

SOCIOVOCATIONAL INTEGRATION SERVICES

PRACTICUM GUIDE

DECEMBER 2001

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Direction de la formation générale des adultes

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TABLE OF CONTENTS

INTRODUCTION 1

1 Overview of SVIS Practicums According to the Two Training Phases 2

2 Suggested Uses of Practicums in Phase 1 3

3 Suggested Uses of Practicums in Phase 2 13

4 Adult Needs and the *Four-leaf Clover* Positions of Employability in Relation to SVIS Practicums 14

N. B.:

This version of the Sociovocational Integration Services Practicum Guide takes into account sections 3, 10 and 32 of the *Basic Adult Education Regulation*, Order in Council 652-2000. It also contains a number of major modification concerning course codes.

INTRODUCTION

The *Practicum Guide* is divided into three sections. The first, entitled "Overview of SVIS Practicums According to the Two Training Phases," provides a quick reference to the eight SVIS practicums. The second section, covering points 2 and 3 in the table of contents, provides suggestions on how to use practicums that have already been tried out by various school boards. It is important to point out that this information is offered as a guide to help in planning and organizing SVIS practicums. The final section corresponds to point 4 and illustrates the links between adults' needs, the *four-leaf clover* positions of employability and SVIS practicums.

1 OVERVIEW OF SVIS PRACTICUMS ACCORDING TO THE TWO TRAINING PHASES

PHASE 1 Training and sociovocational integration activities			PHASE 2 Training activities concerning the process of integration into employment
Developing employability	Acquiring and developing sociovocational skills	Acquiring and developing specific vocational skills	Acquiring and developing skills necessary for successful integration into employment
1.1	1.2	1.3	2.1
<p>Section 1.1.1 Social, political and economic environment (theoretical) SVI-1002-3 Practicum: Exploring the Environment</p> <p>Section 1.1.2 Knowing one's vocational profile SVI-1006-1 Practicum: Validating Career Choice</p> <p>Section 1.1.3 Where to look for work SVI-1007-1 Practicum: Where to Look for Work</p> <p>Section 1.1.4 How to enter the job market SVI-1010-2 Practicum: How to Adapt to the Job Market</p> <p>Section 1.1.5 Social, political and economic environment (practical)</p>	<p>Section 1.2.1 Personnel development</p> <p>Section 1.2.2 Communication</p> <p>Section 1.2.3 Team work</p> <p>Section 1.2.4 Cognitive development</p> <p>Section 1.2.5 Work habits</p> <p>Section 1.2.6 Vocational and professional development</p> <p>Section 1.2.7 Acquiring sociovocational skills SVI-1029-1 Practicum: Acquiring Sociovocational Skills</p>	<p>Section 1.3.1 Qualification for unskilled occupations SVI-P011-3 to SVI-P016-3 Practicum: Vocational Qualification (Unskilled)</p> <p>Section 1.3.2 Qualification for semi-skilled occupations SVI-3001-3 to SVI-3006-3 Practicum: Vocational Qualification (Semi-Skilled)</p>	<p>Section 2.1.1 Job placement support SVI-1031-2 Practicum: Meeting the Job Challenge</p> <p>Section 2.1.2 Keeping a job</p>

Section 1.1.1 Social, political and economic environment (theoretical)				
TERMINAL OBJECTIVES OF SECTION 1.1.1 To understand the impact of the social, political and economic environment on them and on their effort to enter or re-enter the job market. SPECIFIC OBJECTIVES OF SECTION 1.1.1 To understand the structure of the job market. To understand the education system. To be aware of conditions in the local and regional job market. To know the requirements of the world of work. To understand labour legislation.		SVI-1002-3 Practicum: Exploring the Environment		
		First-level operational objective – situational Expected outcome To choose from among the trades they have explored. Specifications <ul style="list-style-type: none"> • Be aware of changes in their perceptions as a result of their practicum. • Be familiar with the job market. • Be familiar with the various trades and work environments. • Clarify their interests in certain types of work. 		
		Second-level operational objective None		
Category of students	Pedagogical organization	Administrative management	Expertise developed by school boards	Suggested learning activities
<ul style="list-style-type: none"> • All individuals enrolled in SVIS who occupy Position E. 	<ul style="list-style-type: none"> • Plan to hold this practicum at least one day or a half-day a week, beginning in the first week. • Make provisions for pedagogical tools to gather data that will enable students to explore the social, political and economic environment. • For this practicum, emphasize three course specifications since there are specific objectives in Section 1.1.1 that will also be included in Section 1.1.5. These objectives are: <ul style="list-style-type: none"> - to understand the structure of the job market; - to understand the education system; - to understand labour legislation. 	<ul style="list-style-type: none"> • Plan an organizational structure that is flexible enough to authorize activities outside the adult education centre with schedules specific to each student. • Plan technical support to enable visits to places of work (students can arrive on the morning of their visit to resolve any issues related to the preparation of their visit which could then take place that afternoon.) 	<ul style="list-style-type: none"> • Plan a process of progressive exploration and stimulate student interest in discovering more. • Plan activities to help students approach the job market, designed for both students who were previously unemployed for long periods of time and for those who are currently taking their first steps. • Use a questionnaire for the exploratory interview with workers (Commission scolaire de la Région-de-Sherbrooke). • The practicum can also take the form of an exploratory interview with individuals in occupations of interest to students. 	First activity: <ul style="list-style-type: none"> • Walk around their neighbourhood and compile a list of businesses. • Check out current job offers using the various tools available (job bank, newspapers, jobs posted on business premises, etc.). Second activity: <ul style="list-style-type: none"> • Walk around an industrial district and compile a list of businesses and extrapolate the categories of jobs they may offer. • Keep the lists of businesses prepared by the students. This will help make the students feel that their work may benefit others. These lists also constitute a good directory of businesses located in specific municipalities. Third activity: <ul style="list-style-type: none"> • Visit businesses, ask questions, etc. Fourth activity: <ul style="list-style-type: none"> • In some cases, make appointments to visit a business and meet with employers and staff members. Fifth activity: <ul style="list-style-type: none"> • Be sure to provide feedback in class on these activities.

**Section 1.1.2
Knowing one's vocational profile**

<p>TERMINAL OBJECTIVE OF SECTION 1.1.2</p> <p>To make an occupational choice based on their personal characteristics and objective conditions.</p> <p>SPECIFIC OBJECTIVES OF SECTION 1.1.2</p> <p>To know themselves as workers. To clarify their ideas about work and its role in their life. To analyze their interests, abilities, values, experience, and training.</p>	<p>SVI-1006-1 Practicum: Validating Career Choice</p> <hr/> <p>First-level operational objective – situational</p> <p>Expected outcome</p> <p>To be able to validate their career choice.</p> <p>Specifications</p> <ul style="list-style-type: none"> • Be aware of the employee's place in an enterprise. • Be familiar with the work environment. • Evaluate themselves as workers. <hr/> <p>Second-level occupational objective</p> <p>None</p>
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Category of students	Pedagogical organization	Administrative management	Expertise developed by school boards	Suggested learning activities
<ul style="list-style-type: none"> • All individuals enrolled in SVIS who are ready to explore a vocational plan and who need to define their career choices.¹ 	<ul style="list-style-type: none"> • Plan at least one day a week for this practicum or two half-days (for example, at the same time as the course "Trades and occupations"). • The practicum takes place concurrently with the "self" dimension. • Provide tools for collecting the necessary information. • Provide students with the tools necessary to make telephone calls or to meet employers or workers. • Supply employer directories. 	<ul style="list-style-type: none"> • Reserve one day a week for this practicum. Arrange telephone access (a sufficient number of telephones in a quiet location) to make telephone calls. • Some students prefer going directly to the workplace in question. This strategy can be tested and evaluated based on their needs. 	<ul style="list-style-type: none"> • Keep in mind that the practicum can also take the form of an exploratory interview with individuals in occupations of interest to students. • Remember that occupations explored must be accessible to students, in the short term, unless at this stage in the process they are not planning on going back to school. • Use the questionnaire available to conduct the exploratory interview with workers² (Commission scolaire de la Région-de-Sherbrooke). • Remember that this practicum can also be used to confirm the choice of a semi-skilled trade in a business. • Discuss with the students the need to acquire experience in the workplace in order to confirm their occupational choice. 	<ul style="list-style-type: none"> • Coach students who feel ill-prepared to take part in an interview. • Organize appointments, if necessary. The interview must be stimulating for the student. Students who feel less comfortable may do so in teams of two the first time.³ • Encourage the efforts of these students. • To help students, explore their hesitations or possible obstacles. <p>Suggestions made by the Commission scolaire de L'Amiante:</p> <p>First activity:</p> <ul style="list-style-type: none"> • Geographically locate the region of Amiante. • Prepare a list of economic activities in the primary, secondary and tertiary sectors. <p>Second activity:</p> <ul style="list-style-type: none"> • Invite a resource person from Emploi-Québec: <ul style="list-style-type: none"> - to learn about the economic development priorities for the region of Amiante (ensure that the person invited emphasizes unskilled or semi-skilled trades);

1. Orientation program: six-week program, including one week of orientation services (CS de L'Amiante).

2. Be sure to question the students about their personal perceptions of the workplace and the role of work (CS du Long Sault).

3. Be sure to question the students about their personal perceptions of the workplace and the role of work (CS du Long Sault).

Section 1.1.2
Knowing one's vocational profile (cont'd)

	SVI-1006-1 Practicum: Validating Career Choice

Category of students	Pedagogical organization	Administrative management	Expertise developed by the school boards	Suggested learning activities
	<ul style="list-style-type: none"> Plan for a resource person who is available during the week of the practicum to ensure follow-up and to support students who have not found a place for their practicum. 		<ul style="list-style-type: none"> During the half-day of preparation for the practicum, encourage participation as a way to develop relationships. Promote the exchange of information obtained during exploratory interviews. Ensure that the occupations being explored correspond to the personal employability plan carried out within the framework of the course "Career choice education." 	<ul style="list-style-type: none"> identify local and regional job shortages and surpluses for unskilled and semi-skilled occupations. <p>Third activity:</p> <ul style="list-style-type: none"> Based on the occupation chosen, draw up a list of resource persons in order to explore this occupation in a given workplace. <p>Fourth activity:</p> <ul style="list-style-type: none"> Find a location for the practicum and do the practicum. <p>Fifth activity:</p> <ul style="list-style-type: none"> Following completion of the practicum, have the students obtain approval for their occupational choice and establish their action plan.

**Section 1.1.3
Where to look for work**

<p>TERMINAL OBJECTIVE OF SECTION 1.1.3</p> <p>To be familiar with the full range of places to look for work and of potential employers.</p> <p>SPECIFIC OBJECTIVES OF SECTION 1.1.3</p> <p>To understand the variety of places where they may find jobs. To explore the usual places for seeking work and unusual or non-traditional places. To become aware of potential employers.</p>				
<p align="right">SVI-1007-1 Practicum: Where to Look for Work</p>				
<p>First-level operational objective – situational</p> <p>Expected outcome</p> <p>To acquire the competency necessary to choose from among the places to look for work that they explore.</p> <p>Specifications</p> <ul style="list-style-type: none"> • Explore direct and indirect places for finding potential employers in the field they have chosen. • Recognize their affinity or lack of affinity for the places visited. • Be aware of the decisive influence of social, political and economic factors. 				
<p>Second-level operational objective</p> <p>Before undertaking the activities in each of the phases:</p> <ol style="list-style-type: none"> 1. Acquire the skills targeted in the course "Where to look for work". <p>Before undertaking the activities in Phase 2 (Activities aimed at finding and exploring places to look for work):</p> <ol style="list-style-type: none"> 2. Find information in reference works. 3. Describe the factors to note during the exploration. 4. Show concern for the importance of attitude in making contact with people. <p>Before undertaking the activities in Phase 3 (Evaluation and clarification of their choice of places to look for work):</p> <ol style="list-style-type: none"> 5. Recognize the information relevant to the evaluation. 				
<p align="center">Category of students</p>	<p align="center">Pedagogical organization</p>	<p align="center">Administrative management</p>	<p align="center">Expertise developed by school boards</p>	<p align="center">Suggested learning activities</p>
<ul style="list-style-type: none"> • All individuals enrolled in SVIS who have a defined career choice and are qualified or ready to enter the job market. 	<ul style="list-style-type: none"> • Schedule time to research workplaces as well as an additional two consecutive days for the practicum. • Arrange coaching for the practicum. • Schedule time for class discussion on the students' observations. 	<ul style="list-style-type: none"> • Arrange and make provisions for public transit (student support). 	<ul style="list-style-type: none"> • Use an observation practicum guide developed for practicum students and employers (Commission scolaire catholique de Sherbrooke). 	<ul style="list-style-type: none"> • Suggest that the practicum students explore various workplaces in relation to their occupational choice. • Remember that the practicum must serve to help students establish possible job opportunities or qualification practicums (Section 1.3.1). • Note that it is important that students not offer their services at this stage. They may, however, use their observations to solicit a practicum or job in a given workplace in due course.

**Section 1.1.4
How to enter the job market**

TERMINAL OBJECTIVE OF SECTION 1.1.4 To choose strategies and develop skills necessary for entering the job market.		SVI-1010-2 Practicum: How to Adapt to the Job Market		
SPECIFIC OBJECTIVES OF SECTION 1.1.4 To know various methods for entering the job market and have the skills associated with them. To choose a method for entering the job market that corresponds to personality and the workplace. To use various techniques related to the vocational integration methods selected. To understand what self-marketing means.		First-level operational objective – behavioural Expected behaviour To demonstrate the required competency, the students must use vocational integration methods with potential employers, in accordance with the following conditions, criteria and specifications. Conditions for performance evaluation Using: - creative job search techniques; - a list of potential employers. With the help of: - the available tools; - personalized tools.		
		Second-level operational objective Before undertaking the activities: 1. Create personalized job-search tools. 2. Use job-search techniques. 3. Use self-marketing techniques.		
Category of students	Pedagogical organization	Administrative management	Expertise developed by school boards	Suggested learning activities
<ul style="list-style-type: none"> All individuals enrolled in SVIS who have found potential places for their practicum and have defined their occupational choice. 	<ul style="list-style-type: none"> Experiment with the students' own vocational integration methods. Use phases 1.3 and 2.1 to search for practicums. Schedule time during the practicum to adapt the personal vocational integration methods employed. 	<ul style="list-style-type: none"> Plan to use work-study training: <ul style="list-style-type: none"> a half-day outside the adult training centre (planned activities); a half-day at the adult training centre for a period of at least two weeks or depending on individual needs (review the activities to be carried out). 	<ul style="list-style-type: none"> Use pedagogical material and record the information necessary to determine and adapt the integration methods being demonstrated (Commission scolaire de la Région-de-Sherbrooke). 	<ul style="list-style-type: none"> Alternate research time and feedback time in class to adapt integration methods. Remember that allowing students autonomy in their search for a practicum at the outset may be interpreted by some as abandonment. In some cases, students may quickly return to Position E. Coaching and individualized follow-up are therefore necessary and effective. Regular, even daily follow-up with students, based on a helping relationship (individualized coaching), may help in some cases.

Section 1.2.7
Acquiring sociovocational skills

<p>TERMINAL OBJECTIVE OF SECTION 1.2.7</p> <p>To acquire and improve sociovocational skills directly related to their personal sociovocational integration plan.</p> <p>SPECIFIC OBJECTIVE OF SECTION 1.2.7</p> <p>To participate actively in a practicum suited to their personal sociovocational integration plan in order to acquire sociovocational skills.</p>		<p>SVI-1029-1 Practicum: Acquiring Sociovocational Skills</p> <hr/> <p>First-level operational objective – situational</p> <p>Expected outcome</p> <p>To acquire the competency necessary to adopt sociovocational attitudes consistent with the workplace.</p> <p>Specifications</p> <p>At the end of this course, the students will:</p> <ul style="list-style-type: none"> • Recognize and experiment with the sociovocational attitudes expected in the workplace chosen. • Be aware of the demands of the job market with respect to attitudes. • Look at how their own attitudes correspond to the demands of the workplace. <hr/> <p>Second-level operational objective</p> <p>Before undertaking the activities:</p> <p>Take courses on acquiring and developing sociovocational skills. (Phase 1.2).</p>		
<p style="text-align: center;">Category of students</p> <ul style="list-style-type: none"> • All individuals enrolled in SVIS who have identified their occupational choice, defined appropriate places to carry out a practicum and outlined adapted methods. 	<p style="text-align: center;">Pedagogical organization</p> <ul style="list-style-type: none"> • Carry out this practicum at the same time as the vocational qualification practicum. 	<p style="text-align: center;">Administrative management</p> <ul style="list-style-type: none"> • Merge skill acquisition practicums with qualification practicums to increase the effectiveness of the student's vocational integration. 	<p style="text-align: center;">Expertise developed by school boards</p> <ul style="list-style-type: none"> • Note that the CSC de Sherbrooke uses an evaluation grid (behavioural profile) for each student as a worker within the framework of this practicum. 	<p style="text-align: center;">Suggested learning activities</p> <ul style="list-style-type: none"> • Have students define their objectives in terms of sociovocational skill development. • This practicum can also take place at the beginning of the training program in the form of a work-study approach with students, for example, in the first phase of integration or in Position D (Phase 1.1). This means that the practicum objective is focused on the acquisition of sociovocational skills in such a way that they can be practised in class for the courses in Phase 1.1.

**Section 1.3.1
Qualification for unskilled occupations***

<p>TERMINAL OBJECTIVE OF SECTION 1.3.1</p> <p>To master the tasks of an unskilled occupation as practised in a specific workplace.</p> <p>SPECIFIC OBJECTIVES OF SECTION 1.3.1</p> <p>To know the tasks and operations of an unskilled occupation as practised in a specific workplace. To define the skills to be acquired or developed in an unskilled occupation as practised in a specific workplace. To carry out the tasks in accordance with the criteria in an unskilled occupation as practised in a specific workplace.</p>	<p>SVI-P011-3 to SVI-P016-3 Practicum: Vocational Qualification (Unskilled)</p> <hr/> <p>First-level operational objective – behavioural</p> <p>Expected behaviour</p> <p>To demonstrate the required competency, the students must carry out tasks related to an unskilled occupation, in accordance with the following conditions, criteria and specifications.</p> <p>Conditions for performance evaluation</p> <p>On the basis of:</p> <ul style="list-style-type: none"> - specific instructions; - reference manuals (as needed). <p>Using the tools and equipment of the occupation.</p> <p>Second-level operational objective</p> <p>Before learning to plan the work:</p> <ol style="list-style-type: none"> 1. Describe the steps of the work. 2. Estimate how long the tasks take.
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Category of students	Pedagogical organization	Administrative management	Expertise developed by school boards	Suggested learning activities
<ul style="list-style-type: none"> • All individuals enrolled in SVIS who have made their occupational choice and occupy Position A. 	<ul style="list-style-type: none"> • Plan for the practicums to begin according to a set date during training. Students may, however, be ready before or after this date. • Keep in mind that not all students will find a practicum within the allotted time. Assistance within a group in which an action plan is developed can be helpful. If not, it will be necessary to meet students individually to help them find a practicum. 	<ul style="list-style-type: none"> • Determine the organizational framework, partnership agreement and student supervision with the employer. • Ensure student attendance. • Make arrangements for insurance (public liability). Students carry out their practicum outside the premises of the adult education centre. 	<ul style="list-style-type: none"> • Remember that the length of the practicum can vary depending on the student's needs. Note that students may lose their motivation if a practicum is too long. If objectives have been attained and there are no job opportunities, the student may search for a new practicum elsewhere with more promising job prospects. If a job offer does arise, the student can accept the job and obtain (if possible) follow-up from the school board. • Note that the practicum thus becomes a means of entering the job market and its specific goal is therefore the integration as well as acquisition and development of sociovocational and vocational skills. • For a qualification practicum, use a reference document (if possible) for the practicum student, counsellor, supervisor and employer. 	<ul style="list-style-type: none"> • A practicum contract is concluded in the presence of the following parties: the student, workplace supervisor, employer and teacher. • Remember that the objectives and tasks must be clearly described. • Skills expected of each student in terms of the employer's needs must be defined in advance.

* Note that the practicums can be organized with the goal of obtaining official certification. Documentation containing the necessary details for unskilled trades is available from the school boards.

**Section 1.3.1
Qualification for unskilled occupations* (cont'd)**

	<p>SVI-P011-3 to SVI-P016-3 Practicum: Vocational Qualification (Unskilled)</p> <p>Second-level operational objective (cont'd)</p> <p>Before learning to apply the occupational health and safety rules for the occupation:</p> <p>3. Describe the accident risks in the occupation.</p> <p>Before learning to use the tools and equipment:</p> <p>4. Know and name the tools and equipment used.</p> <p>Before learning to carry out the tasks:</p> <p>5. Describe the techniques and methods used in each task.</p> <p>Before learning to evaluate their work:</p> <p>6. List the quality criteria for the work and the finished product.</p> <p>Before learning how to clean and tidy the work area:</p> <p>7. List the steps and tasks in regular maintenance.</p> <p>8. Describe the criteria for an orderly work area.</p>
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Category of students	Pedagogical organization	Administrative management	Expertise developed by school boards	Suggested learning activities
<ul style="list-style-type: none"> All individuals enrolled in SVIS who have made their occupational choice and occupy Position A. 	<ul style="list-style-type: none"> Remember that practicum supervision is important and must usually be conducted at the workplace on a weekly basis. Note that supervision must facilitate the students' achievement of their objectives and help them to be aware of their control over the situation. Plan official evaluation sessions with the employer. Offer support to other students or to the employer (workplace visits). Verify that the skills to be acquired and developed and the tasks to be executed as stipulated in the practicum contract were fulfilled. The teacher must ensure that the contract and the tasks executed correspond. Plan a feedback session (every one or two weeks, depending on the needs of the group). 		<ul style="list-style-type: none"> Develop a method of supervision. Organize an evaluation session at mid-practicum and upon completion. 	<ul style="list-style-type: none"> Remember that it is sometimes necessary to supervise the employer. This person does not always know how to give feedback to students who, in turn, do not have a clear understanding of the evaluation made of their work. Sometimes employers take advantage of this source of labour. It is therefore necessary to verify the quality of the coaching in the workplace, the level of student satisfaction and students' concrete job prospects.

* Note that the practicums can be organized with the goal of obtaining official certification. Documentation containing the necessary details for unskilled trades is available from the school boards.

Section 1.3.2
Qualification for semi-skilled occupations*

<p>TERMINAL OBJECTIVE OF SECTION 1.3.2</p> <p>To master the tasks of a semi-skilled occupation as practised in a specific workplace.</p> <p>SPECIFIC OBJECTIVES OF SECTION 1.3.2</p> <p>To know the tasks and operations of a semi-skilled occupation as practised in a specific workplace.</p> <p>To define the skills to be acquired or developed in a semi-skilled occupation as practised in a specific workplace.</p> <p>To carry out the tasks in accordance with the criteria in a semi-skilled occupation as practised in a specific workplace.</p>		<p>SVI-3001-3 to SVI-3006-3 Practicum: Vocational Qualification (Semi-Skilled)</p>		
		<p>First-level operational objective – behavioural</p> <p>Expected behaviour</p> <p>To demonstrate the required competency, the students must carry out tasks related to a semi-skilled occupation, in accordance with the following conditions, criteria and specifications.</p> <p>Conditions for performance evaluation</p> <p>On the basis of:</p> <ul style="list-style-type: none"> - specific instructions; - reference manuals (as needed). <p>Using the tools and equipment of the occupation.</p>		
		<p>Second-level operational objective</p> <p>Before learning to plan work:</p> <ol style="list-style-type: none"> 1. Describe the steps of the work. 2. Estimate how long the tasks take. 		
Category of students	Pedagogical organization	Administrative management	Expertise developed by school boards	Suggested learning activities
<ul style="list-style-type: none"> • All individuals enrolled in SVIS who have made their occupational choice and occupy Position A. 	<ul style="list-style-type: none"> • Plan the practicums according to a set date during training. Students may, however, be ready before or after this date. • Keep in mind that not all students will find a practicum within the allotted time. Assistance within a group in which an action plan is developed can be helpful. If not, it will be necessary to meet students individually to help them. 	<ul style="list-style-type: none"> • Determine the organizational framework, partnership agreement and student supervision with the employer. • Ensure student attendance. • Make arrangements for insurance (public liability). Students carry out their practicum outside the premises of the adult education centre. 	<ul style="list-style-type: none"> • Remember that the length of the practicum can vary depending on the student's needs. Note that students may lose their motivation if a practicum is too long. If objectives have been attained and there are no job opportunities, the student may search for a new practicum elsewhere with more promising job prospects. • Note that the practicum thus becomes a means of entering the job market and its specific goal is therefore the integration as well as the acquisition and development of sociovocational and vocational skills. • For a qualification practicum, use a reference document (if possible) for the student, counsellor, supervisor and employer. 	<ul style="list-style-type: none"> • A practicum contract is concluded in the presence of the following parties: the student, workplace supervisor, employer and teacher. • Remember that the objectives and tasks must be clearly described. • Skills expected of each student in terms of the employer's needs must be defined in advance.

* Note that the practicums can be organized with the goal of obtaining official certification. An information document on Option 2-Adult, offering guidelines on this topic, is available from the school boards.

Section 1.3.2
Qualification for semi-skilled occupations* (cont'd)

SVI-3001-3 to SVI-3006-3 Practicum: Vocational Qualification (Semi-Skilled)				
Second-level operational objective (cont'd)				
Before learning to apply the occupational health and safety rules for the occupation:				
3. Describe the accident risks in the occupation.				
Before learning to use the tools and equipment:				
4. Know and name the tools and equipment used.				
Before learning to carry out the tasks:				
5. Describe the techniques and methods used in each task.				
Before learning to evaluate their work:				
6. List the quality criteria for the work and the finished product.				
Before learning to clean and tidy the work area:				
7. List the steps and tasks in regular maintenance.				
8. Describe the criteria for an orderly work area.				
Category of students	Pedagogical organization	Administrative management	Expertise developed by school boards	Suggested learning activities
<ul style="list-style-type: none"> All individuals enrolled in SVIS who have made their occupational choice and occupy Position A. 	<ul style="list-style-type: none"> Remember that practicum supervision is important and must usually be conducted at the workplace on a weekly basis. Note that supervision must facilitate the students' achievement of their objectives and help them to be aware of their control over the situation. Plan official evaluation sessions with the employer. Offer support to other students or to the employer (workplace visits). Verify that the skills to be acquired and developed and the tasks to be executed as stipulated in the practicum contract were fulfilled. The teacher must ensure that the contract and the tasks executed correspond. Plan a feedback session (every one or two weeks, depending on the needs of the group). 		<ul style="list-style-type: none"> Develop a method of supervision. Plan an evaluation session at mid-practicum and upon completion. 	<ul style="list-style-type: none"> Remember that it is sometimes necessary to supervise the employer. This person does not always know how to give feedback to students who, in turn, do not have a clear understanding of the evaluation made of their work. Sometimes employers take advantage of this source of labour. It is therefore necessary to verify the quality of the coaching in the workplace, the level of student satisfaction and students' concrete job prospects.

* Note that the practicums can be organized with the goal of obtaining official certification. Documentation on Section 2-Adult, containing the necessary information is available, from the school boards.

Section 2.1.1 Job placement support				
TERMINAL OBJECTIVE OF SECTION 2.1.1 To adjust the job-search process. SPECIFIC OBJECTIVES OF SECTION 2.1.1 To counter the negative effects of an unsuccessful job-search. To provide feedback on places to look for a job. To provide feedback on job-search methods. To adjust their plan of action. To update their job-search tools.		SVI-1031-2 Practicum: Meeting the Job Challenge		
		First-level operational objective – behavioural Expected behaviour To demonstrate the required competency, the students must seek work in a certain number of potential workplaces in accordance with the following conditions, criteria and specifications: Conditions for performance evaluation On the basis of: - job search tools; - lists of employers in the local area and the region. Using job-search techniques.		
		Second-level operational objective Before learning to list potential workplaces: 1. Know the sectors of activity in the local area and the region. 2. Visit a range of workplaces. Before learning to approach potential employers: 3. Update their job search tools. 4. Be able to apply job search techniques. Before learning to take part in job interviews: 5. Apply interview methods. Before learning to establish an employment agreement: 6. Know their personal needs.		
Category of students	Pedagogical organization	Administrative management	Expertise developed by school boards	Suggested learning activities
<ul style="list-style-type: none"> All individuals enrolled in SVIS who require special support and, ideally, occupy Position A. 	<ul style="list-style-type: none"> Use this practicum as a job entry method. Offer this practicum to employers who have real labour requirements. 	<ul style="list-style-type: none"> Remember that this practicum is very difficult to organize due to student-teacher relations. Individual registration: individual student follow-up is in addition to the resource person's regular tasks. 	<ul style="list-style-type: none"> Note that this job placement support course is scheduled at the same time as the job placement support practicum. 	<ul style="list-style-type: none"> Ensure that students have confirmed their occupational choice.

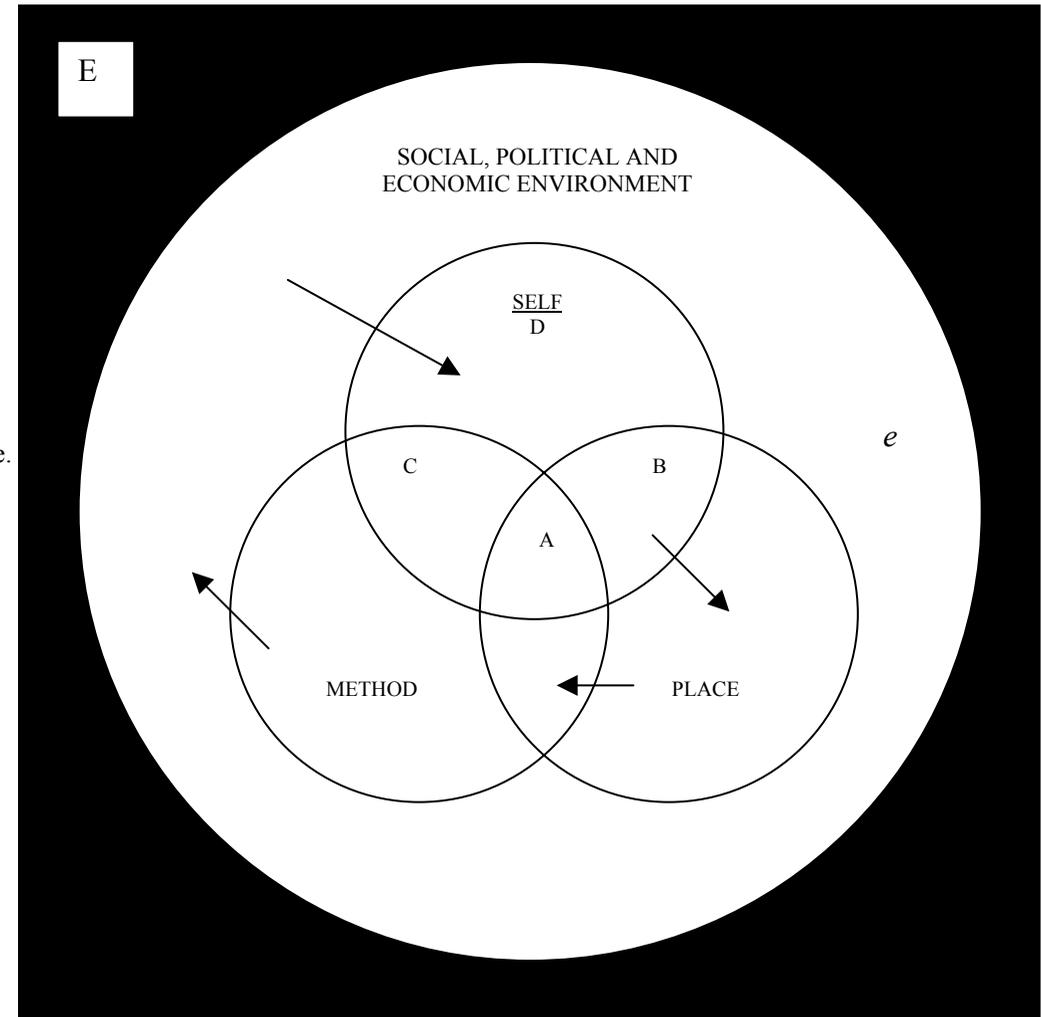
4 ADULT NEEDS AND THE *FOUR-LEAF CLOVER* POSITIONS OF EMPLOYABILITY IN RELATION TO SVIS PRACTICUMS

In order to facilitate your pedagogical planning in choosing practicums that are appropriate to adult needs, we begin by reviewing the *four-leaf clover* and presenting the different positions of employability.⁴

Based on andragogical experiences with groups of students enrolled in SVIS, we then identified (on pages 15 to 19) the positions of the *four-leaf clover* and suggest a list of SVIS practicums to respond to the needs of adult students.

The different positions of employability are:

- A: Individuals who have a clear understanding of themselves as potential workers, have selected a "place" where they will look for jobs and know what "method" to use. They are ready to interact with the environment and to integrate into it.
- B: Individuals who are almost ready: they know themselves well and know where to look for work, but they have not yet found their job search "method" for successful vocational integration.
- C: Individuals who are less ready: they know themselves well, but they do not know where to look for a job and, as a result, they cannot have an effective "method."
- D: Individuals who are not ready to seek work because they have only mastered the dimension of the "self."
- E: Individuals who are totally unprepared to look for work or have been unemployed for a very long time. They do not see themselves as potential workers and are thus outside the "vocational space," and untouched by the issues of school and work.
- e*: Represents an intermediate position.



4. Ministère de l'Éducation, Direction de la formation générale des adultes, *Sociovocational integration services. Program* (January 2001), p.7.

Position E: All individuals who are poorly prepared for work because they do not see themselves as potential workers and, therefore, do not have a clear employment plan related to their social, political and economic environment, nor a place where they can develop their potential, **and who, as a result, adopt inappropriate job search methods.**

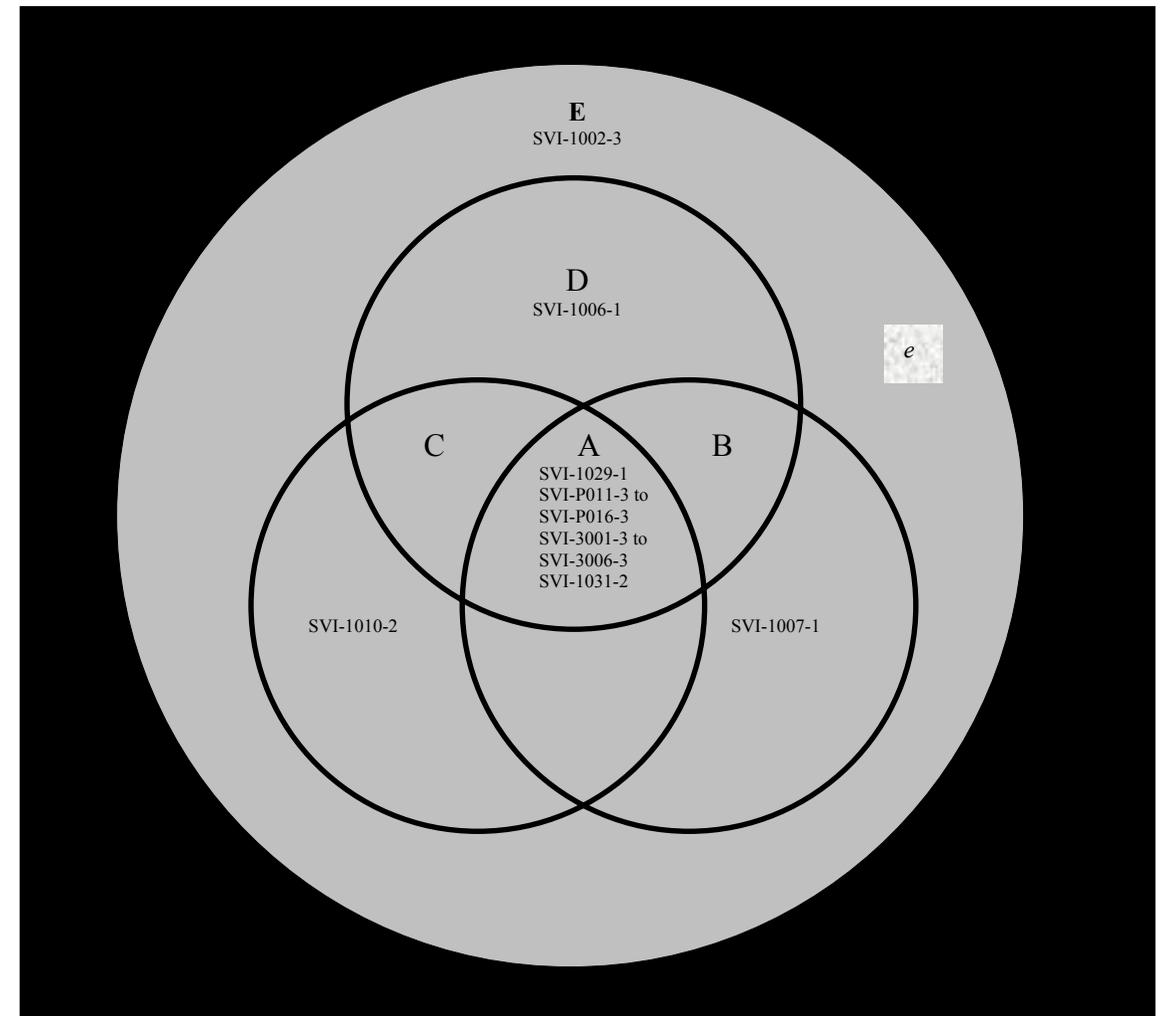
These individuals need to:

- explore the work environment;
- confirm their occupational choice;
- explore places to look for work;
- use vocational integration methods;
- acquire sociovocational skills;
- become qualified for an unskilled or semi-skilled occupation;
- be supported in their sociovocational integration plan and in their job search (depending on the case).

We suggest the following practicums (the shaded areas in Figure 1):

- SVI-1002-3: Practicum: Exploring the Environment;
- SVI-1006-1: Practicum: Validating Career Choice;
- SVI-1007-1: Practicum: Where to Look for Work;
- SVI-1010-2: Practicum: How to Adapt to the Job Market;
- SVI-1029-1: Practicum: Acquiring Sociovocational Skills;
- SVI-P011-3 to SVI-P016-3: Practicum: Vocational Qualification (Unskilled); or
- SVI-3001-3 to SVI-3006-3: Practicum: Vocational Qualification (Semi-Skilled);
- SVI-1031-2: Practicum: Meeting the Job Challenge (if needed).

Figure 1



Position A: All individuals who have a clearly defined employment plan and a method adapted to the places selected, to their self-assessment and to their social, political and economic environment.

These individuals need to:

- become qualified for an unskilled or semi-skilled occupation;
- be supported in their sociovocational integration plan and in their job search (depending on the case).

We suggest the following practicums (the shaded area in Figure 5):

- SVI-1029-1: Practicum: Acquiring Sociovocational Skills;
- SVI-P011-3 to SVI-P016-3: Practicum: Vocational Qualification (Unskilled); or
- SVI-3001-3 to SVI-3006-3: Practicum: Vocational Qualification (Semi-Skilled);
- SVI-1031-2: Practicum: Meeting the Job Challenge (if needed).

Figure 5

