



# Animal Health Technology (145.D0)

College program

**SECTOR 2 – AGRICULTURE AND FISHERIES**

**COLLEGE EDUCATION PROGRAM**

**Coordination and writing**

Direction de la formation technique

Direction générale des affaires collégiales et des relations du travail

Secteur des affaires collégiales et des interventions régionales

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**Additional information**

General information

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## Table of Contents

<b>College-Level Programs</b> .....	<b>2</b>
Aims of College Education .....	3
Common Competencies of College Education .....	3
Implementation of College-Level Programs .....	4
<b>The <i>Animal Health Technology</i> program of study (145.D0)</b> .....	<b>5</b>
<b>Goals of the Program</b> .....	<b>6</b>
Program-Specific Component .....	6
Educational Aims .....	7
General Education Component Common to All Programs and General Education Component Specific to the Program .....	7
Complementary General Education Component .....	11
<b>Goals of the Program-Specific Component</b> .....	<b>12</b>
<b>Objectives</b> .....	<b>13</b>
Statements of the Competency .....	13
Grid of Competencies .....	15
Program-Specific Component .....	17
General Education Component Common to All Programs and General Education Component Specific to the Program .....	52
Complementary General Education Component .....	71
<b>Additional Information</b> .....	<b>86</b>
Vocabulary Used in Technical Programs .....	86
Glossary for the program-specific component .....	88
Harmonization .....	90
Occupational Health and Safety Hazards .....	91

**145.D0****Animal Health Technology**

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<b>Type of certification:</b>	Diploma of College Studies
<b>Number of credits:</b>	91 $\frac{2}{3}$ credits
<b>Number of periods of instruction:</b>	2 730 periods of instruction

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General education component:	660	26 $\frac{2}{3}$ credits periods of instruction
Program-specific component:	2 070	65 credits periods of instruction

**Admission Requirements:**

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

- Secondary IV Environmental Science and Technology or Science and the Environment (EST or SE IV)

## College-Level Programs

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

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

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

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

**Figure 1 – Elements of a College-Level Program**



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

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

## Aims of College Education

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

### To educate students to live responsibly in society

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

### To help students integrate cultural knowledge into their studies

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

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

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

## Common Competencies of College Education

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

### Solve problems

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

### Use creativity

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

### Adapt to new situations

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

### Exercise a sense of responsibility

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

### Communicate

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

## Implementation of College-Level Programs

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

## The *Animal Health Technology* program of study (145.D0)

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

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

- The program-specific component consists of 65 credits.
- The general education component that is common to all programs consists of  $16\frac{2}{3}$  credits:
  - Language of Instruction and Literature:  $7\frac{1}{3}$  credits
  - Philosophy or Humanities:  $4\frac{1}{3}$  credits
  - Physical Education: 3 credits
  - Second Language: 2 credits
- The general education component that is specific to the program consists of 6 credits:
  - Language of Instruction and Literature: 2 credits
  - Philosophy or Humanities: 2 credits
  - Second Language: 2 credits
- The complementary general education component, which aims to expose students to subject areas outside their program of study, consists of 4 credits and includes courses in the following areas:
  - Social Sciences
  - Science and Technology
  - Modern Language
  - Mathematics Literacy and Computer Science
  - Art and Aesthetics
  - Contemporary Issues

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

## Goals of the Program

### Program-Specific Component

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

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

## Educational Aims

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

The aims of the program-specific component of the *Animal Health Technology* program are to prepare students to:

- work rigorously and methodically
- exercise their clinical judgment
- respond to unforeseen circumstances and manage their stress
- keep their competencies up to date
- approach work from a sustainable development perspective
- work using the “One Health” approach<sup>1</sup>

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

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

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

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

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<sup>1</sup> “One Health is an approach to designing and implementing programmes, policies, legislation and research in which multiple sectors communicate and work together to achieve better public health outcomes.” This approach is particularly relevant in food safety, the fight to control zoonotic diseases (diseases that can be transmitted from animals to humans and vice-versa, such as influenza, rabies, Rift Valley fever) and control of antimicrobial resistance (which occurs when bacteria change after having been treated with antibiotics and become harder to treat). (Source: World Health Organization, *One Health*, [online]. [[One Health](#)] (Consulted March 20, 2023).

## English, Language of Instruction and Literature

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

- will be able to demonstrate their knowledge of the following:
  - the basic vocabulary and terminology used when discussing literary works
  - ways to apply an independent analytical approach to literary genres
  - ways to apply an independent analytical approach to literary themes
  - the appreciation of literary and non-literary works or other artistic expressions of different historical periods and movements
  - ways to identify the socio-cultural and historical context of different periods and movements
  - ways to refine oral and written communication in the language of instruction
- will be able to demonstrate their ability to do the following:
  - read, write, listen and speak at a college level of proficiency
  - develop their own ideas in arguments and theses
  - organize their arguments and theses in a discourse and edit their work
  - produce and analyze various styles of discourse
  - communicate in the styles of discourse appropriate to one or more fields of study
- will be encouraged to develop the following attitudes:
  - independence, individuality, and open-mindedness in thought and action
  - an appreciation of literature and other artistic works from different periods
  - a recognition of the role of media within a society and its culture
  - an awareness of strategies that foster self-reflective practice in their learning and actions
  - critical and ethical thought

## Humanities

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

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

- will be encouraged to develop the following attitudes:
  - openness to diversity and pluralism
  - awareness of the limits of knowledge claims, world views and ethical perspectives
  - respect for the points of view of others
  - empathy and acceptance of others
  - concern for global issues
  - determination to continue learning

## French as a Second Language

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

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

## Physical Education

Students who have achieved the general education objectives in physical education:

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

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

## Complementary General Education Component

### Social Sciences

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

### Science and Technology

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

### Modern Language

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

### Mathematics Literacy and Computer Science

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

### Art and Aesthetics

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

### Contemporary Issues

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

## Goals of the Program-Specific Component

The *Animal Health Technology* program is intended to train people to practise the profession of animal health technician working with a variety of animal species such as traditional or new types of companion animals, laboratory animals and farm animals.

Under the supervision of veterinarians, researchers and other professionals or in collaboration with them, animal health technicians work mainly in teams in order to constantly watch over the health and well-being of animals. They participate in different activities related to animal care, surgery, medical imaging, breeding, euthanasia and necropsies as well as in certain activities within the framework of research protocols. They also collaborate in carrying out management tasks related to animal housing facilities, medical files and medications.

Animal health technicians carry out several technical tasks involving animals, including handling and restraining, gathering physiological data, collaborating in the monitoring of the animal's condition, taking samples and performing laboratory tests, administering products, sedation or anaesthesia, and the delivery of curative and preventive care such as dental prophylaxis.

As part of their responsibilities for animal health and well-being, animal health technicians play a role in advising and educating animal owners and the public in general. When animals are under their responsibility, they watch over them and tend to all their needs, e.g. ensuring that their housing setting is comfortable and secure. In exercising their duties, they must apply current laws, regulations, standards, institutional policies, procedures and protocols, especially those related to animal well-being, delegated professional activities and occupational health and safety.

Animal health technicians may practise their profession in different settings such as veterinary clinics and hospitals, research centres, animal rescue facilities, agrifood enterprises, laboratories and zoological institutions.

## Objectives

### Statements of the Competency

#### Program-Specific Component

- 02L2 Adopt professional conduct.
- 02L3 Establish a comprehensive vision of the physical animal.
- 02L4 Prevent threats to health, safety and the environment.
- 02L5 Interact with the animals.
- 02L6 Interpret information related to the animal's pathological state.
- 02L7 Collaborate in monitoring the animal's condition.
- 02L8 Meet the animal's nutritional requirements.
- 02L9 Manage an animal housing facility.
- 02LA Collect samples.
- 02LB Perform laboratory analyses.
- 02LC Administer products.
- 02LD Provide client services.
- 02LE Carry out sedation and anaesthesia.
- 02LF Take medical images.
- 02LG Provide preventive care.
- 02LH Provide curative or end-of-life care.
- 02LJ Provide technical assistance.
- 02LK Assist in breeding animals.
- 02LL Assist in performing procedures in animal pathology.
- 02LM Assist in research activities.

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

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

### English, Language of Instruction and Literature

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

### Humanities

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

### French as a Second Language

One objective to be met from the following:

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

One objective to be met from the following:

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

### Physical Education

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

## Complementary General Education Component

4 credits, 90 periods of instruction

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

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

## Grid of Competencies

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

The grid of competencies includes:

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

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

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

## GRID OF COMPETENCIES

SPECIFIC COMPETENCIES	Competency number	GENERAL COMPETENCIES												
		Adopt professional conduct. (02L2)	Establish a comprehensive vision of the physical animal. (02L3)	Prevent threats to health, safety and the environment. (02L4)	Interact with the animals. (02L5)	Interpret information related to the animal's pathological state. (02L6)	Collaborate in monitoring the animal's condition. (02L7)	Meet the animal's nutritional requirements. (02L8)	Collect samples. (02LA)	Perform laboratory analyses. (02LB)	Administer products. (02LC)	Provide client services. (02LD)	Carry out sedation and anaesthesia. (02LE)	Take medical images. (02LF)
Competency number		1	2	3	4	5	6	7	9	10	11	12	13	14
Manage an animal housing facility. (02L9)	8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
Provide preventive care. (02LG)	15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide curative or end-of-life care. (02LH)	16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide technical assistance. (02LJ)	17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist in breeding animals. (02LK)	18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist in performing procedures in animal pathology. (02LL)	19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist in research activities. (02LM)	20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Program-Specific Component

Code: 02L2

### Objective

### Standard

Statement of the Competency	Achievement Context
Adopt professional conduct.	<ul style="list-style-type: none"> <li>• In all workplaces</li> <li>• In all situations associated with professional activities</li> <li>• Individually</li> <li>• Referring to:                             <ul style="list-style-type: none"> <li>○ recent information about the setting and the profession</li> <li>○ precepts related to the profession</li> <li>○ current laws, regulations, standards and institutional policies</li> </ul> </li> <li>• Using:                             <ul style="list-style-type: none"> <li>○ communication tools</li> <li>○ time and priority management techniques</li> <li>○ information technologies</li> </ul> </li> </ul>
<b>Performance Criteria for the Competency as a Whole</b>	
<ul style="list-style-type: none"> <li>• Realistic assessment of the quality of their professional interactions</li> <li>• Relevant choice of ways to improve</li> <li>• Efficient management of their time and priorities</li> </ul>	

Elements of the Competency	Performance Criteria
1. Explore the profession and its practice settings.	<ul style="list-style-type: none"> <li>• Satisfactory characterization of workplaces associated with the practice of the profession</li> <li>• Satisfactory identification of precepts related to the profession</li> <li>• Accurate recognition of the legal and normative framework for practicing the profession</li> <li>• Accurate recognition of the tasks and working conditions</li> <li>• Satisfactory characterization of professional conducts</li> </ul>
2. Work in a team.	<ul style="list-style-type: none"> <li>• Respect for people, roles, responsibilities and operating rules</li> <li>• Adapted communication</li> <li>• Thoughtful contribution to maintaining a good work climate</li> <li>• Thoughtful contribution to discussions and decisions</li> </ul>
3. Intervene in delicate situations.	<ul style="list-style-type: none"> <li>• Correct interpretation of the situation</li> <li>• Correct assessment of actions to be taken</li> <li>• Appropriate interventions for the situation</li> <li>• Sensible recourse to someone else, if applicable</li> </ul>

**Objective**

**Standard**

Statement of the Competency	Achievement Context
Establish a comprehensive vision of the physical animal.	<ul style="list-style-type: none"> <li>• In all workplaces</li> <li>• For a variety of animal species:                             <ul style="list-style-type: none"> <li>○ traditional and new types of companion animals</li> <li>○ laboratory animals</li> <li>○ farm animals</li> <li>○ other relevant species</li> </ul> </li> <li>• In preparation for carrying out diverse actions</li> <li>• Individually</li> <li>• Using:                             <ul style="list-style-type: none"> <li>○ terminology</li> <li>○ non-living models</li> <li>○ information technologies</li> <li>○ reference documents</li> </ul> </li> </ul>

Performance Criteria for the Competency as a Whole
<ul style="list-style-type: none"> <li>• Appropriate use of terminology</li> </ul>

Elements of the Competency	Performance Criteria
1. Characterize the animal.	<ul style="list-style-type: none"> <li>• Accurate identification of the species</li> <li>• Accurate identification of the breed</li> <li>• Accurate determination of the stage of life</li> </ul>
2. Locate the anatomical areas and structures.	<ul style="list-style-type: none"> <li>• Exact characterization of areas and structures</li> <li>• Precise localization</li> </ul>
3. Determine the bodily functions.	<ul style="list-style-type: none"> <li>• Exact characterization of the functioning of organs and systems</li> <li>• Correct establishment of functioning links between the systems</li> </ul>
4. Determine the homeostatic process.	<ul style="list-style-type: none"> <li>• Exact characterization of the mechanisms and conditions that contribute to homeostasis</li> <li>• Accurate recognition of the ways in which an imbalance appears</li> <li>• Correct determination of the systemic reactions and the physiological process involved</li> </ul>

**Objective****Standard**

Statement of the Competency	Achievement Context
Prevent threats to health, safety and the environment.	<ul style="list-style-type: none"> <li>• In all workplaces</li> <li>• In all situations associated with professional activities</li> <li>• Individually, in a team or in collaboration with other professionals</li> <li>• By referring to the legal and normative framework regulating the practice of the profession</li> <li>• Using:               <ul style="list-style-type: none"> <li>○ protective gear</li> <li>○ emergency-measures plans</li> <li>○ reference documents</li> </ul> </li> </ul>
<b>Performance Criteria for the Competency as a Whole</b>	
<ul style="list-style-type: none"> <li>• Professional conduct adapted to the situation</li> <li>• Relevance of individual, collective and environmental protection measures</li> </ul>	
Elements of the Competency	Performance Criteria
1. Identify situations that pose a risk.	<ul style="list-style-type: none"> <li>• Accurate recognition of risk factors</li> <li>• Careful observation of the situation</li> <li>• Proper determination of the potential danger</li> </ul>
2. Adopt prevention strategies with respect to physical and psychological health.	<ul style="list-style-type: none"> <li>• Proper use of protective gear</li> <li>• Implementation of safe working methods</li> <li>• Safe handling of hazardous materials</li> <li>• Proper application of strategies to maintain psychological health</li> </ul>
3. Ensure that work areas are safe.	<ul style="list-style-type: none"> <li>• Observance of the principles of ergonomics</li> <li>• Methodical storage of equipment and tidying of spaces</li> <li>• Correct cleaning, disinfection and sterilization of equipment and spaces</li> <li>• Appropriate storage and elimination of biomedical wastes and hazardous materials</li> <li>• Quick reporting of defects</li> </ul>
4. Apply emergency situation measures.	<ul style="list-style-type: none"> <li>• Accurate recognition of the seriousness of the situation</li> <li>• Accurate determination of priorities</li> <li>• Correct implementation of emergency, evacuation and intervention plans</li> </ul>
5. Assist in the development of safe work methods.	<ul style="list-style-type: none"> <li>• Proper reporting of new risks</li> <li>• Relevance of proposals put forward</li> </ul>

**Objective**

**Standard**

Statement of the Competency	Achievement Context
Interact with the animals.	<ul style="list-style-type: none"> <li>• In all workplaces</li> <li>• With an animal or a group of animals</li> <li>• For a variety of animal species:                             <ul style="list-style-type: none"> <li>○ traditional and new types of companion animals</li> <li>○ laboratory animals</li> <li>○ farm animals</li> <li>○ other relevant species</li> </ul> </li> <li>• Individually or on a team</li> <li>• Referring to the legal and normative framework regulating the practice of the profession</li> <li>• Using:                             <ul style="list-style-type: none"> <li>○ protective, handling and/or training equipment</li> <li>○ approach methods</li> <li>○ techniques for handling, constraining and/or training</li> <li>○ reference documents</li> </ul> </li> </ul>
<b>Performance Criteria for the Competency as a Whole</b>	
<ul style="list-style-type: none"> <li>• Professional conduct adapted to the situation</li> <li>• Use of prevention strategies based on the risks</li> <li>• Adaptation of methods and techniques based on the characteristics and well-being of the animal</li> <li>• Appropriate use of the equipment</li> </ul>	

Elements of the Competency	Performance Criteria
1. Identify the animal's behaviour.	<ul style="list-style-type: none"> <li>• Correct identification of the characteristics of the animal</li> <li>• Accurate characterization of behaviours</li> <li>• Correct interpretation of body language and behaviours</li> </ul>
2. Establish a relationship with the animal.	<ul style="list-style-type: none"> <li>• Satisfactory choice of approach method</li> </ul>
3. Handle the animal.	<ul style="list-style-type: none"> <li>• Satisfactory choice of handling technique</li> <li>• Effectiveness of the technique</li> </ul>
4. Restrain the animal.	<ul style="list-style-type: none"> <li>• Correct identification of the degree of restraint required</li> <li>• Satisfactory choice of the method of restraint</li> <li>• Effectiveness of the immobilization</li> </ul>
5. Act on the animal's behaviour.	<ul style="list-style-type: none"> <li>• Proper use of behaviour modification techniques</li> <li>• Appropriate adaptation of the animal's environment</li> </ul>

**Objective****Standard**

Statement of the Competency	Achievement Context
Interpret information related to the animal's pathological state.	<ul style="list-style-type: none"> <li>• In all workplaces</li> <li>• For a variety of animal species:               <ul style="list-style-type: none"> <li>○ traditional and new types of companion animals</li> <li>○ laboratory animals</li> <li>○ farm animals</li> <li>○ other relevant species</li> </ul> </li> <li>• In preparation for carrying out diverse actions</li> <li>• Individually</li> <li>• Referring to:               <ul style="list-style-type: none"> <li>○ common pathologies in the field of veterinary medicine</li> <li>○ precepts related to the profession</li> </ul> </li> <li>• Using:               <ul style="list-style-type: none"> <li>○ clinical signs</li> <li>○ characteristics of the animal organism</li> <li>○ information technologies</li> <li>○ reference documents</li> </ul> </li> </ul>

**Performance Criteria for the Competency as a Whole**

- Appropriate use of terminology

Elements of the Competency	Performance Criteria
1. Characterize the pathologies.	<ul style="list-style-type: none"> <li>• Correct recognition of the physiopathological process and its evolution</li> <li>• Correct correlation between the pathologies, risk factors, clinical signs and usual complications</li> <li>• Correct recognition of the risks for propagation</li> </ul>
2. Establish connections with diagnostic methods.	<ul style="list-style-type: none"> <li>• Recognition of methods to be used depending on the pathologies</li> <li>• Correct assessment of normal and abnormal results</li> </ul>
3. Establish connections with therapeutic interventions.	<ul style="list-style-type: none"> <li>• Recognition of therapeutic interventions to be carried out depending on the pathologies</li> </ul>
4. Determine the impact of pathologies on the animal's life and the people who are close to it.	<ul style="list-style-type: none"> <li>• Relevance of the connections between the pathology and the animal's quality of life</li> <li>• Accurate identification of the impacts on the people close to the animal</li> </ul>

**Objective****Standard**

Statement of the Competency	Achievement Context
Collaborate in monitoring the animal's condition.	<ul style="list-style-type: none"> <li>• In all workplaces</li> <li>• For an animal or group of animals</li> <li>• For a variety of animal species:               <ul style="list-style-type: none"> <li>○ traditional and new types of companion animals</li> <li>○ laboratory animals</li> <li>○ farm animals</li> <li>○ other relevant species</li> </ul> </li> <li>• With people associated with the veterinary field</li> <li>• Under the direct or indirect supervision of the person in charge</li> <li>• Referring to:               <ul style="list-style-type: none"> <li>○ the legal and normative framework regulating the practice of the profession</li> <li>○ precepts related to the profession</li> </ul> </li> <li>• Using:               <ul style="list-style-type: none"> <li>○ the medical file</li> <li>○ charts</li> <li>○ instructions</li> <li>○ information technologies</li> <li>○ protective, handling and/or examination equipment</li> <li>○ methods and techniques</li> <li>○ reference documents</li> </ul> </li> </ul>
<b>Performance Criteria for the Competency as a Whole</b>	
<ul style="list-style-type: none"> <li>• Professional conduct adapted to the situation</li> <li>• Rigorous use of terminology</li> <li>• Interaction adapted to the situation</li> <li>• Appropriate use of the equipment</li> </ul>	
Elements of the Competency	Performance Criteria
1. Collect data.	<ul style="list-style-type: none"> <li>• Correct preparation of the materials, the equipment and the room</li> <li>• Accurate identification of the characteristics of the animal</li> <li>• Comprehensive case history collection</li> <li>• Correct observation of clinical signs</li> <li>• Precise gathering of physiological data</li> </ul>
2. Participate in assessing the animal's condition.	<ul style="list-style-type: none"> <li>• Correct detection of changes in the animal's condition</li> <li>• Correct identification of the level of pain or discomfort</li> </ul>

Elements of the Competency	Performance Criteria
	<ul style="list-style-type: none"> <li>• Accurate determination of the seriousness of the condition and the urgency of the situation</li> <li>• Accurate determination of the potential for the spreading of the disease and of its zoonotic character</li> </ul>
3. Take the required actions.	<ul style="list-style-type: none"> <li>• Full communication of information to the people concerned</li> <li>• Relevance of the information communicated</li> <li>• Appropriate carrying out of instructions</li> <li>• Compliant securing of the work area</li> </ul>
4. Manage the animal's file.	<ul style="list-style-type: none"> <li>• Appropriate use of information technologies</li> <li>• Complete entry of information</li> <li>• Relevance of added information and documents</li> <li>• Proper filing</li> </ul>

**Objective**

**Standard**

Statement of the Competency	Achievement Context
<p>Meet the animal's nutritional requirements</p>	<ul style="list-style-type: none"> <li>• In all workplaces</li> <li>• For an animal eating on its own</li> <li>• For a variety of animal species:                             <ul style="list-style-type: none"> <li>○ traditional and new types of companion animals</li> <li>○ laboratory animals</li> <li>○ farm animals</li> <li>○ other relevant species</li> </ul> </li> <li>• Individually, as part of a team or in collaboration with other professionals</li> <li>• Referring to:                             <ul style="list-style-type: none"> <li>○ the legal and regulatory framework regulating the practice of the profession</li> <li>○ precepts related to the profession</li> </ul> </li> <li>• Using:                             <ul style="list-style-type: none"> <li>○ a treatment plan</li> <li>○ instructions</li> <li>○ the animal's file</li> <li>○ information technologies</li> <li>○ protection and handling equipment</li> <li>○ specialized equipment</li> <li>○ reference documents</li> </ul> </li> </ul>
<p><b>Performance Criteria for the Competency as a Whole</b></p>	
<ul style="list-style-type: none"> <li>• Professional conduct adapted to the situation</li> <li>• Compliance with the treatment plan, if applicable</li> </ul>	

Elements of the Competency	Performance Criteria
1. Choose the diet.	<ul style="list-style-type: none"> <li>• Correct identification of the animal's characteristics</li> <li>• Correct consideration of nutritional needs and constraints</li> <li>• Careful selection of ingredients</li> <li>• Accuracy of calculations of nutritional requirements</li> </ul>
2. Prepare meals.	<ul style="list-style-type: none"> <li>• Meticulous verification of food safety</li> <li>• Satisfactory preparation of rations</li> <li>• Compliant securing of the work area</li> </ul>
3. Ensure the feeding of the animal.	<ul style="list-style-type: none"> <li>• Choice of feeding method based on the situation</li> <li>• Correct application of the feeding method</li> </ul>
4. Perform nutritional follow-ups.	<ul style="list-style-type: none"> <li>• Satisfactory verification of the ingestion of the food</li> <li>• Accurate assessment of the animal's nutritional state</li> <li>• Careful adjustment of the diet, if applicable</li> <li>• Relevant reporting of problems</li> <li>• Satisfactory management of the file</li> </ul>

**Objective**

**Standard**

Statement of the Competency	Achievement Context
<p>Manage an animal housing facility.</p>	<ul style="list-style-type: none"> <li>• In all workplaces</li> <li>• For an animal or group of animals</li> <li>• For a variety of animal species:                             <ul style="list-style-type: none"> <li>○ traditional and new types of companion animals</li> <li>○ laboratory animals</li> <li>○ farm animals</li> <li>○ other relevant species</li> </ul> </li> <li>• Individually, as part of a team or in collaboration with other professionals</li> <li>• Referring to the legal and regulatory framework regulating the practice of the profession</li> <li>• Using:                             <ul style="list-style-type: none"> <li>○ instructions</li> <li>○ the animals' file, record books and forms</li> <li>○ information technologies</li> <li>○ protection, handling and/or maintenance equipment</li> <li>○ specialized equipment</li> <li>○ methods and techniques</li> <li>○ reference documents</li> </ul> </li> </ul>
<p><b>Performance Criteria for the Competency as a Whole</b></p>	
<ul style="list-style-type: none"> <li>• Professional conduct adapted to the situation</li> <li>• Safe application of work methods and techniques</li> <li>• Interaction adapted to the situation</li> </ul>	

Elements of the Competency	Performance Criteria
1. Prepare the housing facility.	<ul style="list-style-type: none"> <li>• Correct identification of the animal's characteristics</li> <li>• Correct consideration of needs and constraints</li> <li>• Compliance of the facility's spaces, layout and parameters</li> </ul>
2. Admit and discharge animals.	<ul style="list-style-type: none"> <li>• Meticulous verification of the order</li> <li>• Active participation in assessing the condition of the animal</li> <li>• Exact identification of the animal and its housing space</li> <li>• Appropriate use of specialized equipment</li> </ul>
3. Ensure animal welfare.	<ul style="list-style-type: none"> <li>• Respect for the period of acclimatization</li> <li>• Satisfactory desensitization</li> <li>• Respect for nutritional needs</li> <li>• Appropriate enrichment of the animals' environment</li> <li>• Relevant recording of observations</li> </ul>
4. Maintain the facility and equipment.	<ul style="list-style-type: none"> <li>• Compliant changing of cage, if applicable</li> <li>• Compliant cleaning and disinfection</li> <li>• Regular verification of the operating condition of the specialized equipment</li> <li>• Appropriate waste disposal</li> </ul>
5. Solve problems.	<ul style="list-style-type: none"> <li>• Correct recognition of the problem</li> <li>• Correct analysis of the situation</li> <li>• Interventions adapted to the situation</li> </ul>
6. Communicate information.	<ul style="list-style-type: none"> <li>• Satisfactory management of the file</li> <li>• Compliant transmission of information to the people concerned</li> </ul>

**Objective**

**Standard**

Statement of the Competency	Achievement Context
<p>Collect samples.</p>	<ul style="list-style-type: none"> <li>• In all workplaces</li> <li>• For a variety of specimens (e.g. cells, tissues, biofluids, feces and parasites)</li> <li>• For a variety of animal species:                             <ul style="list-style-type: none"> <li>○ traditional and new types of companion animals</li> <li>○ laboratory animals</li> <li>○ farm animals</li> <li>○ other relevant species</li> </ul> </li> <li>• Individually, as part of a team or in collaboration with other professionals</li> <li>• Under the direct or indirect supervision of the person in charge</li> <li>• Referring to:                             <ul style="list-style-type: none"> <li>○ the legal and regulatory framework regulating the practice of the profession</li> <li>○ precepts related to the profession</li> </ul> </li> <li>• Using:                             <ul style="list-style-type: none"> <li>○ the medical file</li> <li>○ a prescription and instructions</li> <li>○ information technologies</li> <li>○ protection, handling and/or specimen-taking equipment</li> <li>○ specialized equipment</li> <li>○ techniques for taking specimens</li> <li>○ reference documents</li> </ul> </li> </ul>
	<p><b>Performance Criteria for the Competency as a Whole</b></p>
	<ul style="list-style-type: none"> <li>• Professional conduct adapted to the situation</li> <li>• Compliance with asepsis and biosafety procedures</li> <li>• Interaction adapted to the situation</li> <li>• Correct use of the equipment</li> </ul>

Elements of the Competency	Performance Criteria
1. Plan the sampling.	<ul style="list-style-type: none"> <li>• Correct interpretation of the prescription and instructions</li> <li>• Choice of equipment based on the animal and the specimen to be taken</li> <li>• Selection of the site from which to take the sample and the technique for taking the sample based on the animal's characteristics</li> </ul>
2. Organize the procedure.	<ul style="list-style-type: none"> <li>• Correct preparation of the equipment</li> <li>• Meticulous verification of the identity of the animal</li> <li>• Correct preparation of the site from which to take the sample</li> </ul>
3. Obtain the sample.	<ul style="list-style-type: none"> <li>• Safe immobilization of the animal</li> <li>• Meticulous use of the technique for taking the sample</li> <li>• Correct use of the specialized equipment</li> <li>• Efficient taking of the sample</li> </ul>
4. Ensure the integrity of samples.	<ul style="list-style-type: none"> <li>• Samples in conformity with the requirements for analysis</li> <li>• Exact labelling of samples</li> <li>• Satisfactory preservation of the samples</li> </ul>

**Objective**

**Standard**

Statement of the Competency	Achievement Context
<p>Perform laboratory analyses.</p>	<ul style="list-style-type: none"> <li>• In all workplaces</li> <li>• For a variety of analyses of samples:                             <ul style="list-style-type: none"> <li>○ hematology and blood biochemistry</li> <li>○ urology</li> <li>○ cytology</li> <li>○ parasitology</li> <li>○ molecular biology</li> <li>○ microbiology</li> <li>○ immunology</li> </ul> </li> <li>• Individually, in collaboration with other professionals or in partnership with outside analysis laboratories</li> <li>• Under the direct or indirect supervision of the person in charge</li> <li>• Referring to:                             <ul style="list-style-type: none"> <li>○ the legal and regulatory framework regulating the practice of the profession</li> <li>○ precepts related to the profession</li> </ul> </li> <li>• Using:                             <ul style="list-style-type: none"> <li>○ the medical file and forms</li> <li>○ a prescription and instructions</li> <li>○ samples</li> <li>○ information technologies</li> <li>○ protection and/or laboratory equipment</li> <li>○ specialized equipment</li> <li>○ laboratory techniques</li> <li>○ reference documents</li> </ul> </li> </ul>
	<p><b>Performance Criteria for the Competency as a Whole</b></p>
	<ul style="list-style-type: none"> <li>• Professional conduct adapted to the situation</li> <li>• Correct use of the equipment</li> </ul>

Elements of the Competency	Performance Criteria
1. Plan the analyses.	<ul style="list-style-type: none"> <li>• Correct interpretation of the prescription and instructions</li> <li>• Careful selection of the analysis methods and required equipment</li> <li>• Sequencing of analyses in accordance with the set schedules and deadlines</li> <li>• Accuracy of calculations</li> </ul>
2. Ensure the proper functioning of the equipment	<ul style="list-style-type: none"> <li>• Meticulous verification of the operation and calibration</li> <li>• Satisfactory resolution of problems</li> </ul>
3. Prepare the samples.	<ul style="list-style-type: none"> <li>• Methodical application of preparation procedures</li> <li>• Correct description of the macroscopic appearance of the sample</li> </ul>
4. Process the samples.	<ul style="list-style-type: none"> <li>• Compliant sending of the sample to an outside laboratory, if applicable</li> <li>• Strict application of the processing and conservation procedure</li> <li>• Meticulous verification of the quality of the processing</li> <li>• Compliant securing of the work area</li> </ul>
5. Evaluate the results.	<ul style="list-style-type: none"> <li>• Accurate description of observations</li> <li>• Exact identification of cells, tissues, micro-organisms, parasites and other structures</li> <li>• Precise quantification of cells, tissues, micro-organisms, parasites and other structures</li> <li>• Meticulous verification of the validity of the results</li> </ul>
6. Communicate the information.	<ul style="list-style-type: none"> <li>• Complete input of results</li> <li>• Satisfactory conversion of data and observations into interpretable results</li> <li>• Compliant transmission of results to the people concerned</li> </ul>

**Objective**

**Standard**

Statement of the Competency	Achievement Context
<p>Administer products.</p>	<ul style="list-style-type: none"> <li>• In all workplaces</li> <li>• For a variety of products:                             <ul style="list-style-type: none"> <li>○ over-the-counter, prescription or controlled medications, with the exception of sedatives and anaesthetics</li> <li>○ fluids and blood products</li> <li>○ foods</li> <li>○ other products</li> </ul> </li> <li>• For a variety of animal species:                             <ul style="list-style-type: none"> <li>○ traditional and new types of companion animals</li> <li>○ laboratory animals</li> <li>○ farm animals</li> <li>○ other relevant species</li> </ul> </li> <li>• Individually, as part of a team or in collaboration with other professionals</li> <li>• Under the direct or indirect supervision of the person in charge</li> <li>• Referring to:                             <ul style="list-style-type: none"> <li>○ the legal and regulatory framework regulating the practice of the profession</li> <li>○ precepts related to the profession</li> </ul> </li> <li>• Using:                             <ul style="list-style-type: none"> <li>○ the prescription and instructions</li> <li>○ the medical file</li> <li>○ information technologies</li> <li>○ protection, handling and/or care equipment</li> <li>○ methods and techniques</li> <li>○ products and their characteristics</li> <li>○ reference documents</li> </ul> </li> </ul>
	<p><b>Performance Criteria for the Competency as a Whole</b></p>
	<ul style="list-style-type: none"> <li>• Professional conduct adapted to the situation</li> <li>• Compliance with asepsis, biosafety and occupational health and safety procedures</li> <li>• Dexterity and attention to detail in performing techniques</li> </ul>

Elements of the Competency	Performance Criteria
1. Plan the procedure.	<ul style="list-style-type: none"> <li>• Correct interpretation of the prescription and instructions</li> <li>• Maintenance of sufficient stock of the product</li> <li>• Choice of equipment based on the animal and the product to be administered</li> <li>• Selection of the route and technique of administration depending on the animal</li> <li>• Accuracy of calculations</li> </ul>
2. Prepare the products.	<ul style="list-style-type: none"> <li>• Rigorous verification of the quality of the product</li> <li>• Application of the preparation procedure based on the product</li> <li>• Meticulous recording of information on the use of the product</li> <li>• Conformity of the label with the prescription</li> </ul>
3. Organize the procedure.	<ul style="list-style-type: none"> <li>• Correct preparation of the equipment</li> <li>• Meticulous verification of the identity of the animal</li> <li>• Correct preparation of the administration site</li> </ul>
4. Use administration techniques.	<ul style="list-style-type: none"> <li>• Safe immobilization of the animal</li> <li>• Correct route of administration</li> <li>• Conformity of the technique</li> </ul>
5. Monitor the state of the animal.	<ul style="list-style-type: none"> <li>• Accurate observation of clinical signs due to the procedure and the effects of the product</li> <li>• Interventions adapted to the situation</li> </ul>

**Objective****Standard**

Statement of the Competency	Achievement Context
Provide client services.	<ul style="list-style-type: none"> <li>• In all workplaces</li> <li>• For internal and external clients</li> <li>• Individually, as part of a team or in collaboration with other professionals</li> <li>• Referring to:               <ul style="list-style-type: none"> <li>○ the legal and regulatory framework regulating the practice of the profession</li> <li>○ precepts related to the profession</li> </ul> </li> <li>• Using:               <ul style="list-style-type: none"> <li>○ forms</li> <li>○ the medical file</li> <li>○ information technologies</li> <li>○ reference documents</li> </ul> </li> </ul>
<b>Performance Criteria for the Competency as a Whole</b>	
<ul style="list-style-type: none"> <li>• Professional conduct adapted to the situation</li> <li>• Accurate recognition of the complexity of each situation</li> <li>• Appropriate adoption of behaviours that maintain psychological health</li> </ul>	
Elements of the Competency	Performance Criteria
1. Gather information.	<ul style="list-style-type: none"> <li>• Appropriate interactions with the people</li> <li>• Detailed determination of the needs and expectations</li> </ul>
2. Handle requests.	<ul style="list-style-type: none"> <li>• Processing of requests based on priorities and constraints</li> <li>• Appropriate response to needs and expectations</li> <li>• Correct preparation of prescribed medications and other products</li> <li>• Satisfactory support and guidance of clients</li> <li>• Wise recourse to the person in charge, if applicable</li> </ul>
3. Communicate information, advice and recommendations.	<ul style="list-style-type: none"> <li>• Relevance of the information transmitted</li> <li>• Accuracy of the information transmitted</li> <li>• Language level adapted to the situation</li> <li>• Appropriate demonstration of methods and techniques</li> <li>• Verification that the client has understood</li> </ul>

**Objective**

**Standard**

Statement of the Competency	Achievement Context
<p>Carry out sedation and anaesthesia.</p>	<ul style="list-style-type: none"> <li>• In all workplaces</li> <li>• For all types of sedation and anaesthesia</li> <li>• For a variety of animal species:                             <ul style="list-style-type: none"> <li>○ traditional and new types of companion animals</li> <li>○ laboratory animals</li> <li>○ farm animals</li> <li>○ other relevant species</li> </ul> </li> <li>• Individually, as part of a team or in collaboration with other professionals</li> <li>• Under the direct or indirect supervision of the person in charge</li> <li>• Referring to:                             <ul style="list-style-type: none"> <li>○ the legal and regulatory framework regulating the practice of the profession</li> <li>○ precepts related to the profession</li> </ul> </li> <li>• Using:                             <ul style="list-style-type: none"> <li>○ the prescription and instructions</li> <li>○ the medical file</li> <li>○ information technologies</li> <li>○ protection and/or handling equipment</li> <li>○ specialized equipment</li> <li>○ sedatives and anaesthetics</li> <li>○ methods and techniques</li> <li>○ reference documents</li> </ul> </li> </ul>

Performance Criteria for the Competency as a Whole	
	<ul style="list-style-type: none"> <li>• Professional conduct adapted to the situation</li> <li>• Compliance with asepsis, biosafety and occupational health and safety procedures</li> <li>• Adaptation of interventions based on the situation</li> </ul>

Elements of the Competency	Performance Criteria
1. Plan the procedure.	<ul style="list-style-type: none"> <li>• Correct interpretation of the prescription and instructions</li> <li>• Proper choice of monitoring and anaesthesia equipment</li> </ul>
2. Organize the procedure.	<ul style="list-style-type: none"> <li>• Correct preparation of products and equipment</li> <li>• Meticulous recording of information on the use of the products</li> <li>• Preparation of the animal based on the situation</li> </ul>
3. Apply the procedures for sedation and anaesthesia.	<ul style="list-style-type: none"> <li>• Compliant administration of products</li> <li>• Strict application of the procedure</li> <li>• Exact use of the equipment</li> </ul>
4. Carry out physiological monitoring.	<ul style="list-style-type: none"> <li>• Careful installation of the equipment</li> <li>• Exact use of the equipment</li> <li>• Accurate interpretation of data</li> <li>• Exact recording of data</li> </ul>
5. Assist in the animal's recovery.	<ul style="list-style-type: none"> <li>• Compliant cessation of the sedation or anaesthesia</li> <li>• Strict application of the procedure for the animal's return to consciousness</li> </ul>

**Objective**

**Standard**

Statement of the Competency	Achievement Context
<p>Take medical images.</p>	<ul style="list-style-type: none"> <li>• In all workplaces</li> <li>• For all the types of imaging</li> <li>• For a variety of animal species:                             <ul style="list-style-type: none"> <li>○ traditional and new types of companion animals</li> <li>○ laboratory animals</li> <li>○ farm animals</li> <li>○ other relevant species</li> </ul> </li> <li>• Individually, as part of a team or in collaboration with other professionals</li> <li>• Under the direct or indirect supervision of the person in charge</li> <li>• Referring to:                             <ul style="list-style-type: none"> <li>○ the legal and regulatory framework regulating the practice of the profession</li> <li>○ precepts related to the profession</li> </ul> </li> <li>• Using:                             <ul style="list-style-type: none"> <li>○ the prescription and instructions</li> <li>○ the medical file</li> <li>○ information technologies</li> <li>○ protection and/or handling equipment</li> <li>○ digital or ultrasound imaging equipment</li> <li>○ methods and techniques</li> <li>○ reference documents</li> </ul> </li> </ul>
	<p><b>Performance Criteria for the Competency as a Whole</b></p>
	<ul style="list-style-type: none"> <li>• Professional conduct adapted to the situation</li> <li>• Attentive monitoring of the animal's state</li> </ul>

Elements of the Competency	Performance Criteria
1. Plan the procedure.	<ul style="list-style-type: none"> <li>• Correct interpretation of the prescription and instructions</li> <li>• Choice of imaging equipment based on the animal and the examination</li> </ul>
2. Organize the procedure.	<ul style="list-style-type: none"> <li>• Preparation of the animal and the zone to be investigated in accordance with the examination</li> <li>• Complete entry of data</li> <li>• Correct adjustment of the imaging parameters</li> </ul>
3. Control exposure to radiation.	<ul style="list-style-type: none"> <li>• Meticulous use of radioprotective equipment measures</li> <li>• Strict restriction on traffic in the area</li> <li>• Optimal reduction of exposure to primary and secondary radiation</li> </ul>
4. Use medical imaging techniques.	<ul style="list-style-type: none"> <li>• Careful positioning of the animal and the equipment</li> <li>• Complete immobilization of the area to be investigated</li> <li>• Correct taking of the image</li> </ul>
5. Manage the images.	<ul style="list-style-type: none"> <li>• Correct validation of the quality and conformity of the images</li> <li>• Satisfactory archiving</li> </ul>

**Objective****Standard**

Statement of the Competency	Achievement Context
Provide preventive care.	<ul style="list-style-type: none"> <li>• In all workplaces</li> <li>• For a variety of animal species:               <ul style="list-style-type: none"> <li>○ traditional and new types of companion animals</li> <li>○ laboratory animals</li> <li>○ farm animals</li> <li>○ other relevant species</li> </ul> </li> <li>• Individually, as part of a team or in collaboration with other professionals</li> <li>• Under the direct or indirect supervision of the person in charge</li> <li>• Referring to:               <ul style="list-style-type: none"> <li>○ the legal and regulatory framework regulating the practice of the profession</li> <li>○ precepts related to the profession</li> </ul> </li> <li>• Using:               <ul style="list-style-type: none"> <li>○ the medical file and/or dental charts</li> <li>○ the prescription and instructions</li> <li>○ information technologies</li> <li>○ protection, handling and/or care equipment</li> <li>○ methods and techniques</li> <li>○ products</li> <li>○ reference documents</li> </ul> </li> </ul>

	Performance Criteria for the Competency as a Whole
	<ul style="list-style-type: none"> <li>• Professional conduct adapted to the situation</li> <li>• Dexterity and attention to detail in performing techniques</li> <li>• Attentive monitoring of the animal's condition</li> <li>• Safe application of work methods and techniques</li> </ul>

Elements of the Competency	Performance Criteria
1. Plan the care.	<ul style="list-style-type: none"> <li>• Correct interpretation of the prescription and instructions</li> <li>• Correct consideration of needs and constraints</li> <li>• Choice of equipment based on the animal and the care</li> </ul>
2. Organize the procedure.	<ul style="list-style-type: none"> <li>• Efficient preparation of the equipment and room</li> <li>• Meticulous preparation of products, if applicable</li> </ul>

Elements of the Competency	Performance Criteria
	<ul style="list-style-type: none"> <li>• Preparation of the animal based on the situation</li> </ul>
3. Provide basic hygiene care.	<ul style="list-style-type: none"> <li>• Compliant care technique</li> <li>• Correct use of products, if applicable</li> <li>• Meticulous verification of the quality of care given</li> </ul>
4. Make bandages.	<ul style="list-style-type: none"> <li>• Compliant technique</li> <li>• Meticulous checking of the bandage</li> </ul>
5. Assist in strategies for the prevention of the spread of infectious diseases.	<ul style="list-style-type: none"> <li>• Compliant administration of medications</li> </ul>
6. Perform dental prophylaxis.	<ul style="list-style-type: none"> <li>• Relevant observations on the oral health of the animal</li> <li>• Methodical techniques for removing tartar and polishing teeth</li> <li>• Meticulous verification of the quality of the dental prophylaxis</li> <li>• Exact notation of information in the dental charts</li> </ul>

**Objective**

**Standard**

Statement of the Competency	Achievement Context
<p>Provide curative or end-of-life care.</p>	<ul style="list-style-type: none"> <li>• In all workplaces</li> <li>• For a variety of animal species:                             <ul style="list-style-type: none"> <li>○ traditional and new types of companion animals</li> <li>○ laboratory animals</li> <li>○ farm animals</li> <li>○ other relevant species</li> </ul> </li> <li>• Individually, as part of a team or in collaboration with other professionals</li> <li>• Under the direct or indirect supervision of the person in charge</li> <li>• Referring to:                             <ul style="list-style-type: none"> <li>○ the legal and regulatory framework regulating the practice of the profession</li> <li>○ precepts related to the profession</li> </ul> </li> <li>• Using:                             <ul style="list-style-type: none"> <li>○ the medical file and forms</li> <li>○ the prescription and instructions</li> <li>○ information technologies</li> <li>○ protection, handling and/or care equipment</li> <li>○ methods and techniques</li> <li>○ products</li> <li>○ reference documents</li> </ul> </li> </ul>

Performance Criteria for the Competency as a Whole	
	<ul style="list-style-type: none"> <li>• Professional conduct adapted to the situation</li> <li>• Dexterity and attention to detail in performing techniques</li> <li>• Attentive monitoring of the animal's state</li> <li>• Safe application of work methods and techniques</li> </ul>

Elements of the Competency	Performance Criteria
1. Plan the care.	<ul style="list-style-type: none"> <li>• Correct interpretation of the prescription and instructions</li> <li>• Correct consideration of needs and constraints</li> <li>• Choice of equipment based on the animal and the care</li> </ul>
2. Organize the procedure.	<ul style="list-style-type: none"> <li>• Efficient preparation of the equipment and the room</li> <li>• Meticulous preparation of products, if applicable</li> <li>• Preparation of the animal based on the situation</li> </ul>
3. Administer first aid.	<ul style="list-style-type: none"> <li>• Accurate consideration of the degree of urgency of the situation</li> <li>• Correct prioritization of interventions</li> <li>• Compliant care provided</li> </ul>
4. Contribute to the treatment of conditions.	<ul style="list-style-type: none"> <li>• Compliant administration of products</li> <li>• Efficient treatment of wounds</li> <li>• Proper application of bandages and splints</li> <li>• Correct application of other procedures, if applicable</li> </ul>
5. Euthanize the animal.	<ul style="list-style-type: none"> <li>• Meticulous verification of the identity of the animal</li> <li>• Careful selection of the method</li> <li>• Meticulous application of the technique</li> <li>• Appropriate management of the body</li> <li>• Appropriate application of preventive strategies in the area of psychological health</li> </ul>

**Objective****Standard**

Statement of the Competency	Achievement Context
Provide technical assistance.	<ul style="list-style-type: none"> <li>• In all workplaces</li> <li>• For general and specialized medical interventions</li> <li>• In collaboration with the veterinarians and other professionals</li> <li>• Referring to the legal and regulatory framework regulating the practice of the profession</li> <li>• Using: <ul style="list-style-type: none"> <li>○ the medical file</li> <li>○ the prescription and instructions</li> <li>○ information technologies</li> <li>○ protection and/or handling equipment</li> <li>○ specialized equipment</li> </ul> </li> </ul>

Performance Criteria for the Competency as a Whole	
	<ul style="list-style-type: none"> <li>• Professional conduct adapted to the situation</li> <li>• Observance of asepsis</li> <li>• Attentive monitoring of the animal's state</li> </ul>

Elements of the Competency	Performance Criteria
1. Plan the intervention.	<ul style="list-style-type: none"> <li>• Correct interpretation of the prescription and instructions</li> <li>• Appropriate selection of equipment based on the animal and the intervention</li> </ul>
2. Organize the intervention.	<ul style="list-style-type: none"> <li>• Efficient preparation of the room</li> <li>• Meticulous preparation of the equipment</li> <li>• Meticulous preparation of products</li> <li>• Preparation of the animal based on the intervention</li> </ul>
3. Respond to needs and instructions.	<ul style="list-style-type: none"> <li>• Efficient maintenance of the positioning of the animal</li> <li>• Constant anticipation of needs</li> <li>• Correct carrying out of instructions</li> <li>• Strict maintenance of sterile conditions</li> </ul>
4. Complete the intervention.	<ul style="list-style-type: none"> <li>• Rigorous execution of required actions</li> </ul>

**Objective**

**Standard**

Statement of the Competency	Achievement Context
<p>Assist in breeding animals.</p>	<ul style="list-style-type: none"> <li>• In all workplaces</li> <li>• For natural and assisted reproduction</li> <li>• Mainly for laboratory animals and farm animals</li> <li>• Individually, as part of a team or in collaboration with other professionals</li> <li>• Under the direct or indirect supervision of the person in charge</li> <li>• Referring to:                             <ul style="list-style-type: none"> <li>○ the legal and regulatory framework regulating the practice of the profession</li> <li>○ precepts related to the profession</li> </ul> </li> <li>• Using:                             <ul style="list-style-type: none"> <li>○ the medical file</li> <li>○ a prescription or instructions</li> <li>○ protection and/or handling equipment</li> <li>○ specialized equipment</li> <li>○ assisted-reproduction technologies</li> <li>○ information technologies</li> <li>○ reference documents</li> </ul> </li> </ul>
<p><b>Performance Criteria for the Competency as a Whole</b></p>	
<ul style="list-style-type: none"> <li>• Professional conduct adapted to the situation</li> </ul>	

Elements of the Competency	Performance Criteria
1. Plan the procedure.	<ul style="list-style-type: none"> <li>• Correct interpretation of the prescription and instructions</li> <li>• Correct consideration of needs and constraints</li> <li>• Appropriate selection of the equipment</li> </ul>
2. Select the animals for breeding.	<ul style="list-style-type: none"> <li>• Exact determination of the sex of the animal</li> <li>• Meticulous performance of analyses</li> <li>• Satisfactory anticipation of the results of a genetic cross</li> <li>• Conformity of the genotype</li> </ul>
3. Organize the reproduction procedure.	<ul style="list-style-type: none"> <li>• Appropriate preparation of equipment</li> <li>• Correct determination of the stage of the oestrous cycle</li> <li>• Adapted preparation of the animals for breeding</li> </ul>
4. Ensure that mating has taken place.	<ul style="list-style-type: none"> <li>• Correct identification of the receptivity of the females</li> <li>• Accurate determination of the occurrence of coitus</li> </ul>
5. Use assisted-reproduction techniques.	<ul style="list-style-type: none"> <li>• Accurate evaluation of the quality of the biological material</li> <li>• Compliant application of techniques for processing biological material</li> <li>• Efficient performance of the procedure</li> </ul>
6. Monitor gestation, parturition and the offspring.	<ul style="list-style-type: none"> <li>• Correct preparation of the birthing or hatching enclosure</li> <li>• Attentive monitoring of the state of the mother, the foetuses and the offspring</li> <li>• Care adapted to the mother and the offspring</li> <li>• Proper management of the files</li> </ul>

**Objective**

**Standard**

Statement of the Competency	Achievement Context
<p>Assist in performing procedures in pathology.</p>	<ul style="list-style-type: none"> <li>• Mainly in research or animal pathology laboratories</li> <li>• For a necropsy or a biopsy</li> <li>• Individually, as part of a team or in collaboration with other professionals</li> <li>• Under the direct or indirect supervision of the person in charge</li> <li>• Referring to:                             <ul style="list-style-type: none"> <li>○ the legal and regulatory framework regulating the practice of the profession</li> <li>○ precepts related to the profession</li> </ul> </li> <li>• Using:                             <ul style="list-style-type: none"> <li>○ the medical file</li> <li>○ the research protocol, a prescription or instructions</li> <li>○ standardized operating procedures, if applicable</li> <li>○ information technologies</li> <li>○ a variety of techniques and equipment</li> <li>○ specialized equipment</li> <li>○ reference documents</li> </ul> </li> </ul>
<p><b>Performance Criteria for the Competency as a Whole</b></p>	
<ul style="list-style-type: none"> <li>• Professional conduct adapted to the situation</li> <li>• Careful use of equipment and products</li> </ul>	

Elements of the Competency	Performance Criteria
1. Plan the procedure.	<ul style="list-style-type: none"> <li>• Correct interpretation of the research protocol, the prescription, the instructions and the standardized operating procedures</li> <li>• Correct consideration of needs and constraints</li> <li>• Appropriate selection of the equipment</li> </ul>
2. Organize the procedure.	<ul style="list-style-type: none"> <li>• Appropriate preparation of the equipment, the room and products</li> <li>• Active participation in the evaluation of the condition of the animal to be euthanized</li> <li>• Appropriate preparation of the body</li> </ul>
3. Perform the necropsy.	<ul style="list-style-type: none"> <li>• Precise location of anatomical structures</li> <li>• Meticulous examination of tissues and organs</li> <li>• Meticulous use of dissection techniques</li> <li>• Compliant samples</li> <li>• Accurate description of observations</li> </ul>
4. Perform analyses.	<ul style="list-style-type: none"> <li>• Meticulous preparation of samples</li> <li>• Meticulous processing of samples</li> <li>• Meticulous verification of the quality of the slides</li> </ul>
5. Complete the procedure.	<ul style="list-style-type: none"> <li>• Proper management of files</li> <li>• Compliant safeguarding of the working area</li> <li>• Compliant sending of the slides and information to the people concerned</li> </ul>

**Objective**

**Standard**

Statement of the Competency	Achievement Context
<p>Assist in research activities.</p>	<ul style="list-style-type: none"> <li>• Mainly in a research laboratory</li> <li>• For an animal or group of animals</li> <li>• Individually, as part of a team or in collaboration with other professionals</li> <li>• Under the direct or indirect supervision of the person in charge</li> <li>• Referring to:                             <ul style="list-style-type: none"> <li>○ the legal and regulatory framework regulating the practice of the profession</li> <li>○ precepts related to the profession</li> </ul> </li> <li>• Using:                             <ul style="list-style-type: none"> <li>○ the medical file</li> <li>○ the research protocol or instructions</li> <li>○ standardized operating procedures</li> <li>○ information technologies</li> <li>○ a variety of techniques, equipment and products</li> <li>○ specialized equipment</li> <li>○ reference documents</li> </ul> </li> </ul>
<p><b>Performance Criteria for the Competency as a Whole</b></p>	
<ul style="list-style-type: none"> <li>• Professional conduct adapted to the situation</li> <li>• Careful use of equipment and products</li> <li>• Adaptation of interventions based on the situation</li> </ul>	

Elements of the Competency	Performance Criteria
1. Plan the procedures.	<ul style="list-style-type: none"> <li>• Correct interpretation of the research protocol, the prescription, instructions and standardized operating procedures</li> <li>• Correct consideration of needs and constraints</li> <li>• Appropriate selection of the equipment</li> </ul>
2. Organize the procedures.	<ul style="list-style-type: none"> <li>• Meticulous selection of the animal</li> <li>• Appropriate preparation of the equipment, room and products</li> <li>• Appropriate draping of the animal</li> <li>• Adapted preparation of the animal</li> </ul>
3. Perform experimental surgeries.	<ul style="list-style-type: none"> <li>• Strict application of the research protocol and the procedures</li> <li>• Precise locating of anatomical structures</li> <li>• Compliant surgical procedures</li> <li>• Dexterity and attention to detail in performing the surgery</li> </ul>
4. Carry out non-surgical interventions.	<ul style="list-style-type: none"> <li>• Strict application of the research protocol and the procedures</li> </ul>
5. Watch over the animal's well-being.	<ul style="list-style-type: none"> <li>• Attentive monitoring of the animal's state</li> <li>• Accurate recognition of when the limit is reached</li> </ul>
6. Process the data.	<ul style="list-style-type: none"> <li>• Exact recording of data</li> <li>• Effectiveness of the treatment</li> <li>• Exact recording of information in the files and registers</li> </ul>

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

English, Language of Instruction and Literature

Code: 4EA0

### Objective

### Standard

#### Statement of the Competency

Analyze and produce various forms of discourse.

#### Elements of the Competency

#### Performance Criteria

1. Identify the characteristics and functions of the components of literary texts.	<ul style="list-style-type: none"> <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. Determine the organization of facts and arguments of a given literary text.	<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. 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. 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. Revise the work.	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

#### Learning Activities

Discipline: English, Language of Instruction and Literature

Weighting: 2-2-4 or 1-3-4

Credits: 2 $\frac{2}{3}$

**Objective**

**Standard**

**Statement of the Competency**

Apply an analytical approach to literary genres.

**Elements of the Competency**

**Performance Criteria**

1. Distinguish genres of literary texts.	<ul style="list-style-type: none"> <li>• Clear recognition of the formal characteristics of a literary genre</li> </ul>
2. 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. Situate a work 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. Write a critical analysis of a literary genre.	<ul style="list-style-type: none"> <li>• Selective use of appropriate terminology</li> <li>• Effective presentation of a 1000-word coherent response to a literary text</li> </ul>
5. Revise the work.	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

Apply an analytical approach to a literary theme.

**Elements of the Competency**

**Performance Criteria**

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

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

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

**Elements of the Competency**

**Performance Criteria**

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

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

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

**Elements of the Competency**

**Performance Criteria**

1. Recognize the basic elements of a field of knowledge.	<ul style="list-style-type: none"> <li>• Appropriate description of the basic elements</li> <li>• Appropriate use of terminology relevant to a field of knowledge</li> </ul>
2. 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 a field of knowledge</li> </ul>
3. 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 a field of knowledge</li> <li>• Accurate description of the effects of historical development and social context on the limits and uses of a field of knowledge</li> </ul>
4. Organize the main components into coherent patterns.	<ul style="list-style-type: none"> <li>• Coherent organization of the main components</li> </ul>
5. 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> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

Apply a critical thought process to world views.

**Elements of the Competency**

**Performance Criteria**

1. Describe world views.	<ul style="list-style-type: none"> <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. Explain the major ideas, values, and implications associated with a given world view.	<ul style="list-style-type: none"> <li>• Adequate explanation of the salient components of a world view</li> </ul>
3. 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. 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>
5. Convey the ideas, attitudes, and experiences of the societies or groups studied.	<ul style="list-style-type: none"> <li>• Coherent integration of the importance and implications of the world views for the given societies or groups</li> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

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

**Elements of the Competency**

**Performance Criteria**

1. Situate significant ethical issues in appropriate world views and fields of knowledge.	<ul style="list-style-type: none"> <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. Explain the major ideas, values, and social implication of ethical issues.	<ul style="list-style-type: none"> <li>• Adequate description of the salient components of the issues</li> </ul>
3. 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. 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> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of form and content</li> </ul>

**Learning Activities**

Discipline:	Humanities
Periods of instruction:	45
Credits:	2

**Objective**

**Standard**

**Statement of the Competency**

Apply basic concepts for communicating in standard French.

**Elements of the Competency**

**Performance Criteria**

1. Write and revise a simple text.

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

2. Understand the meaning of a simple text.

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

3. Convey a simple oral message.

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

4. Understand the meaning of a simple oral message.

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

**Learning Activities**

Discipline: French as a Second Language

Weighting: 2-1-3

Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

Communicate in standard French with some ease.

**Elements of the Competency**

**Performance Criteria**

1. Write and revise a simple text.	<ul style="list-style-type: none"> <li>• Writing of a text of about 350 words</li> <li>• Respect for grammar and spelling rules</li> <li>• Appropriate use of the main elements of the corpus</li> <li>• Clear, coherent formulation of sentences</li> <li>• Coherent organization of paragraphs</li> <li>• Appropriate use of revision strategies</li> <li>• Satisfactory correction of spelling and grammatical errors</li> </ul>
2. Interpret a written text.	<ul style="list-style-type: none"> <li>• Accurate identification of the main ideas and structure of a text of 700 to 1000 words</li> <li>• Accurate identification of the main elements of the text</li> <li>• Accurate explanation of the meaning of the words of the text</li> </ul>
3. Produce a planned oral text.	<ul style="list-style-type: none"> <li>• Clear and coherent formulation of an oral presentation of at least five minutes</li> <li>• Appropriate use of standard vocabulary</li> <li>• Respect for the level of language and rules of grammar and pronunciation</li> </ul>
4. Interpret a simple oral text.	<ul style="list-style-type: none"> <li>• Accurate identification of the main elements of an oral text of at least five minutes</li> <li>• Accurate identification of the ideas and subjects dealt with in the text</li> <li>• Accurate explanation of the meaning of the words of the text</li> </ul>

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

Communicate with ease in standard French.

**Elements of the Competency**

**Performance Criteria**

1. Write a text of moderate complexity.	<ul style="list-style-type: none"> <li>• Writing of a text of about 450 words</li> <li>• Respect for grammar and spelling rules</li> <li>• Adaptation to the intended audience</li> <li>• Appropriate use of the main elements of the corpus</li> <li>• Clear and coherent formulation of sentences, including at least three that are complex</li> <li>• Coherent organization of paragraphs</li> </ul>
2. Revise and correct a text of moderate complexity.	<ul style="list-style-type: none"> <li>• Appropriate use of revision strategies</li> <li>• Appropriate revision of the text</li> </ul>
3. Comment on a written text of moderate complexity.	<ul style="list-style-type: none"> <li>• Accurate identification of the main elements of a text of between 2500 and 3000 words</li> <li>• Accurate explanation of the meaning of the words of the text</li> <li>• Accurate identification of the main and secondary ideas, of facts and opinions</li> <li>• Accurate identification of what is implicit and what is explicit</li> </ul>
4. Produce a planned oral text of moderate complexity.	<ul style="list-style-type: none"> <li>• Clear and coherent formulation of an oral presentation of at least five minutes</li> <li>• Appropriate use of standard vocabulary</li> <li>• Respect for the level of language and rules of grammar and pronunciation</li> <li>• Adaptation to the intended audience</li> <li>• Appropriate sequencing of ideas</li> </ul>

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

Explore a cultural and literary topic.

**Elements of the Competency**

**Performance Criteria**

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

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

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

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

3. Analyze a cultural or literary text.

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

**Learning Activities**

Discipline: French as a Second Language

Weighting: 3-0-3

Credits: 2

**Objective**

**Standard**

**Statement of the Competency**

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

**Elements of the Competency**

**Performance Criteria**

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

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

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

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

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

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

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

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

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

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

**Elements of the Competency**

**Performance Criteria**

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

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

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

**Elements of the Competency**

**Performance Criteria**

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

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

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

**Elements of the Competency**

**Performance Criteria**

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

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

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

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

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

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

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

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

**Elements of the Competency**

**Performance Criteria**

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

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

Improve one's effectiveness when practising a physical activity.

**Elements of the Competency**

**Performance Criteria**

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

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

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

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

**Learning Activities**

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

**Objective**

**Standard**

**Statement of the Competency**

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

**Elements of the Competency**

**Performance Criteria**

1. Plan a personal physical activity program.

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

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

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

3. Manage a personal physical activity program.

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

**Learning Activities**

Discipline: Physical Education

Weighting: 1-1-1

Credits: 1

## Complementary General Education Component

Social Sciences

Code: 000V

### Objective

### Standard

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

**Objective****Standard**

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

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

**Learning Activities**

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

**Objective****Standard**

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

**Objective****Standard**

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

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

**Learning Activities**

Periods of instruction: 45

Credits: 2

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

**Objective****Standard**

Statement of the Competency	Achievement Context
Communicate with limited skill in a modern language.	<ul style="list-style-type: none"> <li>• For modern Latin-alphabet languages:               <ul style="list-style-type: none"> <li>○ during a conversation consisting of at least eight lines of dialogue</li> <li>○ in a written text consisting of at least eight sentences</li> </ul> </li> <li>• For modern non–Latin-alphabet languages:               <ul style="list-style-type: none"> <li>○ during a conversation consisting of at least six lines 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>

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

### Learning Activities

Periods of instruction: 45

Credits: 2

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

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

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

**Objective****Standard**

Statement of the Competency	Achievement Context
Communicate on familiar topics in a modern language.	<ul style="list-style-type: none"> <li>• During a conversation that includes at least 15 lines 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>• common situations in everyday life</li> <li>• simple topics from everyday life</li> <li>• Using reference materials</li> </ul> </li> </ul>

Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral 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>
2. 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. Express a simple message orally, 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>• Clear pronunciation</li> <li>• Coherent sequencing of sentences</li> <li>• Dialogue</li> </ul>
4. Write a text on a given subject, 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 and past indicative</li> <li>• Appropriate use of enriched basic vocabulary and idiomatic expressions</li> <li>• Coherent sequencing of sentences of average complexity</li> <li>• Acceptable application of graphic rules for writing systems that do not use the Latin alphabet</li> </ul>

Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>The acquisition of a modern language requires an awareness of the culture of its native speakers.</p> <p>Use the 600 series of codes to link a course to objective 0010, with the exception of codes 601, 602, 603 and 604.</p>

**Objective****Standard**

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

  

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

  

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

**Objective****Standard**

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

  

Elements of the Competency	Performance Criteria
1. Demonstrate the acquisition of basic general knowledge of mathematics or computer science.	<ul style="list-style-type: none"> <li>• Identification of basic notions and concepts</li> <li>• Identification of the main branches of mathematics or computer science</li> <li>• Appropriate use of terminology</li> </ul>
2. Describe the evolution of mathematics or computer science.	<ul style="list-style-type: none"> <li>• Descriptive summary of several major phases</li> </ul>
3. Recognize the contribution of mathematics or computer science 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. Illustrate the diversity of mathematical or computer science 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. Evaluate the impact of mathematics or computer science 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 computer science have changed certain human and organizational realities</li> <li>• Recognition of the advantages and disadvantages of these influences</li> </ul>

  

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

**Objective****Standard**

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

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

**Learning Activities**

Periods of instruction: 45

Credits: 2

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

**Objective****Standard**

Statement of the Competency	Achievement Context
Consider various forms of art produced according to aesthetic practices.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• Given a specified work of art</li> <li>• In a written commentary of approximately 750 words</li> </ul>
Elements of the Competency	Performance Criteria
1. Develop an appreciation for the dynamics of the imagination in art.	<ul style="list-style-type: none"> <li>• Precise explanation of a creative process connected to the construction of an imaginary universe</li> </ul>
2. Describe art movements.	<ul style="list-style-type: none"> <li>• Descriptive list of the main characteristics of three art movements from different eras, including a modern movement</li> </ul>
3. Give a commentary on a work of art.	<ul style="list-style-type: none"> <li>• Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a reasoned description of the meaning of the work of art</li> </ul>
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 500 series of codes (except 502) to link a course to objective 0013. Use code 504 for a multidisciplinary course. Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

**Objective****Standard**

Statement of the Competency	Achievement Context
Produce a work of art.	<ul style="list-style-type: none"> <li>• Working alone</li> <li>• During a practical exercise</li> <li>• In the context of creating or interpreting a work of art</li> <li>• Using the basic elements of the language and techniques specific to the medium selected</li> </ul>

Elements of the Competency	Performance Criteria
1. Recognize the primary forms of expression of an artistic medium.	<ul style="list-style-type: none"> <li>• Identification of specific features: originality, essential qualities, means of communication, styles, genres</li> </ul>
2. Use the medium.	<ul style="list-style-type: none"> <li>• Personal, coherent use of elements of language</li> <li>• Satisfactory application of artistic techniques</li> <li>• Compliance with the requirements of the method of production</li> </ul>

Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 500 series of codes to link a course to objective 0014, with the exception of code 502.</p> <p>Use code 504 for a multidisciplinary course.</p> <p>Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

**Objective****Standard**

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

**Objective****Standard**

Statement of the Competency	Achievement Context
Explore a contemporary issue from a transdisciplinary perspective.	<ul style="list-style-type: none"> <li>• Individually or in groups</li> <li>• Drawing on different fields of knowledge</li> <li>• Using documents and data from various disciplines</li> </ul>

Elements of the Competency	Performance Criteria
1. Present a research problem.	<ul style="list-style-type: none"> <li>• Justification of the choice of research problem</li> <li>• Brief description of the main issues involved in the problem</li> <li>• Clear formulation of the main dimensions of the problem</li> <li>• Appropriate use of language and concepts from the disciplines</li> <li>• Clear formulation of the research question</li> </ul>
2. Analyze the research problem.	<ul style="list-style-type: none"> <li>• Relevant description of a research approach or method</li> <li>• Appropriate selection of research data</li> <li>• Proper application of the approach or method used</li> <li>• Appropriate use of an analytical framework</li> </ul>
3. Propose solutions.	<ul style="list-style-type: none"> <li>• Clear description of the main contributions from the disciplines</li> <li>• Pertinent explanation of the interaction among various disciplines</li> <li>• Justification of solutions proposed</li> <li>• Assessment of the strengths and weaknesses of the proposed solutions</li> </ul>

**Learning Activities**

Periods of instruction: 45

Credits: 2

Note: This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021M in order to maintain the transdisciplinary nature of the competency.

## Additional Information

### Vocabulary Used in Technical Programs

#### Program

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

#### Competency

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

#### Objective

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

#### Statement of the Competency

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

#### Elements of the Competency

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

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

#### Standard

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

## Performance Criteria

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

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

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

## Achievement Context

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

## Learning Activities

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

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

## Glossary for the program-specific component

The following glossary is designed to help readers understand some of the terms used in the objectives and standards of the program-specific component. The main sources of information for this English version were *Le grand dictionnaire terminologique* produced by the Office québécois de la langue française, *Termium Plus*, *Black's Veterinary Dictionary*, 22nd edition and the *Canadian Oxford Dictionary* (2nd edition).

### Agrifood enterprises

Companies involved in the use, breeding, production or processing of farm animals.

### Basic hygiene care

The term “basic hygiene care” refers mainly to the trimming of hair, feathers, claws, horns, teeth, beaks, scales, etc., to the cleaning of ears, eyes and the animal, the brushing of teeth and the emptying of anal glands.

### Condition of the animal

This term refers to the overall health condition of the animal (a pathological condition or a state of physical and psychological well-being). The assessment is based on the physical examination, medical history, laboratory analyses and diagnostic procedures.

### Delicate situation

A situation with problematic, embarrassing, uncomfortable or conflictual aspects or one that is highly-charged emotionally.

### Equipment

In this document, the term “equipment” includes devices, tools, materials and instruments, whether single-use or reusable.

- Protection equipment: clothing or accessory designed to protect the body or a part of the body of a person against an identified risk. This equipment may protect individuals (laboratory coat, gloves, safety glasses, etc.) or groups of individuals (e.g. safety guard, filtration system, electric safety fence for animal pens).
- Handling equipment: equipment used to protect people and animals (e.g. leash, carrier) or to immobilize animals (e.g. muzzle, cattle chute).
- Training equipment: equipment used in training an animal (e.g. a clicker).
- Examination equipment: equipment used to examine an animal (e.g. stethoscope, thermometer, otoscope and ophthalmoscope).
- Specimen collection equipment: equipment used to take a specimen/sample from an animal (e.g. syringe and needle, scalpel).
- Laboratory equipment: equipment used in laboratories (e.g. pipette, beaker, microscope).
- Maintenance equipment: equipment used to maintain rooms and other equipment (e.g. mop, broom, disinfectants).
- Care equipment: equipment used to provide care (e.g. materials and equipment used to bandage wounds).
- Specialized equipment: imaging device, ventilated cage platform, blood analyzer, etc.

### Farm animals

This term refers to all animals used for the purposes of production, consumption, work or recreation. It primarily refers to bovine, ovine, caprine, equine, porcine or avian species.

### Hazardous materials

Substances that pose risks to health or the environment or that create a specific problem for the environment.<sup>2</sup>

### Information technologies

All of the equipment and materials, software and services used to collect, process and transmit information. Specialized applications such as VetWare//LogiVet *and* Vet-Expert are also included.

### Laboratory animals

This term refers to animals used for scientific research. They can be of diverse species, ranging from fish through dogs and cattle to non-human primates, but rodents and fish are the main species used in laboratories in Québec.

This term should not be confused with the term, “research animals,” which includes animals that are the subject of biological research in the wild.

### Legal and regulatory framework regulating the practice of the profession

An expression that refers to all the legislation, regulations and other provisions such as institutional policies, procedures and protocols governing the animal health sector.

### New types of companion animals

This term refers to companion animals other than dogs and cats. It mainly includes small mammals, reptiles and birds.

### Other procedures

This term refers to mechanical, physical, chemical, biological or radiotherapeutic procedures.

### Other professionals

This term refers to all the professionals other than veterinarians with whom animal health technicians may work (e.g. researcher, agronomist, biologist, microbiologist).

### Prescription

Oral or written instructions made by a duly authorized health professional and focused specifically on the use of medicinal and non-medicinal products, examinations and care.

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<sup>2</sup> The nine classes of hazardous materials can be found in Chapter 2 of the *Guide to Hazardous Waste and Hazardous Recyclable Material Classification* published in 2017 by Environment and Climate Change Canada.

## Professional conduct

A manner of behaving, acting, conducting oneself and expressing oneself that involves, among other things, integrity, confidentiality, punctuality, respect for the hierarchy and compliance with the legal and regulatory framework regulating the profession (including rules of ethics, code of conduct, standards and protocols).

Professional conduct also includes the concept of professionalism, defined as a physical and verbal expression aligned with the values of the profession that changes and adjusts to the needs of the job market.

## State of the animal

This term refers to the state of physical and psychological state of the animal. The assessment is based on the observation of clinical signs and the collection of physiological data at a precise moment.

## Team

This term refers to the entire group of work colleagues (animal health technicians, assistants).

## Traditional companion animals

This term refers to animals who normally live in people's homes, i.e. dogs and cats.

## Workplaces

Animal Health Technicians work mainly in:

- agrifood enterprises
- laboratories
- research centres
- shelters
- veterinary clinics and hospitals
- zoos

## Harmonization

The Ministère 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.

When harmonization results in identifying competencies that are shared with other programs, the results are presented in tables. You can consult all the harmonization tables on the [inforouteFPT.org](http://inforouteFPT.org) website (Government Documentation > Publications > Sector > Harmonization > Program).

## Occupational Health and Safety Hazards

This section expands on the risks associated with the competencies in the *Animal Health Technology* program. The Commission des normes, de l'équité, de la santé et de la sécurité du travail (CNESST) data sheet can also be consulted in the analysis of the profession report, *Technologue en santé animale*.<sup>3</sup>

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

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

- Chemical hazards or dangers:
  - Form of substance (solid, liquid, aerosol, gas, etc.) and exposure (inhalation, absorption through the skin, ingestion, etc.)
- Physical hazards or dangers:
  - Electrical hazards
  - Thermal hazards
  - Noise
  - Vibration
  - Other physical hazards
- Biological hazards or dangers:
  - Form of substance (dust, mist, fluid, etc.) and exposure (inhalation, absorption through the skin, ingestion, cuts, etc.)
- Ergonomic hazards or dangers:
  - Constrained postures
  - Excessive effort
  - Repetitive movements
- Psychosocial hazards or dangers:
  - Factors associated with the nature of the work
  - Factors related to the organization of the work
  - Social factors
- Safety hazards or dangers:
  - Hazards related to general mechanical phenomena
  - Hazards related to moving parts, tools or vehicles
  - Risk of falling (workers and objects)
  - Hazards linked to confined spaces
  - Fire or explosion hazards

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<sup>3</sup> Ministère de l'Enseignement supérieur, *Technologue en santé animale : rapport d'analyse de profession* (Québec: Gouvernement du Québec, 2022), 64. (available in French only)

You can also consult: *Fiche explicative des risques de la profession : Technologue en santé animale* (available in French only) on the CNESST web site (Centre de documentation > Explorer par sujets > Fiches explicatives des risques par professions).

TABLE: SOURCES AND RISK LEVELS FOR EACH COMPETENCY

COMPETENCY NUMBER	ANIMAL HEALTH TECHNOLOGY(145.D0)	Sources of risk					
		Chemical hazards or risks	Physical hazards or dangers	Biological hazards or dangers	Ergonomic hazards or dangers	Psychosocial hazards or dangers	Safety hazards or dangers
		1	2	3	4	5	6
	STATEMENT OF THE COMPETENCY						
1	Adopt professional conduct.			○		●	
2	Establish a comprehensive vision of the physical animal.						
3	Prevent threats to health, safety and the environment.	*	*	*	*	*	*
4	Interact with the animals.	●	●	●	●	○	●
5	Interpret information related to the animal's pathological state.						
6	Collaborate in monitoring the animal's condition.	●	●	●	○	●	●
7	Meet the animal's nutritional requirements.	●	●	●	○	○	●
8	Manage an animal housing facility.	●	●	●	●	●	●
9	Collect samples.	●	●	●	○	○	●
10	Perform laboratory analyses.	●	○	●	○	○	○
11	Administer products.	●	●	●	○	●	●
12	Provide client services.	○	○	○	○	●	○
13	Carry out sedation and anaesthesia.	●	●	●	●	●	○
14	Take medical images.	○	●	●	○	○	○
15	Provide preventive care.	●	●	●	○	○	●
16	Provide curative or end-of-life care.	●	●	●	○	●	●
17	Provide technical assistance.	●	●	●	●	●	●
18	Assist in breeding animals.	●	●	●	○	●	●
19	Assist in performing procedures in animal pathology.	●	●	●	●	●	●
20	Assist in research activities.	○	●	●	●	●	●

### Risk levels

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

Low risk: ○

High risk: ●

\* The risks associated with Competency 3, **Prevent threats to health, safety and the environment**, were assessed through other competencies.

*Enseignement  
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