

Local Programs of Study Development Guide

For Instructional Services

Literacy
Presecondary Education
Secondary Cycle One
Sociovocational Integration Services

Competency-based approach using real-life situations



Secteur de la formation professionnelle et technique et de la formation continue

DEAAC

Direction de l'éducation
des adultes et de l'action
communautaire

Québec 

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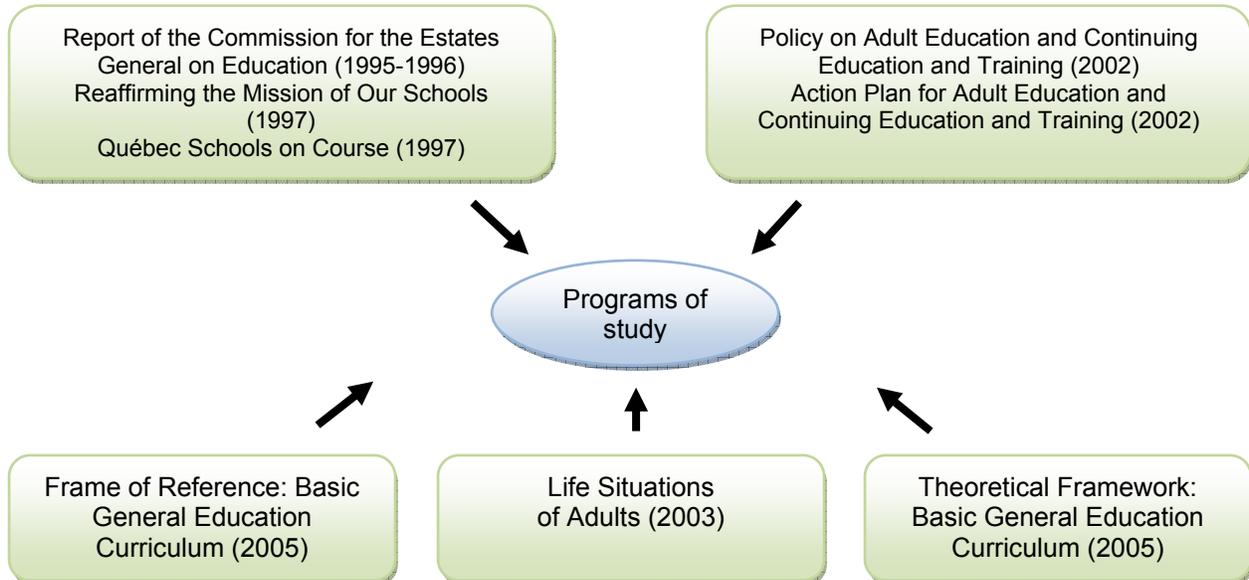
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Introduction

The new programs of study in adult general education are based on **general orientations** derived from the principles stated in the *Final Report of the Commission for the Estates General on Education* (1995-1996) and the resulting government policies, as shown in the following diagram.



Adult education has now adopted a competency-based approach in its 10 instructional services. Some of these services have also adopted an approach using real-life situations adults encounter. These services are:

- Literacy
- Presecondary Education
- Secondary Cycle One
- Social Integration Services (SIS)
- Sociovocational Integration Services (SVIS)

This guide contains methodological information that is useful for developing a local program of study for these instructional services. It has four parts:

- Reasons for developing a local program
- Legal basis for the creation of a local program and administrative aspects
- Framework for developing programs of study
- Steps in developing a local program

It should be noted that Common Core Basic Education (CCBE) in this guide refers to three instructional services (Literacy, Presecondary Education, Cycle One) and is used for the sake of brevity.

PART 1: Context for developing a local program of study

Why develop a local program?

A local program meets a set of learning needs of adults, as perceived by the personnel of an adult education centre. If no official course meets a need that has been expressed, an adult education centre has the latitude to create a program of study to meet it. The objectives of the development of a local program are:

- to compensate for the lack, in the content of the official programs of study and courses, of material that would meet a learning need expressed locally (by adults already studying, in surveys on student satisfaction, by local organizations or as a result of events such as a plant closing)
- to adapt the content of the official programs by changing elements of an existing course

Local programs are written by teaching and non-teaching personnel and resource persons who possess the expertise required.

PART 2: Legal foundations and administrative aspects

What are the legal and administrative foundations of a local program?

2.1 Education Act

The *Education Act* (updated to March 1, 2009) authorizes the use of local programs. Like the schools in the youth sector, adult education centres must conform to the sections on local programs:

According to section **222.1**, a school may replace an official program of study by a local program for a student or a category of students who are unable to benefit from the official programs of study.

Section **96.16** states that with the authorization of the Minister, a greater number of credits may be assigned to a local program of study than the number of credits prescribed by the *Basic school regulation*.

Finally, section **463** states that the Minister may authorize a school, following a request sent by the school board, to assign a greater number of credits than that prescribed in the *Basic school regulation* to an elective subject for which the school board has adopted a local program of study.

Local programs are under local responsibility. It is thus up to the adult education centre to manage them, to archive their documents and to disseminate information on the adults served by them among partners, the public and the Ministère de l'Éducation, du Loisir et du Sport (MELS).

2.2 Basic adult general education regulation

Section 3 of the *Basic adult general education regulation* (2000) lists the instructional services for adults:

- Literacy services
- Preparatory services for secondary education
- Pedagogical support services
- Secondary Cycle One education services
- Secondary Cycle Two education services
- Francization services
- Social integration services
- Sociovocational integration services
- Vocational training preparation services
- Preparatory services for postsecondary education

2.3 Annual Directives

The annual *Directives* are an administrative document that provides the general framework for the organization of instructional services for the current year. In adult general education, they contain a list of courses in the official programs as well as those in local programs offered in adult education centres.

Educational institutions have to use the codes from the *Directives*, in the section "Local courses" (the titles of which are found under the heading "Local program" in the SAGE system), for declarations of attendance and the transmission of adults' results. Credits are given for these courses and are shown in the statement of learning achievement.

2.4 SAGE codes (alphanumeric codes)

The Ministère creates alphanumeric codes for the local programs. The list of codes available appears in the annual *Directives*. It is obvious that the Ministère cannot create a separate code for every program the

institutions may need. Therefore it uses an economical and effective method that meets the needs of the institutions: a single code may be used for various types of content, various centres and various school boards, at the same time or at different times.

A school board may thus use the same alphanumeric code to declare enrollments and transmit results, while changing the content of a local program. For example, a school board can use the code PER-P005-2 twice for a local career program. The first time, the learning targeted could involve self-knowledge, and the second, exploration of the job market in a specific economic sector. In both cases, the content will differ from that of the official program. However, the code of a local course cannot be included in a student’s statement of learning achievement more than once.

For each code, the three-letter prefix indicates the subject, the first digit indicates the level of education, the next three digits are used for the long-term management of these codes in the SAGE system, and the last digit corresponds to the number of hours and credits attached to the course.

ANG	P	001	1
subject ↓		↑ number of credits	
level of education ↓		↑ management in SAGE	

A local program can have a duration of 25 class hours (basic unit) or more.

To know what courses are eligible for certification, see Chapter 2, “Certification requirements,” in the *Administrative Manual for the Certification of Studies in General Education for Adults and in Vocational Training*, which is updated regularly.

2.5 Evaluation of learning

Management of the evaluation of learning for local programs is under the full responsibility of the educational institutions. The same is true for the development of the definitions of the domain of evaluation and the evaluation instruments. The mandate of the Banque d’instruments de mesure (BIM) is to formulate definitions of the domain of evaluation at the request of school boards.

2.6 Transmission of results

The result obtained may be expressed in the terms *Pass* or *Fail*, or as a grade. The passing grade in a local program is set at 60% for the overall evaluation.

For all the instructional services concerned, passed courses lead to credits that are shown in the statement of learning achievement. Courses in Sociovocational Integration may count toward a training certificate in sociovocational integration (adult sector¹) or a training certificate in a semiskilled trade.²

¹ Basic adult general education regulation, section 32.

² *Ibid.*, section 32.1.

2.7 Conservation of documents

It is important that educational institutions conserve and archive all documentation concerning the content of local programs, evaluation tools and persons served.

PART 3: Development framework for local programs

Situating a local program

The learning plans in Basic Common Core Education and the Sociovocational Integration and Social Integration programs (for example, see the learning plan in Basic Common Core Education presented in the appendixes) include broad areas of learning, subject areas and six operational competencies. This structure can be used by writers to help them organize the *learning focuses* into a program of study by formulating them as competencies and real-life situations to be dealt with.

3.1 Broad areas of learning

The broad areas of learning (BAL) refer to the real-life situations to be dealt with and the problems related to them. There are four of them in adult general education: World of Work; Health and Well-Being; Citizenship; Environmental and Consumer Awareness. Each of the instructional services is based on one or more BAL, depending on their nature.

The issues associated with a broad area of learning give rise to an *educational aim*. As in the case of official courses, the connection between a local program and a broad area of learning is based on the nature of the real-life situations to be dealt with and the aim pursued.

3.2 Subject areas

The subject areas (SA) correspond to groupings of the subject-specific or multidisciplinary knowledge deemed necessary for dealing with real-life situations. Without being subject-specific, the programs of study have been grouped on the basis of knowledge within five subject areas: Languages; Mathematics, Science and Technology; Social Sciences; Personal Development; Working Life. The programs of study in the different instructional services are part of one or more SA, depending on the knowledge associated with them.

Thus connections should be established between the knowledge judged essential for dealing with real-life situations included in the local program and the subject area concerned.

3.3 Programs of study and courses

Every program of study consists of a certain number of courses. The aim of every course is to:

- enable adults to deal with more or less complex real-life situations (grouped in classes of situations)
- encourage adults to construct and mobilize a variety of resources needed for dealing with situations

3.4 Operational competencies

There are six operational competencies in the learning plans in Social Integration, Sociovocational Integration and Basic Common Core Education to support the development of competency in dealing with a class of situations: *Communicates; Cooperates; Acts methodically; Uses creativity; Exercises critical and ethical judgment; Thinks logically.*

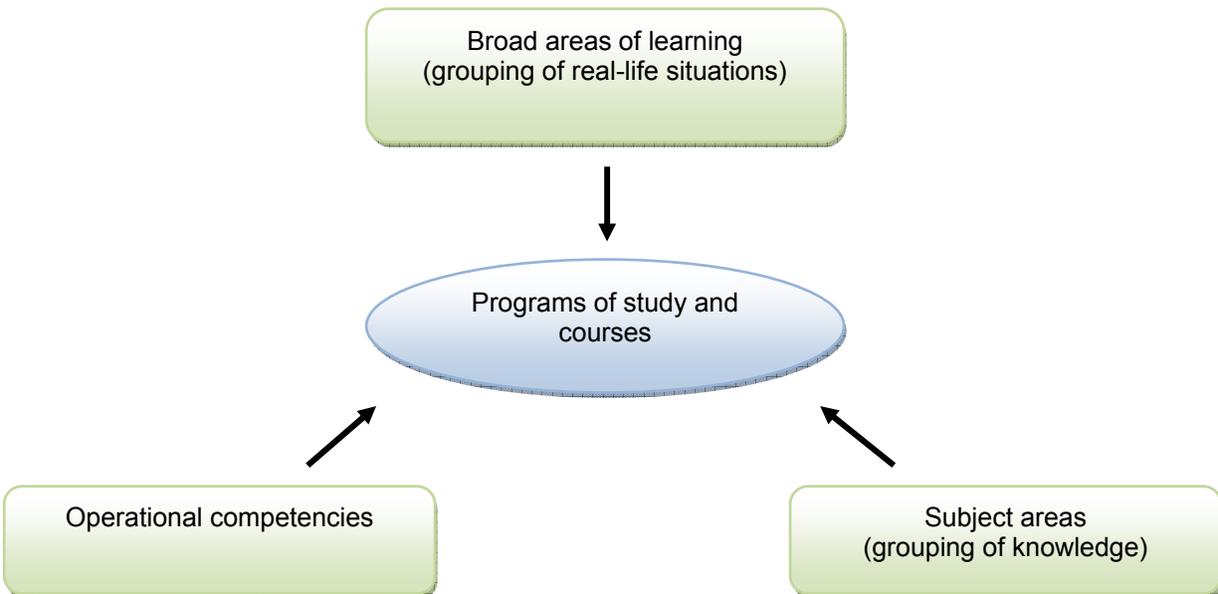
An operational competency is a kind of know-how that is mobilized in dealing with many situations. Its role takes its meaning in each course from the characteristics of the real-life situations it contributes to dealing with. The sum of the descriptions of its contributions to the various courses provide its general meaning.

Normally, a course contains one or two operational competencies.

3.5 In summary

From the point of view of their interrelations, the **broad areas of learning** refer back to the learning needs addressed by the instructional service. The **subject areas** cover the **programs of study** that constitute the response to these learning needs, and the **operational competencies** involve a certain number of actions that are drawn on in dealing with a variety of adults' real-life situations.

Hence the writer of a local program should look at the nature of the real-life situations to be dealt with in order to determine the **broad area(s) of learning** to which they are related and the **subject area** to which the knowledge that is useful in dealing with them is related, in order, finally, to select one or more operational competencies that are useful in dealing with the real-life situations that are the focus of the local program.



		Literacy	Presecondary Education	Secondary Cycle One	Sociovocational Integration	Social Integration
BAL	World of Work	√	√	√	√	To come
	Health and Well-Being	√	√	√		
	Citizenship	√	√	√		
	Environmental and Consumer Awareness	√	√	√		
SA	Languages	√	√	√		To come
	Mathematics, Science and Technology	√	√	√		
	Social Sciences		√	√		
	Working Life		√	√	√	
	Personal Development		√	√		
OC	Acts methodically Uses creativity Exercises critical judgment Communicates Cooperates Thinks logically	√	√	√	√	To come

PART 4: Steps in developing a local program

How to develop the learning content using the competency-based approach focusing on real-life situations

A local program describes and makes connections among the varied resources that will enable an adult to deal competently with real-life situations; it gives teachers all the information needed to plan and create learning situations.

A learning need is defined operationally as the difference between the present situation or an observed situation and one that is desired. The desired manner of dealing with the real-life situation represents the objective of the course (or the local program).

Once the objective of the course has been defined, the means that will allow the adult to attain it should be determined. These means represent the learning focuses on the basis of which the adult will construct his or her resources for dealing competently with the real-life situation involved.

The process proposed below corresponds to the order of the sections in the official courses in the instructional services:

- presentation of the program
- explanation of dealing with real-life situations
- compulsory elements, including:
 - class of situations
 - categories of actions
 - operational competencies
 - essential knowledge
- end-of-course outcomes (expected quality of dealing with the situations at the end of the course) and evaluation criteria
- attitudes that can help adults deal with real-life situations related to the program
- suggestions for complementary resources
- contribution of other subject areas (except in Sociovocational Integration³)
- andragogical information to foster the adults' learning (for Sociovocational Integration, this is found under the heading "Andragogical Context" and the dimensions of employability in the introduction to the program)
- an example of a learning situation

³ Although the courses in Sociovocational Integration may draw on other subject areas, such as languages or mathematics, this heading is absent from that program.

The following subsections provide succinct explanations of the steps in the development of the content of a local program. An example of a framework for compiling the information is provided in the appendixes.

4.1 Presentation of the local program

The first step consists of defining the **objective of the local program**, which is to enable adults to deal competently with a certain number of real-life situations involving shared problems and belonging to the same class. It is understood that this section may be written at the end of the writing process.

The adults' learning needs with regard to dealing with a class of situations should be described, and the nature and scope of their way of dealing with these situations should be defined in accordance with the level of the program (Literacy, Presecondary Education, Secondary Cycle One, etc.).

4.2 Dealing with real-life situations

The following text, which is included in all the official courses, may be provided in full as an explanation for teachers:

Dealing effectively with real-life situations is based on actions. These actions are grouped into categories and make use of a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class(es) of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under the appropriate headings.

4.3 Classes of situations and examples of real-life situations

The real-life situations used to identify learning needs should be grouped in classes of situations. A class of situations is defined as a set of real-life situations that present a shared problem. Generally, a course involves dealing with a single class of situations.

The statement of the class of situations should clearly indicate the shared characteristic or characteristics of the group of real-life situations. These characteristics are formulated as problems to be solved or challenges to be met. The objective of the course is the ability to solve the problem or meet the challenge of the group of situations.

For example, in the course Consumer Vigilance in the official program Consumer Habits, in Cycle One, the class of situations is Solicitation. The real-life situations addressed all involve problems of solicitation in which adults must take a position.

It is recommended that a single class of situations be covered per local program (central focus of the program).

Since a class of situations is a concept, its statement should permit the reader to easily imagine, name or describe real-life situations related to it. The following question should serve as a guide in determining the class of real-life situations: does this statement make it possible to easily define examples of real-life situations? If so, it is appropriate.

Examples of real-life situations are used to illustrate the scope of the class. The number of real-life situations included in a class can be practically infinite, but only a few examples should be provided to allow teachers to grasp the problems and the related issues. A real-life situation is defined on the basis of circumstances (events; social, spatial, temporal circumstances, etc.). The examples of situations should be meaningful and pertinent to the class of situations, as well as all on the same level. They should also permit the statement of the class of situations to be validated. The following question may be asked: is

there a shared characteristic (or characteristics, but limited) in these examples that would allow them to be grouped in a class?

4.4 Categories and examples of actions

Once the class of situations has been defined, the actions taken to deal with them appropriately should be determined. This gives rise to categories of actions.

The **categories of actions** consist of actions that are appropriate for dealing with a variety of situations in the same class. They should be limited to those that are most plausible in a school situation and those that best show ways of dealing with the situations in a class. While it is not possible to predict what a competent adult will do in a real context, these categories of actions provide a relatively stable framework for dealing with the real-life situations in the course. For example, again in the course Consumer Vigilance, the categories of actions are the following:

- Reactions to solicitation
- Evaluating the need to use credit
- Prevention

The examples of actions, which stem from the categories of actions, illustrate what a person who deals competently with the real-life situations of the class generally does. They are not compulsory, but the categories are. They play an important role in the identification of the essential knowledge of the course, which is incorporated into the actions taken in dealing with the real-life situations.

These examples are provided to help teachers contextualize the knowledge in the learning activities.

4.5 Operational competencies and actions

Once the categories of actions have been defined, one or two **operational competencies** that will contribute to dealing competently with the real-life situations should be defined. Only operational competencies that make a sufficiently meaningful contribution to dealing with the situations in the class of situations of the local program should be included. The reference frameworks of the six operational competencies for each of the instructional services are an integral part of the introductions to the programs.

The description of their contribution should be provided in the form of actions through which the particular competency is demonstrated in a situation. These are the most revealing actions the competency enables the adult to carry out within the class of situations in the local program.

For example, again in the course Consumer Vigilance, the competencies chosen are *Exercises critical and ethical judgment* (critical dimension) and *Acts methodically* (methodological dimension):

Acts methodically

- Learns about the product or service, the merchant or lessor, and the conditions of the agreement
- Applies preventive measures adapted to the context
- Consults an agency or resource person

Exercises critical and ethical judgment

- Identifies solicitation strategies
- Takes a critical approach to information
- Uses discernment to evaluate the need to use credit
- Anticipates the financial, social and environmental impact of his/her decision
- Uses appropriate protective and defensive strategies

Under the heading “Contribution of the operational competency,” a short text should state the effects or results of the actions in terms of the competency, that is, what the adult does when he or she is considered competent (and not in order to develop the operational competency).

4.6 Essential knowledge

Dealing with a situation requires a good deal of knowledge. Here, the knowledge that is deemed essential for dealing with situations (the nature of which will determine the subject area the local program is associated with) should be analyzed.

The writer of the local program states the essential knowledge required, referring to the following elements:

- the class of situations
- examples of situations in the class
- the categories of actions
- examples of actions

To describe an element of knowledge, the writer should refer to concepts, techniques, methods and strategies that are specific to the learning involved.⁴ The formulation of the element of knowledge indicates which one of these types it belongs to. It may be useful to draw on education reference works in a particular discipline or to seek validation by an expert.

It is necessary to consider a real-life situation and to imagine what a competent adult generally does (actions) in such circumstances. On the basis of these actions, the *essential* knowledge for dealing with situations in the class is defined. This analysis depends on the logic of the action. The knowledge is then grouped in categories made up of meaningful sets, both in terms of teaching practices and real-life situations to be dealt with.

The knowledge is included in the program so as to inform teachers of the meaning and scope of the learning the adult will have to construct. An essential element of knowledge in a course is considered compulsory by the Ministère; it must thus necessarily be a focus of learning and evaluation.

⁴ The place of strategies in courses is important. It is desirable to state in courses the strategies that are specific to a discipline. If certain knowledge (which is not concepts, techniques or methods) in a discipline is codified as strategies, it is stated as such in the courses. These strategies make it possible to better carry out action specific to the discipline. Some examples include how to read better, how to write better, etc. It is also important to distinguish between what belongs to method and what to strategy.

4.7 End-of-course outcomes and evaluation criteria

This section describes not what the adult must do *in the course of learning*, but what he or she should be able to do *at the end of his or her learning in the course*. The **end-of-course outcomes** define the manner and level of dealing with the class of situations *at the end of the course*.

They describe how the adult, drawing on the compulsory elements of the course (class of situations, categories of actions, operational competencies and essential knowledge), deals optimally with the problems or challenges typical of this class of situations. The actions involved in the operational competencies and the essential knowledge are integrated so as to make clear their contribution to the expected manner of dealing with the situations in each category of actions.

The **evaluation criteria** enable an overall judgment to be made on the quality of the adult's dealing with the real-life situations of the program, at the end of the program. They are generally established for each category of actions and they make it possible to identify and target the essential aspects of the adult's dealing with the situation on which teachers must make a judgment (without prejudging the nature of the contexts in which the program is implemented—school, correctional facility, distance learning, etc.).

From these evaluation criteria, more precise, observable indicators are defined: they make it possible to operationalize the criteria. The indicators are based on the end-of-course outcomes. The development of the evaluation criteria and indicators allows the course writer to validate the expected outcomes.

4.8 Attitudes

An attitude is a person's state of mind with regard to himself or herself or something in the environment that leads him or her to act or be in a certain way. It may influence the person's way of dealing with a real-life situation positively or negatively.

Socially or personally desirable attitudes are provided as guidelines; they are attitudes that can help the adult to become more competent in dealing with situations.

4.9 Complementary resources

Complementary resources are provided as guidelines; they are a set of references that may be used in developing learning situations or during learning activities. They are material, social and information resources.

4.10 Contribution of other subject areas

This section defines how dealing with real-life situations in a local program may draw on knowledge in other subject areas than the one to which the program belongs or, where appropriate, in other programs of study in the same subject area. However, these elements are not compulsory.

For example, the course Consumer Vigilance draws on mathematics when adults classify, compare and group elements using sets or when they calculate a price-quality ratio. It draws on computer science when they write a letter using a word processing program.

As stated in the introduction to Part 4, there is no indication of the contribution of other subject areas in courses in Sociovocational Integration.

4.11 Andragogical information

The section "Andragogical context" defines certain limits to be respected (the adult's private life, for example). It may also provide suggestions for actions based on a social constructivist approach.

Social constructivism is based on constructivism with the addition of the dimension of social interaction in learning. In this view, adults construct knowledge in social situations and contexts, which influence their personal constructions. This section may also suggest interactions between adults and their environment.

It also provides teachers with details regarding the implementation of the local program. It presents conditions for improving the adults' motivation and perseverance in their learning process. It may, for example, highlight critical thinking, problem solving, metacognition or the construction of essential knowledge; help prepare adults to deal with similar situations in their lives; etc.

In Sociovocational Integration, the section "Andragogical context" is part of the introduction to the program.

This information provides a basis for creating learning situations based on the competency-based approach, adults' real-life situations and the content of the local program.

4.12 Example of a learning situation

It is generally recommended that an **example of a learning situation** be provided to illustrate how the program can be implemented according to the competency-based approach and to demonstrate the pedagogical connections that are possible among the different elements.

The learning situation presented should be authentic and should be based on a real-life situation of adults that is related to a class of situations. It should take into account some compulsory elements of the local program and should be open and broad enough to address several important aspects of dealing with the real-life situation. It should suggest learning and evaluation activities to support adults' progress in a gradual, structured learning process.

Teaching strategies may be suggested for the learning activities, such as pedagogical techniques and methods to be used, depending on the individuals, the context and the learning environment, as well as various material or social resources.

In all the official courses in Basic Common Core Education and the programs in the instructional services in Social Integration and Sociovocational Integration, a common text describes the characteristics of a learning situation. A grid for developing a learning situation is provided as an example in the appendixes.

4.13 Conservation of documents

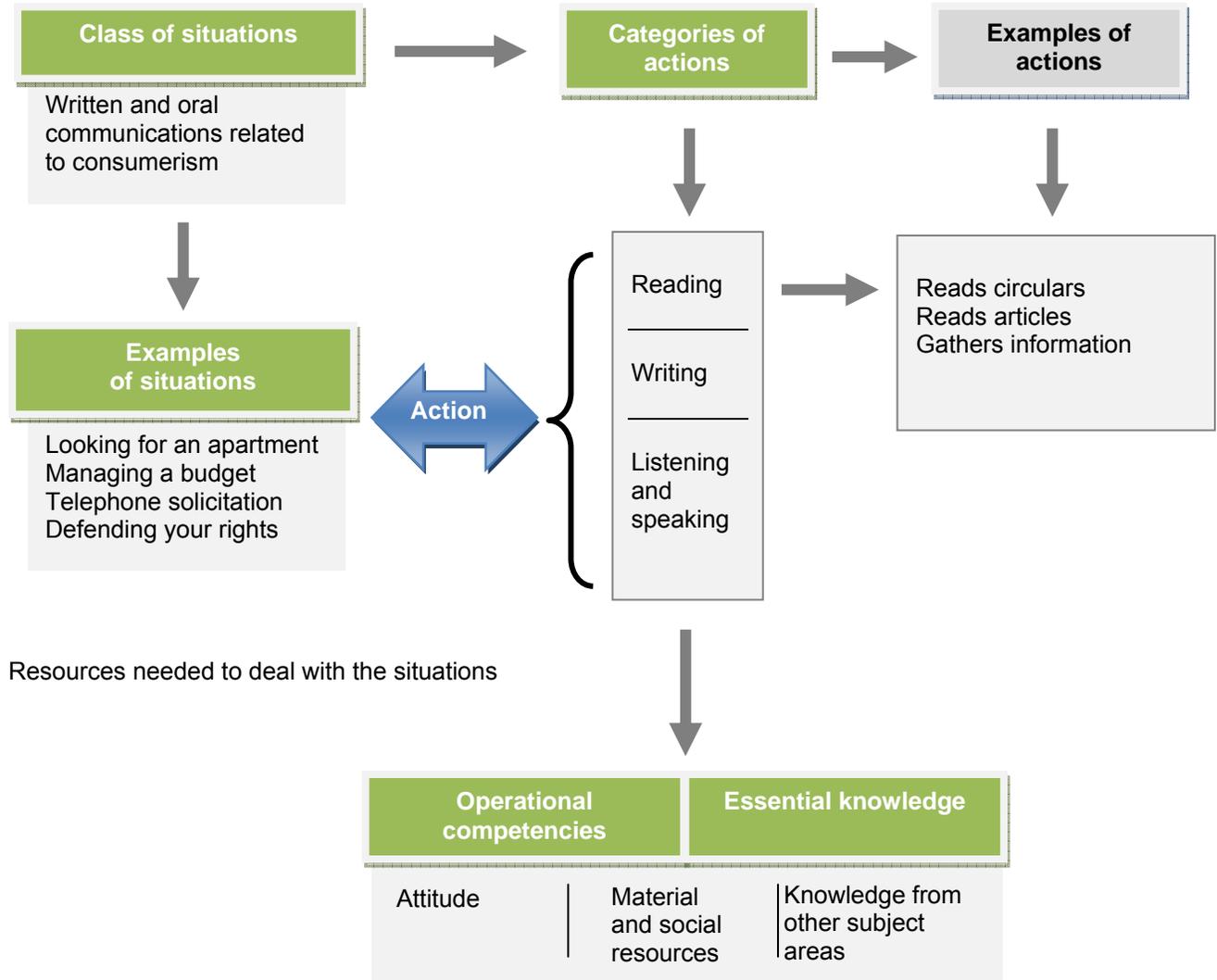
In addition to putting together the content of the local program, the writers should, for management purposes, record the following information on a sheet of paper:

- program title
- instructional service and level of education
- duration
- SAGE code that will be used
- students targeted: areas of interest, tastes, aptitudes, attitudes, etc.
If the program has special requirements, add an explanation of the learning expected of the adults.
- prerequisites, if any
- summary of the program

An example of a framework for compiling the information is provided in the appendixes.

Example of a course in Presecondary Education

Communication and Consumerism
 Program of study: English, Language of Instruction

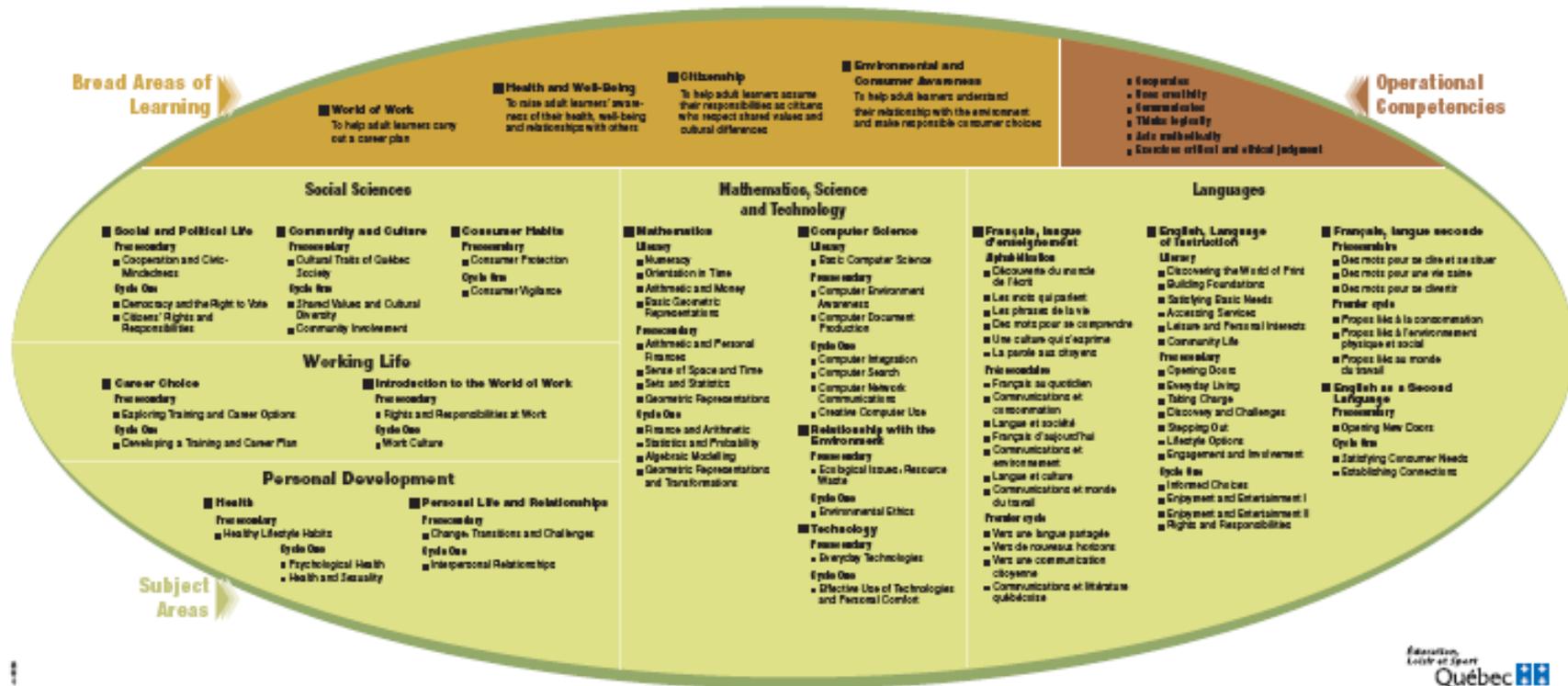


Note: Areas in blue are **compulsory** elements of a course.

APPENDIXES

Basic Common Core Education – Programs of study and courses:
 Literacy – Presecondary Education – Secondary Cycle One

General Education for Adults
Common Core Basic Education
 Programs of Study and Courses: Literacy – Presecondary – Cycle one



Presentation of a Local Program



Development Framework

- Local program
- Example of a learning situation

Development framework for a local program

Administrative information on the program

Program title		Duration	SAGE code used
Subject area	Instructional service and level of education		
Students targeted (general description and specific requirements)		Prerequisites, if any	
Summary of the program			

Content of the local program

TITLE:

SAGE code:

Presentation of the program	Dealing with real-life situations
<p>The objective of the course _____ (course title) is to enable adults to deal competently with everyday real-life situations related to:</p> <p>In this course, adults will . . . (objective in one or two sentences)</p> <p>At the end of this course, adults will be able to:</p>	<p>Dealing with real-life situations involves actions, grouped in categories, which require the mobilization of a set of resources, including operational competencies and essential knowledge. While learning, adults have to construct knowledge in relation to these resources in order to be able to deal appropriately with real-life situations.</p> <p>The class of situations, categories of actions, operational competencies and essential knowledge are the compulsory elements of the course. Details on these elements are provided under the appropriate headings.</p>
Class of situations and problem(s)	Examples of real-life situations
<p>This course covers the class of situations:</p> <p>This class consists of a set of real-life situations in which adults experience difficulties in . . . (description of the problem)</p> <p>To deal with these real-life situations, adults . . . (brief description of the process and the effects sought)</p>	<p>1.</p> <p>2.</p> <p>...</p> <p>...</p>

Operational competency(ies) mobilized	List of actions chosen for each competency
Essential knowledge	Knowledge used
Category of knowledge:	
Category of knowledge:	
End-of-course outcomes	
<p>At the end of the course, adults will demonstrate progress in dealing with real-life situations in the class _____ _____ (name situations).</p> <p>To deal with these real-life situations, adults _____ _____ (name the categories of actions).</p> <p>(Name the actions of the operational competencies and the categories of knowledge related to the category of actions.)</p> <p>When . . .</p> <p>When . . .</p> <p>When . . .</p>	

Evaluation criteria	
(Describe the category of actions with an adverb or other modifier.)	
Attitudes	Complementary resources
1. 2. ...	1. 2. ...
Contribution of other subject areas	
1. 2. ...	
Andragogical context	
(This is not a repetition of the objective of the course, but rather a description of the types of learning to be acquired, the relevant learning conditions and the limits to be respected.)	

Example of a learning situation

Learning situation		Course
Title:		
Real-life situation	Expected production	Duration
(Name the real-life situation involved in this learning situation and define a problem to give meaning to the learning. This is the starting point: the reflection and the expected result will be derived from the real-life situation.)	(State the measurable result.)	
Compulsory elements:		
Class of situations:		
Categories of actions	Operational competencies	Essential knowledge
(List those involved.)	(List those involved.)	(Name the categories of knowledge: define the knowledge within the activities.)
Evaluation criteria		

Procedure for the learning situation

Preparation		
<p>This step consists of encouraging the adults' interest in learning by making them aware of their need for learning. Through a stimulus related to a real-life situation, the adults become aware of the knowledge they possess and the knowledge they need in order to adequately deal with the real-life situation involved.</p>		
Aim	Activity (pedagogical technique and method used)	Materials
Stimulus or trigger		
Activation of previous learning (reminder of activities experienced)		
Organization of previous learning		
Identification of learning needs		
Usefulness for the adults		

Acquisition of learning						
<p>This step enables adults to construct knowledge related to the compulsory elements targeted in the learning situation.</p> <p>What are the actions (categories of actions) adults must take in dealing with the situation? What are the knowledge and competencies needed to be able to take these actions? What learning and evaluation activities should be provided?</p>						
Learning and evaluation activities to support learning (number of activities may vary)	Compulsory elements			Pedagogical techniques and methods	Materials	Consolidation exercises, if needed
	Category(ies) of actions targeted (CA)	Actions of the competency(ies) targeted (OC)	Knowledge targeted (EK)			

Integration and application of learning				
This step involves reflecting on the learning process and the knowledge acquired, evaluating points for improvement and looking at possibilities for applying the learning in similar situations. Integration, evaluation (reflection) and application activities should be defined.				
Aim	Activity (pedagogical technique and method used)	Materials	Consolidation exercise(s), if needed	Compulsory elements involved: category(ies) of actions, actions of the competencies and essential knowledge
Observation of learning acquired				
Identification of difficulties encountered and solutions found				
Identification of the usefulness of this learning				
Identification of similar situations in which the new learning can be applied				
Proposal for follow-up to be provided to this learning				

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