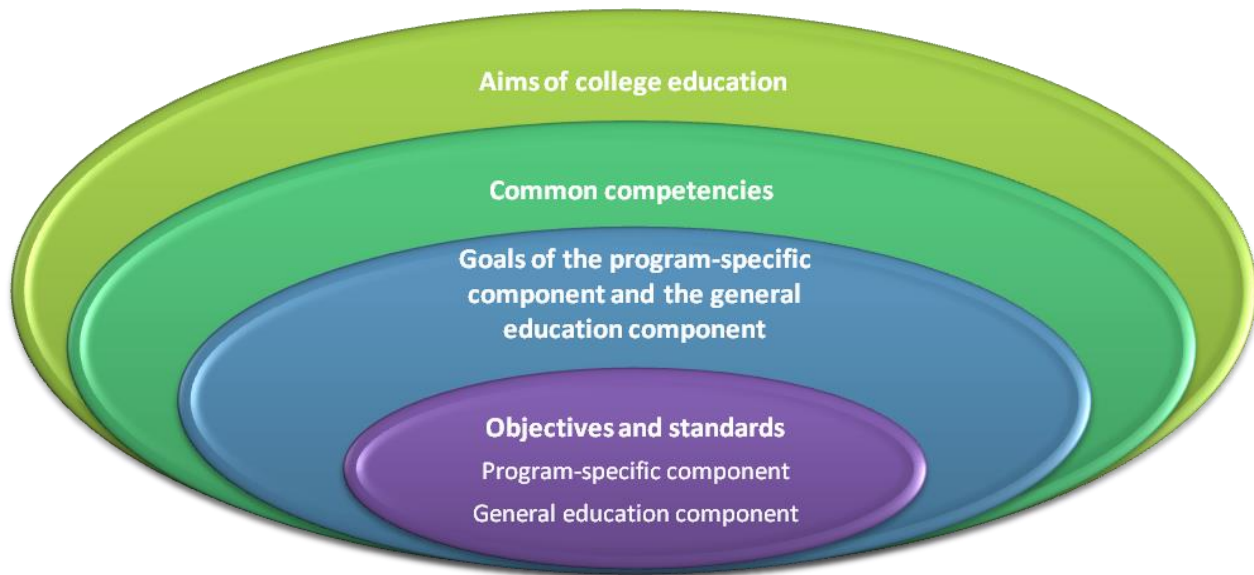
In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school). College graduates enter the labour market directly or proceed to university studies. The Minister of Education, Recreation and Sports establishes the programs of study, while individual colleges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

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

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

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

Figure 1 – Elements of a College-Level Program



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

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

Aims of College Education

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

To educate students to live responsibly in society

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

To help students integrate cultural knowledge into their studies

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

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

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

Common Competencies of College Education

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

Solve problems

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

Use creativity

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

Adapt to new situations

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

Exercise a sense of responsibility

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

Communicate

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

Implementation of College-Level Programs

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

The Farm Management and Technology Program

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

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

- The program-specific component consists of 59 credits.
- The general education component that is common to all programs consists of $16\frac{2}{3}$ credits:
 - Language of Instruction and Literature: $7\frac{1}{3}$ credits
 - Philosophy or Humanities: $4\frac{1}{3}$ credits
 - Physical Education: 3 credits
 - Second Language: 2 credits
- The general education component that is specific to the program consists of 6 credits:
 - Language of Instruction and Literature: 2 credits
 - Philosophy or Humanities: 2 credits
 - Second Language: 2 credits
- The complementary general education component, which aims to expose students to subject areas outside their program of study, consists of 4 credits and includes courses in the following areas:
 - Social Sciences
 - Science and Technology
 - Modern Language
 - Mathematics Literacy and Computer Science
 - Art and Aesthetics
 - Contemporary Issues

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

Goals of the Program

Program-Specific Component

The goals of the program-specific component of the *Farm Management and Technology* program are based on the general goals of vocational and technical training. These goals are:

- To help students develop effectiveness in the practice of a trade or occupation, that is:
 - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
 - to prepare students to progress satisfactorily on the job (which implies having the necessary technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)
- To help students integrate into the work force, that is:
 - to familiarize students with the job market in general and the context surrounding the occupation they have chosen
 - to familiarize students with their rights and responsibilities as workers
- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
 - to help students develop their autonomy and the desire to learn, and acquire effective work methods
 - to help students understand the principles underlying the techniques and the technology used in the trade or occupation
 - to help students develop self-expression, creativity, initiative and entrepreneurial spirit
 - to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence
- To promote job mobility, that is:
 - to help students develop positive attitudes toward change
 - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

Educational Aims

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

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

The following is a description of the aims of the program-specific component of the *Farm Management and Technology* program:

- Develop a concern for the preservation of biodiversity
- Develop a concern for the sustainable use of resources
- Develop an awareness of the particular societal issues associated with the agricultural lifestyle

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

The general education components that are common to all programs and specific to the program contribute to the development of 12 competencies associated with the three aims of college education:

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

English, Language of Instruction and Literature

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

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

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

Humanities

Students who have achieved the general education objectives in humanities

- will be able to demonstrate their knowledge of the following:
 - the main concepts, limits and uses of a form of knowledge including significant historical reference points
 - the main concepts, limits and uses of a world view
 - the nature and organization of the basic elements of an ethical question
 - methods for coherent integration of concepts and the formulation and synthesis of ideas
 - the importance and practice of adequately substantiated argumentation, written and oral
- will be able to demonstrate their ability to do the following:
 - describe, explain and organize the main elements, ideas, values and implications of a world view in a coherent fashion
 - compare world views
 - recognize the basic elements in a specific example of the organization, transmission, and use of knowledge
 - recognize forms of creativity and original thought
 - define the dimensions, limits and uses of knowledge in appropriate historical contexts
 - identify, organize and synthesize the salient elements of a particular example of knowledge
 - situate important ethical and social issues in their appropriate historical and intellectual contexts
 - explain, analyze and debate ethical issues in a personal and professional context
 - utilize the multiple strategies of critical thinking
- will be encouraged to develop the following attitudes:
 - openness to diversity and pluralism
 - awareness of the limits of knowledge claims, world views and ethical perspectives
 - respect for the points of view of others
 - empathy and acceptance of others
 - concern for global issues
 - determination to continue learning

French as a Second Language

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

- will be able to demonstrate their knowledge of the following:
 - different reading techniques
 - the formal elements needed to produce a structured text, both orally and in writing
 - different forms of discourse and their specific uses
- will be able to demonstrate their ability to do the following:
 - question, analyze, judge and defend an argument in French
 - reflect on their knowledge and actions notably by revising their written productions
 - maintain social relationships and share in the cultural life of Québec
 - establish and maintain work-related relationships in French
- will be encouraged to develop the following attitudes of:
 - openness to the various aspects of Québec culture
 - recognition and promotion of creativity
 - readiness to participate in social and economic life

Physical Education

Students who have achieved the general education objectives in physical education

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

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

Complementary General Education Component

Social Sciences

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

Science and Technology

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

Modern Language

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

Mathematics Literacy and Computer Science

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

Art and Aesthetics

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

Contemporary Issues

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

Goals of the Program-Specific Component

The *Farm Management and Technology* program prepares students to practise the occupation of farm business manager.

Farm business managers plan, organize, direct and monitor farm operation and development activities in livestock or crop production.

In particular, they:

- manage farm assets as either sole owner or co-owner, or as manager
- oversee the general management of livestock breeding, crop cultivation, harvesting, processing and storage as well as marketing the farm products
- hire the necessary human resources, whether on a seasonal or annual basis, and, if needed, retain the services of specialized professionals
- select technologies, equipment and inputs in accordance with their values and business goals
- ensure compliance with the various rules and regulations applicable to agricultural practices

Farm business managers carry out their work on many types of farms that vary in size, have different forms of corporate, technical, legal, economic and financial organization, and have different environments.

Because of the nature of their work, farm business managers must possess knowledge and skills in two main areas of expertise: management and entrepreneurship, and farm technology. Their managerial skills have a major impact on the farm's success.

Objectives

Statements of the Competency

Program-Specific Component

0229	Analyze the occupation.
021N.....	Analyze the organization and operation of an agricultural business.
021P.....	Interpret agronomic data of an agricultural production.
021Q.....	Ensure occupational health and safety.
021R.....	Carry out a sequence of agricultural production tasks.
021S.....	Take action to protect the environment.
021T	Manage the use of lands, woodlots and farm buildings.
021U.....	Communicate in the workplace.
021V.....	Carry out routine administrative operations in an agricultural production business.
021W	Manage the use of the agricultural machinery and equipment pool.
021X.....	Manage the employees of an agricultural business.
021Y.....	Choose an agricultural production method.
021Z	Choose an agricultural production system.
0220	Organize agricultural production activities.
0221	Coordinate agricultural production operations.
0222	Ensure the quality of an agricultural production.
0223	Plan the annual production of an agricultural business.
0224	Market agricultural products and services.
0225	Conduct applied research and development activities.
0226	Evaluate an agricultural production cycle.
0227	Establish an agricultural business development plan.
0228	Carry out an innovative agricultural project.

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

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

English, Language of Instruction and Literature

4EA0 Analyze and produce various forms of discourse

4EA1 Apply an analytical approach to literary genres

4EA2 Apply an analytical approach to a literary theme

4EAP Communicate in the forms of discourse appropriate to one or more fields of study

Humanities

4HU0 Apply a logical analytical process to how knowledge is organized and used

4HU1 Apply a critical thought process to world views

4HUP Apply a critical thought process to ethical issues relevant to the field of study

French as a Second Language

One objective to be met from the following:

4SF0 Apply basic concepts for communicating in standard French

4SF1 Communicate in standard French with some ease

4SF2 Communicate with ease in standard French

4SF3 Explore a cultural and literary topic

One objective to be met from the following:

4SFP Apply basic concepts for communicating in French in relation to the student's field of study

4SFQ Communicate in French on topics related to the student's field of study

4SFR Communicate with ease in French on topics related to the student's field of study

4SFS Produce a text in French on a topic related to the student's field of study

Physical Education

4EP0 Analyze one's physical activity from the standpoint of a healthy lifestyle

4EP1 Improve one's effectiveness when practising a physical activity

4EP2 Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity

Complementary General Education Component

4 credits, 90 periods of instruction

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

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

Grid of Competencies

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

The grid of competencies includes:

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

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

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

GRID OF COMPETENCIES

FARM MANAGEMENT AND TECHNOLOGY	Competency no.	GENERAL COMPETENCIES											
		Analyze the occupation	Analyze the organization and operation of an agricultural business	Interpret agronomic data of an agricultural production	Ensure occupational health and safety	Carry out a sequence of agricultural production tasks	Take action to protect the environment	Communicate in the workplace	Carry out routine administrative operations in an agricultural production business	Manage the employees of an agricultural business	Choose an agricultural production method	Choose an agricultural production system	Conduct applied research and development activities
SPECIFIC COMPETENCIES	Competency no.	1	2	3	4	5	6	8	9	11	12	13	19
Manage the use of lands, woodlots and farm buildings	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Manage the use of the agricultural machinery and equipment pool	10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	
Organize agricultural production activities	14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
Coordinate agricultural production operations	15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Ensure the quality of an agricultural production	16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Plan the annual production of an agricultural business	17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Market agricultural products and services	18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Evaluate an agricultural production cycle	20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish an agricultural business development plan	21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carry out an innovative agricultural project	22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Program-Specific Component

Code: 0229

*Objective**Standard*

Statement of the Competency	Achievement Context
Analyze the occupation.	<ul style="list-style-type: none"> Using recent data on farm management and technology Using computer tools Using information gleaned from meetings and visits to agricultural production sites Using reference documents Based on their personal career plan
Elements of the Competency	Performance Criteria
1. Describe the occupation and the conditions for its practice.	<ul style="list-style-type: none"> Relevant information gathered Accurate recognition of the general and specific characteristics of the occupation Accurate recognition of work settings and the role of various workers Accurate recognition of possible career paths
2. Examine the tasks and operations associated with the occupation.	<ul style="list-style-type: none"> Appropriate examination of the tasks, their requirements and the conditions in which they are carried out Accurate recognition of the relative importance of the tasks Relevant connection established between the work process and the tasks
3. Examine the skills and behaviours needed to practise the occupation.	<ul style="list-style-type: none"> Relevant connection made between the skills and behaviours required and the various tasks of the occupation Assessment of their personal skills and behaviours with respect to the characteristics of the occupation
4. Examine the requirements related to entrepreneurial practice.	<ul style="list-style-type: none"> Accurate recognition of the diversity of the constraints and possible options Appropriate examination of the requirements, constraints and resources related to setting up a farm business

Objective**Standard**

Statement of the Competency	Achievement Context
Analyze the organization and operation of an agricultural business.	<ul style="list-style-type: none"> • For crop or livestock production • For a family farm or other type of farm • After visits and meetings with farming professionals • In collaboration with the other farm business managers • In compliance with current laws, regulations and standards • Using reference documents • Seeking advice from consultants, as needed

Elements of the Competency	Performance Criteria
1. Describe the agricultural business.	<ul style="list-style-type: none"> • Use of appropriate information • Exact statement of the legal status and ownership structure of the business • Clear statement of the mission and values of the business • Accurate description of the business' sectors of activities • Relevant links established between the sectors of activities and their respective operations
2. Analyze the business' information system.	<ul style="list-style-type: none"> • Accurate identification of internal and external information categories and flows • Accurate identification of the technological components of the information system and the human resources involved • Accurate analysis
3. Analyze the business' decision-making process.	<ul style="list-style-type: none"> • Identification of the major internal and external issues • Identification of the main determining factors in the decision-making process • Accurate recognition of the roles of the members of the management team • Accurate recognition of the role of outside consultants • Accurate analysis
4. Analyze the the business' networking.	<ul style="list-style-type: none"> • Accurate recognition of the business's associative and community activities • Accurate recognition of the relationships between clients and suppliers • Accurate interpretation of the supports and limitations in terms of managing the business • Accurate analysis
5. Create an organizational chart of the business.	<ul style="list-style-type: none"> • Accurate interpretation of the business's characteristics • Complete, accurate organizational chart

Objective**Standard**

Statement of the Competency	Achievement Context
Interpret agronomic data of an agricultural production.	<ul style="list-style-type: none"> • For crop or livestock production • With a view to planning a given type of farm production • With a view to organizing and managing current production activities • Given the agronomic characteristics of a given type of production • Using current sampling and measuring devices • Using reference documents • Using technical production data • Seeking advice from consultants as needed
Elements of the Competency	Performance Criteria
1. Establish connections between the stages of development of a type of production and production standards.	<ul style="list-style-type: none"> • Accurate recognition of the agronomic characteristics of a type of production • Accurate recognition of the stages of development of a type of production • Accurate determination of the production standards to be attained • Relevant connections established
2. Link agricultural practices to production potential and agronomic constraints.	<ul style="list-style-type: none"> • Accurate recognition of agricultural practices • Accurate recognition of production potential • Accurate recognition of agronomic constraints • Accurate recognition of the actions to be taken to achieve production potential
3. Interpret agronomic production problems.	<ul style="list-style-type: none"> • Correct detection of symptoms • Accurate identification of problems and their probable causes • Appropriate evaluation of impact on production quality and yield • Accurate recognition of the appropriate corrective measures

Objective**Standard**

Statement of the Competency	Achievement Context
Ensure occupational health and safety.	<ul style="list-style-type: none"> • During everyday agricultural production activities and in emergency situations • Inside and outside buildings and in the fields, woodlots and farmyard • When using or maintaining machinery, equipment and tools • Based on an action plan • In compliance with laws, regulations and standards, and in particular with pesticide certification standards • Using reference documents • Using the recommended equipment, machinery and products • In collaboration with the other managers and employees • In collaboration with public health and safety officials as needed

Elements of the Competency	Performance Criteria
1. Recognize hazardous situations relating to occupational health and safety.	<ul style="list-style-type: none"> • Accurate identification of dangers and risks • Correct determination of danger level
2. Adopt safe behaviour in work areas and during work activities.	<ul style="list-style-type: none"> • Constant attention to dangers and risks associated with health and safety • Concern for safety when operating, handling and moving equipment and other items • Appropriate use of health and safety equipment and materials • Safe use of pesticides • Responsible communications and interactions with the other managers and employees
3. Ensure compliance with occupational health and safety rules.	<ul style="list-style-type: none"> • Accurate reporting of hazards on the site and in everyday activities • Appropriate use of messages and prevention and response strategies • Diligent correction of instances of non-compliance • Responsible supervision of the other managers and employees
4. Intervene in emergency situations.	<ul style="list-style-type: none"> • Accurate assessment of the danger level in different situations • Effective communication of instructions • Appropriate selection of equipment and materials • Correct selection and application of the appropriate means and measures • Demonstration of safe attitudes and behaviours

Program-Specific Component

Elements of the Competency	Performance Criteria
5. Carry out administrative tasks related to occupational health and safety.	<ul style="list-style-type: none">• Correct recording of data• Production of reports in compliance with regulations

Objective**Standard**

Statement of the Competency	Achievement Context
Carry out a sequence of agricultural production tasks.	<ul style="list-style-type: none"> • For crop or livestock production • Within the scope of activities specific to a production cycle • Within the scope of everyday production operations or in response to a one-time need for intervention • In compliance with current laws, regulations and standards • Referring to existing codes of best practice • Using equipment, machinery, tools and inputs • In collaboration with the other managers and employees • In collaboration with the competent authorities, as needed

Elements of the Competency	Performance Criteria
1. Organize their work.	<ul style="list-style-type: none"> • Accurate identification of tasks to be carried out • Appropriate choice of tools, machinery, equipment and inputs • Safe and functional preparation of their work area
2. Carry out production operations.	<ul style="list-style-type: none"> • Observance of sequence of operations • Strict application of techniques • Appropriate work pace • Clear demonstration of autonomy • Faithful recording of data in logbooks • Behaviour in compliance with health, safety and environmental regulations
3. Apply their work skills.	<ul style="list-style-type: none"> • Effective integration into ongoing teamwork • Effective adaptation to changes in work pace • Spontaneous demonstration of a production task, as needed
4. Assess the quality of their work.	<ul style="list-style-type: none"> • Objective assessment of the results of the tasks performed • Accurate identification of personal skills requiring improvement

Objective**Standard**

Statement of the Competency	Achievement Context
Take action to protect the environment.	<ul style="list-style-type: none"> • On a farm • During everyday agricultural production activities and in emergency situations • In compliance with laws, regulations and standards, and in particular with pesticide certification standards • Using reference documents • Using the recommended equipment, machinery and products • In collaboration with the other managers and employees

Elements of the Competency	Performance Criteria
1. Recognize situations that pose a risk to the environment.	<ul style="list-style-type: none"> • Accurate identification of environmental hazards and risks • Constant concern for environmental protection • Special concern for risks associated with pesticide use
2. Analyze the impact of farming activities on the environment.	<ul style="list-style-type: none"> • Accurate interpretation of technical information • Pertinent causal relationships established
3. Verify the compliance of production methods with environmental standards and conditions.	<ul style="list-style-type: none"> • Correct consideration of environmental protection laws, regulations and standards • Accurate examination of production practices • Accurate recognition of nonconformities
4. Propose preventive actions to deal with specific risks.	<ul style="list-style-type: none"> • Accurate causal relationships established • Appropriate use of information • Appropriate determination of methods and means of prevention • Clear communication of selected measures
5. Intervene in the case of an environmental emergency.	<ul style="list-style-type: none"> • Accurate assessment of the situation • Appropriate choice of intervention measures • Correct application of the appropriate techniques • Demonstration of responsible attitudes and behaviours

Objective**Standard**

Statement of the Competency	Achievement Context
Manage the use of lands, woodlots and farm buildings.	<ul style="list-style-type: none"> • On a farm • During the business' everyday activities With a view to ensuring sustainable development • In compliance with laws and regulations, and in particular with municipal bylaws • Given the farm's development plan • Using technical documentation • Using the recommended materials, tools and equipment • Seeking advice from consultants, as needed • In collaboration with the other managers and employees

Elements of the Competency	Performance Criteria
1. Ensure ongoing maintenance.	<ul style="list-style-type: none"> • Accurate identification of maintenance needs • Accurate determination of the materials, tools and equipment required • Accurate determination of maintenance methods • Compliance of maintenance work • Constant concern for applying occupational health and safety and environmental protection rules
2. Ensure compliance with current laws and regulations.	<ul style="list-style-type: none"> • Accurate identification of the applicable laws and regulations • Accurate identification of nonconformities • Pertinent and effective corrective measures
3. Ensure the optimal use of capital assets.	<ul style="list-style-type: none"> • Realistic estimate of production potential • Accurate assessment of current use • Appropriate choice of optimization methods
4. Make the necessary improvements.	<ul style="list-style-type: none"> • Realistic assessment of improvements required • Accurate determination of resources required • Accurate determination of methods • Observance of schedule • Observance of work sequence
5. Update data and documents.	<ul style="list-style-type: none"> • Accurate information collated • Appropriate updating of documents

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate in the workplace.	<ul style="list-style-type: none"> • During the business' everyday activities • With individuals and organizations in the field of agriculture • In everyday interpersonal communications • Taking into account the agricultural social context • Using communication tools

Elements of the Competency	Performance Criteria
1. Situate themselves in relation to problematic human situations in an agricultural setting.	<ul style="list-style-type: none"> • Accurate interpretation of problematic situations • Clear expression of opinions concerning the problems
2. Communicate operational instructions and information.	<ul style="list-style-type: none"> • Effective verbal communication of instructions and information • Clearly written instructions and information • Appropriate choice of means of communication
3. Work as part of a team.	<ul style="list-style-type: none"> • Active listening • Pertinent interventions • Participation in achieving objectives • Respect for others and their roles and responsibilities
4. Lead a meeting.	<ul style="list-style-type: none"> • Correct presentation of agenda • Appropriate use of presentation materials • Appropriate use of facilitation techniques • Effective time management
5. Adapt their interventions to the various situations and their various roles.	<ul style="list-style-type: none"> • Accurate perception of situations and roles • Adoption of appropriate behaviour
6. Act professionally.	<ul style="list-style-type: none"> • Observance of commitments • Diligent execution of work or mandate • Eloquent demonstration of soft skills • Observance of operating rules
7. Establish a network of resource people.	<ul style="list-style-type: none"> • Participation in community activities • Appropriate use of existing resources
8. Make the most of professional meetings.	<ul style="list-style-type: none"> • Concern for effectiveness in interpersonal relationships • Thorough preparation • Effective time management

Objective**Standard**

Statement of the Competency	Achievement Context
Carry out routine administrative operations in an agricultural production business.	<ul style="list-style-type: none"> • For crop or livestock production • During the business' everyday activities • In compliance with current laws, regulations and standards • Given the business' books • Using reference documents, codes and official forms • Using a computer and software • Using online services as needed • Seeking advice from consultants as needed • In collaboration with the other managers as needed

Elements of the Competency	Performance Criteria
1. Carry out administrative tasks related to accounting, financial and agricultural taxation	<ul style="list-style-type: none"> • Observance of standards and procedures • Correct filing of information and supporting documents • Correct use of specialized software • Correct use of financial reports • Appropriate data organization and processing • Accurate information recorded and reported
2. Carry out administrative tasks related to personnel management.	<ul style="list-style-type: none"> • Observance of standards and procedures • Rigorous personnel and payroll record keeping • Correct use of specialized software • Accurate preparation of payroll • Strict observance of reporting obligations
3. Carry out administrative tasks related to sales, purchasing and procurement.	<ul style="list-style-type: none"> • Observance of purchasing and sales policies • Correct use of specialized software • Regular monitoring of inventories, orders and supplies • Constant updating of customer and supplier files • Strict observance of tax obligations • Strict observance of reporting obligations
4. Carry out administrative tasks related to the traceability of quality control information.	<ul style="list-style-type: none"> • Correct filing of information • Accurate information recorded and reported • Thorough updating of records and databases
5. Carry out administrative tasks related to governance tasks.	<ul style="list-style-type: none"> • Correct filing of information • Accurate preparation of financial status reports and ad hoc files • Proper preparation of agendas and minutes of management meetings

Program-Specific Component

Elements of the Competency	Performance Criteria
6. Manage the business agenda.	<ul style="list-style-type: none">• Effective use of time management tools• Appropriate consideration of the plan and contingencies• Relevant communication of deadlines• Regular follow-up of appointments

Objective**Standard**

Statement of the Competency	Achievement Context
Manage the use of the agricultural machinery and equipment pool.	<ul style="list-style-type: none"> • On an agricultural production site • During the business' everyday activities • With a view to ensuring sustainable development • In compliance with laws and regulations, and in particular with municipal bylaws • Given the business development plan • Using technical documentation • Using materials, tools and equipment • Seeking advice from consultants as needed • In collaboration with the other managers and employees

Elements of the Competency	Performance Criteria
1. Ensure the performance of preventive and corrective maintenance on the machinery and equipment.	<ul style="list-style-type: none"> • Strict observance of maintenance schedules • Precise diagnosis of the operating condition and anomalies • Appropriate choice of maintenance tools and equipment • Proper use of maintenance tools and equipment • Appropriate monitoring and management of the tasks
2. Make sure the machinery and equipment comply with current laws and regulations.	<ul style="list-style-type: none"> • Thorough occupational health and safety inspection • Thorough environmental protection inspection • Diligent correction of nonconformities • Appropriate instructions given to employees
3. Ensure the optimal use of the agricultural machinery and equipment pool.	<ul style="list-style-type: none"> • Accurate interpretation of the capacity of the machinery and equipment • Appropriate adjustment and calibration of machinery • Appropriate adjustments depending on the work situations encountered
4. Estimate machinery and equipment replacement and procurement needs.	<ul style="list-style-type: none"> • Appropriate consideration of the business' needs • Appropriate consideration of equipment obsolescence • Appropriate consideration of purchase, leasing and flat-fee options
5. Update the records.	<ul style="list-style-type: none"> • Accurate information collected • Appropriate updating of documents

Objective**Standard**

Statement of the Competency	Achievement Context
Manage the employees of an agricultural business.	<ul style="list-style-type: none"> Working with permanent, seasonal and casual workers During the business' everyday activities Given a work plan In compliance with current laws, regulations and standards, and in particular with labour standards Using logbooks, sheets, time cards and model contracts Seeking advice from consultants as needed

Elements of the Competency	Performance Criteria
1. Recruit and hire employees.	<ul style="list-style-type: none"> Accurate determination of the tasks to be performed, the number of people to hire and the length of their employment Accurate definition of the ideal employee profile Appropriate choice of recruitment methods Effective hiring procedures
2. Train employees.	<ul style="list-style-type: none"> Accurate determination of needs and objectives Appropriate determination of support measures Effective use of training initiatives Effective communication Accurate assessment of learning
3. Motivate employees to achieve the desired results.	<ul style="list-style-type: none"> Organized communication of objectives to be attained Clear work instructions Frequent use of positive reinforcement techniques Fair distribution of tasks Consideration of employees' input
4. Deal with a diverse work force.	<ul style="list-style-type: none"> Respect for individual and collective differences Demonstration of openness and tolerance Response adapted to employees' needs
5. Evaluate employee performance.	<ul style="list-style-type: none"> Accurate determination of evaluation criteria Strict application of evaluation criteria Communication of the result of the evaluation in a respectful manner Attentive listening Faithful recording of data
6. Apply the labour contract.	<ul style="list-style-type: none"> Conformity of work assignments Observance of contract clauses

Program-Specific Component

Elements of the Competency	Performance Criteria
7. Intervene in delicate or conflict situations.	<ul style="list-style-type: none">• Effective identification of delicate situations• Respect for the people involved• Search for fair solutions• Appropriate response to unexpected situations• Appropriate use of consultancy services

Objective**Standard**

Statement of the Competency	Achievement Context
Choose an agricultural production method.	<ul style="list-style-type: none"> • For crop or livestock production • With a view to starting an agricultural business • With a view to introducing changes in an existing business • Using the policies and records of the business • Using reference documents • Seeking advice from consultants as needed • In compliance with current laws, regulations and standards • Based on a reflection on their personal values and social issues at large • In collaboration with the other managers as needed

Elements of the Competency	Performance Criteria
1. Describe agricultural production methods.	<ul style="list-style-type: none"> • Accurate identification of the main production methods • Appropriate identification of the different techniques and practices associated with each method • Accurate recognition of the socioeconomic and environmental impacts of production methods
2. Analyze a given production method.	<ul style="list-style-type: none"> • Accurate identification of standards, codes and specifications associated with the production method • Accurate interpretation of the economic and environmental impact on the farm business • Accurate recognition of the competitive advantages associated with the production method • Accurate analysis
3. Justify their choice of production method.	<ul style="list-style-type: none"> • Clear description of the technical and economic motives behind their choice of production method • Clear expression of personal values • Appropriate consideration of social issues

Objective**Standard**

Statement of the Competency	Achievement Context
Choose an agricultural production system.	<ul style="list-style-type: none"> • For crop or livestock production • With a view to starting an agricultural business • With a view to introducing changes in an existing business • Given the business development plan • After visiting agricultural businesses and trade shows • Using reference documents • Using technical data • Seeking advice from consultants as needed • In collaboration with the other managers, if applicable

Elements of the Competency	Performance Criteria
1. Describe the production, processing and storage systems associated with a given type of agricultural production.	<ul style="list-style-type: none"> • Correct identification of the existing systems • Accurate identification of the technological components of the existing systems
2. Learn about new production, processing and storage technologies.	<ul style="list-style-type: none"> • Regular consultation of information sources • Identification of new production technologies • Relevant information retained for the business
3. Assess the technical characteristics of the equipment associated with a given system.	<ul style="list-style-type: none"> • Accurate decoding of technical information about equipment performance • Appropriate consideration of performance standards associated with a given type of production • Accurate recognition of the advantages and disadvantages of the equipment
4. Justify the choice of a system based on the needs and objectives of the business.	<ul style="list-style-type: none"> • Accurate identification of the production objectives of the business • Accurate selection of technological options applicable to the with production • Objective recognition of the compatibility between the technological options and the needs and objectives of the business

Objective**Standard**

Statement of the Competency	Achievement Context
Organize agricultural production activities.	<ul style="list-style-type: none"> • For crop or livestock production • During the business' everyday activities Given the business' production plan • In compliance with current laws, regulations and standards • Using production management programs • Using reference documents • Based on the business' resources • In collaboration with the other managers and employees, if applicable • Seeking advice from consultants as needed

Elements of the Competency	Performance Criteria
1. Plan work activities.	<ul style="list-style-type: none"> • Proper determination of the work to be done • Realistic estimate of the duration of the work • Logical sequence of tasks • Realistic schedule
2. Evaluate needs in terms of human and material resource.	<ul style="list-style-type: none"> • Accurate determination of the human resources needed • Accurate determination of the material resources needed
3. Verify the condition of the sites, machinery and equipment needed.	<ul style="list-style-type: none"> • Objective consideration of information provided by employees • Technical control of the condition of the sites, the machinery and the equipment • Appropriate validation of the availability of material resources
4. Establish service contracts with external resources.	<ul style="list-style-type: none"> • Accurate determination of activities to be outsourced • Accurate estimate of the required work time • Identification of businesses available for service contracts • Compliance with company policies • Formal agreement with subcontractor
5. Plan the assignment of tasks.	<ul style="list-style-type: none"> • Observance of labour contracts • Appropriate application of work plan
6. Verify the availability of the required inputs.	<ul style="list-style-type: none"> • Objective consideration of the information provided by employees • Objective consideration of supplies and inventories • Relevant corrections made

Elements of the Competency	Performance Criteria
7. Establish the work schedule.	<ul style="list-style-type: none">• Complete list of tasks and operations• Estimate of work deadlines and constraints• Observance of work sequence• Accurate establishment of work schedule• Effective communication of schedule to the people concerned

Objective**Standard**

Statement of the Competency	Achievement Context
Coordinate agricultural production operations.	<ul style="list-style-type: none"> • For crop or livestock production • During the business' everyday activities • On the production site • Given the business production plan • In compliance with current laws, regulations and standards • Using inputs and equipment • Working with the employees of the business
Elements of the Competency	Performance Criteria
1. Validate the production parameters.	<ul style="list-style-type: none"> • Appropriate assessment of the conditions under which production will take place • Appropriate adjustment of parameters
2. Ensure the immediate availability of inputs, equipment, machinery and labour.	<ul style="list-style-type: none"> • Efficient verification of the availability of resources • Diligent corrections to make up for a shortage of resources
3. Supervise production operations.	<ul style="list-style-type: none"> • Effective communication of instructions • Appropriate monitoring of the work done and the functioning of the equipment • Assurance of compliance with production parameters • Assurance of compliance with health, safety and environmental protection rules • Appropriate corrective interventions • Participation in current operations, if applicable • Appropriate response to unexpected or conflict situations
4. Record data.	<ul style="list-style-type: none"> • Accurate information collected • Appropriate updating of documents

Objective**Standard**

Statement of the Competency	Achievement Context
Ensure the quality of an agricultural production.	<ul style="list-style-type: none"> • For crop or livestock production • During the business' everyday activities • Given the business production plan • Given a quality assurance program • In compliance with current laws, regulations and standards • Using equipment, materials and tools • Seeking advice from consultants as needed • In collaboration with the other managers and employees, if applicable
Elements of the Competency	Performance Criteria
1. Implement an in-house quality assurance procedure.	<ul style="list-style-type: none"> • Accurate identification of control points • Appropriate data collection system • Effective communication of instructions to employees • Strict monitoring of production activities
2. Keep quality assurance records up to date.	<ul style="list-style-type: none"> • Appropriate monitoring of specifications and certification records • Regular recording • Accurate information recorded
3. Evaluate the quality of the end product.	<ul style="list-style-type: none"> • Accurate identification of the product's quality characteristics • Accurate assessment of quality based on the standards in the production plan and the quality assurance program
4. Evaluate the production methods.	<ul style="list-style-type: none"> • Consideration of the appropriate parameters • Relevant links established between the methods used and the quality of the product • Relevant corrective measures proposed

Objective**Standard**

Statement of the Competency	Achievement Context
Plan the annual production of an agricultural business.	<ul style="list-style-type: none"> • For crop or livestock production • During the business' everyday activities • Given the business development and associated plans, and in particular the multi-year production plan • In compliance with current laws, regulations and standards • Given the results of the previous year • Using software and management tools • Using reference documents • Using technical, economic and financial data • In collaboration with the other managers, if applicable • Seeking advice from consultants as needed

Elements of the Competency	Performance Criteria
1. Determine the quantitative and qualitative production objectives.	<ul style="list-style-type: none"> • Observance of production constraints • Observance of budgetary constraints • Current production consistent with chosen objectives • Accurate determination of production volumes and yield • Accurate determination of quality targets • Practicality of the chosen objectives
2. Review production and management practices.	<ul style="list-style-type: none"> • Thorough analysis of methods and means of production • Accurate identification of areas for potential improvement • Realistic determination of adjustments to be made to current practices
3. Establish the annual production budget.	<ul style="list-style-type: none"> • Consideration of production activities • Realistic estimate of revenues • Realistic estimate of expenses • Appropriate choice of budget control measures
4. Draw up the annual production plan.	<ul style="list-style-type: none"> • Relevant, clear and accurate information • Consistency with the development plan • Effective communication of orientations and desired results • Emphasis on critical steps

Objective**Standard**

Statement of the Competency	Achievement Context
Market agricultural products and services.	<ul style="list-style-type: none"> • For crop or livestock production • Given the business development and associated plans, and in particular the multi-year marketing plan • In compliance with current laws, regulations and standards • In compliance with agricultural marketing methods • Using information about consumer trends • Using market data • Using input from customers • Seeking advice from consultants as needed • In collaboration with the other managers and employees, if applicable • Using various communication methods and tools

Elements of the Competency	Performance Criteria
1. Describe the business's products and services.	<ul style="list-style-type: none"> • Accurate determination of production volumes • Accurate determination of the quality of products and services • Realistic estimate of yield • Realistic estimate of the viability and profitability of the products and services offered
2. Identify business opportunities in the marketplace.	<ul style="list-style-type: none"> • Accurate description of the main marketing methods • Rigorous selection of the necessary information • Consideration of the match between the business' products and services and market trends • Appropriate identification of market segments
3. Apply marketing strategies.	<ul style="list-style-type: none"> • Observance of the multi-year marketing plan • Proper preparation of products • Commercial development of services • Realistic pricing • Appropriate choice of sales periods • Appropriate choice of distribution channels • Appropriate choice of advertising and promotional methods • Appropriate negotiations • Observance of agreements and contracts

Elements of the Competency	Performance Criteria
4. Evaluate the strategies selected and their results.	<ul style="list-style-type: none">• Relevance of evaluation criteria• Accurate calculation of results• Appropriate analysis of discrepancies between results and objectives• Accurate identification of problems encountered• Appropriate choice of corrective measures• Appropriate adjustments to the multi-year marketing plan

Objective**Standard**

Statement of the Competency	Achievement Context
Conduct applied research and development activities.	<ul style="list-style-type: none"> • For crop or livestock production • For one or more of the business's sectors of activity • Given the business development plan • Given data obtained by monitoring technological developments • In compliance with current laws, regulations and standards • Using production tools, materials and equipment • Seeking advice from consultants as needed • Given government or sectoral research and development programs • In collaboration with the other managers and employees, if applicable
Elements of the Competency	Performance Criteria
1. Determine the needs or conditions that would be good subjects for applied research and development.	<ul style="list-style-type: none"> • Appropriate use of technological monitoring data • Accurate identification of the need or targeted opportunity • Validation of the technical and financial feasibility by professionals
2. Define applied research and development activities.	<ul style="list-style-type: none"> • Accurate identification of collaborators • Accurate definition of hypotheses and variables • Participation in the development of a protocol
3. Conduct experiments.	<ul style="list-style-type: none"> • Strict observance of protocol • Accurate data collection and recording • Regular follow-up with collaborators
4. Analyze the impact of the results on the agricultural production business's activities.	<ul style="list-style-type: none"> • Participation in the data processing • Participation in the analysis of technical and financial results • Appropriate determination of follow-up measures • Production of the appropriate reports

Objective**Standard**

Statement of the Competency	Achievement Context
Evaluate an agricultural production cycle.	<ul style="list-style-type: none"> • For crop or livestock production • Given the business production plan • Using software and management tools • Using the appropriate documentation • Using financial, economic and technical data • In collaboration with the other managers, if applicable • Seeking advice from consultants as needed
Elements of the Competency	Performance Criteria
1. Gather financial, economic and technical information about the production cycle.	<ul style="list-style-type: none"> • Accurate identification of information sources • Appropriate choice of information gathering procedure • Appropriate use of data grids • Relevant and accurate information gathered
2. Interpret the financial, economic and technical results.	<ul style="list-style-type: none"> • Accurate calculation of results • Appropriate use of reference standards and ratios • Accurate measurement of discrepancies between ratios, standards and results • Thorough examination of possible causes of the discrepancies • Appropriate use of consultancy services as needed • Accurate analysis of results
3. Produce a diagnostic report.	<ul style="list-style-type: none"> • Appropriate choice of performance indicators • Effective production of tables and graphs • Appropriate reporting of observations and interpretations • Effective written and verbal presentations at management or business meetings
4. Review the business plans.	<ul style="list-style-type: none"> • Appropriate adjustments to development plan • Appropriate adjustments to associated multi-year plans

Objective**Standard**

Statement of the Competency	Achievement Context
Establish an agricultural business development plan.	<ul style="list-style-type: none"> • For crop or livestock production • With a view to starting an agricultural business • With a view to making changes in an existing business • In compliance with current laws, regulations and standards • Referring to government agricultural policies and programs • Using existing plans and records • Using data from outside the farm • Using reference documents • Seeking advice from consultants as needed • Using software and management tools • In collaboration with the other managers, if applicable

Elements of the Competency	Performance Criteria
1. Define their personal goals.	<ul style="list-style-type: none"> • Consideration of their personal values • Practicality of selected personal goals • Clear statement of selected goals
2. Define the vision and mission of the business.	<ul style="list-style-type: none"> • Clear and realistic expression of a business venture • Compliance with personal goals • Explicit vision and mission statement
3. Establish development objectives.	<ul style="list-style-type: none"> • Accurate determination of competitive positioning • Accurate determination of targets and strategic actions • Consistency and practicality of objectives • Proper establishment of priorities
4. Seek advice from professionals.	<ul style="list-style-type: none"> • Appropriate choice of professionals to consult • Careful preparation of information to be submitted • Assessment of the quality and relevance of the opinions obtained
5. Produce plans that contribute to the development plan.	<ul style="list-style-type: none"> • Meticulous updating of the multi-year production plan • Meticulous updating of the multi-year financial plan • Meticulous updating of the multi-year work plan • Meticulous updating of the multi-year marketing plan

Elements of the Competency	Performance Criteria
6. Organize development activities.	<ul style="list-style-type: none">• Feasible and realistic schedule• Logical and coherent sequence of activities• Accurate multi-year budgets• Relevant determination of control points
7. Validate the plan.	<ul style="list-style-type: none">• Personal evaluation of the quality of the plan• Presentation adapted to audience• Adjustment of plan based on opinions obtained

Objective**Standard**

Statement of the Competency	Achievement Context
Carry out an innovative agricultural project.	<ul style="list-style-type: none"> • For crop or livestock production • Given the business development plan • In compliance with current laws, regulations and standards • Given data on the agrifood sector • Using production tools, materials and equipment • Seeking advice from consultants as needed • Referring to the relevant government or sectoral programs • In collaboration with the other managers and employees, if applicable

Elements of the Competency	Performance Criteria
1. Target a local, regional or international business opportunity.	<ul style="list-style-type: none"> • Appropriate identification of benefits for the business • Recognition of potential risks for the business • Relevant connections between the benefits and the business's current situation • Relevance of the business opportunity selected with respect to personal choices
2. Plan the project.	<ul style="list-style-type: none"> • Appropriate identification of the project's characteristics and components • Organization of the steps involved • Realistic project implementation schedule • Accurate estimate of the impact of the project on the business' bottom line
3. Gather together the resources needed to carry out the project.	<ul style="list-style-type: none"> • Effective solicitation of financial, professional and administrative resources • Appropriate negotiation of supply and distribution services • Effective mobilization of business employees • Appropriate preparation of materials and equipment
4. Carry out project activities.	<ul style="list-style-type: none"> • Implementation in accordance with the project plan • Appropriate technical control • Appropriate problem-solving • Correct recording of data
5. Assess the achievement of project objectives.	<ul style="list-style-type: none"> • Relevance of evaluation criteria • Accurate measurement of the achievement of objectives • Appropriate assessment of results

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

General Education Component Common to All Programs

Code: 4EA0

Objective

Standard

Statement of the Competency

Analyze and produce various forms of discourse.

Elements of the Competency

Performance Criteria

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

Learning Activities

Discipline: English, Language of Instruction and Literature
 Weighting: 2-2-4 or 1-3-4
 Credits: 2 $\frac{2}{3}$

Objective**Standard****Statement of the Competency**

Apply an analytical approach to literary genres.

Elements of the Competency**Performance Criteria**

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

Learning Activities

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

English, Language of Instruction and Literature

Code: 4EA2

Objective**Standard****Statement of the Competency**

Apply an analytical approach to a literary theme.

Elements of the Competency**Performance Criteria**

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

Learning Activities

Discipline: English, Language of Instruction and Literature

Weighting: 2-2-3

Credits: 2½

Objective**Standard****Statement of the Competency**

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

Elements of the Competency**Performance Criteria**

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

Learning Activities

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

Objective**Standard****Statement of the Competency**

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

Elements of the Competency**Performance Criteria**

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

Learning Activities

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

Humanities

Code: 4HU1

Objective**Standard****Statement of the Competency**

Apply a critical thought process to world views.

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

Learning Activities

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

Objective**Standard****Statement of the Competency**

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

Elements of the Competency**Performance Criteria**

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

Learning Activities

Discipline: Humanities
 Periods of instruction: 45
 Credits: 2

Objective**Standard****Statement of the Competency**

Apply basic concepts for communicating in standard French.

Elements of the Competency**Performance Criteria**

1. Write and revise a simple text.

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

2. Understand the meaning of a simple text.

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

3. Convey a simple oral message.

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

4. Understand the meaning of a simple oral message.

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

Learning Activities

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

Objective**Standard****Statement of the Competency**

Communicate in standard French with some ease.

Elements of the Competency**Performance Criteria**

1. Write and revise a simple text.

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

2. Interpret a written text.

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

3. Produce a planned oral text.

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

4. Interpret a simple oral text.

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

Learning Activities

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

Objective**Standard****Statement of the Competency**

Communicate with ease in standard French.

Elements of the Competency**Performance Criteria**

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

Learning Activities

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

Objective**Standard****Statement of the Competency**

Explore a cultural and literary topic.

Elements of the Competency**Performance Criteria**

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

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

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

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

3. Analyze a cultural or literary text.

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

Learning Activities

Discipline: French as a Second Language

Weighting: 3-0-3

Credits: 2

French as a Second Language (Level I)

Code: 4SFP

Objective**Standard****Statement of the Competency**

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

Elements of the Competency**Performance Criteria**

1. Write and revise a short text related to the student's field of study.

- Accurate identification of difficulties in writing
- Appropriate use of writing techniques
- Appropriate use of standard and specialized vocabulary
- Clear and coherent formulation of the text
- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

2. Understand the meaning and characteristics of a text related to the student's field of study.

- Accurate identification of difficulties in understanding the text
- Accurate identification of the characteristics of the text
- Accurate identification of specialized vocabulary
- Accurate identification of the main elements of the text
- Accurate description of the general meaning and essential ideas of the text

3. Convey a simple oral message related to the student's field of study.

- Accurate identification of the difficulties in oral expression
- Appropriate use of techniques of oral expression
- Appropriate use of standard and specialized vocabulary
- Intelligible expression of the message

4. Understand the meaning of a simple oral message related to the student's field of study.

- Accurate identification of difficulties in understanding the message
- Accurate identification of the characteristics of the message
- Accurate identification of specialized vocabulary
- Accurate identification of the main elements of the message
- Accurate description of the general meaning and essential ideas of the message

Learning Activities

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

Objective**Standard****Statement of the Competency**

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

Elements of the Competency**Performance Criteria**

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

Learning Activities

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

French, Second Language (Level III)

Code: 4SFR

Objective**Standard****Statement of the Competency**

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

Elements of the Competency**Performance Criteria**

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

Learning Activities

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

Objective**Standard****Statement of the Competency**

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

Elements of the Competency**Performance Criteria**

- | | |
|--|---|
| 1. Write a text on a topic related to the student's field of study. | <ul style="list-style-type: none"> • Respect for the topic • Appropriate use of specialized vocabulary and the conventions specific to different types of texts • Appropriate choice of the main elements of the corpus based on the type of text • Clear and coherent formulation of the text • Respect for the level of language and rules of grammar and spelling • Clear articulation of a personal point of view |
| 2. Revise and correct a text on a topic related to the student's field of study. | <ul style="list-style-type: none"> • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors |
| 3. Analyze a text related to the student's field of study. | <ul style="list-style-type: none"> • Precise differentiation of the formal characteristics of specific types of texts • Personal formulation of the main elements • Listing of the main themes • Accurate identification of the structure of the text • Identification of clues that help situate the text in its context • Clear articulation of a personal point of view • Accurate association of elements of the text with the topic |

Learning Activities

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

Objective**Standard****Statement of the Competency**

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

Elements of the Competency**Performance Criteria**

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

Learning Activities

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

Objective**Standard****Statement of the Competency**

Improve one's effectiveness when practising a physical activity.

Elements of the Competency**Performance Criteria**

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

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

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

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

Learning Activities

Discipline: Physical Education

Weighting: 0-2-1

Credits: 1

Objective**Standard****Statement of the Competency**

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

Elements of the Competency**Performance Criteria**

1. Plan a personal physical activity program.

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

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

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

3. Manage a personal physical activity program.

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

Learning Activities

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

Complementary General Education Component

Social Sciences

Code: 000V

Objective

Standard

Statement of the Competency	Achievement Context
Estimate the contribution of the social sciences to an understanding of contemporary issues.	<ul style="list-style-type: none"> Working alone In an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues Using documents and data from the field of social sciences
Elements of the Competency	Performance Criteria
1. Recognize the focus of one or more of the social sciences and their main approaches.	<ul style="list-style-type: none"> Formulation of the focus specific to one or more of the social sciences Description of the main approaches used in the social sciences
2. Identify some of the issues currently under study in the social sciences.	<ul style="list-style-type: none"> Association of issues with the pertinent areas of research in the social sciences
3. Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.	<ul style="list-style-type: none"> Presentation of contemporary issues by highlighting the interpretation of the social sciences Illustration of the interaction between certain social changes and the contribution of the social sciences
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000V.</p> <p>Use code 305 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Analyze one of the major problems of our time using one or more social scientific approaches.	<ul style="list-style-type: none"> • Working alone • In an essay of approximately 750 words on a topic related to human existence • Using reference materials from the field of social sciences
Elements of the Competency	Performance Criteria
1. Formulate a problem using one or more social scientific approaches.	<ul style="list-style-type: none"> • Presentation of the background to the problem • Use of appropriate concepts and language • Brief description of individual, collective, spatio-temporal and cultural aspects of the problem
2. Address an issue using one or more social scientific approaches.	<ul style="list-style-type: none"> • Clear formulation of an issue • Selection of pertinent reference materials • Brief description of historical, experimental and survey methods
3. Draw conclusions.	<ul style="list-style-type: none"> • Appropriate use of the selected method • Determination of appropriate evaluation criteria • Identification of strengths and weaknesses of the conclusions • Broadening of the issue analyzed
Learning Activities	
Periods of instruction:	
Credits:	
Note:	
45 2 Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000W. Use code 305 for a multidisciplinary course. Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.	

Science and Technology

Code: 000X

Objective**Standard**

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

Objective**Standard**

Statement of the Competency	Achievement Context
Resolve a simple problem by applying the basic scientific method.	<ul style="list-style-type: none"> Working alone or in groups Applying the standard scientific method to a given, simple scientific and technological problem Using common scientific instruments and reference materials (written or other)
Elements of the Competency	Performance Criteria
1. Describe the main steps of the standard scientific method.	<ul style="list-style-type: none"> Ordered list and brief description of the characteristics of the steps of the standard scientific method
2. Formulate a hypothesis designed to solve a simple scientific and technological problem.	<ul style="list-style-type: none"> Clear, precise description of the problem Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.)
3. Verify a hypothesis by applying the fundamental principles of the basic experimental method.	<ul style="list-style-type: none"> Pertinence, reliability and validity of the experimental method used Observance of established experimental method Appropriate choice and use of instruments Clear, satisfactory presentation of results Validity of the connections established between the hypothesis, the verification and the conclusion
Learning Activities	
Periods of instruction: 45	
Credits: 2	
Note:	
Use the 100 or 200 series of codes to link a course to objective 000Y.	
Use code 105 for a multidisciplinary course.	
Codes 109, 340 and 345 may be used, provided the courses are not related to the	
objectives of common or specific general education.	

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate with limited skill in a modern language.	<ul style="list-style-type: none"> For modern Latin-alphabet languages: <ul style="list-style-type: none"> during a conversation consisting of at least eight lines of dialogue in a written text consisting of at least eight sentences For modern non–Latin-alphabet languages: <ul style="list-style-type: none"> during a conversation consisting of at least six lines of dialogue in a written text consisting of at least six sentences Based on learning situations on familiar themes Using reference materials

Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message.	<ul style="list-style-type: none"> Accurate identification of words and idiomatic expressions Clear recognition of the general meaning of simple messages Logical connection between the various elements of the message
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> Accurate identification of words and idiomatic expressions Clear recognition of the general meaning of simple messages Logical connection between the various elements of the message
3. Express a simple message orally.	<ul style="list-style-type: none"> Appropriate use of language structures in main and coordinate clauses Appropriate application of grammar rules Use of verbs in the present indicative Appropriate use of basic vocabulary and idiomatic expressions Clear pronunciation Coherent sequencing of simple sentences Spontaneous and coherent sequencing of sentences in a conversation
4. Write a text on a given subject.	<ul style="list-style-type: none"> Appropriate use of language structures in main and coordinate clauses Appropriate application of basic grammar rules Use of verbs in the present indicative Appropriate use of basic vocabulary and idiomatic expressions Coherent sequencing of simple sentences Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Periods of instruction: 45

Credits: 2

Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.
“Limited skill” refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.
Use the 600 series of codes to link a course to objective 000Z, with the exception of codes 601, 602, 603 and 604.

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate on familiar topics in a modern language.	<ul style="list-style-type: none"> • During a conversation that includes at least 15 lines of dialogue • In a written text consisting of at least 20 sentences for Latin-alphabet languages • In a written text consisting of at least 10 sentences for non-Latin-alphabet languages • Based on: <ul style="list-style-type: none"> • common situations in everyday life • simple topics from everyday life • Using reference materials

Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
3. Express a simple message orally, using sentences of average complexity.	<ul style="list-style-type: none"> • Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Clear pronunciation • Coherent sequencing of sentences • Dialogue
4. Write a text on a given subject, using sentences of average complexity.	<ul style="list-style-type: none"> • Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present and past indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Coherent sequencing of sentences of average complexity • Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Periods of instruction: 45

Credits: 2

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

Modern Language

Code: 0067

Objective**Standard**

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

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

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

Objective**Standard**

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

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

Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Only the following codes can be used to link a course to objective 0011: 105, 201, 204, 420.</p> <p>Use code 204 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

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

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

Learning Activities

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

Objective**Standard**

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

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

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

Art and Aesthetics

Code: 0014

Objective**Standard**

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

Objective**Standard**

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

Contemporary Issues

Code: 021M

Objective**Standard**

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

Additional Information

Vocabulary Used in Technical Programs

Program

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

Competency

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

Objective

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

Statement of the Competency

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

Elements of the Competency

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

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

Standard

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

Performance Criteria

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

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

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

Achievement Context

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

Learning Activities

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

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

Harmonization

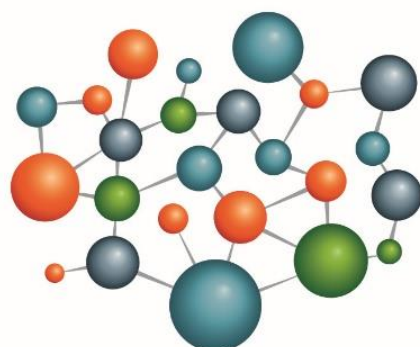
The Ministère de l'Éducation et de l'Enseignement supérieur harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors, in order to avoid overlap in program offerings, recognize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

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

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

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

Harmonization of the *Farm Management and Technology* 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 Gestion et technologies d'entreprise agricole*.



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