

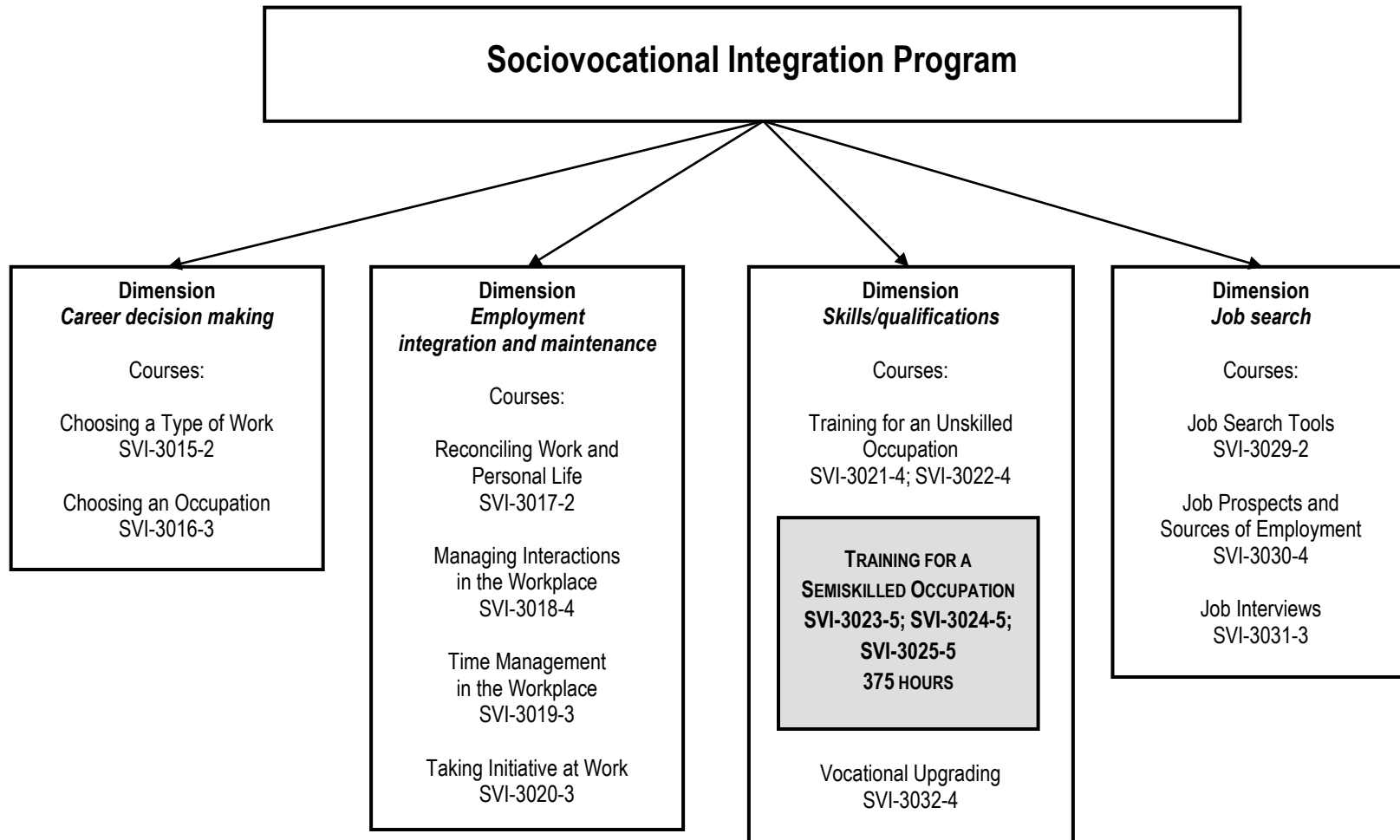
SVI-3023-5; SVI-3024-5; SVI-3025-5 Training for a Semiskilled Occupation

Secondary Cycle Two



Sociovocational Integration Program

Situating the Course *Training for a Semiskilled Occupation*



Introduction to the Course *Training for a Semiskilled Occupation*

The objective of the course *Training for a Semiskilled Occupation* is to enable adults to deal competently with real-life situations involved in working in a semiskilled occupation.

By the end of this course, adults will be able to carry out tasks related to a semiskilled occupation and monitor how they carry out these tasks.

In this course, adult learners develop the specific skills of their chosen occupation in an actual workplace. By carrying out a workplace practicum as part of this course, adults develop the skills they need to work in the chosen semiskilled occupation. The *Directory of Semiskilled Occupations*,⁴² which is produced and kept up to date by the Ministère, provides a list of semiskilled occupations by vocational training sector. For each occupation, it lists specific skills, performance criteria and the related tasks.

Successful completion of this course is required to obtain the training certificate for a semiskilled occupation. A workplace practicum is essential to the development of the specific competencies associated with the chosen occupation.

⁴² Québec, Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, *Directory of Semiskilled Trades*, <http://www.meesr.gouv.qc.ca/sections/metiers/>, updated periodically.

Dealing With Work-Related Situations

Dealing effectively with work-related situations is based on actions. These actions are grouped into categories and draw on 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 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.



Class of Situations

This course focuses on the class of situations *Working in a semiskilled occupation*.

In a work context where job requirements are becoming ever more stringent, adults must properly carry out the tasks associated with the chosen semiskilled occupation, such as producing goods and services in accordance with quality standards and correctly using work tools and equipment, in compliance with occupational health and safety rules. To improve their performance, they monitor how they carry out their work tasks by taking into account their needs and the expectations of the company that employs them.

The table below provides examples of work-related situations that pertain to this class of situations. In this course, the examples of work-related situations pertain to workplaces where there are semiskilled occupations. Moreover, since there are a great number and variety of workplaces, the teacher can plan a practicum in any other work setting that reflects the adults' interests and needs, while making sure that they are able to develop the specific competencies associated with their chosen occupation. To that end, the teacher can consult the *Directory of Semiskilled Trades* under the heading *Fields of Application*, which indicates the work settings where the chosen occupation is normally carried out.

Class of Situations	Exemples of Real-Life Situations ⁴³
Working in a semiskilled occupation	<ul style="list-style-type: none">Working as a butcher's helper in a butcher shopWorking as a butcher's helper in a neighborhood grocery storeWorking as a butcher's helper in a supermarket

⁴³ These examples may differ depending on the chosen occupation.

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations in the course. The *examples of actions* listed in the table below illustrate the scope of the categories for the occupation of *butcher's helper*.

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> Carrying out the tasks associated with the chosen semiskilled occupation 	<p>Actions for the occupation <i>butcher's helper</i> taken from the <i>Directory of Semiskilled Trades</i>⁴⁴</p> <ul style="list-style-type: none"> Grinds meat Tenderizes meat Slices products Greets customers Directs customers toward the product requested Provides information on butchery products
<ul style="list-style-type: none"> Monitoring how he/she carries out work tasks 	<p>Contextualized actions for the occupation <i>butcher's helper</i>⁴⁴</p> <ul style="list-style-type: none"> Consults his/her superior to find out his/her expectations concerning the preparation of meats and butchery products At the end of a shift, checks to make sure that a colleague is satisfied with the way work was shared at the butcher's counter Develops an action plan for improving his/her ability to provide customer service

⁴⁴ These actions may differ depending on the chosen occupation.

Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

Class of Situations

Working in a semiskilled occupation

Categories of Actions

- Carrying out the tasks associated with the chosen semiskilled occupation
- Monitoring how he/she carries out work tasks

Operational Competencies

Acts methodically

- Pays attention to details and to the finishing touches involved in turning out a product or providing a service
- Checks the result of his/her work
- Tidies up and cleans his/her work area on a regular basis

Exercises critical and ethical judgment

- Identifies his/her strengths and limitations using an assessment form
- Distinguishes between fact and opinion
- Distinguishes between his/her perceptions and those of his/her superiors and colleagues
- Justifies the change he/she wants to make

Essential Knowledge⁴⁵

- | | |
|---|---|
| <ul style="list-style-type: none"> • Production of goods or services • Use of tools and equipment • Applying the company's health and safety rules | <ul style="list-style-type: none"> • Company's expectations regarding the way work tasks should be carried out • Change he/she wants to make with respect to carrying out work tasks • Action plan for carrying out work tasks |
|---|---|

⁴⁵ All of the compulsory essential knowledge is outlined under the heading *Essential Knowledge*.

The end-of-course outcomes describe how adults should use the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

To deal with the real-life situations in the class of situations *Working in a semiskilled occupation*, adults carry out tasks that are particular to the chosen occupation, as set out in the *Directory of Semiskilled Trades*⁴⁶ produced by the Ministère. They also monitor how they carry out their work tasks.

When adults carry out tasks that are specific to their chosen semiskilled occupation, they produce goods or provide services by observing the steps involved; use appropriate work methods and techniques; pay attention to details and to the finishing touches needed to turn out a product or provide a service in a regular work context, as well as in situations involving a work overload or repetitive tasks; check that the result of their work is consistent with quality standards; use their tools and equipment correctly; observe usage and maintenance instructions; and regularly tidy up and clean their work area in accordance with the company's standards and practices regarding classification and storage. They take the necessary measures if they notice that a piece of equipment breaks down or malfunctions. They apply the company's health and safety rules. They wear the required protective equipment and use the appropriate security materials properly. To protect themselves and others, they take preventive measures and apply emergency procedures. They adopt safe postures and observe the company's hygiene and sanitation rules.

When monitoring how they carry out their work tasks, adults assess their strengths and limitations using an assessment form and by taking into account the company's expectations. They distinguish between fact and opinion and between their perceptions and those of their superiors and colleagues. They set a clear and precise goal with respect to a change they want to make. They explain the extent to which this change is feasible and meaningful on a personal and occupational level, and estimate the time required to make this change. They draw up an action plan for achieving their goal. This plan will include the means for succeeding in this regard, the internal and external resources they can rely on, deadlines, pitfalls and obstacles they may encounter, alternative solutions and follow-up measures.

⁴⁶ Québec, Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, *Directory of Semiskilled Trades*, <http://www.meesr.gouv.qc.ca/sections/metiers/>, updated periodically.

Evaluation Criteria

- Efficiently carries out tasks associated with the chosen semiskilled occupation, as set out in the *Directory of Semiskilled Trades*
- Systematically monitors how he/she carries out work tasks

Note: The cooperation of the employer where the adult carries out his/her practicum is essential for evaluation purposes. This partnership can be organized in a variety of ways, but it is important to ensure effective lines of communication.

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Acts methodically* and *Exercises critical and ethical judgment*.

Contribution of the operational competency *Acts methodically*

This competency involves the capacity to systematically develop, choose and use techniques and methods appropriate for dealing with work-related situations.

When carrying out tasks related to the chosen semiskilled occupation, adults pay attention to details and to the finishing touches involved in turning out a product or providing a service, and check the results of their work. They tidy up and clean their work area regularly.

Contribution of the operational competency *Exercises critical and ethical judgment*

This competency involves the capacity to question and assess the personal and social problems encountered in work-related situations according to the rules and principles of sound judgment.

When monitoring how they carry out their work tasks, adults assess their strengths and limitations using an assessment form. They distinguish between fact and opinion, and between their perceptions and those of their superiors and colleagues. They justify the change they want to make regarding their work tasks.

Essential Knowledge

Essential knowledge is organized into categories. All of the knowledge mentioned under this heading is compulsory, except for the information in parentheses that serves to clarify or define the scope of the knowledge in question.

Production of goods or services

- Steps in carrying out the tasks
- Work methods and techniques
- Quality standards
- Work context: routine, occasional or repetitive tasks; work overload

Use of tools and equipment

- Instructions for use and maintenance
- Standards and customary practices of the company regarding organization and storage
- Measures to be taken when equipment breaks down or does not work properly

Applying the company's health and safety rules

- Wearing required protective equipment and clothing
- Using safety equipment
- Preventive measures
- Emergency procedures
- Adopting safe work postures
- Compliance with hygiene and sanitation rules

Company's expectations regarding the way work tasks should be carried out

- Formal expectations (official rules)
- Informal expectations (unofficial rules)

Change he/she wants to make with respect to carrying out work tasks

- Determining the change he/she wants to make
- Clearly and precisely stated change that is feasible and meaningful on a personal and occupational level and that can be made within a specific time frame

Action plan for carrying out work tasks

- Ways of making the desired change
- Internal and external resources
- Schedules
- Possible pitfalls and obstacles
- Alternative solutions
- Follow-up measures (periodic review, logbook, discussions with a mentor, etc.)

Attitudes

The development of certain attitudes, particularly those described in the table below, is facilitated by drawing on certain elements of essential knowledge. These attitudes also help adult learners to better exercise the operational competencies and make it easier to deal with the class of situations in question. The attitudes in and of themselves are not evaluated; however, their development is an important aspect of the learning process.

Thoroughness	Open-Mindedness
<p>An attitude of thoroughness enables adults to employ the suggested steps, methods and work techniques in carrying out the tasks related to the chosen semiskilled occupation.</p> <p>Connections between thoroughness and certain elements of essential knowledge</p> <p>This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge:</p> <ul style="list-style-type: none"> • Production of goods or services • Use of tools and equipment • Applying the company's health and safety rules • Company's expectations regarding the way work tasks should be carried out <p>Connections between thoroughness and the operational competency <i>Acts methodically</i></p> <p>This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions:</p> <ul style="list-style-type: none"> • Pays attention to details and to the finishing touches needed to turn out a product or provide a service • Checks the result of his/her work • Cleans and tidies up his/her workstation on a regular basis 	<p>Adults who are open-minded consider different viewpoints and question their usual way of doing things. This attitude makes them more likely to thoroughly investigate and discover new outlooks when following up on the work they have done.</p> <p>Connections between open-mindedness and certain elements of essential knowledge</p> <p>This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge:</p> <ul style="list-style-type: none"> • Change he/she wants to make with respect to carrying out work tasks • Action plan for carrying out work tasks <p>Connections between open-mindedness and the operational competency <i>Exercises critical and ethical judgment</i></p> <p>This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions:</p> <ul style="list-style-type: none"> • Identifies his/her strengths and limitations using an assessment form • Distinguishes between fact and opinion • Distinguishes between his/her perceptions and those of his/her superiors and colleagues

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
<ul style="list-style-type: none"> • Superiors • Colleagues • Practicum supervisors • Private sector companies • Government agencies • Community organizations 	<ul style="list-style-type: none"> • Print or electronic documents on carrying out work tasks (user's manuals, magazines, books, Web sites, etc.) • <i>Directory of Semiskilled Trades</i>⁴⁷ • Work tools and equipment • Safety equipment and materials • Assessment form on carrying out work tasks

⁴⁷ Québec, Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, *Directory of Semiskilled Trades*, <http://www.meesr.gouv.qc.ca/sections/metiers/>, updated periodically.

Planning the Workplace Practicum*

Designed in accordance with adults learners' interests and abilities, a training plan is used to define the number and type of specific competencies that will be developed during a practicum. The *Directory of Semiskilled Trades* is essential to developing this training plan, as it contains information on the specific competencies particular to the various semiskilled occupations.

In the course *Training for a Semiskilled Occupation*, adults are encouraged to develop the compulsory competencies specific to the chosen semiskilled occupation. Depending on the company or organization, the adults may also be able to develop other, optional competencies. Before the practicum, the adults could, with the help of their teacher, consult the directory to find the right match between their areas of interest and abilities and the specific competencies they wish to develop.

During the practicum, the supervision provided on the job is intended to help adults to develop the competencies in their training plan. For instance, one-on-one talks between the teacher and the adult learner could focus on what the adult has learned and what he/she still has to learn with reference to the training plan.

This approach makes it easier to identify progress made and possible ways of applying learning in future situations, while giving the adult an opportunity to identify the difficulties encountered and to develop possible solutions.

* Adapted from: Québec, Ministère de l'Éducation, du Loisir et du Sport, *Work-Oriented Training Path: Guide to Organizing Practicums in the Workplace*, interim version, [n. d.].

The workplace supervisor should play a prominent role in helping the adults make progress in the practicum. This person should provide them with appropriate guidance by sharing his/her expertise regarding occupational practices related to the occupation in question. The supervisor's ability to serve as a role model, to guide the adult learners in the performance of work tasks and to explain the reasons behind each action will help them move beyond mere task repetition to monitor how they carry out their work tasks.

This guidance could not be properly provided without close cooperation between the teacher and workplace personnel. This ongoing interaction also makes it possible to check the quality of workplace activities and their compliance with the adult's training plan as well as the general conditions of the practicum.

Although the company is a partner in the development of certain competencies, responsibility for evaluation lies with the teacher. It is up to the teacher to make the workplace supervisor aware of the observable indicators that best demonstrate the adult's development of the program competencies and to provide him/her with the necessary recording tools.

Meetings with the workplace supervisor are an opportunity to gather sufficient objective and pertinent information so that the teacher can make an informed judgment about each adult's level of competency development. This information is then shared with the adults in order to evaluate their performance and help them gain a better understanding of the quality of their achievements. This feedback session, in which the adults are active participants, also enables them to monitor how they carry out their work tasks and to recognize their strengths and needs, as well as the steps necessary to achieve success.