

Technical Training Program

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# Paralegal Technology

Training Sector

20

Social, Educational  
and Legal Services

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your **Dreams**

Québec 





*Technical Training Program*

310.CO

# Paralegal Technology

Training Sector

20

Social, Educational  
and Legal Services

Formation professionnelle et technique  
et formation continue

Direction générale des programmes  
et du développement



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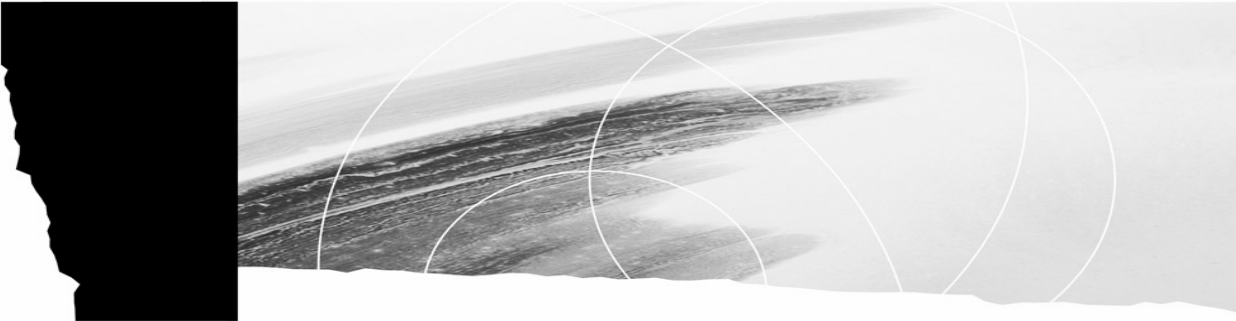
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**Paralegal Technology**

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Year of approval: 2004

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<b>Certification:</b>	Diploma of College Studies
<b>Number of credits:</b>	89 credits
<b>Total duration:</b>	2 370 hours of instruction

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General education components:	660	hours of instruction
Program-specific component:	1 710	hours of instruction

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**Conditions for Admission:**

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To be admitted to the program, students must meet the general conditions for admission set out in section 2 of the *College Education Regulations*, as well as the following requirements, if applicable:

- no requirements



# Introduction to the Program

The *Paralegal Technology* program is in keeping with the aims and orientations of technical education that guide the Ministère de l'Éducation. Designed in accordance with the framework for developing technical programs, this program is based on competencies, formulated in terms of objectives and standards.

The *Paralegal Technology* program includes a general education component common to all programs (16 2/3 credits), a general education component adapted to this program (6 credits), a complementary general education component (4 credits) and a program-specific component of 62 1/3 credits.

The program-specific component was also designed according to the framework for developing technical programs. This approach requires the participation of people working in the 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 the 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 a trade or occupation, but also a range of knowledge, skills and attitudes that will ensure the students' versatility.

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## General Education Component Common to All Programs

(16 2/3 credits)

- 0004 To analyze and produce various forms of discourse.
- 0005 To apply a critical approach to literary genres.
- 0006 To apply a critical approach to a literary theme.
- 00B2 To apply a logical analytical process to how knowledge is organized and used.
- 000G To apply a critical thought process to world-views.
- 0017 Appliquer les notions de base de la communication en français courant.
- or
- 000A Communiquer en français avec une certaine aisance.
- or
- 000B Communiquer avec aisance en français.
- or
- 000C Traiter d'un sujet culturel et littéraire.
- 0064 To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.
- 0065 To improve one's effectiveness when practising a physical activity.
- 0066 To demonstrate one's responsibility for being physically active in a manner which promotes health.

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**General Education Component Adapted to This Program****(6 credits)**

- 000L To communicate in the forms of discourse appropriate to one or more fields of study.
- 000U To apply a critical thought process to ethical issues relevant to the field of study.
- 0018 Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.
- or
- 000Q Communiquer en français dans un champ d'études particulier.
- or
- 000R Communiquer avec aisance en français dans un champ d'études particulier.
- or
- 000S Dissserter en français sur un sujet lié au champ d'études.

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**Complementary General Education Component****(4 credits)**

- 000V To estimate the contribution of the social sciences to an understanding of contemporary issues.
- 000W To analyze one of the major problems of our time using one or more social scientific approaches.
- 000X To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.
- 000Y To resolve a simple problem by applying the basic scientific method.
- 000Z To communicate with limited skill in a modern language.
- 0010 To communicate on familiar topics in a modern language.
- 0067 To communicate with relative ease in a modern language.
- 0011 To recognize the role of mathematics or informatics in contemporary society.
- 0012 To use various mathematical or computer concepts, procedures and tools for common tasks.
- 0013 To consider various forms of art produced by aesthetic practices.
- 0014 To produce a work of art.

- 044X To analyze the job function.
- 044Y To use software applications commonly used in the legal profession.
- 044Z To manage a legal resource centre.
- 0450 To interpret legislative text.
- 0451 To analyze judicial or administrative decisions.
- 0452 To apply rules of judicial and administrative procedure.
- 0453 To follow up on files.
- 0454 To communicate and interact in a work environment.
- 0455 To translate a factual situation into a legal question.
- 0456 To draft legal proceedings for approval.
- 0457 To draft deeds for approval.
- 0458 To adopt professional behaviour.
- 0459 To execute judicial decisions.
- 045A To manage one's schedule.
- 045B To ensure the progress of a file in the penal justice system.
- 045C To examine titles.
- 045D To conduct legal research.
- 045E To prepare evidence for a trial.





# Glossary

## Program

A program is an integrated set of learning activities leading to the achievement of educational objectives based on set standards (*College Education Regulations*, section 1).

## Competency

In the program-specific component of a technical program: a competency is the ability to act successfully and evolve in order to adequately perform work-related tasks and activities based on an organized body 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 encompasses the competency, skills or knowledge to be acquired or mastered (*College Education Regulations*, section 1). It describes the competency to be acquired and includes the statement of the competency as well as the elements needed to understand it.

## Statement of the Competency

In the program-specific component of a technical program, a statement of the competency is derived from the job analysis, the general goals of technical education and, in certain cases, other determinants. In the general education components, the statement of the competency is the result of an analysis of general education needs.

## 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 the competency. They specify the major steps involved in carrying out a task or the main aspects of the competency.

In the general education components, the elements of the objective, formulated in terms of a competency, specify the main aspects of the competency. They include only what is necessary in order to understand and attain the competency.

## Standard

A standard is the level of performance at which an objective is considered to be achieved (*College Education Regulations*, section 1).

## 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.

## 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. The performance criteria are not the evaluation instrument but, rather, they serve as a reference for the development of the evaluation instrument. Each element of the competency requires at least one performance criterion.

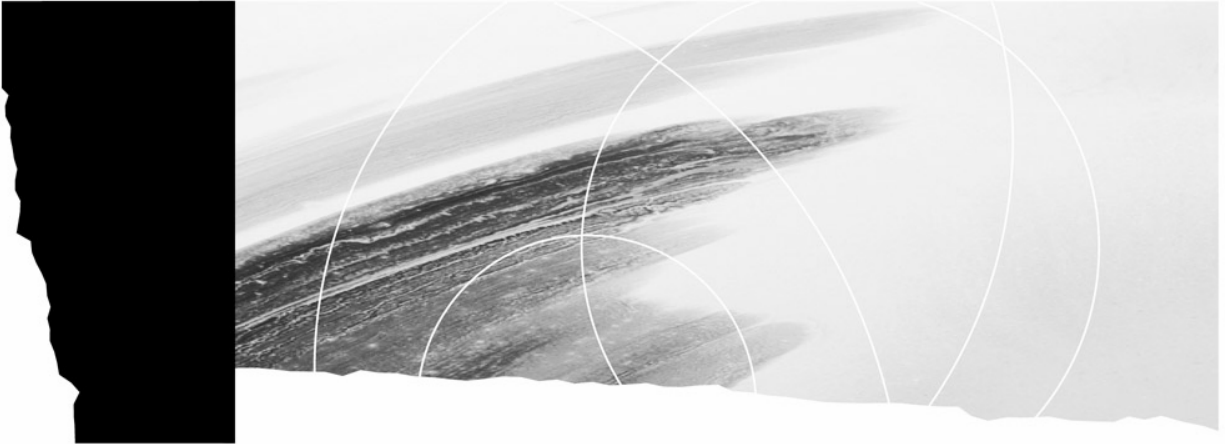
In the general education components, the performance criteria define the requirements for recognition of the attainment of the standard.

All the criteria must be respected for the objective to be recognized as having been attained.

### **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 organizing the way in which programs are offered.

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 total hours of instruction, the number of credits and any details deemed essential.



## **Part I**

---

**Goals of the General Education  
Components**

**Educational Aims of the General  
Education Components**

**Objectives and Standards of the  
General Education Components**



# Goals of the General Education Components

In Québec, college is the next stage after the compulsory years of schooling in elementary and secondary school, during which students acquire basic knowledge and skills. It represents a major crossroads in that it places greater emphasis on the cultural content of education and leads directly to the job market or to university. The college system meets current needs with respect to technical and pre-university education. It allows students to further their education without narrowing their options, since they may switch from one type of program to the other. Finally, it provides students with a well-rounded, balanced education.

General education is an integral part of every program and comprises three components: a component common to all programs, a component adapted to the particular program and a complementary component. The aim of general education is threefold: to provide students with a common cultural core, to help them learn and develop generic skills, and to foster desirable qualities and attitudes. Its purpose is to educate students as individuals, to prepare them for their role as responsible members of society and to enable them to share in the common cultural heritage.

## Common Cultural Core

The common cultural core is intended to help students:

- master the language of instruction as a tool for communication and reflection
- master the basic rules of rational thought, discourse and argumentation
- communicate in another language, primarily French or English
- be open to the world and to cultural diversity
- appreciate the riches of our cultural heritage through awareness of the accomplishments of human civilization
- relate to major currents in the history of human thought
- think independently and critically
- develop personal and social ethics
- acquire the knowledge essential for their physical and intellectual well-being
- become aware of the need to develop habits conducive to good health

## Generic Skills

General education allows students to acquire and develop the following generic skills:

- conceptualization, analysis and synthesis
- coherent reasoning
- critical judgment
- articulate expression
- the ability to apply what they have learned to the analysis of situations
- the ability to apply what they have learned to decision making
- work methods
- the ability to reflect on what they have learned

## Desirable Qualities and Attitudes

The common cultural core and generic skills help students acquire and develop the following qualities and attitudes:

- autonomy
- a critical sense
- awareness of their responsibilities toward themselves and others
- open-mindedness

- creativity
- openness to the world

These goals apply to the three general education components:

- General education component common to all programs, which is allotted 16 2/3 credits distributed as follows:
  - language of instruction and literature: 7 1/3 credits
  - humanities or *philosophie*: 4 1/3 credits
  - physical education: 3 credits
  - second language: 2 credits
- General education component adapted to programs, which introduces tasks or learning situations that are relevant to the program-specific component of a program. The breakdown of credits, for a total of 6, is as follows:
  - language of instruction and literature: 2 credits
  - humanities or *philosophie*: 2 credits
  - second language: 2 credits
- Complementary general education component, which provides students with learning activities chosen to balance their training and complement the program-specific component. Students may choose courses for a total of 4 credits in the following areas:
  - social sciences
  - science and technology
  - modern languages
  - mathematics and computer literacy
  - art and aesthetics

The knowledge and skills acquired in the general education components should be emphasized and, whenever possible, applied in the program-specific component, and vice-versa. Thus, general education and the program-specific component of a program enhance each other as they contribute to the students' overall education.

Each college-level institution must provide general education through learning activities that are consistent with its educational project, in keeping with the aims, subject areas and ministerial guidelines provided.

The objectives and standards in the general education components were developed according to the provisions of the *College Education Regulations* (R.S.Q., c. C-29, s. 18; 1993, c. 25, s. 11, revised edition, October 2001).

# Educational Aims of the General Education Components

The educational aims describe how each field of study in the common, adapted and complementary components of general education contributes to achieving the goals of general education. For the common and adapted components, the educational aims include a general statement of the role of each field of study; the principles underlying this role; the expected outcomes that define, in terms of cultural knowledge, generic skills, and qualities and attitudes, the contribution of each field to the achievement of the goals of general education; and an explanation of the sequence of objectives and standards.

## General Education Common to All Programs and General Education Adapted to Programs

### English, Language of Instruction and Literature

#### General Education Common to All Programs

The three sets of objectives and standards in English, Language of Instruction and Literature, pursue two general goals: mastery of the language of instruction and exploration of the riches of the literary heritage. Achievement of these goals is intended to bring the students to a college level of proficiency in the areas of reading, writing, listening and speaking. Building on the skills developed by students on completion of secondary school, the English program places a marked emphasis on written production and reading comprehension while at the same time consolidating listening and speaking skills.

The mastery of language skills will be achieved through regular and ongoing observance of the rules of correct writing and speaking and the production of texts, supported by reading and the study of literature. Students will also be encouraged to develop an appreciation of literature by becoming acquainted with a number of significant literary works representative of various genres and periods and expressing a variety of literary themes. Both the aesthetic and cultural value of these texts and their formal aspects will be the objects of study.

All students entering college will begin their English studies with an introductory set of objectives and standards. This set has two possible formats. While both provide a range of reading, writing and literary activities, one includes additional reinforcement of reading and writing skills.

#### General Education Adapted to Programs

The set of objectives and standards for English, Language of Instruction and Literature, is placed in the context of general education and is a complement to the general education common to all programs. Students will develop the skills required in order to communicate in the forms of discourse appropriate to their field of study.

#### Expected Outcomes

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

- demonstrate a college level of proficiency in the areas of reading, writing, listening and speaking
- develop their own ideas into arguments and theses, organize them and edit their work
- understand basic vocabulary and terminology used when discussing literature
- analyze literary works

## Humanities

Humanities, as part of the core curriculum, is intended to promote personal and social development and to give students a foundation that will help them understand their roles in contemporary society as members of the labour force, citizens and individuals. The three sets of objectives and standards in Humanities propose common frameworks for understanding the experiences, ideas and values of human beings and their diversity. They are aimed at developing critical thinking, reinforcing the ancillary skills involved in careful reading, organized writing, and well-developed oral presentations, and, where appropriate, improving media and computer literacy. Once students have mastered the three-stage process of analysis, synthesis and evaluation, they will be able to reflect in an informed manner and to communicate what they have learned in an organized and coherent fashion.

## Principles

- 1) Humanities constitutes a thematic, multidisciplinary, at times transdisciplinary, exploration of the human experience, including its accomplishments, failures, abilities, creations, ideas and values.
- 2) Humanities helps students to recognize, define and classify information and provides them with common frameworks for diverse methods of analyzing, synthesizing and evaluating conceptions of society, knowledge and values.
- 3) Humanities aims to prepare students for common civic responsibilities and the exercise of rights.
- 4) Humanities pursues the general goal of developing critical thought, valuing it and recognizing its limitations.

## Expected Outcomes

Students who have achieved the general education objectives in Humanities will be able to:

- describe, explain and organize 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
- 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

## Sequence of Objectives and Standards

The first two sets of objectives and standards in Humanities, which are part of the general education component common to all programs, develop similar skills in a recursive fashion.

In the first set the emphasis is on how knowledge is defined, acquired, classified, transmitted and applied. Students examine both messages and media to identify the strengths and limitations of each. Students learn to situate knowledge in a social, historical and personal context, a skill they will need in order to become lifelong learners.

The second set focuses on how individuals, groups, societies or nations organize ideas, perceptions and values into explanatory patterns. Students explore major ideas and value systems by which diverse individuals, groups, societies or nations seek to explain the world and their place in it.

The third set, which is part of the general education component adapted to programs, is aimed at deepening and reinforcing the critical thinking skills developed in the first two sets. It is, therefore, sequenced so that students can build on the critical skills, knowledge and insights developed in the first two sets. By situating these issues in their appropriate world-view and knowledge contexts, students



develop a critical and autonomous approach to ethical values in general and to the values involved in their own fields of interest in particular. This final set also provides students with an opportunity to consolidate personal and social values.

### **Français, langue seconde**

L'enseignement du français, langue seconde, contribue à la formation fondamentale de la personne, en même temps qu'il a pour objet de lui permettre de communiquer efficacement avec ses concitoyens et concitoyennes.

### **Principes**

- 1) La maîtrise du français, langue seconde, est essentielle pour quiconque veut participer pleinement à la vie de la société québécoise, dont le français est la langue officielle. En conséquence, la formation générale en français, langue seconde, a pour finalité de rendre les étudiants et les étudiantes aptes à utiliser de façon efficace les moyens dont dispose la langue pour communiquer en société. À cette fin, ils devront acquérir des connaissances en vue de les déployer dans les formes de discours qu'il leur faudra pratiquer.
- 2) À leur arrivée au collégial, les étudiants et les étudiantes ont déjà acquis des compétences dans les quatre habiletés langagières, à savoir : parler, lire, écouter et écrire, mais sont, de façon générale, plus compétents en matière d'expression orale. En conséquence, la formation porte sur le développement des quatre habiletés langagières tout en mettant l'accent sur la lecture et l'écriture.
- 3) En tant que partie intégrante de la formation générale, le français, langue seconde, contribue au développement de la pensée critique et de l'expression structurée.

### **Résultats attendus**

Tout étudiant ou toute étudiante qui a atteint les objectifs de formation générale en français, langue seconde, pourra, selon son niveau de compétence, montrer :

- que, sur le plan des connaissances, il ou elle :
  - sait faire une présentation orale structurée;
  - connaît les différentes formes du discours;
  - connaît les différentes techniques de lecture et d'écriture;
- que, sur le plan des habiletés, il ou elle :
  - est capable de questionner, d'analyser, de juger, et d'argumenter en français;
  - est apte à entretenir des rapports sociaux et à partager la vie culturelle du Québec;
  - est apte à établir, à poursuivre et à pratiquer des rapports professionnels en français;
- que, sur le plan des qualités et des attitudes à développer, il ou elle :
  - fait preuve d'ouverture par rapport aux différents aspects de la culture québécoise;
  - a conscience des différences et des similitudes entre sa culture d'origine et la culture québécoise francophone;
  - a la préparation voulue pour s'insérer dans la vie sociale et économique.

### **Séquence des objectifs et des standards**

Pour répondre aux divers besoins d'apprentissage des étudiants et des étudiantes du collégial, les ensembles en français, langue seconde, sont répartis selon quatre niveaux. Chacun de ces niveaux permet d'amener les étudiants et les étudiantes à interpréter et à produire des textes de plus ou moins grande complexité.

La formation générale en français, langue seconde, comporte deux ensembles prévus en séquence. Le premier, qui fait partie de la formation générale commune à tous les programmes, a pour objet de

consolider les connaissances linguistiques déjà acquises et de les développer pour amener les étudiants et les étudiantes à communiquer de façon plus précise sur le plan tant du vocabulaire et de la syntaxe que de l'organisation textuelle.

Le second ensemble, qui fait partie de la formation générale propre aux programmes, s'appuie sur les acquis développés dans le premier ensemble en les enrichissant d'éléments de compétence liés aux champs d'études de l'étudiant ou de l'étudiante. On cherche à développer la précision de l'expression dans des situations de communication particulières qui relèvent du champ d'études de l'étudiant ou de l'étudiante.

## **Physical Education**

Physical Education is aimed at promoting the development of the whole person and encouraging students to acquire responsible behaviours with respect to their health and quality of life.

### **Principles**

- 1) Physical Education introduces students to different ways of being physically active with a view to making them aware that they are responsible for their health. Students learn concepts and acquire knowledge drawn from research, and methodically apply them to physical activities that will lead them to adopt healthy lifestyle practices.
- 2) Physical Education enables students to improve their efficiency in an activity and, in doing so, serves to increase their motivation and perseverance to remain physically active, and makes them aware of the contributing factors. To this end, students use a learning process designed to enhance their aptitudes (i.e. their skills and attitudes) for a given physical activity.
- 3) Physical Education helps students take responsibility for their own health through the maintenance and improvement of their physical fitness and through the sensible practice of physical activity. Students learn to combine being physically active in an effective manner with other factors that promote health.
- 4) Physical Education makes students aware of the importance of sharing the knowledge and behaviours they have acquired. The pleasure and sense of well-being students get out of Physical Education classes motivate them to encourage others to be physically active and to adopt healthy practices.

### **Expected Outcomes**

Students who have achieved the general education objectives in Physical Education will be able to demonstrate:

- their knowledge of:
  - the relationship between physical activity, lifestyle and health based on the findings of scientific research
  - the scientific principles for improving or maintaining physical fitness
  - ways to assess their abilities and needs with respect to activities that can improve their health
  - the rules, techniques and conditions involved in different types of physical activity
  - a method for setting goals
  - the factors that help make physical activity part of their lifestyle
- the skills that will enable them to:
  - choose physical activities on the basis of their motivation, abilities and needs
  - establish relationships between lifestyle and health
  - apply the rules, techniques and conditions involved in different types of physical activity
  - set goals that are realistic, measurable, challenging, and situated within a specific time frame

- improve their mastery of the basic techniques, tactics and strategies associated with sports, outdoor and expression-oriented activities
  - use their creative and communication skills, particularly in group activities
  - evaluate their skills, attitudes and progress with respect to different forms of physical activity
  - maintain or increase their level of physical activity and fitness on their own
  - manage a personal physical activity program and assume responsibility in the organization of physical activities
- the attitudes and qualities that will enable them to:
    - understand the importance of taking responsibility for their health
    - be aware of the need to evaluate and respect their abilities and the conditions for carrying out an activity, before undertaking the activity
    - recognize the importance of self-confidence, self-control, respect for others and cooperation, through knowledge they have acquired and through participation in physical activity
    - respect the environment in which the activities are held
    - appreciate the aesthetic and play value of physical activity
    - promote a balanced and active lifestyle as a social value

### **Sequence of Objectives and Standards**

The three sets of objectives and standards in Physical Education are designed in a learning sequence. The first two are prerequisites for the third.

The first set focuses on the relationship between health and physical activity as related to a healthy lifestyle. Students are required to try one or more activities and to relate them to their abilities, needs, motivation, lifestyle and knowledge of health prevention. This enables them to make an appropriate and justified choice of activities.

The second set looks at the improvement of effectiveness through the use of a goal-oriented approach in a sports, outdoor or expression-oriented activity. After making an initial assessment of their abilities and attitudes, students are called upon to evaluate them with respect to a physical activity, to set goals and to interpret their progress.

The third set is aimed at helping students integrate physical activity into their lifestyle, more particularly through more effective management of factors that facilitate such integration. During the hours of instruction, students apply the knowledge they have acquired in the first two sets of objectives. This is done through the safe and effective practice of physical activity and through the development, realization and evaluation of a personal physical activity program, which students follow and validate under their teacher's supervision. The hours allotted for individual work enable students to complete their personal programs.

### **Complementary General Education**

#### **Social Sciences**

The two sets of objectives and standards aim to familiarize students with the social sciences and their particular approach to the human condition.

The first set supports learning activities that allow students to look at one or more of the social sciences in relation to major contemporary issues: subjects studied in the social sciences; contribution of the social sciences to an understanding of contemporary issues; issues facing the social sciences in the future.

The second set supports learning activities in the social sciences that allow students to rigorously analyze one of the major problems of our time, using one or more social scientific approaches.

## **Science and Technology**

In Science and Technology, the educational aim is to present science and technology as a specific approach to reality in order to familiarize students with this field of knowledge. This general intention can take several forms, such as helping students gain experience with the scientific method or study the evolution, challenges and consequences of scientific and technological discoveries.

The first set of objectives and standards emphasizes the general nature and scope of science and technology. The second set emphasizes using the scientific method.

## **Modern Languages**

The three sets of objectives and standards in Modern Languages introduce students to the basic language structures and vocabulary of a third language while making them aware of the culture of the people who speak the language.

Because some modern languages use different structures and writing systems, the three sets of objectives and standards have been designed accordingly. The degree of competency acquisition will therefore vary according to how distant the language is from our own language or system of thought. Furthermore, awareness of the culture of the people using a modern language does not figure as an element of competency, since learning a modern language necessarily implies developing such awareness.

## **Mathematics and Computer Literacy**

In Mathematics and Computer Literacy, the two sets of objectives and standards are based on the aim of developing mathematical and computer culture.

The educational aim of the first set is to lead students to consider the place, role and evolution of this knowledge and these tools in our society and to describe their different uses. It consists of general education about the language of mathematics or computers, and does not include specialized training.

The second set targets the understanding and use of the language of mathematics or computers for everyday purposes. This intention refers mainly to the concepts, tools and general uses of mathematical or computer language in daily life.

Since the objectives and standards for the field of mathematics and computer literacy are quite general, they can be used to define various learning activities that foster the development of competencies in mathematics or computer science, or in a combination of these two areas.

## **Art and Aesthetics**

The educational aim of Art and Aesthetics is to help students to acquire general cultural knowledge by exploring various forms of art in one or more artistic fields. This basic education is intended to develop an artistic sensibility through exposure to works of art or experimentation in an artistic medium. Furthermore, it aims to teach the basic elements of the language of art and to enable students to make connections between those elements.

Through the first set of objectives and standards, students are introduced to works of art from contemporary culture and from other periods. This allows them to develop an appreciation for the dynamics of the imagination in art and to learn methods of analyzing artistic production.

Through the second set, students engage in creative or interpretive activities in a given artistic medium. As well, students are introduced to artistic works in that medium so that they may learn to recognize its primary forms of expression.

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

To analyze and produce various forms of discourse.

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

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

**Learning Activities**

Discipline:	English
Weighting:	2-2-4 or 1-3-4
Credits:	2 2/3

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

To apply a critical approach to literary genres.

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

- |  |   |
|--|---|
| 1. To distinguish genres of literary discourse.                          | <ul style="list-style-type: none"> <li>• Clear recognition of the formal characteristics of a literary genre</li> </ul>   |
| 2. To recognize the use of literary conventions within a specific genre. | <ul style="list-style-type: none"> <li>• Accurate recognition of the figurative communication of meaning</li> <li>• Adequate explanation of the effects of significant literary and rhetorical devices</li> </ul> |
| 3. To situate a discourse within its historical and literary period.     | <ul style="list-style-type: none"> <li>• Appropriate recognition of the relationship of a text to its period</li> </ul>   |
| 4. To explicate a discourse representative of a literary genre.          | <ul style="list-style-type: none"> <li>• Selective use of appropriate terminology</li> <li>• Effective presentation of a 1000-word integrated response to a text</li> </ul>                                       |

**Learning Activities**

Discipline:	English
Weighting:	2-2-3
Credits:	2 1/3

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

To apply a critical approach to a literary theme.

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

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. To recognize the treatment of a theme within a literary text.</li> <li>2. To situate a literary text within its cultural context.</li> <li>3. To detect the value system inherent in a literary text.</li> <li>4. To explicate a text from a thematic perspective.</li> </ol> | <ul style="list-style-type: none"> <li>• Clear recognition of elements within the text which define and reinforce a theme and its development</li> <li>• Adequate demonstration of the effects of significant literary and rhetorical devices</li> <li>• Appropriate recognition of a text as an expression of cultural context</li> <li>• Adequate demonstration of the effects of significant literary and rhetorical devices</li> <li>• Appropriate identification of expression (explicit/implicit) of a value system in a text</li> <li>• Selective use of appropriate terminology</li> <li>• Effective presentation of a 1000-word integrated response to a text</li> </ul> |
|---|---|

**Learning Activities**

Discipline:	English
Weighting:	2-2-3
Credits:	2 1/3

Humanities

Code: 00B2

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

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

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

- |   |   |
|---|---|
| 1. To recognize the basic elements of a field of knowledge.                     | <ul style="list-style-type: none"> <li>• Appropriate description of the basic elements</li> <li>• Appropriate use of terminology relevant to fields of knowledge</li> </ul>   |
| 2. To define the modes of organization and utilization of a field of knowledge. | <ul style="list-style-type: none"> <li>• Adequate definition of the dimensions, limits and uses of fields of knowledge</li> </ul>   |
| 3. To situate a field of knowledge within its historical context.               | <ul style="list-style-type: none"> <li>• Accurate identification of the main components in the historical development of fields of knowledge</li> <li>• Accurate description of the effects of historical development and societal milieu on the limitations and uses of a field of knowledge</li> </ul>                                      |
| 4. To organize the main components into coherent patterns.                      | <ul style="list-style-type: none"> <li>• Coherent organization of the main components</li> </ul>  |
| 5. To produce a synthesis of the main components.                               | <ul style="list-style-type: none"> <li>• Appropriate analysis of the components</li> <li>• Coherent synthesis of the main components</li> <li>• Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge</li> </ul> |

**Learning Activities**

Discipline:	Humanities
Weighting:	3-1-3
Credits:	2 1/3



Humanities

Code: 000G

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

To apply a critical thought process to world-views.

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

- |  |  |
|--|--|
| 1. To describe world-views.  | <ul style="list-style-type: none"> <li>• Accurate description of a society or group with a distinctive world-view</li> <li>• Appropriate use of terminology relevant to these societies or groups</li> </ul>   |
| 2. To explain the major ideas, values and implications of a world-view.                  | <ul style="list-style-type: none"> <li>• Adequate explanation of the salient components of a world-view</li> </ul>   |
| 3. To organize the ideas, values and experiences of a world-view into coherent patterns. | <ul style="list-style-type: none"> <li>• Coherent organization of ideas about a world-view</li> <li>• Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of world-views</li> </ul> |
| 4. To compare world-views.   | <ul style="list-style-type: none"> <li>• Comparative analysis of these world-views</li> <li>• Appropriate inclusion of central elements, relationships and organizational principles of the societies or groups in the analysis</li> </ul>                               |

**Learning Activities**

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

Langue seconde (niveau I)

Code: 0017

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

Appliquer les notions de base de la communication en français courant.

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

- |  |  |
|--|--|
| 1. Dégager le sens d'un message oral simple. | <ul style="list-style-type: none"> <li>• Repérage précis des difficultés de compréhension du message.</li> <li>• Utilisation pertinente des techniques d'écoute choisies.</li> <li>• Distinction précise du sens général et des idées essentielles du message.</li> <li>• Description précise du sens général et des idées essentielles du message.</li> </ul> |
| 2. Émettre un message oral simple.           | <ul style="list-style-type: none"> <li>• Repérage précis des difficultés d'expression.</li> <li>• Utilisation pertinente des techniques d'expression orales choisies.</li> <li>• Emploi pertinent du vocabulaire courant.</li> <li>• Expression intelligible du propos.</li> </ul>   |
| 3. Dégager le sens d'un texte.               | <ul style="list-style-type: none"> <li>• Repérage précis des difficultés de compréhension du texte.</li> <li>• Utilisation pertinente des techniques de lecture choisies.</li> <li>• Distinction claire des principaux éléments du texte.</li> <li>• Description précise du sens général et des idées essentielles d'un texte de 500 mots.</li> </ul>          |
| 4. Rédiger un texte simple.                  | <ul style="list-style-type: none"> <li>• Repérage précis des difficultés d'écriture.</li> <li>• Utilisation pertinente des techniques d'écriture choisies.</li> <li>• Emploi pertinent du vocabulaire courant.</li> <li>• Formulation claire et cohérente d'un texte de 100 mots.</li> </ul>   |

**Learning Activities**

Discipline:	Français, langue seconde
Weighting:	2-1-3
Credits:	2

Langue seconde (niveau II)

Code: 000A

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

Communiquer en français avec une certaine aisance.

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

- |   |   |
|---|---|
| 1. Interpréter un texte oral simple de trois minutes en français courant. | <ul style="list-style-type: none"> <li>• Distinction claire des principaux éléments du texte oral.</li> <li>• Explication précise du sens des mots dans le texte.</li> <li>• Repérage précis des idées et des sujets traités dans le texte.</li> </ul>  |
| 2. Produire un texte oral planifié de cinq minutes en français courant.   | <ul style="list-style-type: none"> <li>• Emploi pertinent du vocabulaire courant.</li> <li>• Respect du niveau de langue, du code grammatical et des règles de la prononciation.</li> <li>• Formulation claire et cohérente du propos.</li> </ul>   |
| 3. Interpréter un texte écrit en français courant.                        | <ul style="list-style-type: none"> <li>• Distinction claire des principaux éléments du texte.</li> <li>• Explication précise du sens des mots dans le texte.</li> <li>• Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots.</li> </ul>  |
| 4. Rédiger un texte simple en français courant.                           | <ul style="list-style-type: none"> <li>• Respect du code grammatical et orthographique.</li> <li>• Utilisation judicieuse des principaux éléments du corpus.</li> <li>• Formulation claire et cohérente des phrases.</li> <li>• Articulation cohérente des paragraphes.</li> <li>• Rédaction d'un texte de 200 mots.</li> </ul> |

**Learning Activities**

Discipline:	Français, langue seconde
Weighting:	2-1-3
Credits:	2

Langue seconde (niveau III)

Code: 000B

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

Communiquer avec aisance en français.

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

- |   |  |
|---|--|
| 1. Produire un texte oral planifié de cinq minutes de complexité moyenne. | <ul style="list-style-type: none"> <li>• Emploi pertinent du vocabulaire courant.</li> <li>• Adaptation à l'interlocuteur ou à l'interlocutrice</li> <li>• Respect du niveau de langue, du code grammatical et des règles de la prononciation.</li> <li>• Formulation claire et cohérente du propos.</li> <li>• Agencement pertinent des idées.</li> </ul>   |
| 2. Commenter un texte écrit de complexité moyenne.                        | <ul style="list-style-type: none"> <li>• Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots.</li> <li>• Explication précise du sens des mots dans le texte.</li> <li>• Distinction précise des idées principales et secondaires, des faits et des opinions.</li> <li>• Formulation d'éléments implicites.</li> </ul>   |
| 3. Rédiger un texte de complexité moyenne.                                | <ul style="list-style-type: none"> <li>• Respect du code grammatical et orthographique.</li> <li>• Adaptation au lecteur ou à la lectrice.</li> <li>• Utilisation judicieuse des principaux éléments du corpus.</li> <li>• Formulation claire et cohérente des phrases, dont au moins trois sont complexes.</li> <li>• Articulation cohérente des paragraphes.</li> <li>• Rédaction d'un texte de 350 mots.</li> </ul> |

**Learning Activities**

Discipline:	Français, langue seconde
Weighting:	2-1-3
Credits:	2

Langue seconde (niveau IV)

Code: 000C

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

Traiter d'un sujet culturel et littéraire.

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

- |  |   |
|--|---|
| 1. Analyser un texte culturel ou littéraire.             | <ul style="list-style-type: none"> <li>• Formulation personnelle des éléments principaux du texte.</li> <li>• Inventaire des thèmes principaux.</li> <li>• Relevé d'indices qui permettent de situer le texte dans son contexte socioculturel et historique.</li> <li>• Repérage des valeurs véhiculées.</li> <li>• Repérage juste de la structure du texte.</li> <li>• Articulation claire d'un point de vue personnel.</li> </ul> |
| 2. Rédiger un texte sur un sujet culturel ou littéraire. | <ul style="list-style-type: none"> <li>• Respect du sujet.</li> <li>• Respect du code grammatical et orthographique.</li> <li>• Adaptation au lecteur ou à la lectrice.</li> <li>• Utilisation judicieuse des principaux éléments du corpus.</li> <li>• Formulation claire et cohérente d'un texte de 500 mots.</li> <li>• Articulation claire d'un point de vue personnel.</li> </ul>  |

**Learning Activities**

Discipline:	Français, langue seconde
Weighting:	3-0-3
Credits:	2

Physical Education

Code: 0064

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

To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.

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

- | Elements of the Competency   | Performance Criteria  |
|--|---|
| 1. To establish a relationship between their lifestyle and their health.                                   | <ul style="list-style-type: none"> <li>• Appropriate use of documentation</li> <li>• Appropriate connections between their lifestyle and their health</li> </ul>  |
| 2. To be physically active in a manner that promotes health.   | <ul style="list-style-type: none"> <li>• Observance of the rules involved in physical activities, including safety rules</li> <li>• Respect for their abilities when engaging in physical activities</li> </ul>   |
| 3. To recognize their needs, abilities and motivational factors with respect to regular physical activity. | <ul style="list-style-type: none"> <li>• Appropriate use of quantitative and qualitative physical data</li> <li>• Statement of their main physical needs and abilities</li> <li>• Statement of their main motivational factors with respect to regular physical activity</li> </ul> |
| 4. To propose physical activities that promote health.   | <ul style="list-style-type: none"> <li>• Appropriate and justified choice of physical activities according to their needs, abilities, and motivational factors</li> </ul>   |

**Learning Activities**

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

Physical Education

Code: 0065

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

To improve one's effectiveness when practising a physical activity.

**Element of the Competency****Performance Criteria**

1. To use a process designed to improve their effectiveness during a physical activity.

- Initial assessment of their skills and attitudes in relation to a physical activity
- Statement of their expectations and needs with respect to their ability to carry out the activity
- Appropriate formulation of personal objectives
- Statement of the means selected to achieve their objectives
- Observance of the rules involved in the physical activity, including safety rules
- Periodic evaluation of their skills and attitudes in relation to the activity
- Meaningful interpretation of the progress achieved and the difficulties experienced during the activity
- Appropriate, periodic adjustments of their objectives or the means used to achieve them
- Appreciable improvement of the motor skills required by the activity

**Learning Activities**

Discipline:	Physical Education
Weighting:	0-2-1
Credits:	1

Physical Education

Code: 0066

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

To demonstrate one's responsibility for being physically active in a manner which promotes health.

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

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. To make physical activity part of a healthy lifestyle.</li> <li>2. To manage a personal physical activity program.</li> </ol> | <ul style="list-style-type: none"> <li>• Practice of a physical activity while maintaining a balance between effectiveness and the factors promoting health</li> <li>• Statement of their priorities according to their needs, skills, and motivational factors in relation to regular physical activity</li> <li>• Proper formulation of the objectives for their personal programs</li> <li>• Appropriate choice of activity or activities for their personal programs</li> <li>• Appropriate planning of the conditions in which the activity or activities in their personal programs are carried out</li> <li>• Appropriate choice of criteria for measuring the attainment of their personal programs</li> <li>• Periodic assessment of the time invested and the activities carried out during the program</li> <li>• Meaningful interpretation of the progress achieved and difficulties experienced during the activities</li> <li>• Appropriate, periodic adjustment of their objectives or the means used to attain them</li> </ul> |
|---|--|

**Learning Activities**

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



Language of Instruction and Literature

Code: 000L

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

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

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

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. To identify the forms of discourse appropriate to given fields of study.</li> <li>2. To recognize the discursive frameworks appropriate to given fields of study.</li> <li>3. To formulate a discourse.</li> </ol> | <ul style="list-style-type: none"> <li>• Accurate recognition of specialized vocabulary and conventions</li> <li>• Accurate recognition of the characteristics of the form of discourse</li> <li>• Clear and accurate recognition of the main ideas and structure</li> <li>• Appropriate distinction between fact and argument</li> <li>• Appropriate choice of tone and diction</li> <li>• Correctly developed sentences</li> <li>• Clearly and coherently developed paragraphs</li> <li>• Appropriate use of program-related communication strategies</li> <li>• Formulation of a 1000-word discourse</li> <li>• Thorough revision of form and content</li> </ul> |
|--|---|

**Learning Activities**

Discipline:	English
Hours of instruction:	60
Credits:	2

Humanities

Code: 000U

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

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

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

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

**Learning Activities**

Discipline:	Humanities
Hours of instruction:	45
Credits:	2

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

Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.

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

- |   |   |
|---|---|
| <p>1. Dégager le sens d'un message oral simple lié à un champ d'études.</p> <p>2. Dégager le sens et les caractéristiques d'un texte lié à un champ d'études.</p> <p>3. Émettre un message oral simple lié à un champ d'études.</p> | <ul style="list-style-type: none"> <li>• Repérage précis des difficultés de compréhension du message.</li> <li>• Distinction juste des caractéristiques du message.</li> <li>• Repérage juste du vocabulaire spécialisé.</li> <li>• Utilisation pertinente des techniques d'écoute choisies.</li> <li>• Distinction claire des principaux éléments du message.</li> <li>• Description précise du sens général et des idées essentielles du message.</li> </ul><br><ul style="list-style-type: none"> <li>• Repérage précis des difficultés de compréhension du texte.</li> <li>• Distinction juste des caractéristiques du texte.</li> <li>• Repérage précis du vocabulaire spécialisé.</li> <li>• Utilisation pertinente des techniques de lectures choisies.</li> <li>• Distinction claire des principaux éléments du texte.</li> <li>• Description précise du sens général et des idées essentielles du texte.</li> </ul><br><ul style="list-style-type: none"> <li>• Repérage précis des difficultés d'expression orale.</li> <li>• Utilisation pertinente des techniques d'expression orale choisies.</li> <li>• Utilisation pertinente du vocabulaire courant et spécialisé.</li> <li>• Expression intelligible du propos.</li> </ul> |
|---|---|

Langue seconde (niveau I)

Code: 0018

4. Rédiger un court texte lié à un champ d'études.
- Repérage précis des difficultés d'écrire.
  - Utilisation pertinente des techniques d'écriture choisies.
  - Utilisation pertinente du vocabulaire courant et spécialisé.
  - Formulation claire et cohérente du texte.

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**Learning Activities**

Discipline:	Français, langue seconde
Hours of instruction:	45
Credits:	2

Langue seconde (niveau II)

Code: 000Q

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

Communiquer en français dans un champ d'études particulier.

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

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Distinguer les types de textes propres au champ d'études.</li> <li>2. Interpréter des textes représentatifs du champ d'études.</li> <li>3. Utiliser des techniques de production de textes appropriées au champ d'études.</li> </ol> | <ul style="list-style-type: none"> <li>• Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées.</li> <li>• Distinction claire des principaux éléments du texte.</li> <li>• Interprétation claire du vocabulaire spécialisé.</li> <li>• Repérage précis des idées et des sujets traités.</li> <li>• Utilisation pertinente des techniques de lecture et d'écoute.</li> <li>• Emploi pertinent du vocabulaire spécialisé et des conventions.</li> <li>• Respect du niveau de langue et du code grammatical.</li> <li>• Formulation claire et cohérente du propos.</li> <li>• Utilisation pertinente des techniques d'expression.</li> </ul> |
|--|--|

**Learning Activities**

Discipline:	Français, langue seconde
Hours of instruction:	45
Credits:	2

Langue seconde (niveau III)

Code: 000R

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

Communiquer avec aisance en français dans un champ d'études particulier.

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

1. Commenter des textes propres au champ d'études.

- Distinction précise des caractéristiques formelles des principaux types de textes et des conventions utilisées.
- Explication précise du sens des mots dans le texte.
- Repérage précis de la structure du texte.
- Reformulation juste des idées principales et secondaires, des faits et des opinions.
- Emploi juste du vocabulaire spécialisé.

2. Produire un texte sur un sujet lié au champ d'études.

- Respect du sujet.
- Emploi pertinent du vocabulaire spécialisé et des conventions.
- Respect du niveau de langue et du code grammatical.
- Formulation claire et cohérente du propos.
- Agencement pertinent des idées.
- Adéquation entre forme et fond.

**Learning Activities**

Discipline:	Français, langue seconde
Hours of instruction:	45
Credits:	2

Langue seconde (niveau IV)

Code: 000S

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

Dissserter en français sur un sujet lié au champ d'études.

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

1. Analyser un texte lié au champ d'études.

- Distinction précise des caractéristiques formelles des types particuliers de textes.
- Formulation personnelle des éléments principaux.
- Inventaire des thèmes principaux.
- Repérage juste de la structure du texte.
- Relevé d'indices qui permettent de situer le texte dans son contexte.
- Articulation claire d'un point de vue personnel, s'il y a lieu.
- Association juste des éléments du texte au sujet traité.

2. Rédiger un texte sur un sujet lié au champ d'études.

- Respect du sujet.
- Emploi pertinent du vocabulaire spécialisé et des conventions.
- Choix judicieux des principaux éléments du corpus en fonction du type de texte.
- Formulation claire et cohérente du texte.
- Respect du code grammatical et orthographique.
- Articulation claire d'un point de vue personnel, s'il y a lieu.

**Learning Activities**

Discipline:	Français, langue seconde
Hours of instruction:	45
Credits:	2

Social Sciences

Code: 000V

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

To estimate the contribution of the social sciences to an understanding of contemporary issues.

**Achievement Context**

- 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 social sciences

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

1. To recognize the focus of one or more of the social sciences and their main approaches.
2. To identify some of the issues currently under study in the social sciences.
3. To demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.

- Formulation of the focus specific to one or more of the social sciences
- Description of the main approaches used in the social sciences
- Association of these issues with the pertinent areas of research in the social sciences
- Presentation of contemporary issues by emphasizing the interpretation of the social sciences
- Illustration of the interaction between certain social changes and the contribution of the social sciences

**Learning Activities**

Hours of instruction: 45  
Credits: 2



Social Sciences

Code: 000W

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

To analyze one of the major problems of our time using one or more social scientific approaches.

**Achievement Context**

- Working alone
- In an essay of approximately 750 words on a topic related to human existence
- Using reference materials from one or more disciplines in the social sciences

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

1. To formulate a problem using one or more social scientific approaches.

- Presentation of the background to the problem
- Use of appropriate concepts and language
- Brief description of individual, collective, spatiotemporal and cultural aspects of the problem

2. To deal with an issue using one or more social scientific approaches.

- Clear formulation of an issue
- Selection of pertinent reference materials
- Brief description of historical, experimental and survey methods

3. To draw conclusions.

- Appropriate use of the selected method
- Determination of appropriate evaluation criteria
- Identification of strengths and weaknesses of the conclusions
- Broadening of issue studied

**Learning Activities**

Hours of instruction: 45  
Credits: 2

## Science and Technology

Code: 000X

**Objective****Standard****Statement of the Competency****Achievement Context**

To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.

- Working alone
- Given a written commentary on a scientific discovery or technological development
- In an essay of approximately 750 words

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

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. To describe scientific thinking and the standard method.</li> <li>2. To demonstrate how science and technology are complementary.</li> <li>3. To explain the context and the stages related to several scientific and technological discoveries.</li> <li>4. To deduce different consequences and questions resulting from certain recent scientific and technological innovations.</li> </ol> | <ul style="list-style-type: none"> <li>• Brief description of the essential characteristics of scientific thinking, including quantification and demonstration</li> <li>• Organized list and brief description of the essential characteristics of the main steps in the standard scientific method</li> <li>• Definition of terms and description of the primary ways in which science, techniques and technology are interrelated: logical and temporal connections, and mutual contributions</li> <li>• Pertinent and coherent explanation of the relationship between the determining contexts of several scientific and technological discoveries</li> <li>• List of the main stages of scientific and technological discoveries</li> <li>• Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries</li> <li>• Formulation of relevant questions and credibility of responses to the questions formulated</li> </ul> |
|--|---|

**Learning Activities**

Hours of instruction: 45  
Credits: 2

## Science and Technology

Code: 000Y

**Objective****Standard****Statement of the Competency****Achievement Context**

To resolve a simple problem by applying the basic scientific method.

- Working alone or in groups
- Given a simple scientific and technological problem that can be resolved by applying the standard scientific method
- Using common scientific instruments and reference materials (written or other)

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

1. To describe the main steps of the standard scientific method.
2. To formulate a hypothesis designed to solve a simple scientific and technological problem.
3. To verify a hypothesis by applying the fundamental principles of the basic experimental method.

- Organized list and brief description of the characteristics of the steps of the standard scientific method
- Clear, precise description of the problem
- Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.)
- 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**

Hours of instruction: 45  
Credits: 2

## Modern Languages

Code: 000Z

<b>Objective</b>	<b>Standard</b>
<b>Statement of the Competency</b>  To communicate with limited skill <sup>1</sup> in a modern language.	<b>Achievement Context</b>  <ul style="list-style-type: none"> <li>For modern Latin-alphabet languages:               <ul style="list-style-type: none"> <li>– during a conversation consisting of at least eight sentences of dialogue</li> <li>– in a written text consisting of at least eight sentences</li> </ul> </li> <li>Or</li> <li>For non-Latin-alphabet languages:               <ul style="list-style-type: none"> <li>– during a conversation consisting of at least six sentences of dialogue</li> <li>– in a written text consisting of at least six sentences</li> </ul> </li> <li>Based on learning situations on familiar themes</li> <li>Using reference materials</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. To understand the meaning of a verbal message.	Learning a modern language requires becoming aware of the culture of the people who use the language. <ul style="list-style-type: none"> <li>Accurate identification of words and idiomatic expressions</li> <li>Clear recognition of the general meaning of simple messages</li> <li>Logical connections between the various elements of the message</li> </ul>
2. To understand the meaning of a written message.	<ul style="list-style-type: none"> <li>Accurate identification of words and idiomatic expressions</li> <li>Clear recognition of the general meaning of simple messages</li> <li>Logical connections between the various elements of the message</li> </ul>

1. This refers to the limited use of the structures, grammar and vocabulary of the language studied. This limitation varies depending on the complexity of the modern language.

**Modern Languages****Code: 000Z**

3. To express a simple message verbally.
- Appropriate use of language structures in main and subordinate clauses
  - Appropriate application of grammar rules
  - Use of verbs in the present indicative
  - Appropriate use of basic vocabulary and idiomatic expressions
  - Comprehensible pronunciation
  - Coherent sequence of simple sentences
  - Spontaneous, coherent sequence of sentences in a dialogue
4. To write a text on a given subject.
- Appropriate use of language structures in main and subordinate clauses
  - Appropriate application of basic grammar rules
  - Use of verbs in the present indicative
  - Appropriate use of basic vocabulary and idiomatic expressions
  - Coherent sequence of simple sentences
  - Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

**Learning Activities**

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Hours of instruction: 45  
Credits: 2

<b>Objective</b>	<b>Standard</b>
<b>Statement of the Competency</b>  To communicate on familiar topics in a modern language.	<b>Achievement Context</b>  <ul style="list-style-type: none"> <li>• During a conversation consisting of at least 15 sentences of dialogue</li> <li>• In a written text consisting of at least 20 sentences for Latin-alphabet languages</li> <li>• In a written text consisting of at least 10 sentences for non–Latin alphabet languages</li> <li>• Based on:               <ul style="list-style-type: none"> <li>– situations in everyday life</li> <li>– simple topics from everyday life</li> </ul> </li> <li>• Using reference materials</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. To understand the meaning of a verbal message.	Learning a modern language requires becoming aware of the culture of the people who use the language. <ul style="list-style-type: none"> <li>• Accurate identification of words and idiomatic expressions</li> <li>• Clear recognition of the general meaning and essential ideas of messages of average complexity</li> <li>• Logical connection between the various elements of the message</li> </ul>
2. To understand the meaning of a written message.	<ul style="list-style-type: none"> <li>• Accurate identification of words and idiomatic expressions</li> <li>• Clear recognition of the general meaning and essential ideas of messages of average complexity</li> <li>• Logical connection between the various elements of the message</li> </ul>
3. To express a simple message verbally, using sentences of average complexity.	<ul style="list-style-type: none"> <li>• Appropriate use of language structures in main or subordinate clauses</li> <li>• Appropriate application of grammar rules</li> <li>• Use of verbs in the present indicative</li> <li>• Appropriate use of enriched basic vocabulary and idiomatic expressions</li> <li>• Comprehensible pronunciation</li> <li>• Coherent sequence of sentences of average complexity</li> <li>• Coherent dialogue of average complexity</li> </ul>

**Modern Languages****Code: 0010**

4. To write a text on a given subject, using sentences of average complexity.
- 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 sequence of sentences of average complexity
  - Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

**Learning Activities**

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Hours of instruction: 45  
Credits: 2

Modern Languages

Code: 0067

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

To communicate with relative ease in a modern language.

**Achievement Context**

- Working alone
- During a conversation consisting of at least 20 sentences 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. To understand the meaning of a verbal message in everyday language.

- Learning a modern language requires being aware of the culture of the people who use the language.
- Accurate explanation of the general meaning and essential ideas of the message
  - Clear identification of structural elements of the language

2. To understand the meaning of a text of average complexity.

- Accurate explanation of the general meaning and essential ideas of the text
- Clear identification of structural elements of the language

3. To have a conversation about a subject.

- 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. To write a text of average complexity.

- 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

**Learning Activities**

Hours of instruction: 45  
Credits: 2



## Mathematics and Computer Literacy

Code: 0011

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

To recognize the role of mathematics or informatics in contemporary society.

**Achievement Context**

- Working alone
- In an essay of approximately 750 words
- Using several concrete examples selected by the student demonstrating the competency

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

- |  |   |
|--|---|
| 1. To demonstrate the acquisition of basic general knowledge in mathematics or informatics.                    | <ul style="list-style-type: none"> <li>• Identification of basic notions and concepts</li> <li>• Identification of main branches of mathematics or informatics</li> <li>• Appropriate use of terminology</li> </ul>   |
| 2. To describe the evolution of mathematics or informatics.  | <ul style="list-style-type: none"> <li>• Descriptive summary of several major phases</li> </ul>   |
| 3. To recognize the contribution of mathematics or informatics to the development of other areas of knowledge. | <ul style="list-style-type: none"> <li>• Demonstration of the existence of important contributions, using concrete examples</li> </ul>  |
| 4. To illustrate the diversity of mathematical or informatics applications.                                    | <ul style="list-style-type: none"> <li>• Presentation of a range of applications in various areas of human activity, using concrete examples</li> </ul>   |
| 5. To evaluate the impact of mathematics or informatics on individuals and organizations.                      | <ul style="list-style-type: none"> <li>• Identification of several major influences</li> <li>• Explanation of the way in which mathematics or informatics have changed certain human and organizational realities</li> <li>• Recognition of the advantages and disadvantages of these influences</li> </ul> |

**Learning Activities**

Hours of instruction: 45  
Credits: 2

## Mathematics and Computer Literacy

Code: 0012

**Objective****Standard****Statement of the Competency****Achievement Context**

To use various mathematical or computer concepts, procedures and tools for common tasks.

- 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. To demonstrate the acquisition of basic functional knowledge in mathematics or informatics.
2. To select mathematical or computer tools and procedures on the basis of specific needs.
3. To use mathematical or computer tools and procedures to carry out tasks and solve problems.
4. To interpret the quantitative data or results obtained using mathematical or computer tools and procedures.

- Brief definition of concepts
- Correct execution of basic operations
- Appropriate use of terminology
- List of numerous possibilities available with mathematical and computer tools and procedures
- Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures
- Appropriate choice according to needs
- Planned, methodical process
- Correct use of tools and procedures
- Satisfactory results, given the context
- Appropriate use of terminology specific to a tool or procedure
- Accurate interpretation, given the context
- Clear, precise formulation of the interpretation

**Learning Activities**

Hours of instruction: 45  
Credits: 2

## Art and Aesthetics

Code: 0013

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

To consider various forms of art produced by aesthetic practices.

**Achievement Context**

- Working alone
- Given a specified work of art
- In a written commentary of approximately 750 words

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

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. To develop an appreciation for the dynamics of the imagination in art.</li> <li>2. To describe art movements.</li> <li>3. To give a commentary on a work of art.</li> </ol> | <ul style="list-style-type: none"> <li>• Precise explanation of a creative process connected to the construction of an imaginary universe</li> <li>• Descriptive list of the main characteristics of three art movements from different periods, including a modern movement</li> <li>• Coherent organization of observations, including identification of four basic elements of form and structure related to the language used as well as a justified description of the meaning of the work of art</li> </ul> |
|---|---|

**Learning Activities**

Hours of instruction:	45
Credits:	2

## Art and Aesthetics

Code: 0014

**Objective****Standard****Statement of the Competency****Achievement Context**

To produce a work of art.

- Working alone
- During a practical exercise
- In the context of a creation or an interpretation
- Using the basic elements of the language and techniques specific to the medium selected

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

1. To recognize the primary forms of expression of an artistic medium.

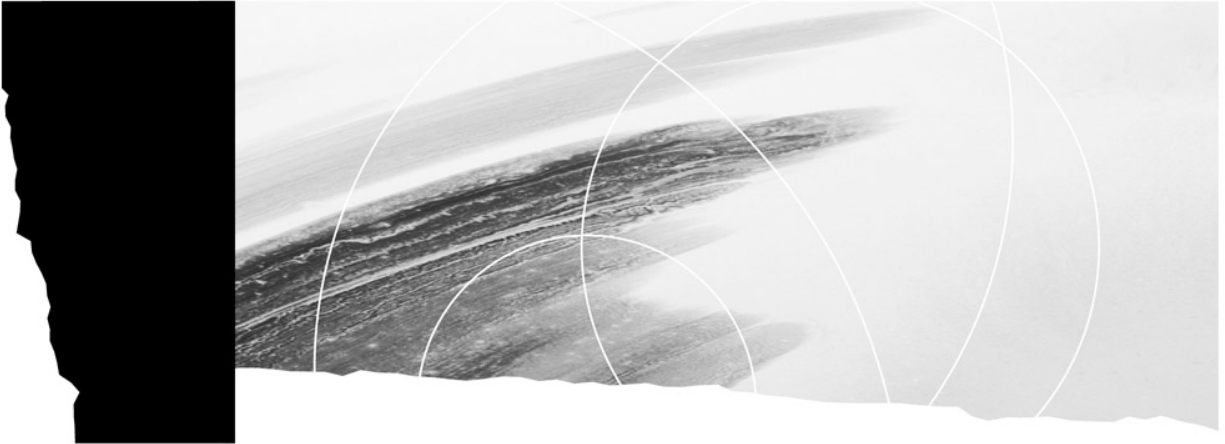
- Identification of specific features: originality, essential qualities, means of communication, styles, genres

2. To use the medium.

- Personal, coherent use of elements of language
- Satisfactory application of artistic techniques
- Observance of the requirements of the method of production

**Learning Activities**

Hours of instruction: 45  
Credits: 2



## **Part II**

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**Goals of the Program-Specific  
Component**

**Educational Aims of the Program-  
Specific Component**

**Grid of Competencies**

**Harmonization**

**Objectives and Standards of the  
Program-Specific Component**



## Goals of the Program-Specific Component

The aim of the *Paralegal Technology* program is to prepare students to practise the occupation of paralegals and of court bailiffs, in accordance with the legislation in effect in Québec.

The occupation of paralegals consists primarily in assisting legal professionals in the preparation and administration of legal files and records in such work environments as legal and notarial firms, municipal courts, courthouses, legal departments of large corporations, and various government ministries and administrative agencies.

The occupation of court bailiffs consists in performing duties assigned by the *Court Bailiffs Act* (R.S.Q., c. H-4.1). Court bailiffs hold a Diploma of College Studies in *Paralegal Technology* as well as a permit issued by the Chambre des huissiers de justice du Québec. To obtain a permit, graduates of the program must meet the conditions established by the Chambre des huissiers de justice du Québec. Bailiffs are generally independent workers and are employed by bailiff firms.

To meet the needs and requirements of many different work environments, the *Paralegal Technology* program is designed to train versatile individuals who can demonstrate professional knowledge and skills in civil law, penal law and administrative law.

Graduates of the program must also demonstrate personal and professional attitudes that are appropriate to the legal profession (e.g. an ability to work quickly and independently, to synthesize information, and to demonstrate judgment, discernment, an analytical mind, a sense of observation, discretion, and a sense of ethics) as well as an ability to manage their time and to work methodically and with rigour.

The goals of the program-specific component of the *Paralegal 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 of the Program-Specific Component

Educational aims 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.

The following is a description of the aims of the program-specific component of the *Paralegal Technology* program:

- to develop in students the legal mind essential to the occupation
- to develop in students a sense of ethics and confidentiality that ensure the quality and legality of actions in various legal settings
- to train students to exercise their competencies in a variety of settings and occupations
- to take into account, in activities associated with specific competencies, situations that require effective stress management in order to train students to act promptly and with tact



# 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										
SPECIFIC COMPETENCIES	Competency Number	GENERAL COMPETENCIES								
		To analyze the job function	To use software applications commonly used in the legal profession	To interpret legislative text	To analyze judicial or administrative decisions	To apply rules of judicial and administrative procedure	To communicate and interact in a work environment	To translate a factual situation into a legal question	To adopt professional behaviour	To manage one's schedule
Competency Number		1	2	4	5	6	8	9	12	14
To manage a legal resource centre	3	o	o				o		o	o
To follow up on files	7	o	o			o	o		o	o
To draft legal proceedings for approval	10	o	o	o	o	o		o	o	o
To draft deeds for approval	11	o	o	o				o	o	o
To execute judicial decisions	13	o	o	o		o	o		o	o
To ensure the progress of a file in the penal justice system	15	o	o	o	o	o	o	o	o	o
To examine titles	16	o	o			o			o	o
To conduct legal research	17	o	o	o	o	o	o	o	o	o
To prepare evidence for a trial	18	o		o	o	o	o	o	o	o

# Harmonization

The Ministère de l'Éducation 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 *Paralegal 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, Techniques juridiques*.



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

To analyze the job function.

**Achievement Context**

- Using recent information on the judicial system and its components
- Using recent information on the job function and the different work environments
- Using legislation governing the practice of certain professions or occupations in this field

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

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. To visualize the judicial system and its components.</li> <li>2. To describe the characteristics of the job function and the requirements to practise in different work environments.</li> <li>3. To analyze the tasks and operations related to the occupation.</li> <li>4. To analyze the skills and behaviours required by the job function.</li> </ol> | <ul style="list-style-type: none"> <li>• Complete, accurate representation of the elements of the judicial system</li> <li>• Identification of jurisdiction specific to each court level</li> <li>• Recognition of interrelations among components</li> <li>• Recognition of the paralegal's role in the judicial system</li> <li>• Relevant information gathered</li> <li>• Thorough analysis of the general characteristics of the occupation and the requirements to practise in different work environments</li> <li>• Differentiation among different work environments in terms of their organization and operation</li> <li>• Thorough analysis of the operations, conditions and performance criteria associated with various tasks</li> <li>• Determination of the relative importance of various tasks in different work environments</li> <li>• Relationship between tasks and laws governing the jurisdiction of judicial officers</li> <li>• Relevant links established between skills and behaviours and the different tasks of the job function</li> <li>• Relevant links established between skills and behaviours and the different work environments</li> </ul> |
|--|---|





<b><i>Objective</i></b>	<b><i>Standard</i></b>
<p><b>Statement of the Competency</b></p> <p>To use software applications commonly used in the legal profession.</p>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• At a computerized, networked workstation</li> <li>• Using standard and specialized software</li> <li>• Using software reference guides</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. To input and format a text.	<ul style="list-style-type: none"> <li>• Formatting in accordance with established presentation rules</li> <li>• Proper use of writing tools</li> <li>• Correct application of procedures for managing and saving files and folders</li> </ul>
2. To consult Internet sites.	<ul style="list-style-type: none"> <li>• Proper use of search engines</li> <li>• Identification of sites used in law</li> <li>• Appropriate selection and use of sites</li> <li>• Quick location of information</li> <li>• Correct application of procedures for saving, copying and printing the information found</li> </ul>
3. To receive and send e-mail messages.	<ul style="list-style-type: none"> <li>• Efficient use of address book</li> <li>• Correct layout of message to be sent</li> <li>• Proper management of messages sent and received</li> <li>• Observance of rules of confidentiality</li> <li>• Careful verification of recipients' name and e-mail address</li> </ul>
4. To consult specialized data banks.	<ul style="list-style-type: none"> <li>• Appropriate choice of data bank to consult</li> <li>• Appropriate choice of function</li> <li>• Appropriate choice of key words and operators</li> <li>• Correct application of procedures for saving, copying and printing the information found</li> <li>• Concern for efficiency with respect to the number of texts consulted</li> </ul>
5. To create and update a database.	<ul style="list-style-type: none"> <li>• Correct application of the basic functions of the software used to create a database</li> <li>• Accurate identification of the employer's needs</li> <li>• Relevant choice of data to enter</li> <li>• Efficient method of consultation</li> <li>• Regular updating of database</li> <li>• Demonstration of autonomy in updating the database</li> </ul>



<b>Objective</b>	<b>Standard</b>
<b>Statement of the Competency</b>  To manage a legal resource centre.	<b>Achievement Context</b>  <ul style="list-style-type: none"> <li>• In a small or medium-sized firm</li> <li>• Based on an employer's needs and practice areas</li> <li>• Based on an established classification system</li> <li>• Using a computerized, networked workstation</li> <li>• Using supplier catalogues</li> <li>• Based on internal rules of operation</li> <li>• Based on a predetermined budget</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. To assess needs in terms of publications and reference tools.	<ul style="list-style-type: none"> <li>• Accurate identification of professionals' needs and expectations</li> <li>• Identification of all suppliers</li> <li>• Relevant relationship between needs expressed and products offered</li> </ul>
2. To obtain the necessary publications, computerized tools and updates.	<ul style="list-style-type: none"> <li>• Critical approach used to propose publications and computerized tools</li> <li>• Appropriate choice in accordance with needs identified and price-efficiency ratio</li> <li>• Observance of internal ordering and payment procedures</li> <li>• Consideration of budgetary constraints</li> <li>• Regular updating</li> </ul>
3. To use a classification method.	<ul style="list-style-type: none"> <li>• Classification by source hierarchy</li> <li>• Observance of established standards and methods</li> <li>• Appropriate selection of information to retain</li> <li>• Observance of retention and classification standards for internal documents</li> </ul>
4. To respond to requests from professionals.	<ul style="list-style-type: none"> <li>• Accurate comprehension of needs expressed</li> <li>• Efficient, sustained assistance concerning the use of reference tools</li> <li>• Quick location of relevant statutes, jurisprudence (case law) and legal doctrine (scholarly writings)</li> </ul>

5. To provide information to professionals.

- Demonstration of inquisitiveness regarding new products and developments
- Appropriate, relevant selection of information to provide
- Appropriate choice of internal communication method
- Clear, concise information provided
- Information provided regularly

<b>Objective</b>	<b>Standard</b>
<b>Statement of the Competency</b>  To interpret legislative text.	<b>Achievement Context</b>  <ul style="list-style-type: none"> <li>• Within the framework of work-related activities</li> <li>• Under the responsibility of a professional</li> <li>• Based on statutes defining the jurisdiction of a lawyer and notary</li> <li>• Based on statutes and regulations of substantive and procedural law</li> <li>• Based on legislation in civil law, commercial law, labour law, social law, penal law, administrative law and constitutional law</li> <li>• Using legal doctrine (scholarly writings) and jurisprudence (case law) in English and in French</li> <li>• Using interpretation statutes</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. To apply the procedure for updating legislative text.	<ul style="list-style-type: none"> <li>• Consideration of the different steps involved in passing Québec and federal laws</li> <li>• Correct application of the procedure for updating legislative text</li> <li>• Thorough verification of the date of coming into force of a statute</li> </ul>
2. To identify the terminology specific to a text.	<ul style="list-style-type: none"> <li>• Determination of the area of law at issue</li> <li>• Recognition of the rules of substantive law and procedural law</li> <li>• Accurate perception of the legislative intent and the purpose of the text</li> <li>• Accurate identification of the rules of interpretation for understanding the meaning of a text</li> <li>• Relevant links established between terminology specific to the text and terminology specific to the area of law at issue</li> </ul>
3. To locate information in a legislative text.	<ul style="list-style-type: none"> <li>• Accurate representation of the structure of a legislative text</li> <li>• Appropriate use of an index, table of content and table of concordance</li> <li>• Relevant use of section headings and keywords in the margins of a text</li> <li>• Quick, accurate location of information in a text</li> </ul>

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|--|---|
| 4. To identify the legal principles in a text.                                   | <ul style="list-style-type: none"><li>• Accurate identification of general principles and exceptions</li><li>• Recognition in a text of the rights and obligations created by the legislator</li><li>• Accurate listing of the elements of a penal offence</li><li>• Recognition of the elements of the legal concept</li></ul>                                   |
| 5. To recognize the conditions governing the application of a legislative text.  | <ul style="list-style-type: none"><li>• Recognition of the scope</li><li>• Correct interpretation of the definitions established by the text</li><li>• Complete listing of all the conditions governing the application of a text</li><li>• Correct assessment of the application intended by the text</li><li>• Recognition of public order provisions</li></ul> |
| 6. To understand the legal principles underlying Québec and federal legislation. | <ul style="list-style-type: none"><li>• Recognition of the general principles specific to each area of law</li><li>• Relevant links established between the text analyzed and other legislative texts</li><li>• Appropriate assessment of the importance of a text on Québec and federal legislation</li></ul>  |

Code: 0451

<b>Objective</b>	<b>Standard</b>
<b>Statement of the Competency</b>  To analyze judicial or administrative decisions.	<b>Achievement Context</b>  <ul style="list-style-type: none"> <li>• Within the framework of work-related activities</li> <li>• Under the responsibility of a professional</li> <li>• Based on decisions rendered by judicial or administrative courts</li> <li>• Using a computerized, networked workstation</li> <li>• Using jurisprudence in English and in French in civil law, commercial law, labour law, social law, penal law, administrative law and constitutional law</li> <li>• Using legislative texts and legal doctrine</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. To determine the dispute at issue in a decision.	<ul style="list-style-type: none"> <li>• Recognition of the role and jurisdiction of the court that rendered the decision</li> <li>• Accurate identification of relevant legal facts and secondary facts</li> <li>• Recognition of issues in dispute</li> <li>• Highlighting of the remedy at issue in the ruling</li> </ul>
2. To analyze the reasoning of the decision maker.	<ul style="list-style-type: none"> <li>• Recognition of legal concepts applied by the decision maker to a factual situation</li> <li>• Appropriate relationships established between law concepts and the legislation at issue</li> <li>• Accurate listing of the elements of the <i>ratio decidendi</i></li> <li>• Relevant links established between the reasoning process and the conclusions of the decision</li> </ul>
3. To identify the legal principles of a decision.	<ul style="list-style-type: none"> <li>• Recognition of legal principles</li> <li>• Appropriate assessment of the relative importance of each legal principle</li> <li>• Relevant links established between the principles identified and the main jurisprudential concepts of the area of law concerned</li> </ul>

4. To understand how a decision rendered by a court fits into the jurisprudence.
  - Complete listing of all the decisions rendered on the legal issue in question
  - Accurate comprehension of decisions rendered in French
  - Description of the different jurisprudential trends concerning the legal question at issue
  - Relevant links established between the different decisions analyzed
  - Accurate assessment of the relative importance of the different decisions analyzed within the jurisprudence at issue
5. To present the results of the analysis.
  - Clear, concise summary of the full text of the decisions analyzed
  - Clear explanation, based on analysis
  - Ease during verbal exchanges
  - Coherent, accurate legal reasoning



<b>Objective</b>	<b>Standard</b>
<p><b>Statement of the Competency</b></p> <p>To apply rules of judicial and administrative procedure.</p>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• Within the framework of work-related activities</li> <li>• Under the responsibility of a professional</li> <li>• Based on a set of facts that constitute a legal question</li> <li>• Using the <i>Code of Civil Procedure</i>, rules of practice of judicial courts, the <i>Code of Penal Procedure</i> and the <i>Act respecting administrative justice</i></li> <li>• Using legal doctrine and jurisprudence, annotated statutes, synoptic tables of procedure and briefs</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. To list all of the remedies relating to the exercise of a right.	<ul style="list-style-type: none"> <li>• Relevant links established between substantive law and possible remedies</li> <li>• Accurate identification of civil, commercial, social, penal, administrative, constitutional and labour remedies</li> <li>• Appropriate selection of remedy for a given factual situation</li> </ul>
2. To analyze the conditions for exercising each remedy identified.	<ul style="list-style-type: none"> <li>• Thorough identification of the conditions for exercising various remedies</li> <li>• Accurate interpretation of the conditions for exercising various remedies</li> <li>• Relevant links established between each of the conditions and facts</li> </ul>
3. To choose the remedy that applies to the exercise of a right.	<ul style="list-style-type: none"> <li>• Thorough verification of the presence of elements that meet the conditions of exercise</li> <li>• Accurate assessment of the chance of success of the remedy selected</li> </ul>
4. To identify the procedural requirements specific to the remedy selected.	<ul style="list-style-type: none"> <li>• Determination of the court before which the remedy is to be exercised</li> <li>• Detailed analysis of the procedural requirements related to the remedy</li> <li>• Verification in the file of all of the elements needed to exercise the remedy</li> <li>• Consideration of time limits related to the remedy</li> </ul>

5. To determine the type of proceedings specific to the remedy selected.
- Thorough, careful analysis of the different proceedings possible
  - Appropriate selection of proceeding
  - Accurate determination of schedules to attach to the proceeding
  - Observance of the conditions for exercising the remedy

Code:

0453

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

To follow up on files.

**Achievement Context**

- Based on a firm's files
- Using a computerized, networked workstation and appropriate software
- Using an electronic agenda
- Based on internal rules of operation
- With the assistance of individuals involved within the workplace and outside
- Using the appropriate communications tools

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

1. To keep an electronic agenda in order to follow up on files.

- Relevant choice of parameters with respect to the firm's needs
- Entry of all active files
- Diligence and sense of organization

2. To plan the work to be done on each file.

- Accurate determination of the type of file to process
- Recognition of the procedure applicable to the file
- Relevant links established between the procedure selected and the steps to follow
- Relevant choices in terms of the progress of each file

3. To organize the work to be done.

- Accurate identification of tasks to be accomplished at each stage
- Accurate assessment of the time needed for each task
- Accurate determination of priorities in completing tasks
- Observance of legal time limits
- Efficient distribution of the work according to the role of each team member
- Rigorous follow-up of entries in the agenda with respect to upcoming tasks
- Accurate, concise follow-up notes in the files

4. To manage an agenda in accordance with the timetable for the conduct of proceedings.
  - Complete listing of all the files subject to a timetable for the conduct of proceedings
  - Accurate entry of all important dates in the agenda
  - Consideration for preparatory tasks to accomplish
5. To put in place a filing system.
  - Efficient organization of proceedings and documents within a file
  - Efficient filing system for active and archived files

<b>Objective</b>	<b>Standard</b>
<p><b>Statement of the Competency</b></p> <p>To communicate and interact in a work environment.</p>	<p><b>Achievement Context</b></p> <ul style="list-style-type: none"> <li>• In situations representative of various work environments</li> <li>• With individuals within the workplace and outside</li> <li>• Using conventional and computerized means of communication</li> <li>• Based on internal policies</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. To receive and convey information in English and in French.	<ul style="list-style-type: none"> <li>• Active listening and empathy</li> <li>• Accurate interpretation of verbal and nonverbal codes specific to various social settings</li> <li>• Correct application of paraphrasing, echoing and repetition techniques</li> <li>• Clear, relevant information conveyed</li> <li>• Level of language appropriate to the person receiving the information</li> <li>• Observance of internal policies</li> <li>• Observance of rules of professional ethics and, if applicable, of professional conduct</li> <li>• Constant concern for the quality of oral expression in English and in French</li> </ul>
2. To interact and discuss with individuals within the workplace.	<ul style="list-style-type: none"> <li>• Demonstration of self-control and openness with respect to other people's opinions</li> <li>• Receptiveness to other people's points of view</li> <li>• Clear explanation, based on one's ideas and opinions</li> <li>• Self-confidence</li> <li>• Use of language appropriate to different individuals, situations and work environments</li> <li>• Observance of rules of professional ethics and, if applicable, of professional conduct</li> <li>• Constant concern for the quality of oral expression</li> </ul>
3. To react in difficult, unexpected situations.	<ul style="list-style-type: none"> <li>• Recognition of a person's emotional state</li> <li>• Accurate assessment of a situation as a whole</li> <li>• Adoption of attitudes and behaviour that ensure one's safety and that of others</li> <li>• Use of appropriate communication techniques</li> <li>• Observance of rules of professional ethics and, if applicable, of professional conduct</li> </ul>



<b>Objective</b>	<b>Standard</b>
<b>Statement of the Competency</b>  To translate a factual situation into a legal question.	<b>Achievement Context</b>  <ul style="list-style-type: none"> <li>• Within the framework of work-related activities</li> <li>• In situations representative of various work environments</li> <li>• Using legislative texts, legal doctrine and jurisprudence</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. To identify the legal facts related to a situation.	<ul style="list-style-type: none"> <li>• Thorough identification of all facts</li> <li>• Demonstration of initiative and inquisitiveness in gathering facts</li> <li>• Demonstration of objectivity</li> <li>• Consideration of all possible facts</li> </ul>
2. To select relevant facts.	<ul style="list-style-type: none"> <li>• Detailed analysis of the facts</li> <li>• Distinction between a provable legal fact and a secondary fact</li> <li>• Relevant links established between facts gathered and the applicable rules of law</li> <li>• Accurate assessment of the relative importance of every fact analyzed</li> </ul>
3. To determine the area of law concerned.	<ul style="list-style-type: none"> <li>• Recognition of applicable legal principles</li> <li>• Detailed analysis of the principles of law</li> <li>• Accurate assessment of the relevance of the legal principles to the factual situation</li> <li>• Correct application of the legal principles to the factual situation</li> </ul>
4. To frame a question in accordance with the area of law concerned.	<ul style="list-style-type: none"> <li>• Accurate definition of the contentious elements of the factual situation</li> <li>• Relevant links established between contentious elements and substantive law</li> <li>• Coherent, accurate legal reasoning</li> <li>• Framing of a question conducive to exploring various legal solutions</li> </ul>





<b>Objective</b>	<b>Standard</b>
<b>Statement of the Competency</b>  To draft legal proceedings for approval.	<b>Achievement Context</b>  <ul style="list-style-type: none"> <li>• Under the responsibility of a professional</li> <li>• Based on a variety of requests from a professional</li> <li>• Using a computerized, networked workstation and appropriate software</li> <li>• Based on procedural legislation</li> <li>• Using examples of legal proceedings, civil procedure forms and administrative forms</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. To analyze a file and gather the necessary information.	<ul style="list-style-type: none"> <li>• Careful analysis of the file</li> <li>• Relevant links established between procedural law and the necessary information</li> <li>• Appropriate use of relevant information networks</li> <li>• Observance of confidentiality</li> <li>• Demonstration of initiative and inquisitiveness in searching for information</li> <li>• Gathering of all necessary documents</li> <li>• Detailed verification of the accuracy of the information gathered</li> </ul>
2. To organize the information gathered.	<ul style="list-style-type: none"> <li>• Relevant links established between the information retained, procedural requirements and rules of evidence</li> <li>• Appropriate selection of relevant information for drafting the proceeding</li> <li>• Systematic organization of information retained</li> <li>• Accurate characterization of documents referred to in the proceeding</li> </ul>
3. To establish the form of the proceeding to be drafted based on the remedy.	<ul style="list-style-type: none"> <li>• Detailed analysis of the different examples of proceedings</li> <li>• Relevant links established between procedural requirements and different examples of legal proceedings</li> <li>• Choice of appropriate procedural form</li> <li>• Consideration of the particular features of the mandate</li> <li>• Thorough verification of the observance of the conditions for remedy</li> </ul>

4. To draft a civil proceeding for approval.
  - Recognition of the particular features of civil proceedings
  - Accuracy and precision in establishing facts
  - Relevance of references to elements of proof retained
  - Accurate, coherent wording of the application and conclusions sought
  - Correct application of reference and citation rules specific to judicial authorities
  - Quality of written expression
  - Neat, careful presentation
5. To draft an administrative proceeding for approval.
  - Selection of the relevant administrative form
  - Appropriate use of specialized Web sites
  - Use of appropriate terminology
  - Accurate, concise entry of information requested
  - Correct production of schedules, where applicable
  - Observance of drafting rules for this type of procedure
  - Neat, careful presentation

<b>Objective</b>	<b>Standard</b>
<b>Statement of the Competency</b>  To draft deeds for approval.	<b>Achievement Context</b>  <ul style="list-style-type: none"> <li>• Under the responsibility of a professional</li> <li>• Based on a variety of requests from a professional</li> <li>• Using a computerized, networked workstation and appropriate software</li> <li>• Using legislative texts, legal doctrine and jurisprudence</li> <li>• Using given sample contracts</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. To analyze the request and gather the necessary information.	<ul style="list-style-type: none"> <li>• Careful analysis of the client's request and needs</li> <li>• Complete, accurate listing of all information to gather</li> <li>• Appropriate use of relevant information networks</li> <li>• Observance of rules of confidentiality</li> <li>• Demonstration of initiative and inquisitiveness in gathering information</li> <li>• Gathering of all necessary documents and schedules</li> <li>• Verification of the accuracy of the information gathered</li> </ul>
2. To organize the information gathered.	<ul style="list-style-type: none"> <li>• Relevant links established between the information retained and substantive law</li> <li>• Appropriate selection of relevant information for drafting the deed</li> <li>• Relevant analysis of documents</li> <li>• Systematic organization of information retained</li> </ul>
3. To determine the type of written document to be drafted.	<ul style="list-style-type: none"> <li>• Proper application of rules of substantive law appropriate to the legal problem</li> <li>• Observance of the mandate's particular features in choosing the type of document to be drafted</li> <li>• Recognition of the particular features of the type of document to be drafted</li> <li>• Identification of supplementary rules and rules of public order</li> <li>• Consideration of formal requirements specific to the written document</li> </ul>

## 4. To draft an extrajudicial document.

- Recognition of the particular features involved in drawing up different types of documents
- Consistency between the written document and the legal question
- Accurate reference to the deed or legal fact from which the right is derived
- Demonstration of articulated reasoning
- Wording of conclusions compatible with the reasoning process
- Observance of rules for referencing law books and authorities
- Use of terminology adapted to the reader and situation
- Quality of written expression
- Neat, careful presentation
- Accurate assessment of the importance of a written document on the entire file

## 5. To draft a contract for approval.

- Recognition of the particular features involved in drawing up different types of contracts
- Accurate determination of the objectives and applicable area of law
- Proper application of rules governing the form and substance of the contract
- Concise, accurate, orderly clauses
- Quality of written expression
- Thorough identification of all the obligations and rights respecting each party
- Adaptation of supplementary rules governing the drafting of contract clauses
- Recognition of rules of public order
- Correct application of rules governing the form for the publication of contracts
- Neat, careful presentation

<b>Objective</b>	<b>Standard</b>
<b>Statement of the Competency</b>  To adopt professional behaviour.	<b>Achievement Context</b>  <ul style="list-style-type: none"> <li>• In situations representative of different work environments</li> <li>• Based on internal policies</li> <li>• Based on rules of professional conduct</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. To recognize the requirements regarding conduct at work.	<ul style="list-style-type: none"> <li>• Recognition of one's role in the administration of justice</li> <li>• Consideration of the rules of professional conduct in different work settings</li> </ul>
2. To present a professional image outside the place of business.	<ul style="list-style-type: none"> <li>• Demonstration of respect for court decisions</li> <li>• Demonstration of courtesy and politeness in interpersonal relations</li> <li>• Constant concern for honesty and integrity</li> <li>• Observance of the limitations of one's function</li> <li>• Observance of rules of confidentiality</li> <li>• Demonstration of discretion and open-mindedness</li> </ul>
3. To act professionally with colleagues and superiors.	<ul style="list-style-type: none"> <li>• Observance of values of the work environment</li> <li>• Demonstration of availability and motivation</li> <li>• Adoption of responsible behaviour with respect to employer expectations</li> <li>• Demonstration of initiative and ability to work independently</li> <li>• Demonstration of attitudes and behaviour that promote cooperation</li> <li>• Constant concern for informing persons in authority about any situation likely to cause injury</li> </ul>
4. To assess one's professional conduct.	<ul style="list-style-type: none"> <li>• Accurate perception of the consequences of unprofessional behaviour</li> <li>• Listing of appropriate and inappropriate behaviours</li> <li>• Means taken to improve one's attitudes and behaviours</li> </ul>



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

To execute judicial decisions.

**Achievement Context**

- Based on applications made by clients
- Based on decisions rendered by a judicial or administrative court
- Based on specific applications for execution
- For judicial sales, or sales by tender, by agreement or under judicial authority
- Using a computerized, networked workstation and appropriate software
- Using legislative texts
- Using appropriate communication tools

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

1. To serve proceedings.

- Recognition of the applicable rules of procedure
- Detailed verification of the compliance of documents
- Demonstration of initiative and resourcefulness in searching for relevant information
- Efficient planning of errands schedule
- Demonstration of integrity and impartiality in carrying out the task

2. To carry out the compulsory execution of a judicial decision.

- Correct application of the rules of procedure in matters concerning execution
- Recognition of the nature and conclusions of a decision
- Detailed analysis of the application for execution of a decision
- Detailed verification of the compliance of documents
- Complete listing of all tasks to be accomplished
- Careful determination of the material and human resources needed for the execution of the decision
- Efficient organization of the material and human resources needed for the execution of the decision
- Keen observation of the property and individuals involved
- Appropriate use of safety measures related to the locations involved and individuals present

3. To draft minutes.
  - Recognition of the information required by law
  - Rigour and accuracy in gathering information
  - Precise, concise information recorded in the minutes
  - Detailed description of all property in order to identify each item
  - Faithful descriptions made in reports
4. To proceed with the sale of property.
  - Correct application of the rules of procedure concerning different types of sales
  - Relevant links established between the rules of procedure and the steps to follow
  - Efficient planning of tasks associated with the different steps to follow
  - Relevant selection of proceedings to draft
  - Correct, careful drafting of proceedings
  - Observance of legal time limits
5. To calculate expenses.
  - Accurate application of tariffs prescribed by law
  - Complete compilation of all the costs involved in serving a proceeding, executing a decision or selling property
  - Accurate calculation of costs, taxes and interest



<b>Objective</b>	<b>Standard</b>
<b>Statement of the Competency</b>  To manage one's schedule.	<b>Achievement Context</b>  <ul style="list-style-type: none"> <li>• In situations representative of different work environments</li> <li>• Using time-management tools and methods</li> <li>• Based on internal policies and on legal time limits, if applicable</li> <li>• With the assistance of colleagues and superiors</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. To analyze the work to be done.	<ul style="list-style-type: none"> <li>• Accurate determination of the main tasks to be carried out and their order</li> <li>• Estimate of the time needed to carry out the tasks</li> <li>• Consideration of established deadlines and of legal time limits, where applicable</li> </ul>
2. To plan and organize the work to be done.	<ul style="list-style-type: none"> <li>• Appropriate use of time-management tools and methods</li> <li>• Correct order of priorities</li> <li>• Realistic schedule</li> <li>• Consideration of the time required to obtain relevant information and documents</li> <li>• Planning for sufficient time for contingencies</li> <li>• Efficient coordination with others</li> </ul>
3. To follow up on work-related activities.	<ul style="list-style-type: none"> <li>• Use of an appropriate follow-up method</li> <li>• Harmonization of one's work with that of colleagues</li> <li>• Clear, accurate notes on work progression</li> <li>• Observance of work schedule and commitments</li> <li>• Regular update of work schedule following changes</li> </ul>
4. To keep a timesheet up to date.	<ul style="list-style-type: none"> <li>• Accurate entry of time spent on a task</li> <li>• Rigorous time record</li> <li>• Clear, concise summary of work done</li> </ul>
5. To assess the efficiency of one's work.	<ul style="list-style-type: none"> <li>• Appropriate assessment of abilities and limitations</li> <li>• Determination of measures to improve performance</li> </ul>



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

To ensure the progress of a file in the penal justice system.

**Achievement Context**

- In a court of penal or criminal jurisdiction
- Based on the laying of an information, a statement of offence, an application or a motion
- Using federal and Québec legislation governing penal matters
- Using a computerized, networked workstation and appropriate software
- With individuals working within the workplace and outside

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

1. To process a file in the office of a penal court.

- Correct application of rules of penal procedure
- Relevant links established between the proceedings and the steps required to process the file
- Accurate choice of proceeding or form to complete
- Accurate, precise information to include in the procedure or form
- Forwarding of file to the appropriate person in accordance with time limits and court orders

2. To manage files in a courtroom.

- Recognition of rules of penal procedure regarding the drafting of minutes
- Clear, accurate drafting of appropriate proceedings
- Relevant links established between the rules of penal procedure and facts or proceedings of a court record
- Accurate interpretation of the data in a file to be transcribed in the minutes
- Consistency between the court's instructions or representations of the parties and the sections to be completed in the minutes
- Forwarding of the file to the appropriate person to ensure its progress within the judicial system
- Accurate, precise information entered in the minutes of the hearing

## 3. To exercise judicial power.

- Observance of the limits of a power granted by law
- Accurate assessment of a factual situation in accordance with the application of legal concepts
- Demonstration of objectivity and judgment with respect to the exercise of power
- Coherent, articulate decision
- Relevant links established between the legal concepts applied and the factual situation analyzed
- Thorough verification of the observance of legal requirements

<b>Objective</b>	<b>Standard</b>
<b>Statement of the Competency</b>  To examine titles.	<b>Achievement Context</b>  <ul style="list-style-type: none"> <li>• Under the responsibility of a professional</li> <li>• Based on a variety of requests from a professional</li> <li>• Using a computerized, networked workstation and appropriate software</li> <li>• Based on the computerized register of movable real rights</li> <li>• Based on outside consultations</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. To gather the information needed to examine titles.	<ul style="list-style-type: none"> <li>• Clarification of the request</li> <li>• Correct identification of the name and address of the owner</li> <li>• Correct identification of lot and cadastre numbers</li> </ul>
2. To analyze data in the land register.	<ul style="list-style-type: none"> <li>• Efficient use of the computerized network</li> <li>• Complete listing of all elements in the chain of titles</li> <li>• Relevant links established between the different entries in the land register</li> <li>• Detailed examination of the entries retained</li> <li>• Accurate assessment of the impact of an entry on the chain of titles</li> </ul>
3. To select deeds in a chain of titles.	<ul style="list-style-type: none"> <li>• Quick location of deeds in full</li> <li>• Appropriate selection of deeds to be further studied</li> <li>• Recognition of the legal impact of a deed on the chain of titles</li> <li>• Detailed verification of agreement between lots and plans</li> </ul>
4. To analyze deeds.	<ul style="list-style-type: none"> <li>• Listing of all elements related to the capacity of transferring ownership rights</li> <li>• Accurate assessment of elements related to the capacity of parties to enter into a contract</li> <li>• Appropriate assessment of the impact of the deeds on the ownership title</li> <li>• Recognition of inaccuracies that could affect the ownership title</li> <li>• Detailed verification of observance of conditions for each deed analyzed</li> </ul>

5. To draw up a title search report.
  - Relevant entries noted in the title search report
  - Accurate, concise, relevant information
  - Entries listed in chronological order
  - Accurate designation of the cadastral description
  - Inclusion, if applicable, of all the information needed to draft a deed
  - Clear indication of inaccuracies identified
6. To register rights.
  - Appropriate use of the computerized network for remote transmission
  - Detailed preparation of deeds in order to register a right electronically
  - Rigorous application of the rules for inserting markers to encode information in the deeds
  - Observance of legal requirements concerning the registration of rights
7. To analyze the register of movable rights.
  - Correct use of the register of movable rights
  - Accurate, efficient listing of rights registered on property
  - Accurate assessment of the impact of a right registered on property
  - Accurate interpretation of data in the register of movable rights
  - Correct application of rules for registering rights in the register of movable rights

<b>Objective</b>	<b>Standard</b>
<b>Statement of the Competency</b>  To conduct legal research.	<b>Achievement Context</b>  <ul style="list-style-type: none"> <li>• Based on requests from a professional</li> <li>• Using a computerized, networked workstation and appropriate software</li> <li>• In a legal resource centre</li> <li>• Based on internal rules and policies</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. To analyze a request for research.	<ul style="list-style-type: none"> <li>• Gathering of all the information needed for research</li> <li>• Detailed analysis of available information</li> <li>• Observance of initial instructions and time allotted to research</li> </ul>
2. To determine the problem.	<ul style="list-style-type: none"> <li>• Quick, accurate determination of the applicable area of law</li> <li>• Relevant links established between the facts retained and the applicable area of law</li> <li>• Recognition of the legal question</li> <li>• Accurate determination of issues in dispute to arrive at appropriate legal solutions</li> </ul>
3. To locate relevant legal information.	<ul style="list-style-type: none"> <li>• Efficient use of research already conducted on the topic in question</li> <li>• Appropriate selection of reference sources</li> <li>• Appropriate order in consulting reference sources</li> <li>• Appropriate selection and consultation of computerized data banks</li> <li>• Relevant retrieval of legislative texts and legal doctrine and jurisprudence</li> <li>• Rigorous verification of updates to the texts consulted</li> <li>• Demonstration of inquisitiveness in consulting sources</li> <li>• Complete listing of all law concepts related to a legal solution</li> <li>• Relevant links established between different legislative texts consulted</li> </ul>

4. To analyze the legal authorities and texts retrieved.
  - Relevant summaries of texts retrieved
  - Correct interpretation of legal concepts for each source consulted
  - Relevant links established between legal concepts and the initial legal question
  - Ranking of the authorities consulted in terms of their relative importance
5. To transmit the results of the research.
  - Clear, orderly presentation of results
  - Coherent, accurate legal reasoning
  - Formulation of appropriate solutions



<b>Objective</b>	<b>Standard</b>
<b>Statement of the Competency</b>  To prepare evidence for a trial.	<b>Achievement Context</b>  <ul style="list-style-type: none"> <li>• Based on a variety of requests from a professional</li> <li>• Under the responsibility of a professional</li> <li>• Using a file</li> <li>• Using a computerized, networked workstation</li> <li>• Based on legislation as well as legal doctrine and jurisprudence</li> <li>• Based on internal rules and policies</li> </ul>
<b>Elements of the Competency</b>	<b>Performance Criteria</b>
1. To analyze the litigation file.	<ul style="list-style-type: none"> <li>• Correct assessment of the legal facts at issue</li> <li>• Detailed analysis of legal proceedings</li> <li>• Recognition of the legal question and the solutions adopted</li> <li>• Accurate description of conclusions sought</li> <li>• Complete listing of all the documents and pieces of evidence in the file</li> <li>• Relevant links established between the documentary evidence available and the proceedings</li> <li>• Recognition of degree of confidentiality of the information contained in the file</li> </ul>
2. To determine the evidence needed to exercise a right or for a defense.	<ul style="list-style-type: none"> <li>• Accurate assessment of the burden of proof of each party</li> <li>• Recognition of the theory of the case established by the professional</li> <li>• Correct application of rules of evidence</li> <li>• Relevant links established between the evidence required and the conditions for exercising a remedy</li> <li>• Listing of all the evidence to give the court</li> </ul>
3. To gather the necessary evidence.	<ul style="list-style-type: none"> <li>• Appropriate use of relevant information networks</li> <li>• Observance of rules governing access to information and rules of confidentiality</li> <li>• Demonstration of initiative and resourcefulness in gathering documents</li> <li>• Efficient classification and indexing of the material evidence to be consulted during the trial</li> <li>• Appropriate handling of material evidence</li> </ul>

4. To analyze documents associated with evidence.
- Accurate assessment of every element of evidence available
  - Accurate assessment of the importance of each element regarding the evidence needed to exercise a remedy
  - Correct interpretation of a balance sheet and financial statement related to a proceeding
  - Careful analysis of an expert report related to the evidence needed to exercise a remedy
  - Recognition of the weaknesses of the evidence presented
  - Observance of the rules of procedure respecting communication and filing of documents



