Local Course Development Guide

DIVERSIFIED BASIC EDUCATION

ADULT GENERAL EDUCATION

Votre gouvernement

Québec

Table of Contents

Introduction

The programs of study in adult general education are based on general orientations derived from the principles stated in the report of the Commission for the Estates General on Education (1995-1996) and the resulting government policies. Adult education has therefore adopted a competency-based approach for its 10 instructional services.[1]

In Secondary Cycle Two, the Diversified Basic Education Program for Secondary III, IV and V (DBE Program) presents an approach geared to the development of subject-specific competencies. This program is an adaptation for adult learners of the Québec Education Program, Secondary Cycle Two. The DBE programs of study are divided into courses to take into account the orientations specific to adult education. In addition, some programs of study in the DBE are found only in adult education.

The DBE Program offers a set of courses that enable each adult learner to carry out their personal learning plan. Educational institutions may develop local courses specifically adapted to the educational needs of adult learners who attend their adult education centres, based on the social, economic and cultural realities of their living environment.

This guide contains methodological information that is useful for developing a local course for Secondary Cycle Two. It has four parts:

1. Context for the development of a local course

2. Legal foundations and administrative aspects related to the development of a local course

3. Framework for the development of a local course

4. Steps in the development of a local course

It should be noted that "DBE" in this guide refers to all Secondary Cycle Two courses and is used for the sake of brevity.

---

1. The 10 instructional services are: pedagogical support services, literacy services, preparatory services for secondary education, Secondary Cycle One education services, Secondary Cycle Two education services, social integration services, sociovocational integration services, francization services, vocational training preparation services and preparatory services for post-secondary education.

Ministère de l'Éducation

Context for the Development of a Local Course

Over the last several years, the Ministère de l'Éducation has updated the programs of study issued by the Minister. These updated programs are tailored to the various contexts in which adult learners live and work and the situations that they face today. These programs of study, grouped together by subject area based on their fields of knowledge, are divided into courses.

Although the DBE Program offers a diversified set of courses, it is possible that there are no official courses that meet the learning needs of an adult learner. The educational institutions thus have the option of creating local courses.

The objectives of the development of a local course are:

- to compensate for the lack of content, in the programs of study and the ministerial courses, that could meet a locally expressed learning need

- to offer a review in certain subjects by using the codes provided for this purpose

However, in no case may local courses replace courses set by the Ministère, as the content of the latter is compulsory and integral to the certification of studies and the validity of the Secondary School Diploma.

Local courses are under the responsibility of the educational institutions. Their content and the related evaluations are developed by the teaching and non-teaching staff and resource persons who have the appropriate expertise. The evaluation process must allow an assessment to be made of adult learning and provide an account of the level of development of adult competencies.

Local courses, credited as elective subjects, can lead to a Secondary School Diploma when they are Secondary IV or V courses.

Legal Foundations and Administrative Aspects Related to the Development of a Local Course

Education Act

The *Education Act* (updated to October 31, 2021) authorizes the use of local programs of study. Like the schools, adult education centres must comply with sections 96.16, 222.1 and 463 of this Act, which pertain to local programs of study.

Basic adult general education regulation

Section 1 of the *Basic adult general education regulation* (updated to July 15, 2021) specifies the purpose of adult general education services:

- to enable adults to become increasingly autonomous

- to facilitate the social and vocational integration of adults

- to help adults enter and remain in the job market

- to enable adults to contribute to the economic, social and cultural development of their community

- to enable adults to acquire learning that is certified by the Minister

Each program of study provided under Adult General Education is thus linked to the above-mentioned legal foundations. The same must apply to local programs of study and, by extension, local courses.

Services and Programs of Study Provided Under Adult General Education

The administrative document, *Services and Programs of Study: Adult General Education*, provides information on the organization of Adult General Education services. It also provides complementary information on certain sections of the *Education Act* and the *Basic adult general education regulation*.

The educational institutions must use the codes presented in Schedule V – List of active course codes and programs of study (which correspond to the terms "cours local" (local course), "programme d'établissement" (institutional program) and "programme local" (local program) of the Charlemagne system) for the declarations of attendance and the transmission of results.

Local Course Codes

The Ministère creates alphanumeric codes for local courses. The same course code can be used for various types of content depending on the educational institution. An institution may thus reuse an alphanumeric code and change the content to declare enrolments and transmit results. It should be noted that a local course code may be entered only once in an adult's achievement record. In all cases, the content developed must differ from the content offered in the courses of the ministerial programs of study.

In each alphanumeric course code, the three-letter prefix indicates the subject. It is followed by a digit or a letter that indicates the level of education. The next three digits are used for the long-term management of the codes in the Charlemagne system. The last digit corresponds to the number of credits attached to the course. Each credit is equivalent to 25 hours of content.

Alphanumeric course code

Management in the Charlemagne system

Subject → **INF** — **P** **101** - **1** ← Number of credits
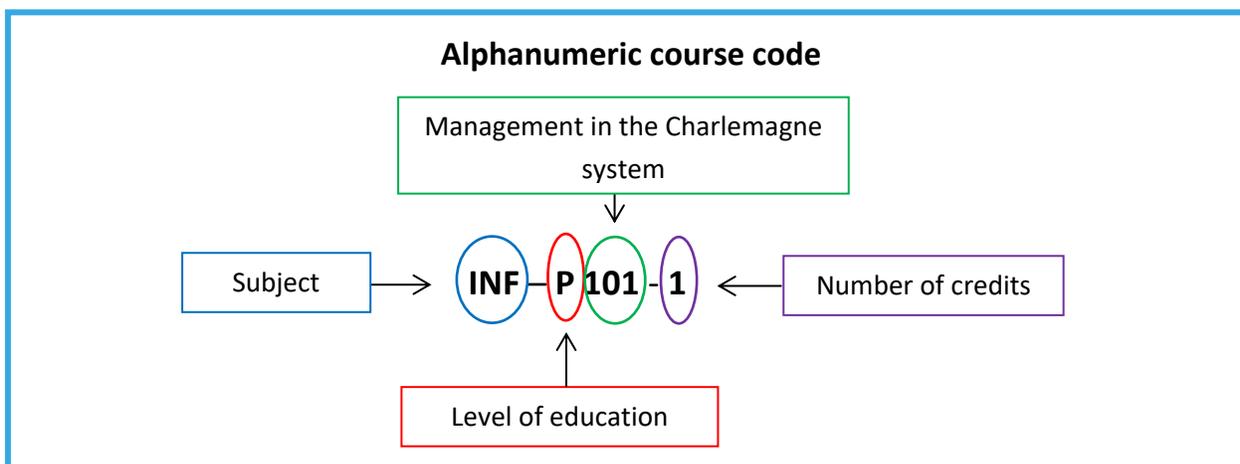
Level of education

Evaluation of Learning

Management of the evaluation of learning process for local courses is under the full responsibility of the educational institutions. The same applies for the development of instruments for the evaluation of learning.

Transmission of Results

To know how the result associated with a given course code is expressed (pass/fail or percentage), see the "Cadre pédagogique" (pedagogical framework) section in Charlemagne.

Conservation of Documents

Each adult education centre is responsible for conserving all the documentation relating to the local course codes it uses: course content, evaluation instruments and description of the clientele served by these courses.

Framework for the Development of a Local Course

The programs of study offered in DBE present an approach geared to the development of subject-specific competencies. They focus on common aims, broad areas of learning, cross-curricular competencies and subject areas.

This structure helps a person who is developing a local course to organize the learning content.

Aims of Diversified Basic Education

The construction of a world-view, the construction of identity and empowerment were chosen as the three aims of the DBE Program. Local courses must be consistent with these three aims and their purpose must be to provide adult learners with the tools they will need in the long term to help them achieve their life plan and contribute to society.

Broad Areas of Learning

The broad areas of learning group together various issues that adult learners must deal with in different areas of their lives. The DBE Program includes five broad areas of learning: Health and Well-Being; Career Planning and Entrepreneurship; Environmental Awareness and Consumer Rights and Responsibilities; Media Literacy; and Citizenship and Community Life. Each program of study refers to the broad areas of learning that are the most relevant to develop. As in the case of official courses, the connection between a local course and a broad area of learning is based on the goal of the course, the competency or competencies to develop and the aim pursued.

Cross-Curricular Competencies

Cross-curricular competencies are competencies that are broader in scope than subject-specific competencies and extend beyond the classroom. They are important tools for living in a society in which situations and interactions are complex, often unpredictable and constantly changing. The development of cross-curricular competencies takes place through that of subject-specific competencies.

The DBE Program targets the development of nine cross-curricular competencies grouped into four categories: intellectual competencies, methodological competencies, personal and social competencies, and communication-related competencies. Each program of study presents the list of cross-curricular competencies it helps to develop by putting the subject-specific competencies into action.

Subject Areas

The programs of study are grouped into subject areas that correspond to major divisions of knowledge. There are important connections among the programs of study in the same subject area. In the DBE Program, the programs of study are grouped into six subject areas: Languages; Mathematics, Science and Technology; Social Sciences; Arts Education; Personal Development; and Career Development. Relationships are to be established between the knowledge deemed essential to the development of the competency or competencies targeted by the local course and the subject area concerned.

Steps in the Development of a Local Course

A local course describes and makes connections among the various resources that will enable adult learners to develop the targeted subject-specific competencies and satisfy the requirements established.

The content of a local course must be developed in accordance with the headings of a course of a ministerial program of study (see Appendix III). The subject-specific competencies, subject-specific content or other learning content, and the families of learning situations are all prescribed elements in a program of study.

A learning need is defined, in operational terms, as the gap between the current or observed situation and the desired situation. The goal of the local course is to bridge this gap. The development of a local course that meets this goal involves identifying the adult learner's learning needs and determining the scope of the course based on course level.

Appendix I – Local Course Development Outline

- *The expected competency level*
- *The range and complexity of the knowledge and resources to be mobilized*
- *The prerequisite knowledge for the course*
- *The degree of autonomy required of the adult*
- *The adult's degree of familiarity with the context*

- Course title:
- Year of study:

- Course code:
- Duration:

Rationale for a local course

A local course makes it possible to develop and offer content adapted to the learning needs of adult learners.

- *Indicate for which adult learners the course is intended*
- *Describe the nature of the learning need that necessitates the creation of a local course and the origin of this need.*

Why do you wish to develop a local course?

- *Do you wish to compensate for the lack of content in the programs of study and the ministerial courses that could meet a locally expressed learning need?*
- *Do you wish to offer a review in certain subjects?*

Ministère de l'Éducation

Introduction

This section provides a brief description of the general goal of the program as well as the knowledge and components of the subject-specific competencies. It also provides a broad overview of the end-of-course outcomes.

The purpose of the course could be to *prepare adult learners to …*, *help adult learners to…* or *encourage adult learners to…*
For example, the adult could deal with X situations, explore, understand or appreciate a given element, discuss it, think about it or examine it.

Subject-Specific Competencies

A competency is defined as "the ability to act effectively by mobilizing a range of resources." A subject-specific competency is a competency associated with a subject or a program of study. It includes key features and manifestations.

Organization of a course in a DBE program of study.

Each course in a DBE program of study is organized and presented in the same manner. This outline contains the same headings as those of the courses associated with the programs of study [2]

1.   Introduction

   Briefly state the general goal of the course.

   The goal of the course is…

2.   Subject-specific competencies

   Indicate the subject-specific competency or competencies targeted by the course. The course contributes to the development of the subject-specific competencies of the related program of study.

   Which competency or competencies must the adult learner develop to achieve the goal of the course?
   Which key features and manifestations provide more detail on the competency or competencies to develop?

Subject-specific competency or competencies	Key features and manifestations

---

2. Local courses with codes beginning with "ORS" are associated with the content of the *Committing to Success* program of study and the headings of these courses must be organized according to the structure of the courses in this program of study.

Ministère de l'Éducation

Processes or strategies

The processes and strategies support the subject-specific competencies.
The processes are methods used or steps taken to accomplish a task; they are a series of operations constituting a way of doing something. Strategies are planned or coordinated sets of actions used to carry out a task.

3. Processes or strategies

Indicate the processes or strategies that will be used and used by the adult learners in the course.

Cross-curricular competencies

A cross-curricular competency is a generic competency with a broader frame of reference and greater scope of action than a subject-specific competency.

4. Cross-curricular competencies

Indicate the cross-curricular competency or competencies targeted by the course.

Ministère de l'Éducation

Knowledge

Although knowledge is needed to develop competency, knowledge alone does not necessarily make a person competent. Knowledge must be functionally interrelated and combined with other resources.
Dealing appropriately with a complex situation requires the mobilization and use of a large quantity of knowledge. This involves determining the knowledge deemed essential in the course for adult learners to accomplish the proposed tasks.

The knowledge listed in each of the DBE courses and the processes and strategies listed in Chapter 3 of the DBE programs of study can be helpful in writing this section.

Cultural references

Cultural references are elements of subject-specific content of historical, social or aesthetic or other significance that enriches a learning situation.

5. Learning content

Indicate the knowledge that adults will be called on to mobilize and use in the course.

Knowledge

Cultural references

Families of learning situations

These families are groupings of learning situations that share common characteristics. In Mathematics, for example, they consist of groups that share the same characteristics, deal with the same issues, or have other points in common.

Broad areas of learning

The broad areas of learning group together various issues that adult learners must deal with in different areas of their lives. The DBE Program includes five broad areas of learning: Health and Well-Being; Career Planning and Entrepreneurship; Environmental Awareness and Consumer Rights and Responsibilities; Media Literacy; Citizenship and Community Life. These themes were chosen for both for their importance to society and their relevance to adult education. The broad areas of learning enable adults to recognize that their learning is related to other areas of their lives.

6. **Families of learning situations**

Indicate the family or families of learning situations targeted by the course.

7. **Broad areas of learning**

Indicate the broad area or areas of learning targeted by the course.

Ministère de l'Éducation

End-of-course outcomes

The end-of-course outcomes describe how adult learners, drawing on the prescribed elements, deal optimally with the situations related to the course.

The end-of-course outcomes should therefore present, for each of the targeted competencies, the families of learning situations, the knowledge, and the processes and strategies determined in advance.

8. **End-of-course outcomes**

Describe clearly what adult learners should be able to accomplish by the end of their learning.

By the end of the course, the adult learner…

Ministère de l'Éducation

Evaluation Criteria

The evaluation criteria enable an overall judgment to be made on the level of competency reached by an adult learner for each of the competencies targeted by the course. They make it possible to identify and target the essential aspects for these competencies.

9. **Evaluation Criteria and Specifications**

For each course of a DBE program of study, the evaluation criteria are specified in the program of study. The same must be done for local courses.

Indicate, for each of the competencies targeted by the course, the related evaluation criteria, the definitions of these criteria and, if applicable, the weighting they are assigned.

Evaluation Criteria	Definitions of the Evaluation Criteria	Weighting of the Evaluation Criteria

Ministère de l'Éducation

Specification of the Evaluation Instruments

Number of parts: [ ]   Total duration: [ ]   Duration of each part: [ ]

Authorized materials: [ ]

The pass mark is 60% for the overall evaluation of a local course. It is possible to specify a minimum threshold for each competency (e.g. "The pass mark is 60% for the entire examination and for each of the competencies evaluated.")

Pass Mark: [ ]

Assessment tools: [ ]

Examination Content:

The adult learner's task involves…

Assessment Tool
The criterion-referenced rubric is the tool used to assess the competencies. In criterion-referenced interpretation, the information gathered is compared with the outcomes expected of the adult learner. It could be relevant to attach the criterion-referenced rubric to the local course.

Ministère de l'Éducation

Appendix II – Components of a Program of Study

Whatever the subject area, every program of study is organized and presented in the same way. Each program of study contains the following sections: Introduction; Pedagogical Context; Subject-Specific Competencies; Subject-Specific Content; Organization of the Courses in the Program; Courses. Where necessary, a bibliography may be provided.

This appendix provides details on each of the sections that make up the DBE programs of study.

Introduction

This section explains the contribution of the subject or the program of study to the general education of adult learners. It describes the approach to the subject and the connections between the subject and the other elements of the DBE program, i.e. the cross-curricular competencies, broad areas of learning and subject areas.

Pedagogical Context

This section provides information on the context in which learning takes place. It includes learning situations, families of learning situations and educational resources.

Subject-Specific Competencies

This section covers the subject-specific competencies as well as the processes and strategies that support their development. It describes the focus of each competency, its key features and manifestations, and provides information on its development and the connections and interactions that exist among the subject-specific competencies and among their different components.

Subject-Specific Content

The subject-specific content refers to all the knowledge necessary for the development and exercise of the subject-specific competencies of the program of study. Depending on the program, this knowledge may consist of concepts, methods, skills or techniques. This section also lists the prescribed knowledge for all of the courses in the program of study and provides details on cultural references.

Organization of the Courses in the Program of Study.

This section provides a list of the program's courses by level (Secondary III, IV or V), along with their titles, alphanumeric codes and duration. Where necessary, a diagram complements the list and illustrates the connections among the courses: for example, in some programs, certain courses may be prerequisites for others or may have to be taken in a specific sequence.

Courses

This section presents the courses offered in the program of study.

Appendix III – Components of a Course in a Program of Study

Each course in a program of study includes the following 10 components.

Introduction

This section provides a brief description of the overall goal of the program as well as the knowledge and components of the subject-specific competencies. It also provides an overview of what must be developed by the end of the course.

Subject-Specific Competencies

This section lists the subject-specific competencies targeted by the course.

Processes or Strategies

This section outlines the processes or strategies that may be mobilized during learning situations.

Cross-Curricular Competencies

This section suggests cross-curricular competencies relevant to the course. They are often related to the example(s) of learning situations provided.

Subject-Specific Content

This section describes the knowledge prescribed in the course, i.e., the knowledge that is to be used and mobilized as resources by adult learners during learning situations. Cultural references, which are focuses of learning that are culturally significant, are also suggested in most courses.

Families of Learning Situations

This section outlines the prescribed family or families of learning situations, from which learning situations are derived.

Broad Areas of Learning

This section provides suggestions as to which broad areas of learning may be most relevant to the course. Broad areas of learning are often connected to the example(s) of learning situations.

Examples of Learning Situations

This section contains one or more examples of learning situations. Each example serves as a lead-in into a context that is appropriate to the course.

End-of-Course Outcomes

The end-of-course outcomes describe the results expected of adult learners at the end of the course with regard to the accomplishment of the tasks. These results refer to the knowledge to be mobilized as well as the degree of development of the subject-specific competencies.

Evaluation Criteria

Evaluation criteria are directly related to the subject-specific competencies. They reflect the essential components and manifestations of the subject-specific competency or competencies targeted by the course.

Bibliography

Basic adult general education regulation.
https://www.legisquebec.gouv.qc.ca/en/document/cr/I-13.3,%20r.%209%20/.

Education Act.
https://www.legisquebec.gouv.qc.ca/en/document/cs/I-13.3.

Québec, Ministère de l'Éducation. *The Estates General on Education 1995-1996: The State of Education in Québec*. 1997.
https://numerique.banq.qc.ca/patrimoine/details/52327/40700?docref=YkaOsa1zMXT7-2XUw4W0pA.

———. *Québec Schools on Course: Educational Policy Statement*, 1997.
bs40421 (banq.qc.ca)

———. *Policy on the Evaluation of Learning.* 2003.
http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/evaluation/13-4602A.pdfation.gouv.qc.ca/fileadmin/site_web/documents/dpse/evaluation/13-4602A.pdf.

———. Direction de l'éducation des adultes et de la formation professionnelle. *Services and Programs of Study: Adult General Education – 2021-2022 Administrative Document*. 2021.
http://www.education.gouv.qc.ca/en/references/tx-solrtyperecherchepublicationtx-solrpublicationnouveaute/results/detail/article/information-document-on-the-services-and-programs-of-study-provided-under-adult-general-education-1/?a=a&cHash=954ec5766c7861e65949a4483a54341b].

Québec, Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, Direction de l'éducation des adultes et de l'action communautaire. *Diversified Basic Education Program for Secondary III, IV and V*. 2015.
http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/educ_adulte_action_comm/FBD_General_Introduction_to_the_Programs_of_Study_en.pdf.

Québec, Ministère de l'Éducation, du Loisir et du Sport, Direction de la formation générale des adultes. *Common Core Basic Education Program*. 2007.
http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/educ_adulte_action_comm/FBC_IntroductoryDocument_en.pdf.

———. *Québec Education Program: Secondary Cycle Two*. 2007.
http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_presentation-deuxieme-cycle-secondaire_EN.pdf.

Ministère de l'Éducation