

# ADMINISTRATIVE GUIDE–2015 EDITION

## Certification of Studies and Management of Ministerial Examinations

General Education, Youth Sector; General Education, Adult Sector;  
Vocational Training.



Québec 

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**For additional information, contact:**

General Information  
Direction des communications  
Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche  
1035, rue De La Chevrotière, 28<sup>e</sup> étage  
Québec (Québec) G1R 5A5  
Telephone: 418-643-7095  
Toll-free: 1-866-747-6626

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## INTRODUCTION

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The *Administrative Guide for the Certification of Studies and Management of Ministerial Examinations*, produced by the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR), sets out the administrative rules that school boards and other educational institutions must apply with respect to the evaluation and certification of studies. Updated periodically, this guide is intended to support those responsible for the certification of studies and the administration of ministerial examinations at schools, school boards and private schools. The *Info/Sanction* publications will provide complementary information and will address specific questions as they arise throughout the year.

The rules governing the certification of secondary school studies in general education in the youth sector, general education in the adult sector and vocational training have been combined into one document. An integrated document for the three sectors was deemed essential for offering adequate support to the personnel concerned at the educational institutions.

In effect, the pedagogical framework of the Charlemagne computer system that is used for ministerial activities related to the certification of secondary school studies met the challenge of harmonizing concepts and operations for general education in the youth sector, general education in the adult sector and vocational training.

This version of the Administrative Guide is comprised of sections that will be updated as needed, in keeping with the rules governing the certification of studies. The modified sections or additions will be distributed along with an *Info/Sanction* explaining these changes.



Jean-Guy Hamel  
Director,  
Direction de la sanction des études

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## CHAPTER 1 – REFERENCES TO LEGAL TEXTS

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## CHAPTER 1 – REFERENCES TO LEGAL TEXTS

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### 1.1 EDUCATION ACT

#### GEY 1.1.1 STUDENTS' RIGHTS – GENERAL EDUCATION IN THE YOUTH SECTOR

Section 1 Every person is entitled to the preschool education services and elementary and secondary school instructional services provided for by this Act and by the basic school regulation made by the Government under section 447, from the first day of the school calendar in the school year in which he attains the age of admission to the last day of the school calendar in the school year in which he attains 18 years of age, or 21 years of age in the case of a handicapped person within the meaning of the Act to secure handicapped persons in the exercise of their rights with a view to achieving social, school and workplace integration (chapter E-20.1).

##### Right to educational services

Every person is also entitled to other educational services, student services and special educational services provided for by this Act and the basic school regulation referred to in the first paragraph and to the educational services prescribed by the basic vocational training regulation established by the Government under section 448, within the scope of the programs offered by the school board.

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1988, c. 84, s. 1; 1997, c. 96, s. 1; 2004, c. 31, s. 71.

Section 14 Every child resident in Québec shall attend school from the first day of the school calendar in the school year following that in which he attains 6 years of age until the last day of the school calendar in the school year in which he attains 16 years of age or at the end of which he obtains a diploma awarded by the Minister, whichever occurs first.

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1988, c. 84, s. 14; 1990, c. 8, s. 2.

Section 15 The following students are exempt from compulsory school attendance:

- (1) a student excused by the school board by reason of illness or for the purpose of receiving medical treatment or care required by his state of health;
- (2) a student excused by the school board, at the request of his parents and after consultation with the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities established under section 185, by reason of a physical or mental handicap which prevents him from attending school;
- (3) a student expelled from school by the school board pursuant to section 242;
- (4) a student who receives home schooling and benefits from an educational experience which, according to an evaluation made by or for the school board, is equivalent to what is provided at school.

## 1. References to Legal Texts

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### Exemption

A child is excused from attending public school if he attends a private educational institution governed by the Act respecting private education (chapter E-9.1) or an institution whose instructional program is the subject of an international agreement within the meaning of the Act respecting the Ministère des Relations internationales (chapter M-25.1.1) which provides all or part of the educational services provided for by this Act.

### Exemption from attending public school

A child is also excused from attending public school if the child attends a vocational training centre or receives instruction in an enterprise that meets the conditions determined by the Minister in a regulation under paragraph 7 of section 111 of the Act respecting private education.

### Exemption

In addition, the school board may exempt one of its students, at the request of his parents, from compulsory school attendance for one or more periods totalling not more than six weeks in any school year, to allow him to carry out urgent work.

---

1988, c. 84, s. 15; 1990, c. 8, s. 3; 1992, c. 68, s. 143;  
1994, c. 15, s. 33; 1996, c. 21, s. 70; 1997, c. 96, s. 9.

### GEA

#### VT 1.1.2 STUDENTS' RIGHTS – GENERAL EDUCATION IN THE ADULT SECTOR AND VOCATIONAL TRAINING

Section 2 Every person no longer subject to compulsory school attendance is entitled to the educational services prescribed by the basic regulations established by the Government under section 448, within the scope of the programs offered by the school board pursuant to this Act.

---

1988, c. 84, s. 2; 1997, c. 96, s. 2.

#### 1.1.3 TEACHERS' RIGHTS

Section 19 In accordance with the educational project of the school and subject to the provisions of this Act, the teacher has the right to govern the conduct of each group of students entrusted to his care. The teacher is entitled, in particular, . . .

(2) to select the means of evaluating the progress of students so as to examine and assess continually and periodically the needs and achievement of objectives of every student entrusted to his care.

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1988, c. 84, s. 19.

## 1. References to Legal Texts

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### GEY 1.1.4 RESPONSIBILITIES OF SCHOOL PRINCIPALS

#### Quality of education

Section 96.12 The principal, under the authority of the director general of the school board, shall ensure that educational services provided at the school meet the proper standards of quality.

#### Academic director

The principal is the academic and administrative director of the school and shall see to the implementation of the decisions of the governing board and of the other provisions governing the school.

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1997, c. 96, s. 13.

#### Handicapped student or student with difficulties

Section 96.14 In the case of a handicapped student or a student with a social maladjustment or a learning disability, the principal, with the assistance of the student's parents, of the staff providing services to the student, and of the student himself, unless the student is unable to do so, shall establish an individualized education plan adapted to the needs of the student. The plan must be consistent with the school board's policy concerning the organization of services for handicapped students and students with social maladjustments or learning disabilities and in keeping with the ability and needs of the student as evaluated by the school board before the student's placement and enrollment at the school.

#### Education plan

The principal shall see to the implementation and periodical evaluation of the education plan and inform the student's parents on a regular basis.

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1997, c. 96, s. 13.

#### Responsibilities of the principal

Section 96.15 The principal is responsible for approving, on the proposal of the teachers or, in the case of matters referred to in subparagraph 5, of the members of the staff concerned,

- (1) in accordance with the policies determined by the governing board, the local programs of studies developed to meet the special needs of students; . . .
- (4) the standards and procedures for the evaluation of student achievement, in particular, how parents are to be informed of the academic progress of their children, in keeping with the prescriptions of the basic school regulation and subject to the examinations that may be imposed by the Minister or the school board;

## 1. References to Legal Texts

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(5) the rules governing the placement of students and their promotion from one cycle to the other at the elementary level, subject to the rules prescribed by the basic school regulation.

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1997, c. 96, s. 13; 2006, c. 51, s. 90.

### GEA 1.1.5 RESPONSIBILITIES OF CENTRE DIRECTORS

VT

#### Quality of education

Section 110.9 The principal, under the authority of the director general of the school board, shall ensure that educational services provided at the centre meet the proper standards of quality.

The principal is the academic and administrative director of the centre and shall see to the implementation of the decisions of the governing board and of the other provisions governing the centre.

---

1997, c. 96, s. 13.

#### Handicapped student or student with difficulties

VT Section 110.11 In the case of a handicapped student or a student with a social maladjustment or a learning disability attending a vocational training centre, the principal, with the assistance of the student's parents, of the staff providing services to the student, and of the student, unless the student is unable to do so, shall establish an individualized education plan adapted to the students' needs and abilities.

#### Education plan

The principal shall see to the implementation and periodical evaluation of the education plan and inform the student's parents on a regular basis.

---

1997, c. 96, s. 13.

#### Centre director

Section 110.12 The principal is also responsible for approving, on the proposal of the teachers, . . .

(3) the standards and procedures for the evaluation of student achievement in keeping with the prescriptions of the basic regulation and subject to the examinations that may be imposed by the Minister or the school board. . . .

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1997, c. 96, s. 13.

## 1. References to Legal Texts

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### 1.1.6 FUNCTIONS AND POWERS OF THE SCHOOL BOARD

#### GEY 1.1.6.1 GENERAL EDUCATION IN THE YOUTH SECTOR

##### **Basic school regulation**

Section 222 Every school board shall ensure that the basic school regulation established by the Government is implemented in accordance with the gradual implementation procedure established by the Minister under section 459.

##### **Exemption from certification rules**

For humanitarian reasons or to avoid serious harm to a student, the school board may, following a request, with reasons, made by the parents of the student, by the student, if of full age, or by the school principal, exempt the student from the application of a provision of the basic school regulation. In the case of an exemption from the rules governing certification of studies referred to in section 460, the school board must apply therefor to the Minister.

##### **Exemption from a provision**

The school board may also, subject to the rules governing certification of studies prescribed by the basic school regulation, permit a departure from a provision of the basic school regulation so that a special school project applicable to a group of students may be carried out. However, a departure from the list of subjects may only be permitted in the cases and on the conditions determined by a regulation of the Minister made under section 457.2 or with the authorization of the Minister given in accordance with section 459.

---

1988, c. 84, s. 222; 1997, c. 96, s. 60; 2004, c. 38, s. 3.

##### **Implementation of programs**

Section 222.1 Every school board shall ensure that the programs of studies established by the Minister under section 461 are implemented.

##### **Exemption from a subject**

However, a school board may, at the request of a school principal, after consulting with the student's parents and subject to the rules governing certification of studies prescribed by the basic school regulation, exempt a student who needs special support services in the language of instruction, second language or mathematics program from a subject prescribed by the basic school regulation; no exemption may be granted, however, in respect of those programs.

## 1. References to Legal Texts

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### **Replacement of a program**

As well, a school board may, with the authorization of and subject to the conditions determined by the Minister, allow a school to replace a program of studies established by the Minister by a local program of studies designed for a student or a category of students who are unable to benefit from the programs of studies established by the Minister. Every such local program of studies must be submitted by the school board to the Minister for approval.

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1997, c. 96, s. 61; 2000, c. 24, s. 26; 2005, c. 20, s. 2.

### **Evaluation of student learning**

Section 231 Every school board shall ensure that each school evaluates student achievement and administers the examinations imposed by the Minister.

### **Internal examinations**

A school board may impose internal examinations in the subjects it determines at the end of each cycle of the elementary level and at the end of the first cycle of the secondary level.

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1988, c. 84, s. 231; 1990, c. 8, s. 26; 1997, c. 96, s. 70.

### **Recognition of learning**

Section 232 Every school board shall recognize, in accordance with the criteria or conditions established by the Minister, the learning acquired by a student otherwise than as prescribed in the basic school regulation.

---

1988, c. 84, s. 232.

### **Consultation of parents' committee**

Section 233 After consulting with the parents' committee, every school board shall establish rules governing promotion from elementary school to secondary school and from the first cycle to the second cycle of the secondary level, subject to the rules prescribed by the basic school regulation.

---

1988, c. 84, s. 233; 1997, c. 47, s. 22; 1997, c. 96, s. 71.

### **Verification of the application of the basic school regulations**

Section 246 Every school board shall see to the implementation of the basic regulations established by the Government in accordance with the gradual implementation approach prescribed by the Minister under section 459 and of the programs of studies established by the Minister under section 461.

## 1. References to Legal Texts

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### Exemption from certification rules

For humanitarian reasons or to avoid serious harm to a student, the school board may, following a request, with reasons, made by the parents of the student, by the student, if of full age, or by the principal of the centre, exempt the student from the application of a provision of the basic regulation. In the case of an exemption from the rules governing certification of studies referred to in section 460, the school board must apply therefor to the Minister.

---

1988, c. 84, s. 246; 1990, c. 8, s. 27; 1997, c. 96, s. 82.

### GEA 1.1.6.2 GENERAL EDUCATION IN THE ADULT SECTOR AND VOCATIONAL TRAINING

VT

#### Jurisdiction and adult education

Section 204 . . . .

For the purposes of the provisions of this division relating to vocational training or adult education, any person entitled and wishing to be enrolled in vocational training or adult education, whether or not resident in the territory of the school board, comes under the jurisdiction of a school board.

---

1988, c. 84, s. 204; 1992, c. 21, s. 175; 1994, c. 23, s. 17;  
1997, c. 96, s. 47.

#### Recognition of learning

Section 232 Every school board shall recognize, in accordance with the criteria or conditions established by the Minister, the learning acquired by a student otherwise than as prescribed in the basic school regulation.

---

1988, c. 84, s. 232.

#### Verification of the application of the basic school regulations

Section 246 Every school board shall see to the implementation of the basic regulations established by the Government in accordance with the gradual implementation approach prescribed by the Minister under section 459 and of the programs of studies established by the Minister under section 461.

### Exemption from certification rules

For humanitarian reasons or to avoid serious harm to a student, the school board may, following a request, with reasons, made by the parents of the student, by the student, if of full age, or by the principal of the centre, exempt the student from the application of a provision of the basic regulation. In the case of an exemption from the rules governing certification of studies referred to in section 460, the school board must apply therefor to the Minister.

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1988, c. 84, s. 246; 1990, c. 8, s. 27; 1997, c. 96, s. 82.

## 1. References to Legal Texts

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### **Popular education**

Section 247 Every school board shall establish a program for each student service and popular education service provided for in the basic regulation.

### **Conformity with regulations**

The programs must comply with the objectives set out in the basic regulation.

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1988, c. 84, s. 247.

### **Evaluation of student learning**

Section 249 Every school board shall ensure that each centre evaluates student achievement and administers the examinations imposed by the Minister.

### **Internal examinations**

A school board may impose internal examinations in the subjects in which no examination is imposed by the Minister and for which credits are compulsory for the issue of a secondary school diploma or a vocational training diploma.

---

1988, c. 84, s. 249; 1990, c. 8, s. 28; 1997, c. 96, s. 85.

### **Reception and referral services**

Section 250 Every school board shall arrange and offer reception and referral services relating to vocational training or adult education.

### **Scholastic learning**

It shall recognize, in accordance with the criteria or conditions established by the Minister, the scholastic or experiential learning of a person enrolled in vocational training or adult educational services.

---

1988, c. 84, s. 250; 1997, c. 96, s. 86.

### **Responsibilities**

Section 255 A school board may

- (1) through workforce training, technical assistance to enterprises and informational activities, contribute to the development and realization of technological innovation projects, to the implementation and dissemination of new technology and to regional development;
- (2) provide cultural, social, sports, scientific or community services; . . .

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1988, c. 84, s. 255; 1995, c. 43, s. 45; 1997, c. 96, s. 89;  
2008, c. 29, s. 30.

## 1. References to Legal Texts

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### 1.1.7 FUNCTIONS AND POWERS OF THE MINISTER OF EDUCATION, RECREATION AND SPORTS

#### **Minister's responsibility**

Section 459 The Minister shall ensure quality in the educational services provided by school boards.

#### **Gradual implementation**

In order to exercise that function, the Minister may establish an approach for gradual implementation of the provisions of the basic regulations relating to the list of subjects and to the rules governing the evaluation of learning achievement and the certification of studies. . . .

---

1988, c. 84, s. 459; 1997, c. 96, s. 134.

#### **Exemption from certification rules**

Section 460 The Minister may, on such conditions as he determines, exempt any student or any category of students he determines from the application of certain rules of certification of studies or of prior learning.

---

1988, c. 84, a. 460; 1997, c. 96, a. 135.

#### **Establishment of programs**

Section 461 The Minister shall establish the programs for preschool education, the programs of compulsory subjects for elementary and secondary schools as well as the elective subjects specified in a list drawn up by him under section 463 and, if he considers it appropriate, the programs of vocational education. . . .

---

1988, c. 84, s. 461; 1997, c. 96, s. 136; 2000, c. 24, s. 39; 2005, c. 20, s. 4.

#### **Recognition of learning**

Section 469 The Minister shall establish criteria or requirements for the recognition by school boards of the learning acquired by a person otherwise than as prescribed in the basic school regulation established under section 447.

#### **Recognition of prior learning**

In addition, the Minister shall establish criteria or requirements for the recognition by school boards of the scholastic or experiential learning of a person enrolled in vocational training or adult education.

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1988, c. 84, s. 469; 1997, c. 96, s. 142.

## 1. References to Legal Texts

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### Diplomas and certificates

Section 471 The Minister shall award diplomas, certificates and other official attestations prescribed in the basic regulations as well as the official attestations and transcripts of marks which he determines.

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1988, c. 84, s. 471.

### 1.1.8 THE GOVERNMENT AND THE MINISTER OF EDUCATION, RECREATION AND SPORTS

#### GEY 1.1.8.1 GENERAL EDUCATION IN THE YOUTH SECTOR

##### Basic school regulation

Section 447 The Government may make regulations to be known as the “basic school regulation” . . .

**Objectives** . . .

In addition, the basic school regulation may . . .

- (4) establish rules on the evaluation of learning achievement and the certification of studies;
- (5) determine the diplomas, certificates and other official attestation awarded by the Minister and prescribe the conditions under which they are to be awarded; . . .

---

1988, c. 84, s. 447; 1990, c. 8, s. 53; 1992, c. 23, s. 14; 1993, c. 40, s. 63; 1997, c. 96, s. 128.

##### Elective subjects and vocational training

Section 463 The Minister shall draw up a list of elective subjects for which he establishes a program of studies, a list of vocational education programs, the number of credits assigned to each elective subject and to each vocational education program and a list of the subjects and vocational education programs for which he imposes examinations.

##### Credits

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 studies.

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1988, c. 84, s. 463; 1997, c. 96, s. 138.

##### Revision of results

Section 470 The Minister may, to avoid penalizing students unduly, revise the results obtained by them in the examinations he imposes, to compensate for any error or ambiguity in the examinations brought to his attention after they are taken.

## 1. References to Legal Texts

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### Invalidation

The Minister may, where circumstances so require, invalidate the examination and either retain as the final result the grades obtained in the school board internal examinations or hold another examination.

### Weighting of results

In addition, the Minister may, in accordance with the criteria and methods established by him, weight the results obtained in the school board internal examinations in subjects for which he imposes examinations, to make the results comparable to those obtained in the internal examinations held in other school boards.

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1988, c. 84, s. 470.

## GEA 1.1.8.2 GENERAL EDUCATION IN THE ADULT SECTOR AND VOCATIONAL TRAINING

### Specific regulation

Section 448 The Government shall, by regulation, establish a basic vocational training regulation and a basic adult education regulation. . . .

### Objectives

The basic regulations may also . . .

- (4) establish rules on the evaluation of learning achievement and the certification of prior learning;
- (5) determine the diplomas, certificates and other official attestations awarded by the Minister and prescribe the conditions under which they are to be awarded; . . .

---

1988, c. 84, s. 448; 1990, c. 8, s. 54; 1997, c. 96, s. 129.

### Elective subjects and vocational training

Section 463 The Minister shall draw up a list of elective subjects for which he establishes a program of studies, a list of vocational education programs, the number of credits assigned to each elective subject and to each vocational education program and a list of the subjects and vocational education programs for which he imposes examinations.

### Credits

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 studies.

---

1988, c. 84, s. 463; 1997, c. 96, s. 138.

## 1. References to Legal Texts

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### Admission to vocational training programs

Section 465 The Minister may establish, subject to what is prescribed in the basic regulations, conditions of admission to vocational education programs.

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1988, c. 84, s. 465.

## 1.2 ***AN ACT RESPECTING PRIVATE EDUCATION***

### GEY 1.2.1 GENERAL EDUCATION IN THE YOUTH SECTOR

#### Basic school regulation

Section 25 The basic school regulation which applies to the educational services contemplated in this division shall be the basic school regulation prescribed under the Education Act (chapter I-13.3) which applies to the educational services of the category dispensed by school boards, in all matters concerning

- (1) the subjects to be taught, subject to restrictions mentioned in the permit;
- (2) admission, enrollment and school attendance, including rules governing promotion from one level of instruction to another;
- (3) the school calendar and prescribed time, except the maximum time prescribed for preschool education;
- (4) the evaluation of students' learning achievement and the certification of studies;
- (5) the diplomas, certificates and other official attestations awarded by the Minister, as well as the conditions governing their issue.

#### Application

The basic school regulation shall be applied according to the approach for progressive implementation established by the Minister under section 459 of the Education Act.

---

1992, c. 68, s. 25; 1997, c. 96, s. 169.

#### Exemption for humanitarian reasons

Section 30 For humanitarian reasons or to avoid serious harm to a student, the institution may, following a request, with reasons, made by the parents of the student or by the student, if of full age, exempt the student from the application of a provision of the basic school regulation. In the case of an exemption from the rules governing certification of studies referred to in section 460 of the Education Act (chapter I-13.3), the institution must apply therefor to the Minister.

#### Departure from certain provisions

The institution may also, subject to the rules governing certification of studies prescribed by the basic school regulation, permit a departure from a provision of the basic school

## 1. References to Legal Texts

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regulation so that a special school project may be carried out. However, the institution may only permit a departure from a list of subjects in the same cases and on the same conditions as those determined by a regulation made by the Minister under section 457.2 of the Education Act or with the authorization of the Minister given in accordance with the rules set out in section 459 of that Act.

### **Application to private schools**

In addition, the provisions of the basic school regulation concerning exemptions or exceptions shall apply to private educational institutions.

### **Exemption from a subject**

Furthermore, the institution may, subject to the rules on certification of studies prescribed in the basic school regulation, exempt from a subject prescribed in the basic school regulation a student who needs support in the programs relating to the language of instruction, a second language or mathematics; the student cannot be exempted, however, from any of these programs.

---

1992, c. 68, s. 30; 1997, c. 96, s. 170; 2000, c. 24, s. 53; 2004, c. 38, s. 5.

### **General education**

Section 33 The secondary school program of studies in general education developed by an institution may, with the Minister's authorization, assign to an elective subject a number of credits that exceeds the number prescribed in the basic school regulations.

---

1992, c. 68, s. 33.

## **GEA 1.2.2 GENERAL EDUCATION IN THE ADULT SECTOR**

### **Restriction**

Section 39 No private educational institution may admit a student to secondary school adult education while that student is subject to compulsory school attendance.

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1992, c. 68, s. 39.

## 1. References to Legal Texts

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### **Identical basic school regulations**

Section 40 The educational services referred to in section 39, when dispensed by a private educational institution, shall be governed by the same basic school regulation as that, established pursuant to the Education Act (chapter I-13.3), which applies to adult education services of the same category dispensed by school boards, in all matters concerning

- (1) the nature of the secondary school educational services and their general organizational framework;
- (2) conditions of admission;
- (3) student records;
- (4) evaluation of learning and recognition of achievements;
- (5) diplomas, certificates and other official attestations awarded by the Minister and the conditions which apply to their issue.

### **Application**

The basic school regulation shall be applied according to the approach for progressive implementation established by the Minister under section 459 of the Education Act.

### **Departure or exemptions**

The provisions of the basic school regulation concerning exceptions or exemptions shall apply to private educational institutions.

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1992, c. 68, s. 40; 1997, c. 96, s. 173.

### **Exemptions for humanitarian reasons**

Section 40.1 For humanitarian reasons or to avoid serious harm to a student, the institution may, following a request, with reasons, made by the parents of the student or by the student, if of full age, exempt the student from the application of a provision of the basic school regulation. In the case of an exemption from the rules governing certification of studies referred to in section 460 of the Education Act (chapter I-13.3), the institution must obtain the authorization of the Minister.

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1997, c. 96, s. 174.

## 1. References to Legal Texts

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### Programs of studies

Section 41 The programs of studies for secondary school adult education shall be the programs established by the Minister under section 461 of the Education Act (chapter I-13.3), or the institutional programs of studies approved by the Minister.

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1992, c. 68, s. 41; 1997, c. 96, s. 175.

### Examinations

Section 42 Every institution shall see to the administration of the examinations imposed by the Minister.

### Targeted specialities

The Minister shall impose examinations in the same subjects or vocational education programs as those determined under section 463 of the Education Act (chapter I-13.3); he shall exercise, in that respect, the same powers as those provided for in section 470 of the said Act.

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1992, c. 68, s. 42.

### Prior learning

Section 43 The institution shall recognize, in accordance with the criteria or conditions established by the Minister under section 469 of the Education Act (chapter I-13.3), the scholastic or experiential learning of a person enrolled in adult education.

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1992, c. 68, s. 43.

## VT 1.2.3 VOCATIONAL TRAINING

### Vocational training programs

Section 34 The secondary school programs of studies in vocational education shall be the programs established by the Minister under section 461 of the Education Act (chapter I-13.3) or the institutional programs of studies approved by the Minister.

### Vocational specialization

The institution shall dispense the entire program of studies for each vocational education program mentioned in its permit.

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1992, c. 68, s. 34.

### Examinations

Section 36 Every institution shall see to the administration of the examinations imposed by the Minister.

## 1. References to Legal Texts

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### **Identical subjects**

The Minister shall impose examinations in the same subjects or vocational education programs as those determined under section 463 of the Education Act (chapter I-13.3); he shall exercise, in that respect, the same powers as those provided for in section 470 of the said Act.

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1992, c. 68, s. 36.

### **Recognition of learning**

Section 37 The institution, in accordance with the criteria or conditions established by the Minister under section 469 of the Education Act (chapter I-13.3), shall recognize any learning acquired by a student otherwise than as prescribed in the basic school regulation.

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1992, c. 68, s. 37.

## **GEY 1.3**

### ***BASIC SCHOOL REGULATION FOR PRESCHOOL, ELEMENTARY AND SECONDARY EDUCATION***

Section 27 Students who show that they have achieved the objectives of a program by passing an examination set by the school or the school board are not required to take that program. The time allotted for that program shall be used for learning purposes.

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O.C. 651-2000, s. 27.

### **Evaluation of learning**

Section 28 Evaluation is the process whereby a judgment is made on a student's learning, that is, knowledge and competencies in each subject area, on the basis of information gathered, analyzed and interpreted, for the purpose of making pedagogical and, where appropriate, administrative decisions.

A decision to promote a student to the next cycle shall be based on the student's last report card of the last school year and on the rules governing promotion established by the school or the school board, according to their respective responsibilities.

In the second cycle of the secondary level, the promotion of a student to the next year shall be by subject in the case of a student taking the general education path or the applied general education path.

O.C. 488-2005, s. 8; O.C. 699-2007, s. 7; O.C. 712-2010, s. 4.

Section 28.1 For elementary and secondary education, the pass mark is 60% for each subject.

O.C. 712-2010, s. 5.

## 1. References to Legal Texts

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Section 30.3 Subject to section 34 of this basic school regulation and section 470 of the Act, a student's result for an examination set by the Minister is worth 20% of the student's final mark.

O.C. 699-2007, s. 9; O.C. 712-2010, s. 7.

Section 31 To be admitted to an examination set by the Minister, secondary students must have been legally enrolled in a school, and must have taken the corresponding program or received equivalent instruction at home following an exemption from school attendance in accordance with subparagraph 4 of the first paragraph of section 15 of the Education Act (R.S.Q., c. I-13.3).

However, students exempted from taking the program because they have shown that they have achieved the objectives of that program by passing a compulsory examination set by the school or the school board may be admitted to an examination set by the Minister.

O.C. 651-2000, s. 31.

Section 32 The Minister shall award a Secondary School Diploma to students who earn at least 54 credits at the Secondary IV or V level. Among those credits, there must be at least 20 credits at the Secondary V level and

- (1) 6 credits in Secondary V language of instruction;
- (2) 4 credits in Secondary V second language;
- (3) 4 credits in Secondary IV mathematics;
- (4) 4 credits in Secondary IV science and technology or 6 credits in Secondary IV applied science and technology;
- (5) 4 credits in Secondary IV history and citizenship education;
- (6) 2 credits in Secondary IV arts education;
- (7) 2 credits in Secondary V ethics and religious culture or physical education and health.

Credits earned in a vocational training program leading to a Diploma of Vocational Studies or to an Attestation of Vocational Specialization are taken into account when awarding the Secondary School Diploma.

O.C. 651-2000, s. 32; O.C. 488-2005, ss. 12 and 18; O.C. 488-2005, s.12.

Section 33 On the recommendation of the school board, the Minister shall award a pre-work training certificate to every student who has completed the training of not less than 2,700 hours and has successfully completed the work skills education program of not less than 900 hours.

O.C. 651-2000, s. 33; O.C. 488-2005, ss. 13 and 17.

## 1. References to Legal Texts

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Section 33.1 On the recommendation of the school board, the Minister shall award a training certificate for a semi-skilled trade, with mention of the trade, to every student who has completed the training of not less than 900 hours and has successfully completed the practical training component for the semi-skilled trade of not less than 450 hours.

On the recommendation of the school board, the Minister shall also award a training certificate for a semi-skilled trade, with mention of the semi-skilled trade, to every student referred to in the third paragraph of section 23.4 if the student:

- (1) has completed the pre-work training of not less than 2,700 hours;
- (2) has successfully completed the practical training component of the training leading to a semi-skilled trade.

O.C. 488-2005, s. 13.

Section 34 For all programs of studies offered at the secondary level that lead to a Secondary School Diploma, the pass mark is 60%.

For all programs of studies for which the Minister sets an examination, the Minister shall take into account the summative evaluation of the student transmitted by the school board in a proportion of 50%, subject to section 470 of the Education Act (R.S.Q., c. I-13.3). The Minister shall then certify success or failure in that program.

O.C. 651-2000, s. 34.

## GEY 1.4 2014-2015 DIRECTIVES – GENERAL EDUCATION IN THE YOUTH SECTOR

### Admission to Ministerial Examinations and Certification

#### Section 4 Admission to Ministerial Examinations and Certification

No student may be barred from writing a uniform examination because he or she has not attended a sufficient number of classes or because his or her school marks are too low.

#### Section 4.1 Examination Sessions

MEESR holds three examination sessions each year for the examinations set by the Minister for the certification of studies: in January, June and August.

The dates and times for the uniform and compulsory examinations must be strictly observed. Only the Minister may authorize a change to the schedule.

## 1. References to Legal Texts

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### **Section 4.2 Compulsory Examinations**

There are compulsory examinations in Elementary 4, Elementary 6 and Secondary II. The BSR states that a student's results on a compulsory examination set by the Minister shall count for 20% of that student's final result.

The examinations set by the Minister are compulsory for all schools. The schools, including those that carry out a special school project, must take the students' results on these examinations into account when calculating their final results

### **Section 4.3 Certificate in On-the-Job Training in a Recycling Facility**

A Certificate in On-the-Job Training in a Recycling Facility may be awarded by the Minister to students who have successfully completed this training.

Any school board that wishes the Minister to award a Certificate in On-the-Job Training in a Recycling Facility to students who have successfully completed the program must submit to the Minister a request for recognition of the training provided by its Centre de formation en entreprise et récupération.

### **Section 4.4 Attestation of Competencies for Adapted Programs of Study for Students With Moderate to Severe Intellectual Impairments**

On the recommendation of the school board, an attestation of competencies is issued at the end of their schooling to students 16 years of age or over, on the condition that:

- they have met the requirements of the programs that were taught

### **Section 4.5 Attestation of Competencies for Educational Programs for Students With a Profound Intellectual Impairment**

On the recommendation of the school board, an attestation of competencies is issued at the end of their schooling to students 16 years of age or over, on the condition that:

- they have met the requirements of the programs that were taught

### **Section 4.6 Certification for Students Using the PWT-TCST Bridge**

Upon recommendation of the school board, the Minister awards the Training Certificate for a Semiskilled Trade, with mention of the semiskilled trade concerned, to a student who meets the following requirements:

- The student has completed a minimum of 2700 hours of Prework Training.
- The student has successfully completed the practical training for the semiskilled trade.

**GEA 1.5**

***BASIC ADULT GENERAL EDUCATION REGULATION***

Section 25 The evaluation of learning is the process whereby a judgment is made on a student's learning on the basis of information gathered, analyzed and interpreted, for the purpose of making pedagogical and, where appropriate, administrative decisions.

O.C. 652-2000, s. 25; O.C. 489-2005, s. 2.

Section 26 Adults shall receive a statement of learning achievement at least twice a year.

O.C. 652-2000, s. 26.

Section 27 Promotion shall be carried out separately for each program.

Adults may enroll in a program only after having obtained the prerequisites.

O.C. 652-2000, s. 27.

Section 28 Adults may register for imposed examinations to earn the credits without having taken the corresponding course.

O.C. 652-2000, s. 28.

Section 29 The pass mark for all courses is 60%.

O.C. 652-2000, s. 29.

Section 30 The Minister shall award a Secondary School Diploma to adults who earn at least 54 credits at the Secondary IV or V level including at least 20 credits at the Secondary V level, and among those 54 credits, the following credits:

- (1) 12 credits in language of instruction, including at least 6 at the Secondary V level;
- (2) 8 credits in second language, including at least 4 at the Secondary V level;
- (3) 4 credits in a Secondary IV or Secondary V program of studies established by the Minister in the subject area of Social Sciences; and
- (4) 8 credits in a Secondary IV or Secondary V program of studies established by the Minister in the subject area of Mathematics, Science and Technology, including 4 in mathematics.

The number of credits earned in language of instruction and in second language may not exceed 36.

## 1. References to Legal Texts

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Credits earned at the Secondary IV and V levels are taken into account when awarding the diploma, that is, credits earned for elective subjects in general education programs or a vocational training program leading to a Diploma of Vocational Studies or in a vocational training program leading to an Attestation of Vocational Specialization, and the equivalent learning recognized in accordance with section 250 of the Education Act (R.S.Q., c. I-13.3).

Holders of a Diploma of Vocational Studies or an Attestation of Vocational Specialization who earned the credits in Secondary IV language of instruction, second language and mathematics are, for the purposes of this section, deemed to have obtained the credits set out in subparagraphs 3 and 4 of the first paragraph.

Adults must have earned credits for at least 1 course at the Secondary IV or V level given by an adult education centre.

O.C. 652-2000, s. 30; O.C. 489-2005, ss. 3 and 7; O.C. 538-2010, ss. 1 and 2.

Section 31 Adult education centres shall offer 25 hours of instructional services for each credit in a program of studies, unless fewer hours are required to achieve the compulsory objectives and cover the compulsory content of the program.

O.C. 652-2000, s. 31.

Section 32 On the recommendation of the school board, the Minister shall award a training certificate in sociovocational integration of adults to adults who, after successfully completing the preparatory courses for secondary education in language of instruction, mathematics and second language, have successfully completed a program in sociovocational integration comprising 900 hours divided as follows:

- (1) 200 hours of development of employability and sociovocational attitudes;
- (2) 600 hours of practical training in sociovocational integration;
- (3) 100 hours divided according to the person's learning plan.

O.C. 652-2000, s. 32; O.C. 489-2005, s. 4.

Section 32.1 On the recommendation of the school board, the Minister shall award a training certificate for a semi-skilled trade, with mention of the trade, to every adult who has completed the training of not less than 900 hours and has successfully completed the practical training component for the semi-skilled trade of not less than 450 hours. That training includes:

- (1) in general training:
  - a) 200 hours in language of instruction (French or English);
  - b) 100 hours in second language (French or English); and
  - c) 150 hours in mathematics; and

## 1. References to Legal Texts

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(2) in practical training:

- a) 75 hours in introduction to the world of work; and
- b) 375 hours in preparation for the semi-skilled trade.

O.C. 489-2005, s. 5.

### **VT 1.6 BASIC VOCATIONAL TRAINING REGULATION**

Section 2 Training services are the services related to the acquisition, evaluation and certification of the competencies referred to in the programs of studies that are offered.

They also include services related to pedagogical support and the educational environment in which persons learn, from their enrollment to the completion of their studies.

O.C. 653-2000, s. 2.

Section 12 In order to be admitted to a vocational training program leading to a Diploma of Vocational Studies, a person shall:

- (1) hold a Secondary School Diploma and meet the requirements for admission to the program established by the Minister in accordance with section 465 of the Education Act (R.S.Q., c. I-13.3);
- (2) be at least 16 years of age on 30 September of the school year in which vocational training is to begin and meet the requirements for admission to the program established by the Minister in accordance with section 465 of the Education Act;
- (3) be 18 years of age or over and have the functional prerequisites prescribed for admission to the program by the Minister in accordance with section 465 of the Education Act; or
- (4) have earned Secondary III credits in language of instruction, second language and mathematics in programs of studies established by the Minister and continue concurrently with his or her vocational training, his or her general education courses in secondary school second cycle programs of studies established by the Minister and required for admission to the vocational training program.

O.C. 653-2000, s. 12.

Section 13 In order to be admitted to a vocational training program leading to an Attestation of Vocational Specialization, a person shall:

- (1) hold the Diploma of Vocational Studies required by the Minister, in accordance with section 465 of the Education Act (R.S.Q., c. I-13.3), as a prerequisite for admission to the program; or

## 1. References to Legal Texts

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(2) carry on a trade or occupation related to the program of studies.

Those admission requirements do not apply in the case of a program to start a business.

O.C. 653-2000, s. 13.

Section 14 A person whose prior learning is recognized as equivalent in accordance with sections 232 and 250 of the Education Act (R.S.Q., c. I-13.3) is considered to have earned the required credits or to hold the required diploma.

O.C. 653-2000, s. 14.

Section 17 Each vocational training competency shall be evaluated and the results expressed as a pass mark or a fail mark.

O.C. 653-2000, s. 17.

Section 18 Persons enrolled in vocational training shall receive a statement of learning at least twice a year.

O.C. 653-2000, s. 18.

Section 19.1. At the end of each year, the centre shall provide the parents of minors with a competency report for the general education courses the centre has provided.

The report must include

- (1) an indication of the level of development achieved by the student for each of the competencies in the vocational training programs offered. The assessment of the level of development is based on the scales of competency levels established by the Minister for the vocational training program;
- (2) an assessment of the student's achievement in 1 or more of the cross-curricular competencies, observed during the period concerned, in keeping with the standards and procedures for the evaluation of student achievement approved by the principal of the centre under subparagraph 3 of the first paragraph of section 110.12 of the Act; and
- (3) the student's results in each subject taught and, where the student passes, the credits for the subjects. The results are expressed in the form of marks.

O.C. 490-2005, s. 4.

Section 20 A person enrolled in vocational training may register for imposed examinations to earn credits without having taken the corresponding course, provided the pedagogical and organizational requirements are met.

O.C. 653-2000, s. 20.

## 1. References to Legal Texts

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Section 22 The Minister shall award a Diploma of Vocational Studies that specifies the trade or occupation and includes a statement of competencies to a person who has met all the admission requirements for the vocational training program and has earned all of the credits in that program.

O.C. 653-2000, s. 22.

Section 23 The Minister shall award an Attestation of Vocational Specialization that specifies the specialization and includes a statement of competencies to a person who has earned all of the credits in a vocational training program.

O.C. 653-2000, s. 23.

Section 24 Training centres shall give 15 hours of instructional services for each credit in a vocational training program unless fewer hours are required to achieve the compulsory objectives and cover the compulsory content of the program.

O.C. 653-2000, s. 24.

Section 25 A person referred to in section 1 of the Education Act (R.S.Q., c. I-13.3) who takes concurrent courses in general education is subject, with respect to those courses, to the rules governing certification of studies prescribed under the Basic school regulation for preschool, elementary and secondary education (c. I-13.3, r. 8). In all other cases, the person is subject to the rules under the Basic adult general education regulation (c. I-13.3, r. 9).

O.C. 653-2000, s. 25.

## 1.7 CHARTER OF THE FRENCH LANGUAGE

### Language of instruction

Section 72 Instruction in the kindergarten classes and in the elementary and secondary schools shall be in French, except where this chapter allows otherwise.

This rule obtains in school bodies within the meaning of the Schedule and in private educational institutions accredited for purposes of subsidies under the Act respecting private education (chapter E-9.1) with respect to the educational services covered by an accreditation. . . .

1977, c. 5, s. 72; 1992, c. 68, s. 138; 1993, c. 40, s. 23.

### Instruction in English

Section 73 The following children, at the request of one of their parents, may receive instruction in English:

(1) a child whose father or mother is a Canadian citizen and received elementary instruction in English in Canada, provided that that instruction constitutes the major part of the elementary instruction he or she received in Canada;

## 1. References to Legal Texts

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(2) a child whose father or mother is a Canadian citizen and who has received or is receiving elementary or secondary instruction in English in Canada, and the brothers and sisters of that child, provided that that instruction constitutes the major part of the elementary or secondary instruction received by the child in Canada.

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1977, c. 5, s. 73; 1983, c. 56, s. 15; 1993, c. 40, s. 24; 2002, c. 28, s. 3; 2010, c. 23, s.1.

Section 84 No secondary school leaving certificate may be issued to a student who does not have the speaking and writing knowledge of French required by the curricula of the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche.

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1977, c. 5, s. 84; 2005, c. 28, s. 195.

Section 87 Nothing in this Act prevents the use of an Amerindic language in providing instruction to the Amerinds, or of Inuktitut in providing instruction to the Inuit.

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1977, c. 5, s. 87; 1983, c. 56, s. 21.

Section 88 Notwithstanding sections 72 to 86, in the schools under the jurisdiction of the Cree School Board or the Kativik School Board, according to the Education Act for Cree, Inuit or Naskapi Native Persons (chapter I-14), the languages of instruction shall be Cree and Inuktitut, respectively, and the other languages of instruction in use in the Cree and Inuit communities in Québec on the date of the signing of the Agreement indicated in section 1 of the Act approving the Agreement concerning James Bay and Northern Québec (chapter C-67), namely, 11 November 1975.

The Cree School Board and the Kativik School Board shall pursue as an objective the use of French as a language of instruction so that pupils graduating from their schools will in future be capable of continuing their studies in a French school, college or university elsewhere in Québec, if they so desire.

After consultation with the school committees, in the case of the Crees, and with the parents' committees, in the case of the Inuit, the commissioners shall determine the rate of introduction of French and English as languages of instruction.

With the assistance of the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, the Cree School Board and the Kativik School Board shall take the necessary measures to have sections 72 to 86 apply to children whose parents are not Crees or Inuit. For the purposes of the second paragraph of section 79, a reference to the Education Act is a reference to section 450 of the Education Act for Cree, Inuit and Naskapi Native Persons.

This section, with the necessary changes, applies to the Naskapi of Schefferville.

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1977, c. 5, s. 88; 1983, c. 56, ss. 22 and 51; 1988, c. 84, s. 548; 2005, c. 28, s. 195.

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## CHAPTER 2 – CERTIFICATION SYSTEMS

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## CHAPTER 2 – CERTIFICATION SYSTEMS

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### 2.1 REQUIREMENTS FOR A SECONDARY SCHOOL DIPLOMA

All successfully completed Secondary IV and V compulsory and optional courses in general education are taken into consideration in the certification of secondary school studies.

Secondary IV and V courses developed by an educational institution and that may be officially recognized in the Charlemagne system are considered in the granting of credits recognized for the purposes of the certification of studies.

All courses successfully completed in vocational training are also taken into consideration in the certification of secondary school studies, except for courses within the scope of an Attestation of Vocational Education (AVE).

#### 2.1.1 J5 CERTIFICATION SYSTEM

**GEY** The Minister awards a Secondary School Diploma (SSD) to students who earn at least 54 credits at the Secondary IV or V level. Among these credits, there must be at least 20 credits at the Secondary V level, divided as follows:

- (1) 6 credits in Secondary V language of instruction
- (2) 4 credits in Secondary V second language (core or enriched ministerial programs)
- (3) 4 credits in Secondary IV mathematics
- (4) 4 credits in Secondary IV Science and Technology or 6 credits in Secondary IV Applied Science and Technology
- (5) 4 credits in Secondary IV History and Citizenship Education
- (6) 2 credits in Secondary IV Arts Education (one of the four core ministerial programs)
- (7) 2 credits in Secondary V Ethics and Religious Culture or Physical Education and Health

Appendix 2 presents the course codes for these subjects under the J5 certification system.

#### For Aboriginal students covered by an agreement

Aboriginal students at the Cree and Kativik school boards as well as Naskapi students at the Central Québec School Board may satisfy the language of instruction requirement either by passing the examination prepared by the educational institution in the Cree, Inuktitut or Naskapi language, or by passing the uniform language of instruction examination in English or in French.

Because of the specific culture of the Kativik School Board's students, the Minister has authorized the school board to administer locally developed language, Social Sciences and Arts Education examinations to these students. They may therefore satisfy these certification requirements by passing an examination prepared for the programs of study developed by the Kativik School Board.

## 2. Certification Systems

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Given that the Cree School Board is authorized to develop its own programs of study, it may exempt its students from passing the ministerial Secondary IV History and Citizenship Education program. This exemption will be granted only to students who pass the local program (085464 or 585464).

### 2.1.2 A3 CERTIFICATION SYSTEM

**GEA** As of July 1, 2010, adult learners are subject to the rules of the A3 certification system below.

The Minister awards an SSD to adults who earn at least 54 credits at the Secondary IV and V levels. Among these credits, there must be at least 20 credits at the Secondary V level and the following compulsory credits:

- (1) 12 credits in the language of instruction, including at least 6 at the Secondary V level
- (2) 8 credits in the second language, including at least 4 at the Secondary V level
- (3) 4 credits in a Secondary IV or V program of studies established by the Minister in the subject area of Social Sciences
- (4) 8 credits in a Secondary IV or V program of studies established by the Minister in the subject area of Mathematics, Science and Technology, including 4 in mathematics

The number of credits earned in the language of instruction and in the second language may not exceed 36.

#### Additional condition

For an SSD to be awarded under the A3 certification system, an adult must have earned the credits for at least one Secondary IV or V general education course since July 1, 2010. The successfully completed course must not be granted through the recognition of acquired competencies process, nor can it be a general education course that has been successfully completed in the youth sector or a vocational training course.

#### Specific instructions regarding certain certification requirements

The holder of a Diploma of Vocational Studies (DVS) or an Attestation of Vocational Specialization (AVS) who has accumulated the credits for the Secondary IV language of instruction, second language and mathematics courses is deemed to have earned the following credits:

1. 4 credits in a Secondary IV or V program in the subject area of Mathematics, Science and Technology
2. 4 credits in a Secondary IV or V program in the subject area of Social Sciences

#### For Aboriginal students covered by an agreement

Credits earned in the courses for Cree, Naskapi or Inuktitut language of instruction may satisfy the language of instruction requirement. In this case, the second language requirement may be satisfied by earning 8 credits, 4 of which must be in Secondary V French language of instruction, French as a second language, English language of instruction or English as a second language.

### 2.2 REQUIREMENTS FOR OBTAINING ATTESTATIONS AND CERTIFICATES IN GENERAL EDUCATION IN THE YOUTH SECTOR

#### 2.2.1 ATTESTATION OF COMPETENCIES – EDUCATION PROGRAM FOR STUDENTS WITH MODERATE TO SEVERE INTELLECTUAL IMPAIRMENTS

**GEY** Students with moderate to severe intellectual impairments who meet all the requirements of one of the following programs may be awarded an attestation of competencies:

- Démarche éducative favorisant l'intégration sociale (Défis)
- An Educational Approach That Facilitates Social Integration (Challenge)

#### 2.2.2 ATTESTATION OF COMPETENCIES – EDUCATION PROGRAM FOR STUDENTS WITH A PROFOUND INTELLECTUAL IMPAIRMENT

**GEY** Students with a profound intellectual impairment who meet all the requirements of one of the following programs may be awarded an attestation of competencies:

- Programme éducatif destiné aux élèves ayant une déficience intellectuelle profonde, 2011 version
- Education Program for Students With a Profound Intellectual Impairment, 2011 version

#### 2.2.3 PROCEDURE FOR ISSUING THE ATTESTATIONS

**GEY** Any application for the issue of an attestation of competencies for the Education Program for Students With Moderate to Severe Intellectual Impairments or for the Education Program for Students With a Profound Intellectual Impairment must be submitted once the student has completed the program.

Before requesting the issue of an attestation, the educational institution must ensure that a declaration of enrollment for the year during which the student completed the training has been entered in the Charlemagne system.

The person in charge of the certification of studies submits a request to the Direction de la sanction des études. The request must contain the following information:

- the name of the school board
- the name and address of the contact person at the school board
- the name and code of the school
- the list of students, along with the following information:
  - last name
  - first name
  - permanent code
  - date on which the training was completed

Upon receipt of this information, the Direction de la sanction des études issues the attestations, which will be sent directly to students by the Direction de la sanction des études.

## 2. Certification Systems

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### 2.2.4 CERTIFICATE IN ON-THE-JOB TRAINING IN A RECYCLING FACILITY

**GEY** This program is offered in a recycling facility and is intended for young people aged 16 and over.

This two-year program has the following main characteristics:

- Specific objectives are pursued in basic general education (local programs), work placements and life skills education.
- Students are exposed to a real work situation.
- Tasks are specifically related to recycling operations.
- Both the recycling company and the school are involved in the practical component of the program.

A Certificate in On-the-Job Training in a Recycling Facility may be awarded jointly by the school board and the Minister to students who have successfully completed the On-the-Job Training in a Recycling Facility program.

However, school boards that wish to award this certificate to students who have successfully completed the program must first obtain authorization from the Minister for this special school project.

### 2.2.5 PREWORK TRAINING CERTIFICATE

**GEY** The Prework Training program is offered to students who have not achieved the objectives of the elementary-level programs of study in the language of instruction and mathematics.

In this three-year program, students take general education courses and practical training concurrently. In the third year of Prework Training, students may take the 375 hours of Training for a Semiskilled Trade out of the prescribed time for the Work Skills program, if they have successfully completed the Work Skills program in the second year of training and meet the special requirements established by the Minister for admission to the program leading to the semiskilled trade.

## 2. Certification Systems

### PREWORK TRAINING

	YEAR 1	YEAR 2	YEAR 3
<b>GENERAL EDUCATION</b>			
Language of instruction	150 h	100 h	50 h
Second language	50 h	50 h	
Mathematics	150 h	100 h	50 h
Technological and Scientific Experimentation	100 h		
Geography, History and Citizenship Education	50 h	50 h	50 h
Physical Education and Health	50 h	50 h	
Autonomy and Social Participation	100 h	100 h	50 h
Unapportioned time	50 h	50 h	50 h
<b>PRACTICAL TRAINING</b>			
Preparation for the Job Market	50 h	100 h	50 h
Introduction to the World of Work	150 h		
Work Skills		300 h	600 h
<b>TOTAL</b>	900 h	900 h	900 h

A Prework Training Certificate (PTC) may be awarded by the Minister to students who have completed the training of not less than 2700 hours and have successfully completed the Work Skills program of not less than 900 hours.

#### 2.2.6 TRAINING CERTIFICATE FOR A SEMISKILLED TRADE

**GEY** The Training for a Semiskilled Trade program is offered to students who have achieved the objectives of the elementary-level programs of study in the language of instruction and mathematics, but have not earned the credits for those subjects in the first cycle of secondary school.

In this one-year program, students take general education and practical training concurrently. They must meet the special requirements established by the Minister for admission to the program leading to the semiskilled trade and take 900 hours of training, broken down as follows:

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### TRAINING FOR A SEMISKILLED TRADE

TRAINING	
<b>GENERAL EDUCATION</b>	
Language of instruction	200 h
Second language	100 h
Mathematics	150 h
<b>PRACTICAL TRAINING</b>	
Preparation for the Job Market	75 h
Preparation for a Semiskilled Trade	375 h
<b>TOTAL</b>	900 h

A Training Certificate for a Semiskilled Trade (TCST) may be awarded by the Minister to students who have completed the training of 900 hours and have successfully completed the practical training component for the semiskilled trade of 450 hours.

A student enrolled in Prework Training who, after his or her second year, uses the bridge to transition toward the Training for a Semiskilled Trade path will receive a TCST if the following requirements have been met:

- The student has completed a minimum of 2700 hours of Prework Training.
- The student has successfully completed the practical training for the semiskilled trade.

#### 2.2.7 PROCEDURE FOR ISSUING A CERTIFICATE

**GEY** A request to have a Certificate in On-the-Job Training in a Recycling Facility, a Prework Training Certificate or a Training Certificate for a Semiskilled Trade issued to students who have completed their training after September 30, 2013, may be made directly through the Charlemagne system.

#### Automated issuing of certificates

Transmission to the Charlemagne system of a *Pass* result (*SUC*) for the course code corresponding to the program in which the student's enrollment has been declared is considered confirmation that the student has met all of the program requirements. **It is always the school board's responsibility to take the appropriate measures for ensuring that the student has met the program's graduation requirements.**

Once an *SUC* code has been received, it is entered in the student's school record and the certificate is printed and mailed to the address indicated in the student's record. Note that Certificates in On-the-Job Training in a Recycling Facility are sent to the school board to be signed by the chairperson. The date of obtention is the date on which the result was transmitted.

## 2. Certification Systems

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### 2.3 REQUIREMENTS FOR OBTAINING ATTESTATIONS AND CERTIFICATES IN GENERAL EDUCATION IN THE ADULT SECTOR

#### 2.3.1 ATTESTATION OF EQUIVALENCE OF SECONDARY V STUDIES

**GEA** To receive an Attestation of Equivalence of Secondary V Studies (AESS), adults must pass the following tests:

##### In the French sector

- the two tests in French, language of instruction (*Français, grammaire* and *Français, compréhension*)
- three of the five other tests in the series (*Anglais, Mathématiques, Sciences humaines, Sciences économiques* and *Sciences de la nature*)

##### In the English sector

- the two tests in English, language of instruction (*English Grammar* and *English Comprehension*)
- the French as a second language test (*French*)
- two of the four other tests in the series (*Mathematics, Social Sciences, Economics* and *Natural Sciences*)

#### 2.3.2 TRAINING CERTIFICATE IN SOCIOVOCATIONAL INTEGRATION OF ADULTS

**GEA** On the recommendation of the school board, the Minister awards a Training Certificate in Sociovocational Integration of Adults to individuals who, after passing the preparatory courses for secondary education in language of instruction, mathematics and second language, have successfully completed a program in sociovocational integration of 900 hours, broken down as follows:

- (1) 200 hours of courses aimed at developing employability and sociovocational attitudes
- (2) 600 hours of practical training in sociovocational integration
- (3) 100 hours broken down according to the adult's learning plan

#### 2.3.3 TRAINING CERTIFICATE FOR A SEMISKILLED TRADE

**GEA** On the recommendation of the school board, the Minister awards a Training Certificate for a Semiskilled Trade (TCST), with mention of the trade, to adults who have completed the training of not less than 900 hours and have successfully completed the practical training component for the semiskilled trade of not less than 450 hours, as follows:

- (1) general education:
  - a) 200 hours in the language of instruction (English or French)
  - b) 100 hours in the second language (French or English)

## 2. Certification Systems

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- c) 150 hours in mathematics
- (2) practical training:
  - a) 75 hours in Preparation for the Job Market
  - b) 375 hours in Preparation for a Semiskilled Trade

The requirements for awarding a TCST are specified in section 8.3 of the *Information document on the services and programs of study provided under Adult General Education 2012-2013*:

... adults may complete the practical training only if they have already completed the required 450 hours of general education or demonstrate their ability to read, understand and write simple texts in the language of instruction, perform basic mathematical operations, ...

In the context of the rules for awarding this certificate, the Direction de l'éducation des adultes et de l'action communautaire (DEAAC) has decided that a successfully completed General Development Test (GDT) may be used to demonstrate learning in general education. Thus, adults who have passed the GDT will not have to take 450 hours of general education courses.

### 2.3.4 PROCEDURE FOR ISSUING A CERTIFICATE

**GEA** A request to have a Training Certificate in Sociovocational Integration for Adults or a Training Certificate for a Semiskilled Trade issued to students who have completed their training after September 30, 2013, may be made directly through the Charlemagne system.

#### Automated issuing of certificates

Transmission to the Charlemagne system of a *Pass* result (SUC) for the course code corresponding to the program in which the adult's enrollment has been declared is considered confirmation that the adult has met all of the program requirements. **It is always the school board's responsibility to take the appropriate measures for ensuring that the adult has met the program's graduation requirements.**

Once an *SUC* code has been received, it is entered in the adult's school record and the certificate is printed and mailed to the address indicated in the adult's record.

### 2.3.5 CERTIFICATE OF EQUIVALENCE OF SECONDARY STUDIES

**GEA** The GED® tests developed by the General Educational Development Testing Service (GEDTS) are intended for adults who have not completed their secondary school studies. They measure candidates' general knowledge and skills, as well as their ability to analyze and synthesize information.

There are five GED® tests, each of which is available in both English and French.

GEN50058	GED Test d'écriture	GST50058	GED Language Arts Writing Test
GEN50067	GED Test de lecture	GST50067	GED Language Arts Reading Test
GEN50077	GED Test de mathématique	GST50077	GED Mathematics Test
GEN50087	GED Test de sciences	GST50087	GED Science Test
GEN50097	GED Test de sciences humaines	GST50097	GED Social Studies Test

## 2. Certification Systems

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Although the tests are available in both languages, an adult must pass all of the tests in the same series in the same language in order to receive a Certificate of Equivalence of Secondary Studies (CESS).

A declaration of enrollment in general education in the adult sector must be entered in the Charlemagne system for the school year concerned. Special attention should be paid to the date of the start of attendance, the institution code as well as the program code indicated on the declaration.

### 2.4 REQUIREMENTS FOR OBTAINING A VOCATIONAL TRAINING DIPLOMA OR ATTESTATION

#### 2.4.1 DIPLOMA OF VOCATIONAL STUDIES

**VT** According to the *Basic school regulation* currently in effect in vocational training, the Minister grants various diplomas certifying the acquisition of a wide variety of competencies required for the practice of specific occupations and trades.

The DVS is awarded to students who have successfully met **all** the admission requirements for the program of study and who have earned all the credits in the program.

Students who earn all the credits in a vocational training program through the recognition of acquired competencies are not required to meet the admission requirements in order to be awarded a diploma. However, students must fulfill the admission requirements for the remainder of the training.

The DVS is issued in the language of the sector specified in the most recent declaration of enrollment in vocational training. Thus, for a student who has changed linguistic sector, the diploma is issued in the language of the program associated with the most recent declaration.

Credits are granted for the acquisition of each competency in a program of study. They appear on the achievement record (listing the certified competencies) and on the statement of competencies (attesting that the student has developed all of the competencies in a program of study), if applicable. These credits may count as optional course credits for the SSD.

Students may earn all the credits in a given vocational training program in several ways: by successfully completing the examinations for all the courses in that program; by being granted credit equivalences for previously developed competencies; by having duly evaluated competencies and experiential learning recognized; or by being granted an exemption.

The certified competencies may have been developed in one or more linguistic sectors.

#### 2.4.2 ATTESTATION OF VOCATIONAL SPECIALIZATION

**VT** The AVS is awarded to students who have earned all the credits in the vocational program of study.

The AVS is issued in the language of the sector specified in the most recent declaration of enrollment in vocational training.

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Credits are granted for the development of each competency in a program of study. They appear on the achievement record (listing the certified competencies) and on the statement of competencies (attesting that the student has developed all of the competencies in a program of study), if applicable. These credits may count as optional course credits for the SSD.

Students may earn all the credits in a given vocational training program in several ways: by successfully completing the examinations for all the courses in that program; by being granted credit equivalences for previously developed competencies; by having duly evaluated competencies and experiential learning recognized; or by being granted an exemption.

The certified competencies may have been developed in one or more linguistic sectors.

### 2.5 EXEMPTION FROM THE APPLICATION OF CERTIFICATION RULES

#### 2.5.1 NON-CANADIAN STUDENTS STAYING IN QUÉBEC TEMPORARILY AND ENROLLED IN GENERAL EDUCATION IN THE YOUTH SECTOR

**GEY** Non-Canadian students staying in Québec temporarily who are exempted from the application of the first paragraph of section 72 of the *Charter of the French language* may receive an exemption from passing second language examinations.

Students with temporary student status must be enrolled in school, have taken a second language course related to a ministerial program and have demonstrated their inability to obtain the Secondary V credits related to the official second language programs of study. The credits for this subject, which are required for certification, will be granted once all the other requirements of the SSD have been satisfied. For this subject, the code *XMT* (exemption) will appear on the student's achievement record.

In order for a student to benefit from this measure, the educational institution must submit a written request to the Direction de la sanction des études and include a copy of the temporary resident permit issued by Citizenship and Immigration Canada or the Québec Certificate of Acceptance for Temporary Work issued by the Ministère de l'Immigration et des Communautés culturelles.

A request for exemption regarding a Secondary V second language course may be sent to the Direction de la sanction des études as soon as a failure is imminent for the Secondary V course.

**GEA** An educational institution is not required to submit a new request for exemption to the Direction de la sanction des études in the case of students who have already obtained an exemption regarding the second language in general education in the youth sector and who wish to pursue their studies toward an SSD in general education in the adult sector.

#### 2.5.2 STUDENTS UNABLE TO SATISFY A REQUIREMENT RELATED TO OBTAINING A DIPLOMA

**GEY**

**GEA** The *Education Act* stipulates that a school board may exempt a student from the application of a provision of the *Basic school regulation* for humanitarian reasons or to avoid serious harm to a student.

The Minister of Education, Recreation and Sports may, on such conditions as he or she determines, exempt a student from the application of certain rules governing the certification of studies in accordance with section 460 of the *Education Act* or section 30 of *An Act respecting private education*. A request for exemption from passing a course may then be submitted to the Direction de la sanction des études.

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When the provision concerns a rule governing the certification of studies (for example, exemption from passing a Secondary IV or V course), the educational institution must obtain the authorization of the Minister.

Moreover, before exempting a student from taking and passing a compulsory course whose credits are required for the awarding of the SSD, the educational institution must have taken the appropriate support measures and have observed that, despite these measures, the student is still **incapable** of acquiring learning in the subject. It must also consider that an exemption applied to a subject that is compulsory for the awarding of the SSD may seriously compromise a student's chances of having studies certified and thereby cause him or her serious harm.

A school board should not avail itself of the provisions of the second paragraph of section 222 of the *Education Act* for a student who requires support in the language of instruction, second language or mathematics since such a situation is subject to the specific rules provided for in the second paragraph of section 222.1 of the *Education Act*.

This second paragraph expressly states that when a student is granted an exemption from taking and passing a language of instruction, second language or mathematics course for which the student requires special support measures, the exemption does not similarly apply to any other compulsory program. For example, a student who requires support in English Language Arts, would not, for humanitarian reasons or to avoid serious harm, be exempted from taking the compulsory French as a second language or mathematics courses.

The request for an exemption from passing a course must be submitted after the student has **failed** the subject in Secondary IV, in the case of a student wishing to enroll in vocational training, or in Secondary V, for a student wishing to obtain an SSD.

### **Elements to be included in the file submitted**

The file must reflect the student's incapacity to acquire the learning expected in the subject in question.

- Before sending a request to the Direction de la sanction des études for a student to be exempt from taking and passing a course or to be exempt from passing a course, the educational institution must have observed a major impairment in the student's ability to acquire learning in a subject using a recognized form of evaluation. It is important that the evaluation report specify the link between the student's difficulty and the subject in question. A recent copy of the specialist's report must be included with the request.
- The educational institution must ensure that the student is able to meet all the other requirements for obtaining the SSD. A copy of the student's school record must be provided. The student's final report cards for the past three years must be included with the request.
- The educational institution must also have observed that, despite the use of support measures, the student is still incapable of acquiring learning in the subject or of passing the course. The measures implemented to support the student in learning the subject in question must be described. A copy of the most recent individualized education plan must be submitted with the request.
- The educational institution must ensure that the student's future plans are described in detail. The SSD confirms that a student has acquired the general education expected of someone who completes secondary school studies. It is therefore awarded to students who have acquired the basic tools needed to be admitted to postsecondary studies and to exercise their role as citizens. In

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in this context, any exemption from a certification rule has serious consequences affecting the value of an official document that is issued.

Requests are analyzed on the basis of three major guidelines:

- Recommendations to the Minister must take into account the student's best interests.
- Any official document issued must communicate accurate, relevant information.
- The value and recognition of diplomas must be comparable to secondary school diplomas awarded outside of Québec.

In this context, in order to perform a thorough analysis of a request for exemption, the request must include a description of the student's future plans as well as contact information for individuals who can attest to the steps that the student has initiated in realizing these plans (e.g. name and contact information of the CEGEP registrar admitting the student conditionally, or name and contact information of the employer interested in receiving a job application).

- Any other documents supporting the request may also be included.

In the case of an exemption to Physical Education and Health, the request must be accompanied by a report written by the Physical Education and Health teacher specifying that it is impossible to implement measures to adapt learning activities in this subject to the student's situation.

**GEA** When an adult is exempted from taking a specific part of a course, for example the oral interaction component because of a hearing impairment, the mark obtained by the adult who is exempted from part of a language of instruction or second language examination must reflect the weighting associated with this examination component. For example, if the oral part of the examination is worth 40% of the final mark, then the adult will be granted 40% of 60 (the pass mark awarded to account for the exemption), or 24 points, for this part.

**No exemption** may be granted for Secondary School Equivalency Tests (SSETs), GED® tests and tests for recognizing experiential learning such as the comprehensive assessment *English as a Second Language Prior Learning Examination*, the *French, Second Language, Épreuve synthèse*, the tests for the spheres of generic competencies and the General Development Test (GDT).

**VT** The Minister of Education, Recreation and Sports may exempt students with special needs from the obligation of developing a competency in a vocational program of study.

Before sending the Direction de la sanction des études a request for a student to be exempted from passing an examination that has been prepared to measure the acquisition of a competency, the educational institution must have observed a major impairment in a recognized form of evaluation. It must also demonstrate that the student underwent the training required and that, despite being provided with appropriate support measures, the student is still incapable of passing the official examination prepared for certification purposes.

The educational institution must provide a detailed report and supporting documents demonstrating that the student will nonetheless be able to practise the occupation.

## 2. Certification Systems

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It should be noted that any exemptions authorized in general education in the youth sector are not automatically authorized in vocational training. Decisions must always be in the best interest of the student, who is called on to exercise his or her role as citizen in an autonomous, responsible manner.

## Appendix 1 – Background of Certification Systems

### GENERAL EDUCATION IN THE YOUTH SECTOR CERTIFICATION SYSTEMS

J1 – Youth (Old System)	Comments	Certification Requirements
<p>The rules of this system were in effect from June 1978 to June 1987 for Secondary V students.</p> <p>Only Secondary IV and V credits were taken into account for the awarding of the SSD.</p> <p>One credit was equivalent to 75 hours of instruction.</p> <p>The pass mark was 50%.</p>	<p>Students were required to accumulate 18 credits, including at least 10 at the Secondary V level.</p> <p>The compulsory credits were:</p> <ul style="list-style-type: none"> <li>• Secondary V language of instruction</li> <li>• Secondary IV or V second language, for the French sector</li> <li>• Secondary V second language, for the English sector</li> <li>• Secondary IV History of Québec and Canada</li> </ul>	

J2 – Youth	Comments	Certification Requirements
<p>The rules of this system were in effect from June 1987 to June 1996 for Secondary V students.</p> <p>In September 1996, only those students enrolled in Secondary V in 1995-1996 who would not obtain their SSD by June 1996 were subject to the rules of the transitional certification system until June 1997.</p> <p>Secondary I to Secondary V credits were taken into account for the awarding of the SSD.</p> <p>One credit was equivalent to 25 hours of instruction.</p> <p>The pass mark was 60%.</p>	<p>Students were required to accumulate 130 credits, including at least 20 at the Secondary V level or in vocational training.</p> <p>The compulsory credits were:</p> <ul style="list-style-type: none"> <li>• Secondary IV and V language of instruction</li> <li>• Secondary IV or V second language, for the French sector</li> <li>• Secondary V second language, for the English sector</li> <li>• Secondary IV History of Québec and Canada</li> <li>• Secondary IV or V Moral Education or Catholic or Protestant Religious Instruction</li> </ul> <p>Note: The rules of this system ceased to apply in June 1997.</p>	

## 2. Certification Systems

### GENERAL EDUCATION IN THE YOUTH SECTOR CERTIFICATION SYSTEMS (cont.)

J3 – Youth (1996-2007)	
Comments	Certification Requirements
<p>As of September 1996, all students were subject to the rules of J3 certification system, except for students enrolled in Secondary V in 1995-1996, who were granted an extra year to complete their SSD.</p> <p>Only Secondary IV and V credits were taken into account for the awarding of the SSD.</p> <p>One credit was equivalent to 25 hours of instruction.</p> <p>The pass mark was 60%.</p>	<p>Students were required to accumulate 54 credits, including at least 20 at the Secondary V level or in vocational training.</p> <p>The compulsory credits were:</p> <ul style="list-style-type: none"> <li>• Secondary V language of instruction (6 credits)</li> <li>• Secondary IV or V second language, for the French sector (4 credits)</li> <li>• Secondary V second language, for the English sector (4 credits)</li> <li>• Secondary IV History of Québec and Canada (4 credits)</li> </ul> <p><b>Note:</b> For the awarding of an SSD, the certification rules set out in section 69 of the <i>Basic school regulation for secondary school education</i> were suspended and replaced by the rules cited above.</p>

J4 – Youth (2007-2010)	
Comments	Certification Requirements
<p>The rules of this system came into effect on May 1, 2007 and applied until April 30, 2010.</p> <p>Only Secondary IV and V credits were taken into account for the awarding of the SSD.</p> <p>One credit was equivalent to 25 hours of instruction.</p> <p>The pass mark was 60%.</p>	<p>Students were required to accumulate 54 credits, including at least 20 at the Secondary V level or in vocational training.</p> <p>The compulsory credits were:</p> <ul style="list-style-type: none"> <li>• Secondary V language of instruction (6 credits)</li> <li>• Secondary V second language (4 credits)</li> <li>• Secondary IV mathematics (6 credits)</li> <li>• Secondary IV Physical Science (6 credits)</li> <li>• Secondary IV History of Québec and Canada (4 credits)</li> </ul>

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### GENERAL EDUCATION IN THE YOUTH SECTOR CERTIFICATION SYSTEMS (cont.)

<b>J5 – Youth (Since 2010)</b>	
<b>Comments</b>	<b>Certification Requirements</b>
<p>Students have been subject to the rules of this system since May 1, 2010.</p> <p>Only Secondary IV and V credits are taken into account for the awarding of the SSD.</p> <p>One credit is equivalent to 25 hours of instruction.</p> <p>The pass mark is 60%.</p>	<p>Students must accumulate 54 credits, including at least 20 at the Secondary V level or in vocational training.</p> <p>The compulsory credits are:</p> <ul style="list-style-type: none"><li>• Secondary V language of instruction (6 credits)</li><li>• Secondary V second language (4 credits)</li><li>• Secondary IV mathematics (4 credits)</li><li>• Secondary IV Science and Technology (4 credits) or Applied Science and Technology (6 credits)</li><li>• Secondary IV History and Citizenship Education (4 credits)</li><li>• Secondary IV Arts Education (2 credits)</li><li>• Secondary V Ethics and Religious Culture or Physical Education and Health (2 credits)</li></ul>

**GENERAL EDUCATION IN THE ADULT SECTOR  
CERTIFICATION SYSTEMS**

<b>A1 – Adult (Old System)</b>	
<b>Comments</b>	<b>Certification Requirements</b>
<p>The rules of this system applied until June 30, 1989.</p> <p>Only Secondary IV and V credits were taken into account for the awarding of the SSD.</p> <p>The pass mark was 50 or 60%, depending on the list of courses in the pedagogical framework of the Charlemagne system.</p>	<p>Students were required to accumulate 54 credits at the Secondary IV and V levels, as follows:</p> <ul style="list-style-type: none"> <li>• 12 credits in Secondary V language of instruction</li> <li>• 6 credits in Secondary IV or V second language, for the French sector, or 6 credits in Secondary V second language, for the English sector</li> <li>• 36 credits in optional subjects, including at least 18 at the Secondary V level, with harmonized vocational training courses considered as Secondary V courses</li> </ul> <p>The number of credits earned in language of instruction and in second language could not exceed 36.</p> <p>Note: For the awarding of the SSD, the application of the certification rules provided for in section 47 of the <i>Basic adult general education regulation</i> was suspended and replaced by the above rules.</p>

<b>A2 – Adult (1989-2010)</b>	
<b>Comments</b>	<b>Certification Requirements</b>
<p>The rules of this system applied from July 1989 to June 30, 2010. A transitional period allowed students who had already successfully completed a general education course in Secondary Cycle Two to obtain an SSD under this certification system until June 30, 2011.</p> <p>Only Secondary IV and V credits were taken into account for the awarding of the SSD.</p> <p>The pass mark was 60% for the courses created since the application of the A2 certification system or 50% for certain courses created before its application.</p>	<p>Students were required to accumulate 54 credits at the Secondary IV and V levels, as follows:</p> <ul style="list-style-type: none"> <li>• 12 credits in the language of instruction, including at least 6 at the Secondary V level</li> <li>• 6 credits in Secondary IV or V second language, for the French sector, or 6 credits in Secondary V second language, for the English sector</li> <li>• 36 credits in optional subjects, including at least 18 at the Secondary V level, with harmonized vocational training courses considered as Secondary V courses</li> </ul> <p>The number of credits earned in language of instruction and in second language could not exceed 36.</p> <p>Note: For the awarding of the SSD, the application of the certification rules provided for in section 47 of the <i>Basic adult general education regulation</i> was suspended and replaced by the above rules.</p>

**GENERAL EDUCATION IN THE ADULT SECTOR**  
**CERTIFICATION SYSTEMS (cont.)**

<b>A3 – Adult (Since July 1, 2010)</b>	
<b>Comments</b>	<b>Certification Requirements</b>
<p>Adult learners have been subject to the rules of this system since July 1, 2010.</p> <p>Only Secondary IV and V credits are taken into account for the awarding of the SSD.</p> <p>The pass mark is 60% for the courses created since the application of A2 certification system or 50% for certain courses created before its application.</p>	<p>Students must accumulate 54 credits at the Secondary IV and V levels, including at least 20 at the Secondary V level, divided as follows:</p> <ul style="list-style-type: none"> <li>• 12 credits in the language of instruction, including at least 6 at the Secondary V level</li> <li>• 8 credits in the second language, including at least 4 at the Secondary V level</li> <li>• 4 credits in a Secondary IV or V program in the subject area of Social Sciences</li> <li>• 8 credits in a Secondary IV or V program in the subject area of Mathematics, Science and Technology, including 4 in mathematics</li> </ul> <p>The number of credits earned in language of instruction and in second language may not exceed 36.</p> <p>Adults must also earn the credits for at least one Secondary IV or V course offered by an adult education centre since July 1, 2010.</p>

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### VOCATIONAL TRAINING CERTIFICATION SYSTEM

<b>P1 (Since July 1, 2000)</b>	
<b>Comments</b>	<b>Certification Requirements – DVS</b>
Students have been subject to the rules of this system since July 1, 2000.	Students must successfully meet all the admission requirements for the program of study and earn all the credits in the program.

<b>P1 (Since July 1, 2000)</b>	
<b>Comments</b>	<b>Certification Requirements – AVS</b>
Students have been subject to the rules of this system since July 1, 2000.	As a prerequisite for admission to the program of study, students must hold the required DVS, or practise a trade or occupation related to the program and earn all the credits for the program in question.

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## Appendix 2 – Secondary IV and V Course Codes Under J5 Certification System

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### SECONDARY IV COURSE CODES

#### French sector

Course	General Education	Applied General Education
Français, langue d'enseignement	132406	132406
Anglais, langue seconde, core program	134404	134404
Anglais, langue seconde, enriched program	136406	136406
Mathématique: séquence Culture, société et technique	063414	063414
Mathématique: séquence Technico-sciences	064426	064426
Mathématique: séquence Sciences naturelles	065426	065426
Science et technologie	055444	
Science et technologie de l'environnement	058404	
Applications technologiques et scientifiques		057416
Science et environnement		058402
Histoire et éducation à la citoyenneté	087404	087404
Art dramatique	170402	170402
Art dramatique (optional)	170404	170404
Art dramatique et multimédia (optional)	170494	170494
Arts plastiques	168402	168402
Arts plastiques (optional)	168404	168404
Arts plastiques et multimédia (optional)	168494	168494
Danse	172402	172402
Danse (optional)	172404	172404
Danse et multimédia (optional)	172494	172494
Musique	169402	169402
Musique (optional)	169404	169404
Musique et multimédia (optional)	169494	169494
Éducation physique et à la santé	043402	043402
Éthique et culture religieuse	069404	069404
Espagnol, langue tierce	141404	141404
Projet personnel d'orientation		106404
Intégration linguistique, scolaire et sociale	158400* 158404 158406	158400* 158404 158406

\* The code 158400 must be assigned to students who are enrolled in this program for more than one year.

## 2. Certification Systems

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### English sector

Course	General Education	Applied General Education
English Language Arts	632406	632406
Français, langue seconde, core program	634404	634404
Français, langue seconde, enriched program	635406	635406
Mathematics: Cultural, Social and Technical Option	563414	563414
Mathematics: Technical and Scientific Option	564426	564426
Mathematics: Science Option	565426	565426
Science and Technology	555444	
Science and Technology of the Environment	558404	
Applied Science and Technology		557416
Science of the Environment		558402
History and Citizenship Education	587404	587404
Drama	670402	670402
Drama (optional)	670404	670404
Drama and Multimedia (optional)	670494	670494
Visual Arts	668402	668402
Visual Arts (optional)	668404	668404
Visual Arts and Multimedia (optional)	668494	668494
Dance	672402	672402
Dance (optional)	672404	672404
Dance and Multimedia (optional)	672494	672494
Music	669402	669402
Music (optional)	669404	669404
Music and Multimedia (optional)	669494	669494
Physical Education and Health	543402	543402
Ethics and Religious Culture	569404	569404
Spanish as a Third Language	641404	641404
Personal Orientation Project		606404

**SECONDARY V COURSE CODES**

**French sector**

Course	General Education	Applied General Education
Français, langue d'enseignement	132506	132506
Anglais, langue seconde, core program	134504	134504
Anglais, langue seconde, enriched program	136506	136506
Mathématique: séquence Culture, société et technique	063504	063504
Mathématique: séquence Technico-sciences	064506	064506
Mathématique: séquence Sciences naturelles	065506	065506
Physique	053504	053504
Chimie	051504	051504
Monde contemporain	092504	092504
Art dramatique	170502	170502
Art dramatique (optional)	170504	170504
Art dramatique et multimédia (optional)	170594	170594
Arts plastiques	168502	168502
Arts plastiques (optional)	168504	168504
Arts plastiques et multimédia (optional)	168594	168594
Danse	172502	172502
Danse (optional)	172504	172504
Danse et multimédia (optional)	172594	172594
Musique	169502	169502
Musique (optional)	169504	169504
Musique et multimédia (optional)	169594	169594
Éducation physique et à la santé	043502	043502
Éthique et culture religieuse	069502	069502
Espagnol, langue tierce	141504	141504
Projet intégrateur	102502	102502

## 2. Certification Systems

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### English sector

Course	General Education	Applied General Education
English Language Arts	612536	612536
Français, langue seconde, core program	634504	634504
Français, langue seconde, enriched program	635506	635506
Mathematics: Cultural, Social and Technical Option	563504	563504
Mathematics: Technical and Scientific Option	564506	564506
Mathematics: Science Option	565506	565506
Physics	553504	553504
Chemistry	551504	551504
Contemporary World	592504	592504
Drama	670502	670502
Drama (optional)	670504	670504
Drama and Multimedia (optional)	670594	670594
Visual Arts	668502	668502
Visual Arts (optional)	668504	668504
Visual Arts and Multimedia (optional)	668594	668594
Dance	672502	672502
Dance (optional)	672504	672504
Dance and Multimedia (optional)	672594	672594
Music	669502	669502
Music (optional)	669504	669504
Music and Multimedia (optional)	669594	669594
Physical Education and Health	543502	543502
Ethics and Religious Culture	569502	569502
Spanish as a Third Language	641504	641504
Integrative Project	602502	602502

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## CHAPTER 3 – SPECIFIC CERTIFICATION RULES

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## CHAPTER 3 – SPECIFIC CERTIFICATION RULES

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### 3.1 MAXIMUM NUMBER OF CREDITS COUNTING TOWARD A DIPLOMA

#### 3.1.1 LIMITED-CREDIT GROUPS

**GEY** To ensure that students receive a balanced general education, the number of credits that they may accumulate in a given subject at the same grade level is limited. To verify which courses are part of a limited-credit group, the pedagogical framework of the Charlemagne system may be consulted by selecting the application *Consulter un groupe de cours* (consult a group of courses) and by specifying the category *BCO – bloc de contraintes* (limited-credit group). Appendix 1 may also be consulted for information on which courses are concerned and the maximum number of credits granted.

However, a student's achievement record shows the results of all the courses the student has taken.

**GEA** When analyzing a student record for the purposes of establishing a learning profile, it is important to verify whether the courses that have already been certified in general education in the youth sector for this adult are part of a limited-credit group because the Charlemagne system will apply this restriction regarding the maximum number of credits allowed for certain courses.

There is only one limited-credit group in the adult sector comprising general education courses, that is, *Spheres of Generic Competencies*, for which the maximum number of credits granted is set at 8.

#### 3.1.2 NON-CUMULATIVE COURSES

**GEA** To ensure that an adult is not granted credits for identical or equivalent courses more than once, the rule of non-cumulation of credits must be respected.

This rule currently applies to the non-cumulation of credits between general education courses. When a student record includes courses that may not be cumulated, only credits for the course to be successfully completed are considered when a student record is analyzed in accordance with a certification system applicable to the adult sector.

For example, the Secondary V French, language of instruction course, whose youth sector code is 132-536, cannot be added to the Secondary V French, language of instruction courses in general education in the adult sector FRA51411, FRA51422 and FRA51433.

Similarly, credits for a course of a previous version of Secondary V French, language of instruction in the adult sector, for example, FRA51013 and FRA51054, cannot be added to the credits of the current course, FRA51433.

#### 3.1.3 MAXIMUM NUMBER OF LANGUAGE CREDITS

**GEA** The total number of language of instruction and second language credits may not exceed 36.

However, the achievement record contains all the codes of the courses for which an adult has obtained a result, regardless of whether or not the credits are counted.

### 3. Specific Certification Rules

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#### 3.1.4 HERITAGE LANGUAGE COURSES

**GEY** The Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR) recognizes a maximum of 4 Secondary IV credits and 4 Secondary V credits for heritage language courses taken by students in an organization recognized by the Direction des services aux communautés culturelles. The Direction ensures the quality of the educational activities carried out in organizations participating in the *Programme des langues ethniques* (Heritage language program) and also issues a list of accredited organizations (see Appendix 2).

The organizations authorized to offer heritage language courses are responsible for transmitting students' results to the person in charge of the certification of studies at the educational institution where the students are officially enrolled. Accredited organizations will therefore send students' results using the appropriate form (see Appendix 3) and will use the codes corresponding to the courses taken. They will then transmit the results for Secondary IV and V courses to the Charlemagne system and the credits for these courses will be taken into account for the certification of secondary school studies.

#### List of course codes for the Heritage language program

Allemand/ German	145-444 145-544 645-444 645-544	Créole/ Creole	155-444 155-544	Polonais/ Polish	138-444 138-544 638-444 638-544
Arménien/ Armenian	154-414 154-514 154-444 154-544 654-444 654-544	Espagnol/ Spanish	141-444 141-544 641-444 641-544	Portugais/ Portuguese	129-444 129-544 629-444 629-544
Chinois/ Chinese	152-444 152-544 652-444 652-544	Grec/Greek	147-444 147-544 647-444 647-544	Russe/ Russian	153-454 153-554 653-454 653-554
		Italien/ Italian	148-444 148-544 648-444 648-544	Ukrainien/ Urkranian	153-444 153-544 653-444 653-544

### 3.2 LOCAL PROGRAMS OF STUDY

**GEY** To meet training needs not covered by ministerial programs, educational institutions may develop local programs of study.

Local programs of 4 credits or less are approved by the school administration in accordance with the provisions of the *Education Act* or *An Act respecting private education*. Educational institutions may use a code already in the Charlemagne subject list (no authorization is required). However, the educational institution must ensure that the code selected for a given local program is still valid.

If no Charlemagne code corresponds to the local program of 4 credits or less, the school board must request a code from the Direction de la sanction des études on behalf of the school. Form F in Chapter 9, *Code Request for a Program of Four Credits or Less Developed by an Educational Institution*

### 3. Specific Certification Rules

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must then be completed and accompanied by a written note from the school administration confirming approval of the local program, in accordance with the governing board's orientations.

Programs worth 5 credits or more must be approved by MEESR. The code to be used for the local program will be assigned at the time of program approval.

**VT** In order to be able to respond quickly to labour market needs, programs of study leading to a Skills Training Certificate (STC) may be developed and offered with the Minister's authorization.

The codes for each program of study and its competencies are entered in the pedagogical framework of the Charlemagne system. The following information must be entered in the declaration of enrollment in vocational training:

DATA	VALUE
<i>Condition d'admission</i> (admission requirement)	26 – <i>Élève inscrit à une AEP</i> (student enrolled in an STC)

### 3.3 REPLACEMENT OF SECOND LANGUAGE CREDITS WITH LANGUAGE OF INSTRUCTION CREDITS

In order to graduate, students enrolled in the French sector must pass the Secondary V French, language of instruction course, while students in the English sector must pass the Secondary V English, language of instruction course.

The compulsory credits in French as a second language may be replaced by credits in French, language of instruction for the same grade level; credits in English as a second language may be replaced by credits in English, language of instruction for the same grade level. These substitutions require no prior approval.

**GEY** However, no examination results will be published for students who are not eligible for instruction in English but who nonetheless pursued their studies in English. The examination results for English, language of instruction will be published only if these students pass the examination for French, language of instruction for the corresponding grade level.

### 3.4 DETERMINATION OF THE LANGUAGE OF ANALYSIS FOR THE CERTIFICATION OF STUDIES IN GENERAL EDUCATION IN THE ADULT SECTOR

#### Determination of the language of instruction

**GEA** The language of instruction used for analyzing the student's record is determined by the certification processing done by the Charlemagne system on the basis of the linguistic sector in which the student has earned the most credits, regardless of which language of instruction the educational institution has declared.

### 3. Specific Certification Rules

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If no successfully completed language of instruction courses appear in the student's record, the Charlemagne system analyzes the record on the assumption that the student is enrolled in the French sector.

If there is an equal number of language of instruction credits in both sectors, the analysis will also be done according to the French sector.

When a student record lists language of instruction and second language credits in the same language, only the language of instruction credits are considered for the awarding of the Secondary School Diploma (SSD).

#### Determination of the second language

**GEA** When, for a given sector, a student record comprises language of instruction and second language courses that satisfy the second language certification requirements, the courses with the most credits are retained for certification purposes. The credits for courses not retained are not considered when analyzing the other certification requirements for awarding the SSD.

For example, if the language of instruction is determined to be French and the student record includes 6 credits for English Language Arts and 4 credits for English as a second language, the 6 credits for English Language Arts will be used to satisfy the second language requirement and the 4 credits for English as a second language will not be taken into account.

### 3.5 PAIRED COURSES

**GEA** Certain general education courses in the youth sector that were offered during the application of the J1 certification system must be paired with other courses in order to satisfy the requirements for language of instruction or second language.

For example, students must successfully complete both a Secondary IV or V French text comprehension course and a Secondary IV or V expression course in order to satisfy language of instruction requirements. The same applies to paired oral/written and literature/composition courses. For information on the courses included in this group, the pedagogical framework of the Charlemagne system may be consulted by selecting *Consulter un groupe de cours* (consult a group of courses) and by specifying the category *JUM – cours jumelés* (paired courses).

When a student record contains one of these courses but is listed without a successfully completed paired course, the course is automatically treated as an optional course. However, the credits for a successfully completed, but unpaired, course count toward the maximum number of language of instruction and second language credits.

Under the J1 certification system, courses were not developed in continuity; therefore, no credits were granted for the recognition of a course in a lower level even if a higher level course had been successfully completed. This is why, when analyzing a student record that comprises Secondary V courses successfully completed under the J1 system, Secondary IV courses in the same subjects are not recognized.

Exceptionally, adults may be granted an equivalence for a lower grade level if they have successfully completed the Secondary V language of instruction or second language courses under the J1 system and wish to continue their training toward earning the SSD. Adults must pass at least one course at an adult education centre and when only the credits for Secondary IV language of instruction or second

### 3. Specific Certification Rules

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language are missing to earn an SSD, the educational institution in which the adult is enrolled must send the Direction de la sanction des études a request to have the student record adjusted.

The student record must contain a declaration of enrollment in the Charlemagne system for the current year.

#### 3.6 CONCURRENT ADMISSION IN GENERAL EDUCATION AND VOCATIONAL TRAINING

**VT** Concurrent admission in general education and vocational training makes it possible to ensure that vocational training admission requirements are met. Concurrent admission is designed for students in the youth or adult sector who have earned Secondary III credits in language of instruction, second language and mathematics and who have already confirmed their career choice. They will pursue their vocational training at the same time as their general education in Secondary IV or V in the core subjects they are missing for an SSD or as prerequisites for college admission.

Concurrent admission is also designed for a person who is 18 years old or over who has successfully completed the General Development Test (GDT) and who will be pursuing his or her studies to acquire the specific prerequisites for earning a diploma in vocational training.

Students enrolled in vocational training under concurrent admission may, during their training, submit a request to have their initial admission conditions modified.

Thus, a student who is 18 years old during the training may have the admission requirements changed in order to be admitted with the GDT and specific prerequisites. In this case, it is very important that the initial declaration be kept in the student's record. The institution must therefore close the initial declaration by using the code *Formation en cours* (10) (training in progress) as the reason for closing the attendance status. A new declaration starting on the date after the prerequisites have been earned must be transmitted.

When the values already set for a new declaration do not allow the situation to be described, the person in charge of the certification of studies in vocational training at the educational institution must bring it to the attention of the vocational training coordinator at the Direction de la sanction des études and transmit proof of the **non-detectable specific prerequisites**, if applicable.

When a student enrolled in a vocational training program is declared as a concurrent admission, the Charlemagne system generates a letter to inform the student that he or she has not obtained all the general education prerequisites required for this program. A sample of this letter has been included for information purposes in Appendix 4 of this chapter.

At the end of the training, if the student has successfully completed all the courses in the program in which he or she is enrolled but not all of the general education prerequisites for this program, the student will receive a second letter from the Charlemagne system indicating that the Diploma of Vocational Studies will not be issued because not all of the program prerequisites have been successfully completed. The student will then be asked to contact his or her vocational training centre to remedy the situation. A sample of the letter sent to a student in this situation is provided in Appendix 4 of this chapter.

### 3. Specific Certification Rules

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#### 3.7 COURSE FROM A VOCATIONAL TRAINING PROGRAM (DVS OR AVS) INTEGRATED INTO A SPECIAL SCHOOL PROJECT

**VT** The results obtained during the evaluation of competencies that have been taken from a Diploma of Vocational Studies (DVS) or an Attestation of Vocational Specialization (AVS) program and integrated into a special school project designed to prepare a group of 15-year-old students to enter vocational training must be transmitted to MEESR.

#### 3.8 UPGRADING PROGRAM FOR NURSING ASSISTANTS

**VT** The upgrading program for individuals who wish to obtain the right to practise as nursing assistants, which has been offered since July 1, 2011, is intended for students who have obtained an authorization issued by the Ordre des infirmières et infirmiers auxiliaires du Québec to enroll in the program.

The upgrading program comprises nine specific courses, for a total of 570 hours of theory and practical training, grouped under the program code of 5340/5840.

##### **List of course codes for the upgrading program for nursing assistants**

	<b>Course code</b>	<b>Course title</b>
1	252411/ 752411	Fonction de travail/Work Function
2	252422/ 752422	Aspects législatifs, déontologiques et éthiques/Legal and Ethical Aspects
3	252433/ 752433	Communication et continuité des soins/Communication and Continuity of Care
4	252445/ 752445	Soins et activités de la vie quotidienne/Care and Activities of Daily Living
5	252452/ 752452	Premiers secours/First Aid
6	252469/ 752469	Situations cliniques de soins/Clinical Care Situations
7	252475/ 752475	Soins à une personne en perte d'autonomie/Care for Clients Experiencing Loss of Autonomy
8	252486/ 752486	Soins à une personne en milieu de soins courte durée/Care for Clients in Short-Term Facilities
9	252495/ 752495	Soins à une personne en chirurgie/Care for Clients in Surgical Units

No diplomas, attestations or specific mentions are issued for this upgrading program since these nursing assistants have already earned a Diploma of Vocational Studies. However, the result for this upgrading program appears on an achievement record.

### 3. Specific Certification Rules

## Appendix 1 – Limited-Credit Groups

### MAXIMUM NUMBER OF CREDITS FOR COURSES AT THE SAME GRADE LEVEL

Subject	Course				Maximum No. of Credits
Anglais, langue seconde (Secondary IV) J2, J3, J4 and J5 certification systems	134-404 135-422 135-922 136-424	134-414 135-432 135-932 136-484	134-494 135-442 135-942 156-444	135-412 135-912 136-406	6
Anglais, langue seconde (Secondary V) J3, J4 and J5 certification systems	134-504 136-584	134-595 156-444	136-506	136-584	6
Sciences physiques/Physical Science J2, J3, J4 and J5 certification systems	056-416 057-496 556-496	056-436 556-416 557-496	056-486 556-436 557-496	056-496 556-486	6
English Language Arts (Secondary IV) J2, J3, J4 and J5 certification systems	630-416 631-423 631-923	630-496 631-426 632-406	631-413 631-486	631-416 631-913	6
English Language Arts (Secondary V) J2, J3, J4 and J5 certification systems	612-536 630-596 631-526 631-586	628-526 631-053 631-536 632-506	630-516 631-063 631-553 632-486	630-586 631-516 631-563	12
Français, langue d'enseignement (Secondary IV) J2, J3, J4 and J5 certification systems	128-456 131-423 131-933	128-486 131-433 132-406	130-416 131-913 132-486	131-413 131-923	6
Français, langue d'enseignement (Secondary V) J3, J4 and J5 certification systems	128-536 132-506	128-556 132-586	128-586	129-536	6
Français, langue seconde (Secondary IV) J2, J3, J4 and J5 certification systems	634-404 635-462 635-962	634-414 635-472 635-972	635-406 635-484	635-452 635-952	6
Français, langue seconde (Secondary V) J2, J3, J4 and J5 certification systems	633-022 635-042 635-542 635-594	633-522 635-052 635-552 636-544	634-514 635-062 635-562	634-594 635-072 635-572	8

### 3. Specific Certification Rules

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Français, langue seconde (Secondary V) J3, J4 and J5 certification systems	634-504 636-544	634-594	635-506	635-594	6
Sciences et technologie/Science and Technology (Secondary IV) J3, J4 and J5 certification systems	055-404 057-496 556-486 558-402 057-416	056-486 058-402 556-496 558-404 557-416	056-496 058-404 557-406 055-444 557-416	057-406 555-404 557-496 555-444	8
Mathématique/Mathematics (Secondary IV) J2, J3, J4 and J5 certification systems	063-404 065-506 066-496 063-414 563-404 564-436 566-496 563-414	064-406 065-406 068-416 064-426 564-406 565-406 568-416 564-426	064-414 066-476 068-426 065-416 564-414 566-476 568-426 565-426	064-416 066-486 068-436 564-416 566-486 568-436	6
Mathématique/Mathematics (Secondary V) J2, J3, J4 and J5 certification systems	063-504 065-506 068-514 564-506 566-526 568-526	064-506 066-526 068-526 564-536 566-536 568-536	064-536 066-536 068-536 564-574 566-584 568-514	064-574 066-584 563-504 565-506 568-514	6
Langues d'origine et langues ethniques/Heritage Languages (Secondary IV) J2, J3, J4 and J5 certification systems	129-444 147-444 153-444 641-444 648-444	138-444 148-424 153-454 645-444 652-444	141-444 148-444 629-444 647-444 653-444	145-444 152-444 638-444 648-424 653-454	4
Langues d'origine et langues ethniques/Heritage Languages (Secondary V) J2, J3, J4 and J5 certification systems	129-544 147-544 153-544 641-544 648-544	138-544 148-524 153-554 645-544 652-544	141-544 148-544 629-544 647-544 653-544	145-544 152-544 638-544 648-524 653-554	4
Exploration professionnelle/ Career Exploration J3, J4 and J5 certification systems	198-402 499-502 699-402	198-404 199-504 699-404	199-402 698-402 699-502	199-404 698-404 699-504	4
Univers de compétences/Spheres of Generic Competencies (Secondary V) A2 certification system	GEN 5051-4 GEN 5060-4 GEN 5063-4 GEN 5066-4 GST 5052-4 GST 5061-4 GST 5064-4	GEN 5052-4 GEN 5061-4 GEN 5064-4 GEN 5067-4 GST 5054-4 GST 5062-4 GST 5065-4	GEN 5054-4 GEN 5062-4 GEN 5065-4 GST 5051-4 GST 5060-4 GST 5063-4 GST 5066-4	GEN 5054-4 GEN 5062-4 GEN 5065-4 GST 5051-4 GST 5060-4 GST 5063-4 GST 5066-4	8

### 3. Specific Certification Rules

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#### GST 5067-4

Chimie/Chemistry (Secondary V) J3, J4 and J5 certification systems	051-504 551-534	051-534 551-584	051-584	551-504	4
Physique/Physics (Secondary V) J3, J4 and J5 certification systems	053-504 554-534	054-534 554-584	054-584	553-504	4
Histoire/History (Secondary IV) J3, J4 and J5 certification systems	085-414 586-494	086-494 587-404	087-404	585-414	4
Sensibilisation à l'entrepreneuriat/ Entrepreneurship (Secondary IV) J4 and J5 certification systems	104-402	104-404	604-402	604-404	4
Arts/Arts Education (Secondary IV) J3, J4 and J5 certification systems	168-402 169-404 170-402 172-402 180-424 668-404 669-434 670-404 672-404 680-434	168-404 169-434 170-404 172-404 180-434 668-494 669-472 670-434 672-494 680-472	168-494 169-472 170-434 172-494 180-472 669-402 669-494 670-494 673-434 680-424	169-402 169-494 170-494 173-434 668-402 669-404 670-402 672-402 680-424	6
Arts/Arts Education (Secondary V) J3, J4 and J5 certification systems	168-502 169-504 170-502 172-502 180-524 668-504 669-534 670-504 672-504 680-534	168-504 169-534 170-504 172-504 180-534 668-594 669-572 670-534 672-594 680-572	168-594 169-572 170-534 172-594 180-572 669-502 669-594 670-594 673-534 680-524	169-502 169-594 170-594 173-534 668-502 669-504 670-502 672-502 680-524	6

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## Appendix 2 – List of Organizations Authorized to Offer a Heritage Language Program

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### HERITAGE LANGUAGE PROGRAM

#### List of Approved Heritage Organizations

CP0001	École lusitaine de Montréal
CP0002	École portugaise d'Atlantique
CP0003	École polonaise Nicolas Copernic
CP0004	École russe Gramota
CP0019	Communauté grecque orthodoxe de Laval
CP0045	Écoles allemandes Québec
CP0047	Centre Alphabétisation N A Rive de Montréal
CP0311	Communauté grecque orthodoxe Ouest de Montréal
CP0361	Patronat italo-canadien pour l'assistance aux immigrants (P.I.C.A.I.)
CP0422	Communauté hellénique du Grand Montréal (includes the Communauté hellénique de Montréal and the Communauté grecque orthodoxe de Laval)
CP0493	Église arménienne Sourp Hagop
CP0534	École grecque orthodoxe des archanges Michel et Gabriel
CP0535	Conseil des écoles ukrainiennes du Québec
CP0569	L'Académie de la Culture et de l'Éducation Chinoises du Québec
CP0589	École Jia Hua de Montréal
CP0653	Institut espagnol de Montréal
CP0760	École de langue coréenne du Grand Montréal
CP0767	Conseil scolaire polonais
PLE0111	Centre de développement culturel canadien chinois
PLE0114	École Chinoise Nouveau Siècle

### 3. Specific Certification Rules

## Appendix 3 – Mark Transmission Form for a Heritage Language Program

Éducation,  
Enseignement  
supérieur  
et Recherche



### Mark Transmission Form Heritage Language Program

School year: \_\_\_\_\_

#### GENERAL INFORMATION

Student's first and last name: \_\_\_\_\_

Permanent code: \_\_\_\_\_

Name and address of heritage organization:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Permit no.: \_\_\_\_\_

School attended full-time

School board: \_\_\_\_\_

School/institution code: \_\_\_\_\_

Public school: \_\_\_\_\_

**OR**

Private school: \_\_\_\_\_

School code: \_\_\_\_\_

#### STUDIES

Teacher's name: \_\_\_\_\_

Telephone: \_\_\_\_\_

Course code: \_\_\_\_\_

Mark (%): \_\_\_\_\_

Credits earned: 4  
(Secondary IV and V only)

Number of hours of instruction: \_\_\_\_\_

Name, address, telephone number and title of the person designated by the organization:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SUBMIT THIS FORM TO THE PERSON IN CHARGE OF THE CERTIFICATION OF STUDIES AT THE EDUCATIONAL INSTITUTION ATTENDED FULL-TIME

### 3. Specific Certification Rules

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## Appendix 4 – Sample Letters for Concurrent Admission in General Education and Vocational Training

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[Month, Day, Year]

[First name, Last name]

[Number, Street]

[City (Province)]

[Postal code]

[Permanent code] (enrollment)

Subject: Conditions that have not yet been met for the awarding of the Diploma of Vocational Studies

Dear [Title]:

According to the information received at the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, your educational institution, [Name of institution], has confirmed that you are enrolled in the [Program name] vocational training program. Your student record, however, indicates that you have not yet successfully completed the general education prerequisites required for this program.

The *Basic Vocational Training Regulation* stipulates that you must have successfully completed all the prerequisites and earned all the credits for this program in order to be awarded the Diploma of Vocational Studies.

Please contact your vocational training centre if you have any questions regarding the prerequisites and credits for your program.

Yours truly,

Jean-Guy Hamel, Director  
Direction de la sanction des études

### 3. Specific Certification Rules

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[Month, Day, Year]

[First name, Last name]

[Number, Street]

[City (Province)]

[Postal code]

[Permanent code] (enrollment)

Subject: Conditions that have not yet been met for the awarding of the Diploma of Vocational Studies

Dear [Title]:

According to the information sent to the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche by your educational institution, [Name of institution], you have earned all the credits in the [Program name] vocational training program. Your student record, however, indicates that you have not yet successfully completed the general education prerequisites required for this program.

The *Basic Vocational Training Regulation* stipulates that you must have successfully completed all the prerequisites and earned all the credits for this program in order to be awarded the Diploma of Vocational Studies.

Please contact your vocational training centre if you have any questions regarding the prerequisites and credits for your program.

Yours truly,

Jean-Guy Hamel, Director  
Direction de la sanction des études

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## CHAPTER 4 – EXAMINATIONS

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## CHAPTER 4 – EXAMINATIONS

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### 4.1 EVALUATION OF LEARNING FOR CERTIFICATION PURPOSES

The Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR) and authorized educational institutions share the responsibility for the evaluation of student learning for certification purposes.

#### Types of examinations

**GEY** The following types of examinations are administered in general education in the youth sector: uniform examinations, complementary examinations, compulsory examinations and local examinations.

#### Uniform examinations

**Uniform examinations** are summative examinations used to evaluate learning in subjects that are compulsory for the certification of studies. These uniform examinations are prepared for the June, August and January sessions. MEESR is responsible for developing uniform examinations and educational institutions administer them to students under uniform conditions, on a date specified in the official calendar. When a school mark is transmitted for learning evaluated by means of a uniform examination, the final mark is calculated by adding 50% of the mark obtained on the uniform examination and 50% of the moderated school mark (see Chapter 7.4).

MEESR ships the documents needed to administer the uniform examinations to the educational institutions by taking into account the number of students registered for an examination in the Charlemagne system, plus an additional 10%.

#### Compulsory examinations

**Compulsory examinations** are summative examinations used to evaluate learning in certain subjects that are not required for the certification of studies. MEESR is responsible for developing compulsory examinations and educational institutions administer them to students under uniform conditions, on a date or during a period specified in the official calendar. These examinations are prepared for the January and June sessions. The January examinations are designed for students enrolled in the spring in an intensive English, second language, program. Educational institutions are responsible for correcting the examinations, which count for 20% of the final mark.

MEESR ships the documents needed to administer the compulsory examinations to the educational institutions by taking into account the number of students registered for an examination in the Charlemagne system, plus an additional 5%.

#### Complementary examinations

**Complementary examinations** are summative examinations used to evaluate learning in compulsory or optional subjects. They are offered to educational institutions in order to prepare students and teachers for the administration of uniform examinations or compulsory examinations. These optional examinations are administered to students on a date specified in the official calendar. The date of an examination may be postponed but never brought forward. Educational institutions that decide to administer a complementary examination on the date stipulated in the official calendar must use the examination in full. After this date, changes may be made to the examination on the condition that the teachers are

#### 4. Examinations

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notified. Complementary examinations are corrected by the educational institutions and a correction key and guide are provided by MEESR. These examinations are prepared for the June session only.

Educational institutions are authorized to reproduce this document in **paper format only** and for evaluation purposes only, as indicated in the official examination calendar. No other form of reproduction or distribution is permitted without prior approval from MEESR.

#### Local examinations

**Local examinations** are summative examinations developed by educational institutions and administered to students on a date specified by the school administration.

**GEA** In general education in the adult sector, ministerial examinations and local examinations are administered.

**Ministerial examinations**, or examinations set by the Minister, are summative examinations used to evaluate learning in subjects that are compulsory for the certification of studies. MEESR is responsible for developing and distributing these examinations. Educational institutions administer them to adults in accordance with the rules for administering ministerial examinations and examination calendars may vary depending on the candidates' learning profile and attendance status.

**Local examinations** are summative examinations used to evaluate learning and are developed by educational institutions.

**VT** In vocational training, ministerial examinations and local examinations are administered. The program of study is the framework for the development of the examinations. Only the successful completion of these examinations leads to official recognition of learning.

For evaluation for certification purposes, the student must be evaluated in the language in which the course is given and must demonstrate proficiency in the competency in an autonomous manner, that is, the student should not require the services of a translator or a technological translation tool.

For the evaluation of a situational competency, the student is considered to have been evaluated when he or she has received a formal assessment of his or her progress. The student will obtain a *Fail* if he or she drops the course without having acquired the competency based on the established evaluation criteria.

**Ministerial examinations** are summative examinations used for certification purposes to evaluate learning related to certain targeted competencies in the vocational training programs. The centre must use the examination prepared and prescribed by MEESR. Appendix 2 lists the compulsory ministerial examinations.

**Local examinations** are summative examinations used for certification purposes to evaluate learning related to competencies that are not covered by ministerial examinations. They are developed by educational institutions in accordance with the program of study in effect and, if applicable, the reference framework for the evaluation of student learning provided by MEESR.

### 4.2 RESPONSIBILITIES OF EDUCATIONAL INSTITUTIONS

Educational institutions are responsible for:

- designating persons to be in charge of the certification of secondary studies and administration of ministerial examinations for general education in the youth sector, general education in the adult sector and vocational training
- applying the operations and publications calendar for the certification of studies, especially with respect to the transmission of declarations of enrollment and registration for examinations before the deadlines that are set each year
- developing local examinations
- reproducing complementary examinations
- reproducing ministerial examinations for general education in the adult sector and vocational training
- correcting examinations and transmitting results to MEESR
- storing the examinations administered to students as well as other evaluation materials
- applying the rules governing the certification of secondary studies

The head of the educational institution will designate in writing and **for a mandate of five years**, a staff member to be responsible for the certification of studies and administration of ministerial examinations for general education in the youth sector, one for general education in the adult sector and one for vocational training. These staff members will ensure communication with the Direction de la sanction des études, maintain the confidentiality of examinations and ensure compliance with the rules for administering ministerial examinations. The form used to designate these staff members is available on the *CollecteInfo* site.

**GEY** Educational institutions must participate in administering the uniform examinations by providing, at their expense, suitable premises as well as the personnel required to invigilate the examinations, to correct the examinations and to compile the results. They must send MEESR the answer booklets and note sheets for all the students who took the Secondary V French, language of instruction writing examination as well as the answer sheets for the June and January examinations that were corrected by optical reader. As soon as possible after the examinations or examination components have been corrected by their teachers, the educational institutions must transmit all the marks obtained on the uniform examinations as well as the marks assigned by the school to MEESR.

When registering students for examinations, educational institutions must keep students with their groups, which were formed in compliance with the teachers' collective agreements. If the collective agreement does not cover such rules, the students' groups indicated in the declaration of enrollment must correspond to those used for the organization of instruction. Students may not be removed from these groups because of their academic results.

A school administration authorized to administer a ministerial examination must assign an individual to invigilate each group of students registered for the examination. The invigilator must be a school staff member. The school administration must ensure that the invigilators, especially if they do not teach the subject of the examination, become familiar with the instructions for administering the examination before the date of the examination.

## 4. Examinations

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In order to ensure uniform conditions for administering ministerial examinations, MEESR recommends that:

- the school administration post the examination calendar and inform the students in writing of the rules for taking examinations
- the school administration ensure that desks and tables in the examination room are set up so as to minimize the risks of cheating and promote favourable conditions for taking the examination

When administering an examination, invigilators who observe that the examination may not be applicable because of content or printing errors must immediately inform the school administration, who will in turn immediately inform the director of the Direction de la sanction des études.

Only persons authorized by the Direction de la sanction des études are allowed to have a copy of the examination before the date and time set for the administration of the examination.

### **4.2.1 MANDATE OF PERSONS IN CHARGE OF THE CERTIFICATION OF STUDIES AND ADMINISTRATION OF MINISTERIAL EXAMINATIONS**

The person in charge of the certification of studies and administration of ministerial examinations who is so designated by the head of the educational institution is responsible for:

- ensuring communications with the Direction de la sanction des études
- coordinating the application of certification rules in the schools
- complying with the operations and publications calendar for the certification of studies
- coordinating the administration of examinations in accordance with established rules
- transmitting certification data to MEESR
- issuing temporary letters of attestation
- issuing letters attesting to successful completion addressed to those in charge of college admission

### **Letters attesting to successful completion addressed to those in charge of college admission**

The person in charge of the certification of studies and administration of ministerial examinations can, after the examinations have been corrected, provide a letter addressed to college registrars to certify that a student has successfully completed a course. The person must ensure that the results of an examination are sufficient for the student to obtain the credits in accordance with the rules in effect at the time the examination is taken.

### **4.2.2 RESPONSIBILITIES OF THE SCHOOL ADMINISTRATION**

With a view to administering examinations, the school administration ensures the following:

#### **Before the examination session**

- Plan the administration of examinations, that is:
  - ensure that students register for the appropriate examinations in accordance with the courses they are taking
  - inform teachers and students of the official examination calendar as well as of the receipt of examination materials
  - inform the person in charge of the certification of studies and administration of ministerial examinations immediately if any distribution errors have occurred with the examinations

## 4. Examinations

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- Maintain the confidentiality of examinations by storing them in a safe location until they are administered.
- Comply with copyright rules that apply to ministerial examinations.
- Set up the examination room appropriately and ensure that authorized materials are available.
- Designate and train invigilators.
- If necessary, hire substitute teachers to replace teachers assigned to the administration of examinations.
- Implement measures to adapt the conditions for administering ministerial examinations in accordance with the individualized education plans of students with special needs.

### During the examination session

- Administer examinations in accordance with the rules established and the official calendar set by the Minister. Inclement weather, particularly in January, or other unforeseeable circumstances may interfere with the examination session. In such cases, the school administration must immediately inform the person in charge of the certification of studies and administration of ministerial examinations, who will contact the Direction de la sanction des études as soon as possible in order to reach an agreement as to the conditions for administering the examination requiring postponement (if the person in charge of the certification of studies and administration of ministerial examinations cannot be reached, the school administration must contact the Direction de la sanction des études directly).
- Supervise the activities of the invigilators and evaluators.

### After the examination session

- Instruct teachers to correct the examinations.
- Deal with cases involving absences and cheating.
- In the hours following the administration of examinations, send the Direction de la sanction des études the materials to be corrected by MEESR.
- Transmit results to MEESR.
- Store the examinations.
- Manage conditions that apply to examination retakes.

#### 4.2.3 RESPONSIBILITIES OF TEACHERS

In order to ensure equity and justice, any intervention taken during teaching/learning activities and during the immediate preparation for the ministerial examinations must be of the same type and scope for all students across Québec. For the purposes of administering and correcting the ministerial examinations, teachers must do the following:

## 4. Examinations

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### Before administering a ministerial examination

- Read the information documents for the examinations in order to ensure that students have access to authorized materials and that they themselves keep within their role as teachers when preparing students (time allotted for preparation, non-facilitated discussion, etc.). These instructions ensure the validity of examination results. Any transgression may result in the examination being cancelled for the group.
- Maintain conditions that foster student involvement in preparing for and carrying out the tasks requested.
- Give students the examination preparation documents in accordance with the official calendar for ministerial examinations.
- Inform students about the materials they are permitted to bring into the examination room and the consequences (declaration of cheating) if they do not comply with these instructions.

### After administering a ministerial examination

- Correct the examinations in accordance with the correction guide.
- Handle the examinations with care so that they remain intact and confidentiality can be safeguarded.
- Determine the mark for the examination or examination component in accordance with the rules prescribed in the correction guide.
- Do not reproduce or store any examination materials.

#### 4.2.4 RESPONSIBILITIES OF MINISTERIAL EXAMINATION INVIGILATORS

In order to ensure equity and justice, the invigilation of ministerial examinations must be the same for all students across Québec. Invigilation involves activities before, during and after the administration of a ministerial examination. At all times, invigilators perform their duties under the supervision of the department that assigned them the task.

Invigilators of a ministerial examination must do the following:

#### Before the examination session

- Arrive at the examination room 10 minutes prior to the time indicated in the calendar in order to ensure that the room can accommodate the number of students registered for the examination, that the room is set up appropriately so as to minimize the risk of cheating and that the materials required for the examination are available in sufficient quantity and in good working order, if applicable.
- Carefully read the instructions.
- Admit students to the examination room in accordance with the examination instructions and exceptionally, 30 minutes after the sealed envelope is opened if the examination does not involve any audio or audiovisual components. Students must be denied access to the examination room if they do not comply with these conditions.

## 4. Examinations

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- Ensure that the materials used by the students are authorized in the instructions for invigilators or students.
- Verify the identity of each of the students using photo identification.
- Record attendance of the students in the examination room using Envelope 4.
- Read the instructions for students out loud.
- Ask the students to check or write their personal identification information on the examination materials.
- Open the envelope containing the examination materials in the presence of the students.

### During the examination session

- Never leave the examination room unsupervised.
- Ensure that students do not receive any explanations, definitions, translations or reformulations.
- Ensure that students in no way receive any hints that they made an error.
- Do not authorize any exchange of reference works among students.
- Intervene with students who have an unauthorized electronic device in their possession (cell phone, portable media player, camera, etc.) in the examination room. Students who violate this rule will be expelled from the examination room and will be considered to have cheated on the examination.
- Immediately confiscate the question booklet, answer sheet and any other incriminating materials from a student suspected of cheating and expel the student from the examination room.
- Ensure that they are aware of and comply with the extra time that is given to students with special needs for the examination.
- Prohibit students from leaving the examination room until at least one half of the time allotted for the examination has elapsed. In the event of serious, unavoidable circumstances requiring a student to leave before this time has elapsed, write the student's name and permanent code on the form provided for this purpose.
- Authorize the return of a student to the examination room after a temporary absence only if the student was accompanied by an authorized person for the entire absence.

### After the examination session

- Collect **all** the examination materials (question booklets and answer sheets) when the time allotted for the examination has expired.
- Verify that the students' copies are intact, with no tampering.

## 4. Examinations

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- Place the booklets, answer sheets and evaluation forms of all the students in the examination room (regardless of whether or not they have been used) in the envelope provided for this purpose and seal the envelope after signing it.
- Give all the examination materials to the person in charge of the administration of the examination at the educational institution.
- In the event that a student is suspected of cheating, write a report indicating the reasons why the student was expelled from the examination room, sign the report, and send this report and all confiscated materials to the administration of the school or centre.

### 4.3 RULES FOR ADMINISTERING MINISTERIAL EXAMINATIONS

The rules for administering ministerial examinations are prescriptive and must be applied as defined in the ministerial documents.

- For uniform examinations, no modifications may be made without the written authorization of the Direction de la sanction des études. However, adaptations may be made for students with special needs, in accordance with Chapter 5.2 of this document.
- For compulsory examinations administered to students with special needs who are exempted from the application of the provisions relating to results in the provincial report card, modifications may be made to the rules for administering these examinations. “Modified examination” must then be written on the examination materials. The provisions of Chapter 5.2. regarding the measures adapting the conditions for administering ministerial examinations may be applied to compulsory examinations.
- Students with moderate to severe intellectual impairments are not required to take compulsory examinations because they are following an adapted or modified program of study. Students integrated into regular classes but who are pursuing the learning of a previous cycle in the subject of the examination are not required to take the examination. However, students in special classes who are pursuing the learning of the cycle in the subject of the examination must take the ministerial examination.

#### 4.3.1 EXAMINATION CALENDAR

**GEY** Each year, MEESR publishes an official calendar for the various ministerial examinations. Educational institutions must comply with this calendar in its entirety. They may, however, bring forward or postpone the start of an examination by a few minutes for administrative reasons. The person in charge of the certification of studies and administration of ministerial examinations at an educational institution that wishes to administer an examination 30 minutes or more later or earlier than scheduled must write the coordinator for the certification of studies in general education in the youth sector at least one month before the beginning of the examination session. In such situations, students will take a different version of the uniform examination in order to minimize the risk of breach of confidentiality with respect to the ministerial examinations.

### Special cases

When practical training at a military base or a linguistic camp makes it impossible for students to present themselves at an educational institution administering the uniform examinations for a session, an authorized person in such an organization may reach an agreement with the Direction de la sanction des études to administer the uniform examination.

#### 4.3.2 ADMISSION TO MINISTERIAL EXAMINATIONS

To admit a student to an examination and to transmit results, a declaration of enrollment by means of the Charlemagne system for the current school year is required at all times.

Before being admitted to a retake of a ministerial examination following a failure, students must demonstrate that they have taken the necessary steps to consolidate their learning. They must also comply with the requirements established by the administration of the educational institution in accordance with the evaluation standards and procedures in effect. Consequently, transmission of two evaluation results for the same course on the same date is not authorized.

**GEY** To be admitted to a ministerial examination, students must have legally enrolled in a school, and must have taken the corresponding program or received equivalent instruction at home following an exemption from school attendance. However, students exempted from taking the program after having shown that they have achieved the objectives of that program by passing a local examination set by the educational institution may be admitted to an examination set by the Minister.

Furthermore, an educational institution cannot refuse a student admission to an examination on the grounds of too many absences or low marks.

- If the examination is administered in the same school as the one the student attended during the school year, a new declaration of enrollment is not required to transmit results.
- If the examination is administered in a different school than the one the student attended during the school year, a declaration of certification must be transmitted before the student is admitted to an examination.

Students enrolled in a course following a failure must complete the course and must comply with the requirements of the school before retaking a uniform examination.

A student who fails a uniform examination or who wishes to improve his or her mark **may** (but is not entitled to) be permitted to take another examination. However, the student must meet the requirements established by the educational institution and becomes subject to the certification rules in force at the time of the retake.

If the mark obtained upon retaking an examination is lower than the mark that is currently indicated on the achievement record, the new mark must be transmitted as is (without calculation of the school mark). This result will be indicated once on the achievement record in order to inform the student. However, when calculating the final mark, the highest result of the previous examination will be taken into account. If the new mark is higher than the old mark, only the new mark will appear on the achievement record.

## 4. Examinations

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### GEA

**VT** Evaluation of learning for certification purposes takes place when a student has completed the training. Any student who demonstrates that he or she is sufficiently prepared may be permitted to take an examination for a course or a certification examination for a competency without having taken the course, if he or she meets the educational institution's requirements.

**GEA** Any student who fails an examination or who wants to improve his or her mark may retake the examination. The student is subject to the requirements of the educational institution and to the certification rules in force at the time he or she retakes the examination.

When the definition of the evaluation domain establishes compulsory minimum requirements for each distinct part of the examination, the student must redo the part that he or she failed.

**VT** For a theory examination, the version of the examination used must be different from the version the student failed.

For a practical examination, a student may be required to retake the entire examination or only the part(s) that he or she failed. This requirement is specified in the examination. Different minimum performance criteria may also have been set for the various parts of an examination and in this case, only the part(s) that the student failed need to be retaken.

### 4.3.3 REGISTRATION FOR EXAMINATION SESSIONS

**GEY** Students must be registered in advance for the January and June examination sessions. For the registration, the student's group that should be indicated is the one that appears on the report card or that corresponds to the group in the declaration of enrollment.

#### January session

Educational institutions begin registering students for the **uniform examinations only** starting in October.

#### June session

Educational institutions begin registering students for the **uniform examinations only** in February.

#### August session

Students do not need to be registered for the August examination session.

### 4.3.4 SHIPPING OF EXAMINATION MATERIALS TO EDUCATIONAL INSTITUTIONS

**GEY** For all examinations for which the Charlemagne system has received registration by the deadlines established in the operations and publications calendar, MEESR ships the following to the educational institutions: question booklets, answer booklets, answer sheets, the administration and marking guide, instructions, evaluation forms and labels that have been pre-identified with the name and permanent code of each student, the examination code and the educational institution's code.

As a general rule, examination materials are sent directly to school boards and private schools, with the exception of private schools in the Québec, Lévis and Montréal areas, which must obtain them at distribution centres. A letter is sent to these institutions indicating the time, date and location of the examination pick-up.

## 4. Examinations

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A certain quantity of partially pre-identified and blank booklets and answer sheets are also sent to educational institutions for students who were registered for the examinations after the production date for examination materials established in the operations and publications calendar.

All requests for additional copies of the examination must be addressed to the person responsible for the distribution of examinations at the Direction de la sanction des études.

MEESR ships the administration and marking guide for each examination as well as instructions to the designated persons in charge of the certification of studies and administration of ministerial examinations.

### **Shipping of examination materials for the January session**

Based on the number of registrations for the uniform examinations, MEESR ships the examination materials (question booklets, answer sheets, return envelopes, etc.) to the educational institutions during December and January.

### **Shipping of examination materials for the June session**

Based on the number of registrations for the uniform examinations, MEESR ships the examination materials (question booklets, answer sheets that have been pre-identified with each student's name and permanent code, the institution's code and the examination code) to the educational institutions during April, May and June.

### **Shipping of examination materials for the August session**

MEESR ships the examination materials (question booklets, answer sheets, return envelopes, etc.) to schools designated by the person in charge of the certification of studies and administration of ministerial examinations on the date established in the operations and publications calendar or in accordance with an agreement with the Direction de la sanction des études.

#### **GEA**

**VT** MEESR sends information concerning the ministerial examinations to the persons in charge of the certification of studies and administration of ministerial examinations at the educational institutions. Only these persons are authorized to obtain the new examination materials from the Direction de la sanction des études.

#### **4.3.5 CONFIDENTIALITY OF EXAMINATIONS**

The person in charge of the certification of studies and administration of ministerial examinations at the educational institution must safeguard the confidentiality of ministerial examinations and ensure the application of rules for administering the examinations, in particular the following:

- Remind teachers of the courses for which ministerial examinations are set that these examinations are the property of the Québec government before, during and after they are administered. Any reproduction, distribution or use for any purpose other than that intended by the Direction de la sanction des études is prohibited.
- Ensure that the examinations are used only for the evaluation of learning.

## 4. Examinations

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- Take the necessary precautions to ensure that no information related to the content of the examinations is divulged to the students before the examinations are administered.
- Take every precaution to maintain the confidentiality of examinations as they are being corrected.
- Ensure that the examinations are transported in sealed envelopes or boxes and stored in a safe place.
- Implement procedures to ensure the protection of personal information appearing on examination materials, in particular on Envelope 4 or Envelope 5 when returning answer sheets to MEESR. These envelopes must be packaged for shipment to the Direction de la sanction des études.

**GEY** In general education in the youth sector, only the **June** examinations from past sessions may be used for pedagogical or placement purposes.

**GEA** In general education in the adult sector, at no time may ministerial examinations be used to support learning, as classroom practice exercises or for pretest purposes.

### 4.3.6 THEFT OF MINISTERIAL EXAMINATIONS OR BREACH IN CONFIDENTIALITY

Should a ministerial examination be stolen, the educational institution must:

- promptly notify the person in charge of the certification of studies and administration of ministerial examinations of the situation
- promptly notify the director of the Direction de la sanction des études, who, after discussion with the educational institution, will decide on the immediate course of action
- send a written report to the director of the Direction de la sanction des études describing the causes and circumstances of the theft

When a breach in confidentiality is brought to the attention of a staff member of a school or centre, use of this ministerial examination for the purposes of evaluation of learning must stop immediately.

### 4.3.7 ARRIVAL AND DEPARTURE OF STUDENTS

**GEY** No students will be admitted to the examination room after the first 30 minutes of an examination have elapsed and no students will be permitted to leave the examination room until at least one half of the time allotted for the examination has elapsed.

However, students taking the uniform examinations for Secondary V English as a second language (enriched program), for the oral interaction component of Secondary V English as a second language (core program) as well as for the reading component of the Secondary V English Language Arts program must be present for all required activities, from the beginning to the end of these examinations.

For ministerial examinations, an additional five minutes per hour must be allowed beyond the duration set in the official calendar.

## 4. Examinations

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### 4.3.8 ABSENCE FROM A UNIFORM OR COMPULSORY EXAMINATION

**Unauthorized absence:** Students who are absent from a uniform examination without a valid excuse will have the code ABS (absent) indicated on their achievement record for the corresponding course. Such students may sit for the examination at another session.

Students who are absent from a compulsory examination without a valid excuse are considered absent and this absence will be dealt with in accordance with the evaluation standards and procedures approved by the school administration.

**Authorized absence:** Students who have been excused from one or more uniform examinations may be granted a maximum of 16 credits for all Secondary IV and V examinations in general education in the youth sector that they have missed.

In accordance with the *Policy on the Evaluation of Learning*, the certification of studies must be based on the reliable, rigorous and equitable evaluation of learning. For all students, a formal evaluation of learning should be the preferred solution **before** deciding to submit a request for an equivalence for an authorized absence. When the absence is of short duration, a request must be quickly sent to the coordinator for the certification of studies in general education in the youth sector to have the examination administered at a later date. If a student has a valid excuse for missing a uniform examination and it is impossible to evaluate the student's learning using an equivalent examination authorized by the coordinator for the certification of studies in general education in the youth sector, an equivalence for an authorized absence may be considered.

If a student has a valid excuse for missing a compulsory examination, the final mark will be calculated based on the weighted results for the three terms.

#### Valid excuses

Absence from a ministerial examination may be authorized for the following reasons:

- serious illness or accident confirmed by a medical report or certificate
- death of a close relative
- court summons
- participation in an important event, for which the coordinator for the certification of studies in general education in the youth sector of the Direction de la sanction des études has given its approval beforehand

A **copy** of the documents authorizing such absences must be sent to MEESR and the original must be kept by the student's school.

#### Administrative procedure

- A request for authorization to administer a uniform examination at a later date must be sent to the Direction de la sanction des études. The request must include the student's name and permanent code, the reason for the absence as well as a copy of the supporting document.
- All requests for equivalences for authorized absences must be submitted by the educational institution concerned as soon as possible following the examination session. Requests must be accompanied by the necessary supporting documents and be addressed to the Direction de la sanction des études.

### Conditions for granting an equivalence

An equivalence for an authorized absence may be granted only if the **moderated** school mark is equal to or higher than the pass mark and the student was present for at least 120 class days before the scheduled examination date. No equivalence may be granted if it is possible to administer an examination at a later date.

When an examination consists of several components, an equivalence for an authorized absence may be granted if the moderated school mark for the component results in a comprehensive final mark of at least 60%, with the exception, however of the Secondary V French, language of instruction examinations.

A student who receives individualized instruction or who is home-schooled may not be granted an equivalence for an authorized absence concerning a uniform examination because it is impossible to apply class moderation for a mark assigned by a school. The student must take the uniform examination at a future examination session.

Students who are home-schooled are not required to take compulsory examinations because they are exempted from compulsory school attendance in accordance with subparagraph 4 of the first paragraph of section 15 of the *Education Act*.

No equivalence may be granted for an absence from the August examination session as the diversity of summer courses does not allow the school mark to be taken into account when calculating the comprehensive final mark.

### Note included in the student's record

In the calculation of the final mark, the code *EQU* (equivalence for authorized absence) indicated for any given component carries a value equal to that of the moderated school mark. When an examination consists of several components, an equivalence may be granted even if the moderated school mark for one of the components is lower than the pass mark; however, the total for all the components must be equal to or higher than the pass mark.

#### 4.3.9 AUTHORIZED MATERIALS

Only the materials specified in the examination administration guide, in the definitions of the evaluation domain for general education in the adult sector or in the instructions accompanying the examinations are authorized for use with ministerial examinations.

Calculators with or without a graphic display that are designed primarily to perform mathematical calculations may be used during ministerial examinations. However, calculators with a computer algebra system (CAS) are not permitted because students can use them, for example, to factor algebraic expressions. These types of calculators are permitted **only if** the CAS is disabled for the examination.

Computers, tablet PCs, electronic organizers and calculators with an alphanumeric keyboard (QWERTY or AZERTY) are prohibited. User guides, memory expansion features or any other calculator accessories or peripherals are also not allowed during the examination. Thus, memory expansion chips or cards and data or program libraries are strictly forbidden. Communication between calculators is also not permitted during the examination.

## 4. Examinations

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**Prior to the examination, students must be duly informed in writing of the rules regarding the use of calculators on a ministerial examination.** The data and programs stored in the calculator's memory must be erased before the examination. Before the day of the examination, students must have been given the opportunity to learn how to reset their calculator's memory. Using a calculator containing programs or data stored in the memory will be considered a form of cheating.

**GEY** School boards may allow students enrolled in welcoming or francization classes and those who benefit from welcoming or francization measures to use a general bilingual dictionary during the examination sessions. These students may also use this dictionary during the first two years following their admission to regular classes.

**GEA** Allophone adults enrolled in francization services may use a general bilingual dictionary when taking examinations for courses in French as a second language (LAN series). This authorization applies for the first two years of their studies in these adult-sector courses.

**VT** In some cases, allophone students or students from outside Québec may require the services of a translator during their training in order to become familiar with the concepts and technical terms of the program; however, this support is not authorized for evaluation for the purposes of official certification. The student must be evaluated in the language in which the course is given and must demonstrate proficiency in the competency without any assistance.

### 4.3.10 TRANSMISSION OF RESULTS TO MEESR

#### January, June and August examination sessions

After administering the examinations, the educational institutions correct the examinations or examination components that they are responsible for correcting. The results are then transmitted to the Charlemagne system.

The answer booklets for the Secondary V French, language of instruction writing examination are always sent to MEESR for correction.

### 4.3.11 RETENTION OF ADMINISTERED EXAMINATIONS

**GEY** Only authorized persons at the educational institutions may retain copies of the uniform examinations and other examination materials for the August and January sessions. No copies of the **January** or **August** uniform examinations may be distributed to teachers nor may teachers be allowed to keep copies.

Only the June examinations of past years may be made available to teachers for pedagogical purposes to help them become familiar with the evaluation and the type of examinations preferred and developed by MEESR. These examinations may not, however, be used as practice exercises for the uniform examinations.

**GEY**

**GEA**

**VT** Educational institutions must store, in a safe place and for a period of at least one year, the documents that have been used in administering examinations (i.e. tests, answer sheets). During this period, MEESR may ask to see all the copies of these documents.

## 4. Examinations

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### 4.3.12 CONSULTATION OF A COPY OF AN EXAMINATION AFTER IT HAS BEEN ADMINISTERED

**GEY** A student may, accompanied or not by his or her parents, consult his or her copy of a ministerial examination (answer sheet, answer booklet, etc.) that was administered. The examination must be consulted in the presence of a school staff member. The copy of the examination may not be reproduced (handwritten, printed or electronic form) and given to the student.

In order to consult an answer sheet or booklet kept at MEESR, a written request must be addressed to the Direction de la sanction des études.

#### GEA

**VT** In order to ensure the integrity of the examinations, copies of examinations and related materials (e.g. answer sheets, work sheets, evaluation forms) must never be corrected, shown, given to students or reviewed in their presence after a ministerial examination or test has been administered. This is to ensure confidentiality and equity of the evaluation in the event that it is used again for a retake, as there are a limited number of versions of examinations available.

While respecting the confidential nature of the examination, the teacher must inform the student of his or her results and transmit the relevant information about the evaluation criteria that explain why the student failed.

### 4.3.13 REQUEST FOR REVIEW OF MARKS

**GEY** 1. Requests for the review of a uniform examination must be submitted within six months of the student's receipt of the achievement record.

2. All requests for the review of a uniform examination must be addressed to the person in charge of the certification of studies and administration of ministerial examinations at the educational institution.

3. The request must be accompanied by:

- the student's original copy of the free-response examination, if applicable
- \$10.90 for each examination to be reviewed (payable by cheque or money order to the Minister of Finance)

The documents are to be sent to the Direction de la sanction des études.

4. As soon as the Direction de la sanction des études receives the results of the review, it informs both the student and the person in charge of the certification of studies and administration of ministerial examinations at the educational institution.

5. If the review results in a mark higher than the original mark, the new mark is then entered in the student's record and a new achievement record is issued.

6. If a mark lower than the original mark results from the review, the original mark stands.

#### GEA Reviewing marks

##### VT

At a student's request, the educational institution reviews the marking of the examination. The request must be made in writing within 30 days after the educational institution has sent the results to the student.

### GEY Deletion of a fail mark

During transitional periods following a change in programs of study or ministerial examinations, a student may pass examinations that correspond to code numbers of old courses or old examinations. If this is the case, the school or adult may submit a written request to the Direction de la sanction des études to have the fail mark stricken from the school record.

### Printing results: special details

When more than one mark for a given course appears in a student's record, these results are printed on the achievement record according to the criteria below:

- A second mark for a given course is always printed a first time for the student's information, even if the mark is identical to or lower than the previous mark. In subsequent printings, only the student's highest mark for this course will appear in the achievement record.
- When two identical marks appear in the student's record for the same course, the mark associated with the most recent date of obtention will be printed on the achievement record.
- When a qualitative mark (*Pass*) and a quantitative mark (%) are transmitted for the same course, only the quantitative mark is printed on the achievement record.

## 4. Examinations

## **Appendix 1 – List of General Education Courses in the Adult Sector With Ministerial Examinations**

LIST OF COURSES WITH MINISTERIAL EXAMINATIONS		
Anglais/English	Français/French	
ANG44366	ENG40613	FRA30483
ANG55546	ENG40623	FRA40613
	ENG50613	FRA40623
	ENG50623	FRA51411
		FRA51422
		FRA51433
		FRE50916 (LAN50714)
Histoire/History	Mathématique/Mathematics	
HIS/HST 40162	MAT/MTH 41051	MAT/MTH 51011
HIS/HST 40172	MAT/MTH 41061	MAT/MTH 51021
	MAT/MTH 41071	MAT/MTH 51031
	MAT/MTH 41081	MAT/MTH 51041
	MAT/MTH 41091	
	MAT/MTH 41101	
	MAT/MTH 41112	
Sciences physiques/Physical Science	Univers génériques/Spheres of generic competencies	
SCP/PSC 40102	GEN/GST 50514	GEN/GST 50634
SCP/PSC 40112	GEN/GST 50524	GEN/GST 50644
SCP/PSC 40122	GEN/GST 50544	GEN/GST 50654
	GEN/GST 50604	GEN/GST 50664
	GEN/GST 50614	GEN/GST 50674
	GEN/GST 50624	

## Appendix 2 – List of Vocational Training Competencies With Ministerial Examinations

<b>Sector 01 Administration, Commerce and Computer Technology</b>			
	<b>French</b>		<b>English</b>
445468	Représenter une entreprise pour la vente de produits et de services	945468	Represent a company for the sale of goods and services
446258	Vendre des produits et des services dans un contexte de représentation		
447994	Gérer les activités d'un chantier de construction	947994	Manage construction site operations
448168	Mettre en pratique le processus de conseil dans la vente d'un produit ou d'un service	948168	Apply the consultation process in the sale of a product or service
448223	Promouvoir un produit et un service		
448468	Vendre des produits et des services	948468	Sell products and services
460135	Gérer, en français et en anglais, les communications d'un bureau	960135	Handle bilingual communications in an office setting
460146	Produire et recevoir de la correspondance d'affaires en français®	960146	Produce and receive business correspondence®
460225	Produire des documents®	960225	Produce documents®
461154	Effectuer des tâches courantes liées aux transactions avec des créditeurs et des débiteurs®	961154	Carry out daily tasks related to transactions involving receivables and payables®

<b>Sector 02 Agriculture and Fisheries</b>			
	<b>French</b>		<b>English</b>
201294	Appliquer des règles de composition florale élaborée		
211323	Réaliser des gerbes murales		
201362	Appliquer des techniques de vente		

#### 4. Examinations

Sector 02 Agriculture and Fisheries (cont.)	
French	English
201394 Réaliser des accessoires floraux	
201413 Réaliser un arrangement pour une occasion spéciale	
238094 Entailler les érables	
238104 Traiter l'eau d'érable	
238114 Transformer l'eau d'érable	
238124 Conditionner le sirop d'érable	

Sector 03 Food Services and Tourism			
	French		English
400604 Effectuer la coupe et la préparation des viandes	900604	Cut and prepare meats	
400658 Effectuer des coupes de détail de l'arrière du boeuf	900658	Perform retail cuts of a beef hindquarter	
400665 Effectuer des coupes de détail de porc	900665	Perform retail cuts of pork	
400753 Pétrir les pâtes	900753	Knead doughs	
400773 Préparer des levains et des fermentations	900773	Prepare preferments and sourdoughs	
400806 Façonner des pâtes à pain blanc	900806	Shape white bread doughs	
401652 Prendre des réservations	901652	Take reservations	
401715 Assurer le déroulement des opérations de la réception dans un environnement informatisé	901715	Perform reception-related tasks in a computerized hotel environment	
404508 Effectuer un service simple	904508	Provide informal service	
404647 Effectuer la mise en place des viandes, des volailles et des gibiers	904647	Do the mise en place for meat, poultry and game	
404759 Effectuer le service des menus table d'hôte et à la carte	904759	Prepare and serve table d'hôte and à la carte menus	
409338 Confectionner des crèmes et des garnitures	909338	Prepare creams, fillings and toppings	

#### 4. Examinations

<b>Sector 03 Food Services and Tourism (cont.)</b>			
<b>French</b>		<b>English</b>	
409387	Confectionner des entremets traditionnels	909387	Prepare traditional entremets

<b>Sector 07 Buildings and Public Works</b>			
<b>French</b>		<b>English</b>	
256737	Finir une surface sur planches murales en gypse		
256797	Finir une surface en bois		
256818	Poser un revêtement		
258798	Mettre en place les planchers de béton		
258814	Finir des surfaces de béton ordinaire et de couleur		
258837	Mettre en place et finir des escaliers de béton		
261727	Construire des coffrages d'empattements, de murs de fondation et de murs de béton	761727	Construct forms for footings, foundation walls and concrete walls
261766	Construire des charpentes de murs	761766	Frame walls
261818	Construire des escaliers de bois	761818	Build wood stairs
278638	Effectuer des surfaces de base		
278657	Poser et réparer des revêtements de carreaux selon le procédé en couche mince		
304226	Installer un réseau d'extincteurs automatiques®		
304266	Réaliser des travaux d'installation d'un système sous eau®		
304315	Assurer le bon fonctionnement d'un système®		
304596	Effectuer le travail de finition d'un ouvrage de plâtre		
304618	Tirer des joints		
304627	Moulurer et poser des éléments ornementaux		

#### 4. Examinations

préfabriqués

<b>Sector 07 Buildings and Public Works (cont.)</b>	
<b>French</b>	<b>English</b>
304638 Exécuter des revêtements d'acrylique et de stuc	
305096 Installer un système de drainage®	
305164 Installer un système de distribution d'eau froide et d'eau chaude®	
307295 Installer des systèmes de chauffage périphérique et à té à venturi®	
307305 Appliquer des notions sur la chaleur et sur la mécanique des fluides®	
307344 Réparer des systèmes de chauffage	
307458 Installer des réseaux d'évacuation (V.P.)	
307468 Installer des réseaux de ventilation (V.P.)	
307498 Installer des systèmes de distribution d'eau chaude et d'eau froide, des équipements sanitaires et des accessoires (V.P.)	
437363 Assurer l'alimentation en eau de jets d'attaque	
437375 Intervenir en cas d'incendie pour un bâtiment à risques faibles et en cas d'incendie extérieur	
437383 Intervenir en présence de matières dangereuses®	
<b>Sector 09 Electrotechnology</b>	
<b>French</b>	<b>English</b>
281354 Réparer des cuisinières électriques	
281367 Réparer des laveuses	
281393 Réparer des lave-vaisselle	

#### 4. Examinations

<b>Sector 09 Electrotechnology (cont.)</b>	
<b>French</b>	<b>English</b>
281436 Réparer des réfrigérateurs et des congélateurs	
281444 Se déplacer sur des supports de bois et de métal	
281527 Installer des conducteurs sur une ligne de transport	
281584 Installer des transformateurs	

<b>Sector 10 Motorized Equipment Maintenance</b>			
<b>French</b>	<b>English</b>		
219098 Réparer les systèmes mécaniques de transmission de puissance			
219166 Réparer les presses à foin			
219206 Réparer les relevages hydrauliques et électrohydrauliques			
219233 Réparer le matériel d'ensilage			
219288 Réparer les moteurs			
219306 Réparer les systèmes électriques et électroniques du tracteur			
340168 Préparer un véhicule pour la peinture			
340188 Appliquer de la peinture sur des véhicules			
340217 Remplacer, déposer et poser des organes mécaniques			
340253 Mesurer et contrôler des cadres et des caisses de véhicules			
340258 Réparer des éléments structurels et soudés de la carrosserie			
343506 Vérifier le fonctionnement de systèmes électriques et électroniques	843506	Inspect electrical and electronic systems	
343547 Réparer des systèmes de transmission de pouvoir	843547	Repair transmission systems	

#### 4. Examinations

<b>Sector 10 Motorized Equipment Maintenance (cont.)</b>			
	<b>French</b>		<b>English</b>
343655	Effectuer l'entretien et la réparation de systèmes d'injection électronique et antipollution	843655	Maintain and repair electronic injection and antipollution systems
350204	Réparer le système de freinage hydraulique et vérifier les roues		
350245	Réparer les systèmes de charge et de démarrage		
350296	Effectuer les vérifications et la mise au point des moteurs diesels		
350338	Réparer des éléments de transmission de pouvoir à boîte de vitesses semi-automatique		
350348	Réparer des équipements hydrauliques		
350456	Réparer le système de freinage pneumatique		
350505	Réparer des différentiels et des arbres de roues		
350544	Vérifier et remplacer la culasse et le frein Jacobs		

<b>Sector 11 Mechanical Manufacturing</b>			
	<b>French</b>		<b>English</b>
37206	Usiner des pièces simples au tour à commandes numériques (Versions A et B)®		
37214	Effectuer la programmation manuelle d'un centre d'usinage (Versions A et B)®		
372238	Effectuer des travaux de tournage complexe (Versions A et B)®		
372248	Effectuer des travaux de fraisage complexe (Versions A et B)®		
372314	Effectuer la programmation		

#### 4. Examinations

automatique

<b>Sector 11 Mechanical Manufacturing (cont.)</b>	
<b>French</b>	<b>English</b>
372338	Effectuer de l'usinage complexe au centre d'usinage
372395	Produire des dessins d'ensemble
372708	Produire un assemblage (volet tôlerie industrielle)
372758	Produire un assemblage (volet tôlerie aéronautique)

<b>Sector 12 Forestry and Pulp and Paper</b>	
<b>French</b>	<b>English</b>
225373	Déterminer le débitage permettant d'obtenir le meilleur rapport qualité/rendement
225398	Effectuer le débitage des bois feuillus
225455	Effectuer le débitage du pin blanc et du pin rouge de l'est
225503	Effectuer le débitage des feuillus en vue d'alimenter une refenduse
234086	Effectuer l'entretien et le dépannage d'une tête multifonctionnelle
234136	Effectuer le débardage de billes
234168	Abattre et façonnez des arbres à l'aide des abatteuses-façonneuses

<b>Sector 13 Communications and Documentation</b>	
<b>French</b>	<b>English</b>
480148	Produire des documents complexes d'édition

#### 4. Examinations

Sector 15 Mining and Site Operations			
	French		English
255457	Procéder à des travaux complexes de forage		
255465	Procéder à des sautages complexes		
260434	Écailler un plafond et des parois		
260444	Déblayer du mineraï		
260464	Boulonner un plafond et des parois		
260494	Forer une galerie		
260502	Préparer le sautage de volée		

Sector 16 Metallurgical Technology			
	French		English
301782	Préparer des pièces	801782	Prepare parts
301834	Souder des pièces d'aluminium à l'aide du procédé GTAW®	810834	Weld aluminium parts using the GTAW process
302568	Souder des tuyaux à l'aide du procédé SMAW	802568	Weld pipes using the SMAW process
302575	Souder des tuyaux d'acier doux et d'acier inoxydable à l'aide du procédé GTAW	802575	Weld mild steel and stainless steel pipes using the GTAW process
302836	Installer des escaliers		
303603	Dessiner des patrons de pièces rectangulaires		
303635	Fabriquer des raccords rectangulaires		
303645	Interpréter des plans de fabrication		
303705	Fabriquer des raccords cylindriques		
303715	Interpréter des plans d'installation		
303776	Installer des réseaux de distribution d'air et d'évacuation		

#### 4. Examinations

Sector 19 Health Services			
	French		English
254443	Appliquer des principes et des procédés d'hygiène et d'asepsie		
254503	Communiquer en milieu de travail et travailler en équipe		
254538	Appliquer les techniques d'assistance au fauteuil en dentisterie opératoire		
254558	Exécuter des tâches liées à la prévention et à la planification des traitements		
254664	Prévenir et contenir l'infection®	754664	Prevent and control infection®
254714	Participer à la pharmacotherapy®	754714	Participate in drug therapy®
254795	Prodiguer des soins spécifiques ®	755795	Provide specific care®
254828	Prodiguer des soins dans une unité de médecine®	754828	Provide care in a medical unit ®
254865	Se référer à ses connaissances sur les systèmes cardio-vasculaire et respiratoire pour prodiguer des soins®	754865	Refer to their knowledge of the cardiovascular and respiratory systems when providing care®

Sector 21 Beauty Care			
	French		English
416086	Comparer des produits cosmétiques®	916086	Compare cosmetic products
416157	Effectuer une épilation à la cire®	916157	Give a wax hair-removal treatment
416174	Effectuer un maquillage personnalisé	916174	Apply personalized makeup
416196	Apporter des soins au visage	916196	Give a face-care treatment
417094	Exécuter une épilation par électrocoagulation ou par courants combinés dans les régions du visage et du cou		

#### 4. Examinations

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<b>Sector 21 Beauty Care (cont.)</b>			
<b>French</b>		<b>English</b>	
418127	Donner une permanente standard	918127	Give a standard permanent

## Appendix 3 – Specific Rules for Certain Subjects in General Education in the Youth Sector

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### GEY Secondary V French, language of instruction

The components are weighted as follows to obtain the comprehensive final mark (132-506):

Reading	(132-510)	40% (local examination)
Writing	(132-520)	50% (uniform examination)
Speaking	(132-530)	10% (local examination)

Since the June 2003 examination sessions, students have been required to obtain a mark of at least 50% on each of the components. Students who obtain a mark lower than 50% on one of the components but who obtain a comprehensive final mark of at least 60% will have the code *ECH* (failure) entered on the summary line (132-506) of their statement of marks.

Since the writing component (132-520) is corrected at MEESR, educational institutions must send the students' answer booklets to the Direction de la sanction des études.

The marking rules in force at the time will be applied to the correction of a component that is retaken outside of a regular examination session. Consequently, whenever the writing component (132-520) is retaken, the educational institution must send the students' answer booklets for correction to the Direction de la sanction des études.

### Secondary IV French, language of instruction

Each component corresponds to a competency in a program of study. The weighting of components is identical to that for the competencies. The school is entirely responsible for the evaluation of student learning in this subject.

The components are weighted as follows to obtain the comprehensive final mark (132-406):

Reading	(132-410)	40% (local examination)
Writing	(132-420)	40% (local examination)
Speaking	(132-430)	20% (local examination)

### Secondary V French as a second language

The examination for Secondary V French as a second language has three components: oral interaction; oral and written comprehension; and written production.

The components are weighted as follows to obtain the comprehensive final mark (634-504, **core program**):

Oral interaction	(634-510)	40% (uniform examination)
Oral and written comprehension	(634-520)	30% (uniform examination)
Written production	(634-530)	30% (uniform examination)

#### 4. Examinations

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The components are weighted as follows to obtain the comprehensive final mark (635-506, **enriched program**):

Oral interaction	(635-510)	33% (local examination)
Oral and written comprehension	(635-520)	34% (uniform examination)
Written production	(635-530)	33% (uniform examination)

#### **Secondary IV French as a second language**

Each component corresponds to a competency in the program of study. The weighting of components is identical to that for the competencies. The school is entirely responsible for the evaluation of student learning in this subject.

The components are weighted as follows to obtain the comprehensive final mark (634-404, **core program**):

Oral interaction	(634-410)	40% (local examination)
Oral and written comprehension	(634-420)	30% (local examination)
Written production	(634-430)	30% (local examination)

The components are weighted as follows to obtain the comprehensive final mark (635-406, **enriched program**):

Oral interaction	(635-410)	33% (local examination)
Oral and written comprehension	(635-420)	34% (local examination)
Written production	(635-430)	33% (local examination)

#### **Secondary V English Language Arts**

The components are weighted as follows to obtain the comprehensive final mark (612-536):

Talk	(612-510)	33% (local examination)
Reading	(612-520)	33% (uniform examination)
Production	(612-530)	34% (uniform examination)

#### **Secondary IV English Language Arts**

Successful completion of the English Language Arts course 612-536 results in credits being granted for English Language Arts 632-406.

#### **Secondary V English as a second language**

The examination for Secondary V English as a second language has three components: oral interaction; oral and written comprehension; and written production.

#### 4. Examinations

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The components are weighted as follows to obtain the comprehensive final mark (134-504, **core program**):

Oral interaction	(134-510)	40% (uniform examination)
Oral and written comprehension	(134-520)	30% (local examination)
Written production	(134-530)	30% (uniform examination)

The components are weighted as follows to obtain the comprehensive final mark (136-506, **enriched program**):

Oral interaction	(136-530)	34% (local examination)
Oral and written comprehension	(136-540)	33% (uniform examination)
Written production	(136-550)	33% (uniform examination)

#### **Secondary IV English as a second language**

Each component corresponds to a competency in a program of study. The weighting of components is identical to that for the competencies. The school is entirely responsible for the evaluation of student learning in this subject.

The components are weighted as follows to obtain the comprehensive final mark (134-404, **core program**):

Oral interaction	(134-410)	40% (local examination)
Oral and written comprehension	(134-420)	30% (local examination)
Written production	(134-430)	30% (local examination)

The components are weighted as follows to obtain the comprehensive final mark (136-406, **enriched program**):

Oral interaction	(136-430)	34% (local examination)
Oral and written comprehension	(136-440)	33% (local examination)
Written production	(136-450)	33% (local examination)

#### **SECONDARY V SCIENCE**

##### **Chemistry and Physics**

The school is entirely responsible for the evaluation of student learning in this subject. A final mark in percentage form for the examination is transmitted to the Charlemagne system using code 051-504 or 551-504 (Chemistry) and 053-504 or 553-504 (Physics).

#### **SECONDARY IV SCIENCE**

##### **Science and Technology (055-444 or 555-444)**

Student learning in Secondary IV Science and Technology is evaluated by means of two types of examinations: a uniform theory examination and local examinations (including practical components).

#### 4. Examinations

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The components are weighted as follows to obtain the comprehensive final mark (055-444 or 555-444):

Theory	(055-410 or 555-410)	60% (uniform examination)
Practical	(055-420 or 555-420)	40% (local examination)

#### **Applied Science and Technology (057-416 or 557-416)**

Student learning in Secondary IV Applied Science and Technology is evaluated by means of two types of examinations: a uniform theory examination and local examinations (including practical components).

The components are weighted as follows to obtain the comprehensive final mark (057-416 or 557-416):

Theory	(057-410 or 557-410)	60% (uniform examination)
Practical	(057-420 or 557-420)	40% (local examination)

### **SECONDARY V MATHEMATICS**

#### **Mathematics: Cultural, Social and Technical Option (063-504 or 563-504)**

The school is entirely responsible for the evaluation of student learning in this subject. A final mark in percentage form for the examination is transmitted to the Charlemagne system using code 063-504 or 563-504.

#### **Mathematics: Technical and Scientific Option (064-506 or 564-506)**

The school is entirely responsible for the evaluation of student learning in this subject. A final mark in percentage form for the examination is transmitted to the Charlemagne system using code 064-506 or 564-506.

#### **Mathematics: Science Option (065-506 or 565-506)**

The school is entirely responsible for the evaluation of student learning in this subject. A final mark in percentage form for the examination is transmitted to the Charlemagne system using code 065-506 or 565-506.

### **SECONDARY IV MATHEMATICS**

#### **Mathematics: Cultural, Social and Technical Option (063-414 or 563-414)**

Student learning is evaluated by means of two examinations. The components are weighted as follows to obtain the comprehensive final mark (063-414 or 563-414):

- Solves a situational problem (local examination) (063-410 or 563-410) 30%
- Uses mathematical reasoning (uniform examination) (063-420 or 563-420) 70%

#### 4. Examinations

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##### **Mathematics: Technical and Scientific Option (064-426 or 564-426)**

Student learning is evaluated by means of two examinations. The components are weighted as follows to obtain the comprehensive final mark (064-426 or 564-426):

- Solves a situational problem (064-410 or 564-410) 30%  
(local examination)
- Uses mathematical reasoning (064-420 or 564-420) 70%  
(uniform examination)

##### **Mathematics: Science Option (065-416 or 565-426)**

Student learning is evaluated by means of two examinations. The components are weighted as follows to obtain the comprehensive final mark (065-416 or 565-416):

- Solves a situational problem (065-410 or 565-410) 30%  
(local examination)
- Uses mathematical reasoning (065-420 or 565-420) 70%  
(uniform examination)

##### **History and Citizenship Education (087-404 or 587-404)**

Student learning in Secondary IV History and Citizenship Education is evaluated by means of a uniform examination. A comprehensive final mark for the examination is transmitted to the Charlemagne system using code 087-404 or 587-404.

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## **CHAPTER 5 – SUPPORT MEASURES FOR THE EVALUATION OF LEARNING**

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## **CHAPTER 5 – SUPPORT MEASURES FOR THE EVALUATION OF LEARNING**

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### **5.1 RECOGNITION AND VALUE OF DIPLOMAS**

In its *Policy on the Evaluation of Learning* and its *Policy on Special Education*, the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR) recognizes that it may be necessary to adapt certain evaluation conditions in order to allow students with special needs to demonstrate their learning. However, measures that adapt the conditions for administering ministerial examinations and local examinations, for which successful completion is taken into consideration for the certification of studies, must in no way lower the requirements established or modify the content of the evaluation. These measures must allow the level of proficiency to be evaluated adequately while ensuring that the results of students in a given class remain comparable. At all times, the results of the evaluation of learning must inform students, parents, school staff and the general public on the state of student achievement.

Care must also be taken to avoid implementing measures that will present an extra challenge for students with special needs. For this reason, only the support measures applied in the course of learning may be planned for the administration of ministerial examinations.

Students with special needs receive the same diploma with the same value as a diploma earned by any student in Québec. Examinations and rules regarding the pass mark and the assignment of credits are also the same for all students.

It should be noted that measures authorized in the youth sector are not automatically authorized in the adult and vocational training sectors. Decisions must always be in the best interest of the student, who is called on to exercise his or her role as citizen in an autonomous, responsible manner.

## **5.2 MEASURES ADAPTING THE CONDITIONS FOR ADMINISTERING MINISTERIAL EXAMINATIONS**

### **5.2.1 GENERAL EDUCATION IN THE YOUTH SECTOR**

Since provisions regarding the development, implementation and evaluation of individualized education plans were introduced in the *Education Act*, there is now a tool for adapting educational services to students' needs in general education in the youth sector.

A student's individualized education plan may include means to help the student understand examination instructions and questions as well as communicate answers. However, the educational institution must ensure that uniform requirements are maintained for obtaining a Secondary School Diploma (SSD).

Requests for adapting the conditions for administering Secondary IV or V complementary or local examinations do not need to be submitted to the Direction de la sanction des études. However, since the successful completion of these subjects is taken into consideration for the certification of studies, it is important that any support measures implemented do not lower the evaluation criteria or modify the content of the evaluation.

The common framework for the evaluation of student learning is determined by the Québec Education Program. By setting the pace for the progression of learning, the Québec Education Program establishes the expectations for students at each grade level. Evaluation criteria used for certification or regulation purposes cannot be adjusted according to each student's needs. Rather, the level of proficiency that students are required to attain must be accurately determined in accordance with the program expectations.

For some students, the challenge posed by the program requirements may be out of their reach. Therefore, it may be appropriate to modify the level of expectation during the course of learning in order to help the students make progress. In an evaluation situation for regulation purposes, in the context of a compulsory examination, the entire examination must be administered. If, after implementing adaptations that maintain the requirements of the tasks and correction key, a student is unable to understand what is expected of him or her, modifications may be made to the examination rather than simply preventing the student from taking it. If such is the case, a note must be written on the student's booklets that the examination has been modified. In an evaluation situation for certification purposes, it is important that the examination requirements be kept in their entirety.

#### **Support measures that may be continued during a ministerial evaluation period in general education in the youth sector without a request being submitted to the Direction de la sanction des études**

During a ministerial evaluation period, the school administration is authorized to implement the measures below for students with special needs. A report analyzing a student's situation must be included in the student's record. The relevance of the measure in terms of the student's specific need, as recognized by school personnel, must be identified in the student's individualized education plan. The student must use this measure regularly during learning and evaluation activities and the student must have been involved in the decision to use this measure. **A tool must never perform the task for the student. Translation software may therefore never be used for second language examinations.** The student must be continuously monitored so that it can be confirmed on his or her final copy that he or she has used the authorized measure.

## 5. Support Measures for the Evaluation of Learning

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- Extending the time allotted for the examination by up to one third of the time normally allowed. The examination must, however, be administered in a single day and certain arrangements must be made to ensure that the time is extended without the student coming into contact with other students during lunchtime or breaks.
- Allowing the presence of an attendant (interpreter, invigilator, etc.) who provides the student with the necessary assistance relative to the specific needs identified in the student's individualized education plan. The attendant **must not** ask any leading questions, clarify questions by explaining them, make suggestions that might influence the student's answers, correct spelling or grammar or make any changes whatsoever to the student's answers. **The attendant may read an examination to the student, except when the reading competency is being evaluated** in the language of instruction or second language.
- Allowing students to use a reading aid (e.g. voice synthesizer) and a writing aid (e.g. grammar and spelling software, word prediction software) for the ministerial examinations (including reading comprehension examinations in the language of instruction and second language). Any voice recognition function must be de-activated for the duration of the examination that evaluates the writing competency. Translation software may therefore never be used for second language examinations.
- Allowing students to use a computer, while respecting certain conditions: limiting Internet access (except for those examinations where such access is permitted), prohibiting communication between the different workstations on a network, providing technical assistance before and during the examination session, ensuring that documents are saved several times throughout and providing a final printed copy of the examination in 12-point font. This copy must include a footer indicating the student's name and permanent code, the invigilator's name, the examination course code and the date of the examination.
- Allowing students to use various writing implements.
- Allowing students who are not able to write to use a tape recorder to record their answers verbally.
- Allowing students to use a reading aid such as a monitor, magnifying glass or inclined reading stand.
- Allowing students to take the examination in an isolated location, with supervision.

### **Support measures that require authorization from the Direction de la sanction des études during a ministerial evaluation period (uniform and compulsory examinations)**

Any other support measures that students may require to demonstrate their learning and communicate their responses are subject to an agreement between the person in charge of the certification of studies at the educational institution and the coordinator for the certification of studies in general education in the youth sector. To request the implementation of these measures, educational institutions may use the form entitled *Request for Adapting the Conditions for Administering Ministerial Examinations* (Form D in Chapter 9).

When a student does not have an individualized education plan or if the anticipated support measures have not been planned, the school administration must submit to the Direction de la sanction des études an evaluation report prepared by a professional recognized by the educational institution. This report must attest to the student's specific need and the necessity of using relevant support measures. The

## 5. Support Measures for the Evaluation of Learning

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report must also be accompanied by a letter from the school administration confirming that the student has used these measures in the course of learning and that they meet the student's specific need.

### 5.2.2 GENERAL EDUCATION IN THE ADULT SECTOR

The centre's administration is authorized to implement the measures below for adults with special needs. A report analyzing the adult's situation must be included in the adult's file. The relevance of the measure in terms of the adult's specific need, as recognized by school personnel, must be indicated in the adult's file. The adult must use this measure regularly and the adult must have been involved in the decision to use this measure. A tool must never perform the task for the adult. Translation software may therefore never be used for second language examinations. The adult must be continuously monitored so that it can be confirmed on his or her final copy that he or she has used the authorized measure.

- Extending the time allotted for the examination by up to one third of the time normally allowed. The examination must, however, be administered in a single day and certain arrangements must be made to ensure that the time is extended without the adult coming into contact with other adult learners during lunchtime or breaks.
- Allowing the presence of an attendant (interpreter, invigilator, etc.) who provides the adult with the necessary assistance relative to the specific needs identified in the adult's file. The attendant **must not** ask any leading questions, clarify questions by explaining them, make suggestions that might influence the adult's answers, correct spelling or grammar or make any changes whatsoever to the adult's answers. The **attendant may read an examination to the adult, except when the reading competency is being evaluated** in the language of instruction or second language.
- Allowing students to use a reading aid (e.g. voice synthesizer) and a writing aid (e.g. grammar and spelling software, word prediction software) for the ministerial examinations (including reading comprehension examinations in the language of instruction and second language). Any voice recognition function must be de-activated for the duration of the examination that evaluates the writing competency. **Translation software may not be used for second language examinations.**
- Allowing adults to use a computer, while respecting certain conditions: limiting Internet access (except for those examinations where such access is permitted), prohibiting communication between the different workstations on a network, providing technical assistance before and during the examination session, ensuring that documents are saved several times throughout and providing a final printed copy of the examination in 12-point font. This copy must include a footer indicating the adult's name and permanent code, the invigilator's name, the examination course code and the date of the examination.
- Allowing adults to use various writing implements.
- Allowing adults to give their answers using a tape recorder.
- Allowing adults to use a reading aid such as a monitor, magnifying glass or inclined reading stand.
- Allowing adults to take the examination in an isolated location, with supervision.

## 5. Support Measures for the Evaluation of Learning

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### Support measures that require authorization from the Direction de la sanction des études

For any other support measures besides the ones indicated above, a request accompanied by the adult's complete file must be submitted to the coordinator for the certification of studies in general education in the adult sector at the Direction de la sanction des études. A complete file includes the adult's permanent code; the course code for which the request is being made; a copy of a report describing the adult's impairment or learning difficulty; the support measures implemented during the course to support the **adult's learning**; the adult's school record; and any other documents supporting the request.

### Support measures for tests for recognizing experiential learning

Before implementing support measures for the Secondary School Equivalency Tests (SSET) and the GED® tests produced by the General Educational Development Testing Service (GEDTS), the centre's administration must submit a file that includes the adult's permanent code, a description of the impairment or learning difficulty, and the support measures proposed for administering the tests.

No support measures may be authorized for candidates taking the General Development Test (GDT).

#### 5.2.3 VOCATIONAL TRAINING

Vocational training programs train individuals to practise occupations that involve carrying out specific tasks. All of a program's competencies must be evaluated given that the ministerial authorities and partners in the workplace consider them essential to practising the occupation. To demonstrate that they have acquired a competency, students must meet the minimum performance or participation standards established in the program, under the evaluation conditions specified.

Vocational training is available to individuals with special needs; however, students wishing to enroll in a vocational training program must be well informed about the type of competencies that they must acquire in order to practise the occupation as well as any constraints related to carrying out the required tasks. They must also be informed that they will be subject to the same provisions as other students in terms of earning a diploma. Academic and career information and guidance is particularly important in this context before admission to vocational training. However, once students have met the admission criteria set out in the *Basic Vocational Training Regulation*, they cannot be refused access to a program on the grounds of special needs or an impairment.

Since provisions regarding the development, implementation and evaluation of individualized education plans were introduced in section 110.11 of the *Education Act*, there is now a tool for adapting educational services to students' needs in vocational training.

A student's individualized education plan may include means to help the student understand examination instructions and questions as well as to communicate answers or perform the required tasks. However, the educational institution must ensure that uniform requirements are maintained for obtaining a Diploma of Vocational Studies (DVS).

The person in charge of the certification of studies at a school board or private school may ask the Direction de la sanction des études to authorize the administration of a vocational training centre to approve the implementation of measures to adapt the conditions for administering certification examinations in vocational training.

Any support measure used for evaluation must have been used by the student regularly during learning activities, the relevance of the measure in terms of the student's specific need must have been validated, the measure must be identified in the student's individualized education plan and the student must have

## 5. Support Measures for the Evaluation of Learning

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been involved in the decision to use this measure. At no time must the measure result in the student not performing the task alone. The student must be continuously monitored so that it can be confirmed on his or her assessment form that he or she has used the authorized measure.

The centre's administration may at any time submit a request to the coordinator for the certification of studies in vocational training at the Direction de la sanction des études to adapt the conditions for administering certification examinations. This request must include the student's permanent code, the course and program codes in question, a copy of the report prepared by a professional recognized by the educational institution confirming that the student's impairment or learning difficulty requires the support measure and that the student has already used this measure during learning activities, and any other document supporting the request.

### **Authorization to implement measures adapting the conditions for administering certification examinations**

A request for authorization must be submitted with the analysis procedure for projects relating to the implementation of support measures that the training centre's administration is proposing based on its staff's recommendation. This procedure must specify the methods chosen to ensure the validity and reliability of the results of the competency evaluation. An analysis report must specify, in particular, that the scope of the competency in question will not be modified by the proposed measure.

The Direction de la sanction des études may grant an authorization for a maximum period of two years, at the end of which the person in charge of the certification of studies may submit a new request, along with a detailed report specifying the measures adapting the conditions for administering certification examinations implemented for each student who has benefited from support measures during the previous two years.

The Direction de la sanction des études may at any time request a copy of the record of a student who has benefitted from support measures.

## **5.3           SPECIFIC REQUESTS FOR ADAPTATION IN GENERAL EDUCATION IN THE YOUTH SECTOR**

To meet the needs of certain students, educational institutions may call on the services of the Direction de la sanction des études for one or more of the following measures:

- transcribing uniform and complementary examinations into Braille (abridged or full version)
- enlarging the text of all ministerial examinations (Arial, 16 points)

For the Braille transcription (abridged or full version) and font enlargement, educational institutions must explain their need in writing to the person in charge of distributing examinations at the Direction de la sanction des études by the end of February at the latest for the June examination session. The contact information for the person in charge of the certification of studies must be included. Also, for the uniform and compulsory examinations, the full names of the students as well as the number and names of the examinations must be included with the request. For the uniform examinations, the group numbers and school codes must also be added.

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## CHAPTER 6 – RECOGNITION OF ACQUIRED COMPETENCIES

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## CHAPTER 6 – RECOGNITION OF ACQUIRED COMPETENCIES

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### 6.1 RECOGNITION OF ACQUIRED COMPETENCIES IN QUÉBEC

In order to allow students to obtain a Secondary School Diploma (SSD) or a Diploma of Vocational Studies (DVS), the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR) grants equivalences for acquired learning. However, no diploma may be awarded solely on the basis of course equivalences.

All centres authorized to offer general education in the adult sector or vocational training may grant equivalences. The equivalences to which students are entitled are granted before they begin their studies.

#### 6.1.1 RECOGNITION OF COURSES IN A LOWER LEVEL FOLLOWING THE SUCCESSFUL COMPLETION OF COURSES IN A HIGHER LEVEL

The transmission of the result of a successfully completed course in a higher level may result in the recognition of one or more courses in a lower level in the same subject. For information on which courses are granted, the characteristics of the course should be verified, under the heading *Cours accordés* (courses granted), in the pedagogical framework of the Charlemagne system. The system generates the ACC code automatically since the Charlemagne system was brought on line in 2008.

For courses that were successfully completed in a higher level prior to the availability of Charlemagne, the person in charge of the certification of studies at the educational institution must submit a written request to the coordinator for the certification of studies in general education in the youth sector or general education in the adult sector at the Direction de la sanction des études to have the ACC code appear on a new achievement record.

#### GEY Courses granted in the youth sector

In general education in the youth sector, an equivalence for a course in a lower grade level is automatically granted in the Charlemagne system for ministerial programs upon successful completion of a course in a higher level.

However, students who successfully complete one of the two optional Secondary V science courses, that is, Chemistry (051-504 or 551-504 and 051-584 or 551-584) or Physics (053-504 or 553-504 and 054-584 or 554-584), will be granted the credits for the two Secondary IV science courses corresponding to their learning path. Because this recognition depends on a student's path, this operation is not automated in the system; the person in charge of the certification of studies at the educational institution must make a written request to the coordinator for the certification of studies in general education in the youth sector. One of the following two situations may arise:

- A student enrolled in the General Education Path who has successfully completed the Secondary V Chemistry or Physics course is granted equivalences worth 4 credits for the Science and Technology course (055-444 or 555-444) and 4 credits for the Environmental Science and Technology course (058-404 or 558-404).
- A student enrolled in the Applied General Education Path who has successfully completed the Secondary V Chemistry or Physics course is granted equivalences worth 6 credits for the

## 6. Recognition of Acquired Competencies

Applied Science and Technology course (057-416 and 557-416) and 2 credits for the Science and the Environment course (058-402 and 558-402).

An equivalence may also be granted for the successful completion of a course related to a local program in a lower level if a course related to a local program in a higher level has been passed. A written request to this effect must be submitted by the educational institution to the person in charge of updating student records at the Direction de la sanction des études. However, this recognition is possible only if the Secondary IV local program has been authorized by the school administration, in accordance with the orientations of the school's governing board, and if the course code is still active in the pedagogical framework of the Charlemagne system.

### GEA Courses granted in the adult sector

In general education in the adult sector, an equivalence for a course in a lower grade is granted for the successful completion of certain courses. Special attention must be paid to courses under the A1 certification system because a number of successfully completed Secondary V course codes do not result in an equivalence for the Secondary IV course, but rather for the Secondary III course. For example, successful completion of course FRA 5103-4 generates the ACC code for FRA 3004-3, given that there is no course code in Secondary IV for this version of the French, language of instruction program.

#### 6.1.2 GENERAL EDUCATION ACQUIRED IN QUÉBEC

**GEA** Five types of documents issued in Québec may be used for granting equivalences that count toward an SSD:

- documents indicating subjects and/or year
- documents issued during the transitional period (July 1965 to June 1972)
- documents indicating duration or skills
- documents for the *Transition-Travail* course
- documents for the Pre-Employment Training course

The **eligible documents** and the **related procedures** for the granting of credit equivalences are indicated below.

#### Documents indicating subject and/or year

The following table classifies the eligible documents by category and by terminal or preterminal year.

Eligible Documents	Preterminal Year (Secondary IV)	Terminal Year (Secondary V)
A. Attestation, certificate or transcript from the Département de l'instruction publique (DIP), the Ministère de l'Éducation (MEQ) or a school board	10th grade or 1st year of “études primaires supérieures”	11th grade <sup>1</sup> (except with a transcript from a school board), or 2nd year of “études primaires supérieures” or CPES <sup>2</sup>
B. Attestation of Equivalence for Secondary Studies issued by the MEQ <i>with proof of</i>	Secondary IV	Secondary V

## 6. Recognition of Acquired Competencies

<i>completion of the 7th grade (except for the short vocational)</i>		
C. Certificate, diploma or transcript issued by a school or classical college	10th grade or 3rd year of <i>Méthode</i>	11th grade or 4th year of <i>Versification</i>
D. Attestation, certificate or transcript issued by a homemaking school, intermediate homemaking school or homemaking institute	Attestation of the school, or 10th grade, or 1st year or Third Year Certificate in Homemaking Skills	11th grade, or 2nd year or certificate other than Third Year Certificate in Homemaking Skills
E. Elementary teaching certificate	Teaching Certificate D	Teaching Certificate A B C
F. Attestation, diploma or transcript issued by one of the following accredited private schools: Collège Mont Saint-Louis; Collège Notre-Dame; Collège Roussin; Collège de Laval; Académie de Québec; École Ouellet; Collège de Victoriaville; Collège Bourget	10th grade	11th grade
G. Diploma, certificate or transcript issued by a technical school or a technology institute	1st year or preparatory year	2nd year, or 1st year of specialization or diploma or certificate
H. Diploma, certificate, attestation or transcript issued by a technical school, technology institute or a government department  (with 9th grade completed)	1st year	2nd year or certificate or diploma issued by MEESR, the Ministère de la Jeunesse, the Ministère du Bien-être social et de la Jeunesse, or the DIP*
I. Forest Warden Diploma issued by the Ministère des Terres et Forêts		Diploma
J. Diploma, certificate or transcript issued by a teaching hospital school	1st year	2nd year, diploma or certificate

<sup>1</sup> If a student has taken a ministerial examination and the result is in MEESR files.

<sup>2</sup> CPES: *Cours préparatoire aux études supérieures* (12th grade) issued by a school board.

### Procedure for documents

In general, documents associated with the terminal year must be processed separately from those associated with the preterminal year. However, if a student cannot submit the document for a preterminal year, the student is granted for the preterminal year the same number of credits in the same subjects or sectors as those granted for the terminal year.

## 6. Recognition of Acquired Competencies

### Procedure for documents not indicating marks by subject

For an eligible document in **categories A to G** associated with the preterminal or terminal year, equivalences are granted as follows:

Subject	Preterminal Year	Terminal Year
Language of instruction	6 credits for Secondary IV	6 credits for Secondary IV and 6 credits for Secondary V
Second language	4 credits for Secondary IV	4 credits for Secondary IV and 4 credits for Secondary V
Univers social/Social Sciences	4 credits for Secondary IV	
Mathématique/Mathematics	4 credits for Secondary IV	
Mathématique, science et technologie/Mathematics, Science and Technology	4 credits for Secondary IV	
In the appropriate sector or in "General Studies" (GEN or GST)	12 credits for Secondary IV	12 credits for Secondary IV and 10 credits for Secondary V

For an eligible document in **category H** associated with the preterminal or terminal year, equivalences are granted as follows:

Subject	Preterminal Year	Terminal Year
Language of instruction	6 credits for Secondary IV	6 credits for Secondary IV and 6 credits for Secondary V
In the appropriate sector or in "General Studies" (GEN or GST)	12 credits for Secondary IV	12 credits for Secondary IV and 10 credits for Secondary V

For an eligible document in **category I or J** associated with the preterminal or terminal year, equivalences are granted as follows:

Subject	Preterminal Year	Terminal Year
In the appropriate sector or in "General Studies" (GEN or GST)	12 credits for Secondary IV	12 credits for Secondary IV and 10 credits for Secondary V

## 6. Recognition of Acquired Competencies

### Procedure for documents indicating marks by subject

For an eligible document associated with the preterminal or terminal year, equivalences are granted as follows:

Subject	Preterminal and Terminal Year
Language of instruction and second language	6 credits in language of instruction and 4 credits in second language for each successfully completed course in the corresponding subject if there is only one course title per subject on the transcript  OR 3 credits for each successfully completed course in the corresponding subject if there is more than one course title per subject on the transcript  <i>Note:</i> If there is more than one course title per subject and if only one course has been successfully completed, the 3 credits must be granted in "General Studies" (GEN or GST).
Other courses in general education	6 credits per course title
Other courses in vocational training	3 credits per course title EXCEPT for documents in category H, for which 6 credits per title are assigned

### Documents issued during the transitional period (July 1965 to June 1972)

For the transitional period (July 1965 to June 1972), learning achievements in Secondary IV or in Grade 11 registered in the Charlemagne system must be recognized as belonging to Secondary V.<sup>1</sup> This means that when the grade preceding Secondary IV is Grade 10, the Secondary IV learning must be considered as belonging to the terminal year and is therefore recognized as belonging to Secondary V.

Verifying the successful completion of Grade 7 may give an indication as to the type of certification system. Generally, when a student has completed Grade 7, the 4th year of secondary school is considered a terminal year and the 3rd year, a preterminal year.

To make adjustments to student records, equivalences must be granted. For each Secondary IV course successfully completed, an equivalence must be granted and transmitted for a Secondary V course in the same subject or sector and with the same number of credits.

Furthermore, if a student submits a detailed document attesting to the successful completion of courses in Grade 10 or 11,<sup>2</sup> in addition to those already registered in the Charlemagne system, equivalences for Secondary IV or V must be granted for these courses.

It is not necessary to grant equivalences if a student already has a record in the Charlemagne system with a code indicating the type of diploma as *TEQ – terminal équivalent* (SSD equivalent) or

<sup>1</sup> For 1971 and 1972, equivalences may be granted if a student has successfully completed Grade 7.

<sup>2</sup> For Grade 11, documents issued by a school board are not accepted.

## 6. Recognition of Acquired Competencies

CS4 – *certificat d'études de 4e secondaire* (certificate of completion of Secondary IV studies), because the record will not be analyzed again in light of the new certification rules for the SSD.

After documents issued during the transitional period have been processed, the Direction de la sanction des études can, if the student has successfully completed a terminal year, issue a letter confirming Secondary V equivalence.

### Documents indicating duration or skills

- attestation of skills issued by the Service de l'éducation des adultes (SEA) before 1989
- attestation of vocational training courses taken, except the Attestation of Vocational Education (AVE) (semiskilled trades)
- school board documents issued between 1981-1982 and 1985-1986
- Attestation of Studies,<sup>1</sup> except the AVE (semiskilled trades)
- attestation issued by a vocational training board before 1972
- certificate of training issued by the Institut national des viandes
- evening class report from the Ministère de la Jeunesse
- evening class report from the Ministère de l'Éducation
- certificate of training issued by the Ministère de l'Agriculture, des Pêcheries et de l'Alimentation
- certificate from a technical or agrifood institute

### Procedure according to type of document

For documents recognizing skills, each credit should be considered the equivalent of 15 hours of learning activities.

For documents indicating the duration of studies in weeks, each week should be considered the equivalent of 30 hours of learning activities.

For documents indicating the duration of studies in days, each day should be considered the equivalent of 6 hours of learning activities.

Equivalences may be granted for a maximum of 22 credits, that is, a maximum of 12 Secondary IV and 10 Secondary V credits for optional courses.

<sup>1</sup> Since July 1992, some credit courses with alphanumeric codes may appear on the Attestation of Studies. If this is the case, the number of hours in these certified courses must be subtracted before equivalences are granted.

## 6. Recognition of Acquired Competencies

Refer to the following table for the number of credits to assign according to the duration of learning activities in hours.

Number of Recognized Hours of Instruction				
Number of Hours	Credits to be Granted	Number of Hours	Credits to be Granted	
	Secondary IV		Secondary IV	Secondary V
0-15 hours	1	181-195 hours	12	+1
16-30 hours	2	196-210 hours	12	+ 2
31-45 hours	3	211-225 hours	12	+ 3
45-60 hours	4	226-240 hours	12	+ 4
61-75 hours	5	241-255 hours	12	+ 5
76-90 hours	6	256-270 hours	12	+ 6
91-105 hours	7	271-285 hours	12	+ 7
106-120 hours	8	286-300 hours	12	+ 8
121-135 hours	9	301-315 hours	12	+ 9
136-150 hours	10	316-330 hours	12	+ 10
151-165 hours	11			
166-180 hours	12			

When a document indicates that the duration of studies corresponds to **75% of the total duration of the program**, the equivalences are granted for the total duration of the program. If the duration of the studies is less than 75%, the equivalences are granted according to the actual duration of the studies.

**Note:** If all documents submitted refer to the same vocational sector, the hours of learning activities are to be totalled and all equivalences are to be granted in that sector alone. However, if the documents submitted come from different sectors, the hours of learning activities are to be totalled and all equivalences are to be granted in the general sector of vocational training (PRO in the French sector or VOC in the English sector).

### DOCUMENTS FOR THE *TRANSITION-TRAVAIL* COURSE

#### Eligible document

Certificate issued by a CEGEP before 1987 for the *Transition-Travail* course.

#### Procedure

Grant 5 Secondary IV credits (PER405) and 5 Secondary V credits for *Formation de la personne* (PER) or *Personal Development* (PRS).

### 6.2 RECOGNITION OF SCHOLASTIC LEARNING IN GENERAL EDUCATION ACQUIRED OUTSIDE QUÉBEC, BUT IN CANADA

#### 6.2.1 GENERAL EDUCATION IN THE YOUTH SECTOR

In general education in the youth sector, equivalences may be granted only for the successful completion of a Grade 10 history of Canada course taken in another Canadian province. The equivalence is granted by the Direction de la sanction des études upon presentation of the student's report card.

#### 6.2.2 GENERAL EDUCATION IN THE ADULT SECTOR

Equivalences may be granted for scholastic learning in general education in the adult sector that is certified by official documents. These equivalences are granted by taking into account the certification rules in effect in Québec when the official document was issued.

Educational institutions are responsible for assigning equivalences for scholastic learning acquired in Canada outside Québec. They must decide whether documents submitted by candidates are admissible, determine the credit equivalences to be granted, and transmit these equivalences.

The equivalences must be granted before the training program is started and on the basis of the number of credits per subject according to the linguistic sector.

The *Cahier d'attribution des équivalences pour des acquis scolaires obtenus au Canada, à l'extérieur du Québec* sets out the rules for assigning credits for successfully completed courses. This document contains the general and specific rules for each province or territory.

#### Eligible documents

The eligible documents are those issued by the province or territory of origin, or a school board, school or institution recognized by the province or territory. The documents must be **signed originals**, or certified true copies of the originals and **they must present detailed results**.

Students submitting documents issued by private secondary schools will not be granted equivalences. These students must pass the examinations for the programs in effect in Québec, in accordance with the requirements for obtaining an SSD.

**Credits are granted on the basis of a transcript or the report card.** An individual who has already earned a diploma attesting to the completion of secondary school studies is not required to obtain equivalences because the diploma is recognized in Québec.

## 6. Recognition of Acquired Competencies

### 6.2.3 TRAINING WITH THE DEPARTMENT OF NATIONAL DEFENCE

**GEA** In general education in the adult sector, credit equivalences toward an SSD may be granted for training taken with the Department of National Defence. The Department's list of occupations and sectors is presented in Appendix 4. To be eligible for the recognition of acquired competencies, the training must be certified by one of the following official documents:

CODE	TITLE
MDN/P-PE806 or DND/P-PE806 (previously CF490A)	Military Personnel Resume Report (MPRR)
CF289	Military Achievement Certificate
CF377	Course report
CF743	Unit Employment Record (UER)

#### Procedure

Two indicators are used to determine the equivalences to be granted:

- the occupation indicated in the *List of Occupations and Sectors* in Appendix 4
- the level of qualification

When the qualification levels for Developmental Period 1 (DP1) or the previous levels TQ4, NQ4 or QL4 are noted in an eligible document, 12 Secondary IV credits are granted in the sector corresponding to the occupation.

When the qualification levels are DP2, DP3, DP4, DP5, PLQ (land), ILQ, ALQ or the previous levels TQ5, TQ6, TQ7, TQ8 or QL5, QL6, QL7, QL8 or NQ5, NQ6, NQ7, NQ8, 12 Secondary IV credits and 10 Secondary V credits are granted in the sector corresponding to the occupation mentioned in the eligible document.

Note that for some general occupations with the Department of National Defence, accumulation of two QL4 is equivalent to the qualification QL5 (DP2), and the required Secondary IV and V credits will be granted.

**Note:** Some documents may bear reference codes different from or older than the ones indicated above. In such cases, and for any additional information about the scholastic learning acquired at the Department of National Defence, please contact:

**Major Pierre Labonté**, Director  
Troop Support Centre (Québec Region)  
Édifice 534, C. P. 1000  
Succursale Forces  
Courcelette (Québec) GOA 4Z0  
Telephone: 418-844-5000, ext. 6526  
Fax: 418-844-6651

### 6.3

### RECOGNITION OF SCHOLASTIC LEARNING IN GENERAL EDUCATION ACQUIRED OUTSIDE OF CANADA

**GEA** To be granted equivalences based on a document certifying scholastic learning acquired outside of Canada, in the case where the average on tests administered under the Programme for International Student Assessment (PISA) is equal to or higher than the average for a Canadian province in accordance with Appendix 5, candidates must submit an official document issued by a school board, school or institution recognized by competent authorities in the field of education. The documents must be **signed** originals, or certified true copies of the originals and they must **present detailed results**.

#### Procedure

The educational institution must assign credit equivalences in the subject *Études hors Québec* or *Out of Province Studies* (EHQ or OST), as applicable.

A notification of equivalence for Secondary IV studies confers 12 Secondary IV credits (EHQ/OST 412).

A notification of equivalence for Secondary V studies confers 12 Secondary IV credits and 10 Secondary V credits (EHQ/OST 412 and EHQ/OST 510).

**Note:** No equivalence in the language of instruction, second language, in the subject area of Social Sciences or in the subject area of Mathematics, Science and Technology may be granted for studies undertaken outside of Canada.

### 6.4

### RECOGNITION OF EXTRACURRICULAR MUSIC STUDIES

**GEY** All private institutions supervising music studies have presented their music curriculum (see Appendix 6) to MEESR. Course codes have been reserved for use by each of these private institutions.

For additional information concerning approval of a music program, contact the person responsible for the music program at the Direction de la formation générale des jeunes.

It should be noted that extracurricular music courses do not replace the compulsory secondary-level Arts Education program prescribed in the *Basic school regulation*.

#### Granting of credits

In most extracurricular music programs, students earn 4 credits for successfully completing a music course.

In cases where an ensemble music course is required above and beyond the basic instrumental training, 1 additional credit (assigned a different course code) will be granted to students who pass an examination in this course.

#### Transmission of results

The private institution supervising music studies sends the student's marks in writing either to the student or to the private school attended. Thereafter, either the student or his or her parents must **request that the school in which the student is enrolled enter the appropriate credits into the student's record**.

The school then reports the marks earned in music studies to the Direction de la sanction des études via the Charlemagne system, using the codes reserved for the use of each of the recognized music schools for the class in which the student is enrolled. For example, if a student is enrolled in Secondary V, the course codes for Secondary V (see Appendix 6) must be used in sending the marks earned for the extracurricular music studies.

Parents must use Form E in Chapter 9, *Request to Obtain Additional Credits in Music* to submit a request to have the credits granted.

### 6.5

### RECOGNITION OF SCHOLASTIC LEARNING IN VOCATIONAL TRAINING

Since the fall of 2007, placement tests in general education in the adult sector are no longer considered for the purpose of admitting students to vocational training programs.

#### 6.5.1 EQUIVALENCES FOR VOCATIONAL TRAINING ACQUIRED IN QUÉBEC

**In vocational training**, only documents issued by an authority recognized in Québec are admissible for the granting of equivalences. Equivalences may not be granted for trade courses completed outside of Québec and Canada. Competencies acquired in this way must be evaluated and certified.

## 6. Recognition of Acquired Competencies

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## 6. Recognition of Acquired Competencies

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Tables that indicate the courses for which equivalences may be granted in a given program, be they at the secondary or college level, are available via the MEESR Web site at:  
[www.mels.gouv.qc.ca/etablissements-scolaires-publics-et-prives/references/bulletin-releve-diplome/equivalences/liste-des-programmes/](http://www.mels.gouv.qc.ca/etablissements-scolaires-publics-et-prives/references/bulletin-releve-diplome/equivalences/liste-des-programmes/).

The first column of these tables presents course codes for a given program, in numerical ascending order. The second column contains the course codes that are considered equivalences. Note that equivalences are always granted in the context of a given program. Thus, the successful completion of a course may result in equivalences for another course that is part of the given program but not for the same course in another program.

Since July 1, 2014, the tables also include course codes for local courses, not prescribed by the *Basic school regulation*, that lead to a Skills Training Certificate (STC) and that are recognized as equivalences for courses in the targeted program.

When a dash appears in the *Charlemagne*, *AEP-HR* or *CÉGEP* columns, this means that there are no equivalences for this course. When these columns contain codes that have a **box** drawn around them, **all** of these competencies or courses are an equivalence for the corresponding course in the first column. An equivalence may thus be granted to a student whose achievement record or statement of marks attests to the successful acquisition of **all** these competencies or successful completion of **all** these courses granted as equivalences.

The last column of the table contains course codes that have been refused and that cannot result in the granting of equivalences.

The pedagogical framework of the Charlemagne system provides information on which secondary-level course equivalences may be granted. This information may be accessed by selecting *Consulter une équivalence entre cours* (consult an equivalency between courses).

For programs that began after July 1, 2010, once a result is received, the Charlemagne system automatically grants the equivalences for the courses in the program.

When an authorized educational institution decides that equivalences may be granted in a given program even though the corresponding courses do not appear in one of the tables of eligible courses, a request may be submitted to the Direction de la sanction des études using the form entitled *Request for Scholastic Equivalences* (Form H in Chapter 9).

Before requesting an equivalence, the person in charge of the certification of studies must ensure that the training centre's staff has done a comparative analysis of the course content by taking into account the similarity of the programs, the competencies to be acquired and the number of credits earned. The course content must be comparable, that is, at least 80% of the content must be the same.

On the basis of this comparative analysis, equivalences may be **immediately** granted to the students in question.

If the requesting institution wishes equivalences to be granted to a person on the basis of their personal development, their work experience and their scholastic learning and this individual recognition is not applicable throughout the province, the institution may explore options that involve recognizing experiential learning or the administration of examinations for the corresponding modules. Credit equivalences will be granted to a student and transmitted to the Charlemagne system with the code *EQU* as soon as the student has passed an examination for a competency in the program of study in which he or she is enrolled.

## 6. Recognition of Acquired Competencies

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### Storing of documents

For the purposes of the certification of studies, educational institutions must hold all official documents submitted by students and used for the granting of equivalences for a period of at least one year after the date on which these equivalences were transmitted. However, for the purpose of monitoring enrollments, student records must be accessible for a period of three full school years following the date on which the equivalences were transmitted.

### Equivalence for occupational health and safety courses

Following a review of the procedure for recognizing possible equivalences for occupational health and safety courses in programs of study leading to occupations regulated by the Commission de la construction du Québec, it was determined that the only allowable equivalence is that between the 255-002 *Santé et sécurité: construction/Health and Safety* (755002) course and the *Santé et sécurité sur les chantiers de construction (254992)/Health and Safety on Construction Sites* (754992) course.

### Eligible documents

- statement of marks issued by MEESR
- achievement record issued by MEESR
- college transcript
- certificate from the Institut de tourisme et d'hôtellerie du Québec

### 6.5.2 RECOGNITION OF TRAINING ACQUIRED OUTSIDE QUÉBEC TO MEET VOCATIONAL TRAINING ADMISSION REQUIREMENTS

Any document from outside of Canada, with the exception of the *Relevé officiel des résultats aux tests du GED®* or the *Official Transcript of GED® Tests Results* and an official document issued by a school board, school or institution recognized by competent authorities in the field of education under one of the jurisdictions listed in Appendix 5 must be evaluated by the Ministère de l'Immigration, de la Diversité et de l'Inclusion (MIDI) in order to determine correspondence with the main Québec diplomas (or benchmarks). This correspondence must be indicated in a document entitled *Évaluation comparative des études effectuées hors du Québec (Comparative evaluation for studies done outside Québec)*.

Successful completion of a year in general education at an institution that falls under one of the jurisdictions listed in Appendix 5 and the comparative evaluation for studies done outside Québec issued by MIDI is considered when the grade level recognized is the same level or higher than that required as a prerequisite for the program in question. A comparative evaluation that indicates an equivalence to the DVS, without mention of general education, allows for admission to a vocational training program that requires the successful completion of three core Secondary IV or III subjects.

A diploma for studies higher than secondary school issued by one of the authorities of the jurisdictions listed in Appendix 5 and a comparative evaluation indicating that college and university studies have been completed allows for admission to any program leading to a DVS.

## 6. Recognition of Acquired Competencies

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### ***Clarifications concerning the language of instruction requirement for admission to the Santé, assistance et soins infirmiers/Health, Assistance and Nursing program and the Vente de voyages/Travel Sales program***

- Candidates holding any official document that allows them to gain admittance to vocational training with the mention *études en formation générale terminées – classe de 5<sup>e</sup> réussie* (DES) (completed Secondary V general education studies – SSD) and that indicates French OR English as the language of instruction may be admitted to the program 5325 – *Santé, assistance et soins infirmiers* or 5825 – *Health, Assistance and Nursing*.

If this official document does not indicate French or English as the language of instruction, candidates must earn the Secondary V language of instruction and/or second language credits, as applicable.

- Candidates holding an official document that allows them to gain admittance to vocational training, that indicates they have completed Secondary V and that indicates French AND English as the language of instruction may be admitted to the program 5236 – *Vente de voyages* or 5736 – *Travel Sales*.

If this official document does not indicate French and English as the language of instruction, candidates must earn the Secondary V language of instruction and/or second language credits, as applicable.

Candidates admitted under the circumstances described in the first or third paragraph must be declared using code 11 – *Équivalent 5<sup>e</sup> secondaire* (Secondary V equivalent). Other candidates who need to complete the Secondary V credits in the language of instruction and/or second language must be declared using code 22 – *Unités requises concomitance* (credits required concurrently).

Once the student has earned the language of instruction or second language credits, a request must be submitted to the coordinator for the certification of studies in vocational training at the Direction de la sanction des études so that it can be entered in the Charlemagne system that the student has satisfied the prerequisites for admission to the program.

- Candidates who have passed the GED® tests may be admitted to the program 5325 – *Santé, assistance et soins infirmiers* or 5825 – *Health, Assistance and Nursing* without being required to earn the Secondary V language of instruction credits.

These admission requirements came into force on July 1, 2014.

#### **6.5.3 EQUIVALENCES FOR TRAINING ACQUIRED WITH ORGANIZATIONS UNDER AN AGREEMENT WITH MEESR**

For the purpose of awarding the DVS, MEESR recognizes learning acquired under the authority of organizations with which it has come to an agreement. Recognized competencies, including those in the construction trades, and fire safety and health services sectors do not have to be re-evaluated, and the school board will transmit an SUC result to MEESR for these courses.

### Construction trades

Students who have one of the two cards below, attesting to the successful completion of a course on health and safety on construction sites, will be granted recognition for the courses *Santé et sécurité sur les chantiers de construction* (254992)/*Health and Safety on Construction Sites* (754992) or *Santé et sécurité: construction* (255002)/*Health and Safety* (755002) when one of these courses is part of a program in which they are enrolled. Such students do not need to be re-evaluated and the authorized educational institution will transmit to MEESR an *SUC* result for one of these courses.

The following cards are recognized:

- ATTESTATION – Safety Course – Public Works and Construction – Association paritaire pour la santé et la sécurité du travail du secteur des affaires municipales (APSAM)
- ATTESTATION – Course in Health and General Safety on Construction Sites – Association paritaire pour la santé et la sécurité du travail du secteur de la construction (ASP Construction)

As part of the procedure for granting possible equivalences for occupational health and safety courses in programs of study leading to occupations regulated by the Commission de la construction du Québec, it was determined that the only allowable equivalence is that between the *Santé et sécurité: construction* (255002)/*Health and Safety* (755002) course or the *Santé et sécurité sur les chantiers de construction* (254992)/*Health and Safety on Construction Sites* (754992) course.

### Fire Safety

Persons enrolled in the professional development program for firefighting personnel in Québec municipalities may be exempted from evaluation for a certain number of courses if they have one of the following documents:

- a certificate issued by the Direction générale de la prévention des incendies of the Ministère des Affaires municipales or by the Direction générale de la sécurité civile of the Ministère de la Sécurité publique
- a certificate issued by the Commissariat des incendies du Québec
- a certificate in *Technologie de la prévention des incendies* issued by the Université de Montréal
- an Attestation d'études collégiales for CEGEP studies in *Prévention des incendies*

## 6. Recognition of Acquired Competencies

### Fire Safety

Documents	Training Received	Course Exemptions Program 5805/5305 or 5322/5822
Certificate issued by:  the Direction générale de la prévention des incendies of the Ministère des Affaires municipales <b>OR</b> the Direction générale de la sécurité civile of the Ministère de la Sécurité publique	Appareils respiratoires autonomes Prévention – Parties I et II Opérateur de pompes Opérateur d'échelles aériennes	437322/937322  437433/937433
Certificate issued by the Commissariat des incendies du Québec	Inspecteur en prévention – Partie I Opérateur de pompes Opérateur d'échelles aériennes	437433/937433
Attestation d'études collégiales	Course of at least 30 hours in inspection  Program: <i>Prévention des incendies</i>	
Certificate issued by the Université de Montréal	Course of at least 30 hours in inspection  Program: <i>Technologie de la prévention des incendies</i>	

Individuals who have successfully completed the *Pompier I* and *Pompier II* courses as well as certain specialized courses offered by the École nationale des pompiers du Québec (ENPQ) may be granted equivalences for certain courses in the *Intervention en sécurité incendie/Fire Safety Intervention* program (DEP 5305 or 5322/DVS 5805 or 5822). Similarly, individuals who have successfully completed certain courses in the previously mentioned program may be granted certain equivalences by the ENPQ.

Individuals who have passed the following courses\* offered by the ENPQ:

101-01-01	101-01-06
101-01-02	101-01-07
101-01-03	101-01-08
101-01-04	101-01-09
101-01-05	101-01-10

## 6. Recognition of Acquired Competencies

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may be granted equivalences for the following courses in the *Intervention en sécurité incendie/Fire Safety Intervention* program (DEP 5305 or 5322/DVS 5805 or 5822):

437302	437343
437312	437375
437322	

Individuals who have passed the following courses\* offered by the ENPQ:

201-01-01	201-01-06
201-01-02	201-01-07
201-01-03	201-01-08
201-01-04	201-01-09
201-01-05	

may be granted equivalences for the following courses in the *Intervention en sécurité incendie/Fire Safety Intervention* program:

<b>DEP 5305/ DVS 5805</b>	<b>DEP 5322/ DVS 5822</b>
437383/937383	437383/937383
437392/937392	437392/937392
437402/937402	437953/937953

These equivalences may be granted for the *Intervention en sécurité incendie/Fire Safety Intervention* program (DEP 5305 or 5322/DVS 5805 or 5822) if the following courses\* offered by the ENPQ are successfully completed:

437363/937363, if course 301-00-01 is passed  
437433/937433, if course 302-00-01 is passed

\* Course codes for the ENPQ are generally followed by an F, for a course given in French, or an A, for a course given in English.

## 6.6 RECOGNITION OF ACQUIRED COMPETENCIES IN GENERAL EDUCATION IN THE ADULT SECTOR

The primary means of recognizing scholastic and experiential learning in general education in the adult sector are the following:

- general education examinations
- *GED*® tests
- spheres of generic competencies
- *English as a Second Language Prior Learning Examination*
- *French, Second Language, Épreuve synthèse*
- Secondary School Equivalency Tests (SSET)
- General Development Test (GDT)

## 6. Recognition of Acquired Competencies

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### 6.6.1 GED® TESTS

These tests are intended for adults who have not completed their secondary school studies. They measure candidates' general knowledge and skills, as well as their ability to analyze and synthesize information.

Successful completion of these tests allows adults to:

- obtain a Certificate of Equivalence of Secondary Studies (CESS)
- meet certain hiring criteria
- gain admittance to certain vocational training programs (DVS)
- gain admittance to certain college-level programs as an equivalent of the SSD
- gain admittance to certain technical training programs (ACS)
- earn the credits for optional courses required for the SSD

The successful completion of the test is recorded with the code *SUC*, and failure, with the code *ECH*. Secondary V credits for optional courses are awarded with each test passed. Upon successful completion of all five tests, 36 credits appear on the candidate's achievement record and the candidate receives a CESS. Successful completion of all five tests in one series is required for a candidate to receive a CESS.

The GED® tests are corrected by MEESR.

The GED® tests are used to recognize experiential learning; Secondary V credits granted by means of these tests may therefore not be used to satisfy the additional condition.

#### Description of the GED® tests

There are five GED® tests, each of which is available in both English and French:

GEN50058	GED Test d'écriture	GST50058	GED Language Arts Writing Test
GEN50067	GED Test de lecture	GST50067	GED Language Arts Reading Test
GEN50077	GED Test de mathématique	GST50077	GED Mathematics Test
GEN50087	GED Test de sciences	GST50087	GED Science Test
GEN50097	GED Test de sciences humaines	GST50097	GED Social Studies Test

Although the tests are available in both languages, an adult must pass all of the tests in the same series in the same language in order to receive a CESS.

#### Retakes

Candidates who fail one of the tests may register for a retake, as described in the GED® test administration guide

### 6.6.2 SPHERES OF GENERIC COMPETENCIES

Competencies developed through personal experience may be recognized for the purpose of granting a maximum of 8 credits toward an SSD.

## 6. Recognition of Acquired Competencies

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The spheres of generic competencies, based on the adult's personal experience, are related to a variety of sectors of activity:

• personal and family competencies	GST50514
• social, community and political competencies	GST50524
• cultural and recreational competencies	GST50544
• occupational competencies	GST50604
• economic competencies	GST50614
• creative competencies	GST50624
• critical thinking	GST50634
• effective competencies	GST50644
• volunteer work	GST50654
• problem solving	GST50664
• alternative medicine	GST50674

The spheres of generic competencies are tests used for the recognition of experiential learning; Secondary V credits granted by means of these tests may therefore not be used to satisfy the additional condition.

### 6.6.3 ENGLISH AS A SECOND LANGUAGE PRIOR LEARNING EXAMINATION

The *Prior Learning Examination* is designed to recognize acquired competencies in English as a second language. It is based on the definitions of the domain for the following courses: ANG 3011-6, ANG 4436-6, ANG 5554-6 and ANG 5555-6. It is intended to reduce the duration of a student's studies and its degree of difficulty is equivalent to the examinations normally administered at the end of the course in question, although it is adapted to the recognition of acquired competencies.

This examination must be used as intended. Results obtained for purposes other than the recognition of acquired competencies are invalid. The examination must be administered in its entirety and may under no circumstances replace the summative examination developed for each of the courses in question.

The successful completion of the examination is entered in the student's record with a percentage or a *Pass* result. Credits are granted and count toward an SSD or toward admission to vocational training or other programs of study.

#### Retakes

Candidates who fail the examination are not entitled to retake it. They must take the appropriate course.

### 6.6.4 FRENCH, SECOND LANGUAGE, ÉPREUVE SYNTHÈSE

The *Épreuve synthèse* is designed to recognize acquired competencies in French as a second language. It is based on the definitions of the domain for the following courses: FRE-3093-6, FRE-4091-6, FRE-5091-6 and FRE-5092-6. It is intended to reduce the duration of a student's studies and its degree of difficulty is equivalent to the examinations normally administered, although it is adapted to the recognition of acquired competencies.

This examination must be used as intended. Results obtained for purposes other than the recognition of acquired competencies are invalid. The examination must be administered in its

## 6. Recognition of Acquired Competencies

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entirety and may under no circumstances replace the summative examination developed for each of the courses in question.

The successful completion of the examination is entered in the student's record with a percentage or a *Pass* result. Credits are granted and count toward an SSD or toward admission to vocational training or other programs of study.

### Retakes

Candidates who fail the examination are not entitled to retake it. They must take the appropriate course.

### 6.6.5 SECONDARY SCHOOL EQUIVALENCY TESTS (SSET)

Secondary School Equivalency Tests (SSET) are available for adults who have not completed their secondary school studies, but who have acquired equivalent learning. The successful completion of these tests is entered in a student's record and kept by the educational institution. The Attestation of Equivalence for Secondary V Studies (AESS) is issued to adults who pass the tests administered for this purpose. It should be noted that this attestation is not the equivalent of an SSD and does not confer credits.

To receive an AESS, individuals must pass the following tests:

#### In the French sector:

- the two tests in French, language of instruction (*Français, grammaire* and *Français, compréhension*)
- three of the five other tests in the series (*Anglais, Mathématiques, Sciences humaines, Sciences économiques* and *Sciences de la nature*)

#### In the English sector:

- the two tests in English, language of instruction (*English Grammar* and *English Comprehension*)
- the French as a second language test (*French*)
- two of the four other tests in the series (*Mathematics, Social Sciences, Economics* and *Natural Sciences*)

### Retakes

Candidates who have not satisfied the requirements for the awarding of the AESS are entitled to only one retake in the six months following the initial date of the declaration of enrollment. It should be noted that results may be transmitted only once during this period.

Candidates who fail a retake of a test in one linguistic sector must wait one year before reapplying to take the test in the other linguistic sector.

Candidates for whom a *Fail* or *Dropped* code is transmitted to the Charlemagne system may register for a new series of tests, but not until **one year** following the transmission of a comprehensive final mark. A different version of the tests must be used. If no results have been transmitted, the candidate must wait 18 months after the date of the initial declaration of enrollment.

## **6. Recognition of Acquired Competencies**

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Before authorizing the retake, an institution wishing to register a candidate in the SSET must check whether the candidate has previously registered at another institution and whether the prescribed time limit has been respected.

### **6.6.6 GENERAL DEVELOPMENT TEST (GDT)**

The General Development Test (GDT) is intended for adults who have not completed their secondary school studies but who wish to enroll in a vocational training program. The GDT measures the functional prerequisites for individuals who have reached 18 years of age when they start their vocational training.

No official certification document is issued for the successful completion of this test, but a note is included in the achievement record.

#### **Retakes**

Candidates who fail the GDT may retake the test only once and not until one year following the transmission of the first result. A different version of the test must be used.

## **6.7 RECOGNITION OF ACQUIRED COMPETENCIES IN VOCATIONAL TRAINING**

The recognition of acquired competencies is not subject to the conditions for admission to vocational training programs. However, conditions for admission to the program of study in question must be met in order to acquire missing components of education in an educational institution.

### **6.7.1 EVALUATION OF COMPETENCIES**

For certain vocational programs of study, MEESR develops evaluation materials for the recognition of acquired competencies (RAC). These carry the same value as the ministerial examinations and must be used by educational institutions.

For programs for which MEESR has not developed specific RAC materials, unless there are ministerial examinations prescribed for specific program competencies, evaluation is the responsibility of educational institutions.

## 6. Recognition of Acquired Competencies

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### Recognition of certain competencies

After the validation interview provided for in the procedure for the recognition of acquired competencies and upon the recommendation of a content specialist, the following competencies may be recognized:

- *Determine their suitability for the occupation and the training process (Occupation and Training Process)*
- *Enter the work force (Entering the Work Force):* For this competency, supporting documents attesting that the candidate has worked in the occupation for a number of hours equal to at least the duration of the module are required.
- *Use job search techniques (Job Search Techniques):* For this competency, candidates must submit a résumé.

### Transmission of results

Any certification data for students registered with the service for the recognition of acquired competencies must be indicated by a service type 3 with the mention of *Pass* and a service type 6 with the mention of *Equivalence*, if an equivalence is granted.

#### 6.7.2 RECOGNITION OF THE GDT FOR ADMISSION TO VOCATIONAL TRAINING

When verifying admission requirements, the successful completion of the GDT is recognized solely for students who are 18 years old when they begin their vocational training program and for students whose admission requirements have been re-evaluated in the course of their training.

An educational institution must use the GDT in its entirety and must decide on the version to be used. Successful completion of this test will be recognized by means of a note included in the achievement record for Secondary I, II and III.

It is no longer necessary to take the GDT in the language of instruction of the vocational training program in question. However, school boards must ensure that students are sufficiently proficient in the language of instruction before they are admitted to a program.

## Appendix 1 – Equivalences for Secondary IV Courses Following Successful Completion of Secondary V Courses

SECONDARY V EXAMINATIONS		SECONDARY IV EXAMINATIONS	
Français, langue d'enseignement	132506	Français, langue d'enseignement	132406
<i>English Language Arts</i>	612536	<i>English Language Arts</i>	632406
Anglais, langue seconde, core	134504	Anglais, langue seconde, core	134404
Anglais, langue seconde, enriched	136506	Anglais, langue seconde, enriched	136406
Français, langue seconde, core	634504	Français, langue seconde, core	634404
Français, langue seconde, enriched	635506	Français, langue seconde, enriched	635406
Espagnol, langue tierce	141504	Espagnol, langue tierce	141404
Spanish as a Third Language	641504	Spanish as a Third Language	641404
Inuktitut, langue maternelle	127546	Inuktitut, langue maternelle	127446
<i>Inuktitut, Mother Language</i>	627546	<i>Inuktitut, Mother Language</i>	627446
Naskapi, langue maternelle	129546	Naskapi, langue maternelle	129446
<i>Naskapi, Mother Language</i>	629546	<i>Naskapi, Mother Language</i>	629446
Cri, langue maternelle	133546	Cri, langue maternelle	133446
<i>Cree, Mother Language</i>	633546	<i>Cree, Mother Language</i>	633446
Mathématique: séquence Culture, société et technique	063504	Mathématique: séquence Culture, société et technique	063414
Mathématique: séquence Technico-sciences	064506	Mathématique: séquence Technico-sciences	064426
Mathématique: séquence Sciences naturelles	065506	Mathématique: séquence Sciences naturelles	065416
<i>Mathematics: Cultural, Social and Technical Option</i>	563504	<i>Mathematics: Cultural, Social and Technical Option</i>	563414
<i>Mathematics: Technical and Scientific Option</i>	564506	<i>Mathematics: Technical and Scientific Option</i>	564426
<i>Mathematics: Science Option</i>	565506	<i>Mathematics: Science Option</i>	565416
Chimie OR Physique	051504 053504	Science et technologie AND Science et technologie de l'environnement OR Applications technologiques et scientifiques AND Science et environnement	055444 058404 057416 058402
<i>Chemistry</i> OR <i>Physics</i>	551504 553504	<i>Science and Technology</i> AND <i>Science and Technology of the Environment</i> OR <i>Applied Science and Technology</i> AND <i>Science of the Environment</i>	555444 558404 557416 558402

## 6. Recognition of Acquired Competencies

SECONDARY V EXAMINATIONS		SECONDARY IV EXAMINATIONS	
Art dramatique	170502	Art dramatique	170402
Art dramatique (optional)	170504	Art dramatique (optional)	170404
Art dramatique et multimédia (optional)	170594	Art dramatique et multimédia (optional)	170494
Drama	670502	Drama	670402
Drama (optional)	670504	Drama (optional)	670404
Drama and Multimedia (optional)	670594	Drama and Multimedia (optional)	670494
Arts plastiques	168502	Arts plastiques	168402
Arts plastiques (optional)	168504	Arts plastiques (optional)	168404
Arts plastiques et multimédia (optional)	168594	Arts plastiques et multimédia (optional)	168494
Visual Arts	668502	Visual Arts	668402
Visual Arts (optional)	668504	Visual Arts (optional)	668404
Visual Arts and Multimedia (optional)	668594	Visual Arts and Multimedia (optional)	668494
Danse	172502	Danse	172402
Danse (optional)	172504	Danse (optional)	172404
Danse et multimédia (optional)	172594	Danse et multimédia (optional)	172494
Dance	672502	Dance	672402
Dance (optional)	672504	Dance (optional)	672404
Dance and Multimedia (optional)	672594	Dance and Multimedia (optional)	672494
Musique	169502	Musique	169402
Musique (optional)	169504	Musique (optional)	169404
Musique et multimédia (optional)	169594	Musique et multimédia (optional)	169494
Music	669502	Music	669402
Music (optional)	669504	Music (optional)	669404
Music and Multimedia (optional)	669594	Music and Multimedia (optional)	669494
Éthique et culture religieuse	069502	Éthique et culture religieuse	069404
Ethics and Religious Culture	569502	Ethics and Religious Culture	569404
Éducation physique et à la santé	043502	Éducation physique et à la santé	043402
Physical Education and Health	543502	Physical Education and Health	543402

## Appendix 2 – General Education Credits in the Adult Sector

### GENERAL EDUCATION CREDITS IN THE ADULT SECTOR

Last name: \_\_\_\_\_

First name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Permanent code: \_\_\_\_\_

Title of document: \_\_\_\_\_

Centre: \_\_\_\_\_

Reference(s): \_\_\_\_\_

Subject (French sector)		Sec. IV	T	Sec. V	T	Subject (English sector)		Sec. IV	T	Sec. V	T
Français, langue d'enseignement	FRA					English, Mother Language	ENG				
Anglais, langue seconde	ANG					French, Second Language	FRE				
Langues autochtones	AUT					Native Languages	NAT				
Cri, langue maternelle	CRI					Cree, Mother Tongue	CRE				
Inuktitut, langue maternelle	INU					Inuktitut, Mother Tongue	INK				
Naskapi, langue maternelle	NAS					Naskapi, Mother Tongue	NAK				
Mathématique	MAT					Mathematics	MTH				
Activités artistiques et culturelles	AAC					Artistic and Cultural Activities	ACA				
Activités éducatives	ACE					Educational Activities	EAC				
Activités littéraires	ACL					Literacy Activities	LAC				
Activités physiques	APH					Physical Activities	PHA				
Activités sportives	ACS					Sports Activities	SAC				
Activ. techniques et scientifiques	ACT					Technical Scientific Activities	TAC				
Arts	ART					The Arts	ARS				
Biologie	BIO					Biology	BLG				
Chimie	CHI					Chemistry	CHE				
Économie familiale	ECF					Home Economics	HEC				
Ens. moral et religieux	MRE					Moral and Religious Instr.	MRI				
Études hors réseau Québec	EHQ					Out of Province Studies	OST				
Formation générale	GEN					General Studies	GST				
Formation de la personne	PER					Personal Development	PRS				
Géographie	GEO					Geography	GGR				
Histoire	HIS					History	HST				
Informatique	INF					Computer Science	CMP				
Langue et littérature	LAN					Language and Literature	LGN				
Physique	PHY					Physics	PHS				
Sciences économiques	SCE					Economics	ECM				
Sciences humaines	SCH					Social Studies	SST				
Sciences de la nature	SCN					Natural Science	NSC				
Sciences physiques	SCP					Physical Science	PSC				
Sciences et technologie	SCT					Science and Technology	TSC				

Signature of person in charge of certification

Date

**Keep in student's record.**

## 6. Recognition of Acquired Competencies

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## Appendix 3 – Vocational Training Credits

### VOCATIONAL TRAINING CREDITS

Last name: \_\_\_\_\_

First name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Permanent code: \_\_\_\_\_

Title of document: \_\_\_\_\_

Centre: \_\_\_\_\_

Reference(s): \_\_\_\_\_

	Vocational Training Sector	French sector					English sector				
			Sec. IV	T	Sec. V	T		Sec. IV	T	Sec. V	T
00	Vocational Training	PRO					VOC				
01	Administration, Commerce and Computer Technology	ADM					COM				
02	Agriculture and Fisheries	AGR					AGT				
03	Food Services and Tourism	ALI					FOO				
04	Arts	APL					APA				
05	Woodworking and Furniture Making	BOI					WOO				
06	Chemistry and Biology	CHB					CBI				
07	Buildings and Public Works	BAT					BUI				
08	Land Use Planning and the Environment	ENV					APC				
09	Motorized Equipment Maintenance	ELE					ELC				
10	Mechanical Manufacturing	MOT					MTR				
11	Forestry and Pulp and Paper	FAB					MAN				
12	Communications and Documentation	FOR					LUM				
13	Maintenance Mechanics	IMP					PRI				
14	Motorized Equipment Maintenance	IND					INM				
15	Mining and Site Operations	MIN					MEO				
16	Metallurgical Technology	MET					MTL				
17	Transportation	TRA					TRN				
18	Fashion, Leather and Textiles	TEX					TXT				
19	Health Services	SAN					HEA				
20	Social, Educational and Legal Services	SEJ					JES				
21	Beauty Care	EST					BEA				

Signature of person in charge of certification

Date

**Keep in student's record.**

## Appendix 4 – List of Occupations and Sectors, Department of National Defence

New Codes	Previous Codes	Occupations (Fr./Eng.)	Abbreviations	Sectors (Fr./Eng.)	
-	711	Adjoint médical Medical Assistant	A MED MED A	SAN	HEA
00005	11	Homme d'équipage Crewman	ÉQUIP CRMN	PRO	VOC
00008	21	Artilleur de campagne Artilleryman - Field	ARTIL ARTYMN-FD	PRO	VOC
00009	22	Artilleur de défense aérienne Artilleryman - Air Defence	ARTIL DA ARTYMN-AD	PRO	VOC
00010	31	Fantassin Infantryman	FANT INFMN	PRO	VOC
00015	52	Poseur de lignes Lineman	PL LMN	ELE	ELC
00017	65	Technicien d'armes navales Naval Weapons Technician	TEC AN NW TECH	IND	INM
00019	81	Opérateur de détecteurs électroniques aéroportés Airborne Electronic Sensor Operator	OP DÉA AES OP	ELE	ELC
00021	91	Mécanicien de bord Flight Engineer	MÉC B FLT ENGR	MOT	MTR
00099	111	Spécialiste du renseignement Intelligence Operator	S RENS INT OP	PRO	VOC
00100	121	Technicien en météorologie Meteorological Technician	TECH MET MET TECH	ENV	APC
00101	131	Technicien en recherche et sauvetage Search and Rescue Technician	TRS SAR TECH	PRO	VOC
00105	181	Manœuvrier Boatswain	MAN BOSN	PRO	VOC
00109	226	Technicien de systèmes d'information stratégiques et de télécommunications aérospatiales Aerospace Telecommunications and Information Systems Technician	TECH SITA ATIS TECH	ELE	ELC
00110	227	Technicien de systèmes d'information et de communications terrestres Land Communications and Information Systems Technician	TECH SICT LCIS TECH	ELE	ELC
00114	275	Opérateur d'équipement d'information de combat (marine) Naval Combat Information Operator	OP ÉICM NCI OP	PRO	VOC
00115	276	Opérateur de détecteurs électroniques (marine) Naval Electronic Sensor Operator	OP DÉM NES OP	ELE	ELC
00116	283	Électronicien naval (acoustique) Naval Electronics Technician (Acoustic)	ÉLECTRON N (A) NE TECH (A)	ELE	ELC
00117	284	Électronicien naval (communications) Naval Electronics Technician (Communications)	ÉLECTRON N (C) NE TECH (C)	ELE	ELC
00118	285	Électronicien naval (tactique) Naval Electronics Technician (Tactical)	ÉLECTRON N (T) NE TECH(T)	ELE	ELC
00119	286	Électronicien naval (gérant) Naval Electronics Technician (Manager)	ÉLECTRON N (G) NE TECH (M)	ELE	ELC
00120	291	Chercheur en communications Communicator Research Operator	CH COMM COMM RSCH	ELE	ELC

## 6. Recognition of Acquired Competencies

New Codes	Previous Codes	Occupations (Fr./Eng.)	Abbreviations	Sectors (Fr./Eng.)	
00121	312	Mécanicien de marine Maritime Engineering Mechanic	MÉC MAR MAR ENG MECH	MOT	MTR
00122	313	Technicien de mécanique navale Marine Engineering Technician	TEC MÉC NAV MAR ENG TECH	MOT	MTR
00123	314	Maître mécanicien de marine Marine Engineering Artificer	M MÉC MAR MAR ENG ART	MOT	MTR
00124	321	Technicien de coque Hull Technician	TEC COQUE H TECH	MOT	MTR
00125	331	Électrotechnicien Electrical Technician	ÉLECTROTEC E TECH	ELE	ELC
00126	332	Électricien de marine Marine Electrician	ÉL MAR MAR EL	ELE	ELC
00129	411	Technicien de véhicules Vehicle Technician	TEC V VEH TECH	MOT	MTR
00130	421	Technicien d'armement - terre Weapons Technician (Land)	TEC A(T) W TECH L	IND	INM
00134	441	Technicien des matériaux Material Technician	TECH MAT MAT TECH	IND	INM
00135	514	Technicien en systèmes aéronautiques Aviation Systems Technician	TECH AÉRO AVN TECH	FAB	MAN
00136	526	Technicien en systèmes avioniques Avionic Systems Technician	TECH AVIO AVS TECH	ELE	ELC
00137	541	Technicien d'imagerie Imagery Technician	TECH IMAG IMAGE TECH	APL	APA
00138	565	Technicien en structures d'aéronefs Aircraft Structures Technician	TECH SA ACS TECH	FAB	MAN
00149	651	Pompier Firefighter	POMPIER FIRE FTR	CIV	SAF
00152	714	Technicien de laboratoire médical Medical Laboratory Technologist	TECH LAB M MLAB TECH	SAN	HEA
00152	734	Technicien de laboratoire médical Medical Laboratory Technologist - Junior	TECH LAB M MLAB TECH - JR	SAN	HEA
00153	715	Technicien en radiologie Medical Radiation Technologist	TECH RADIOL MRAD TECH	SAN	HEA
00153	735	Technicien en radiologie Medical Radiation Technologist - Junior	TECH RADIOL MRAD TECH - JR	SAN	HEA
00155	718	Techniciens en électronique biomédicale Biomedical Electronics Technologist	TECH ÉB BE TECH	SAN	HEA
00155	736	Techniciens en électronique biomédicale Biomedical Electronics Technologist - Junior	TECH ÉB BE TECH - JR	SAN	HEA
00161	811	Police militaire Military Police	PM MP	CIV	SAF
00164	861	Cuisinier Cook	CUIS COOK	ALI	FOO
00165	862	Steward Steward	STWD STWD	ALI	FOO
00166	871	Musicien Musician	MUSCN MUSCN	APL	APA
00167	881	Commis des postes Postal Clerk	COMMIS P POST CLK	ADM	COM
00168	911	Technicien en approvisionnement Supply Technician	TEC APPR SUP TECH	ADM	COM
00169	921	Technicien de munitions Ammunition Technician	TECH MUN AMMO TECH	ADM	COM

## 6. Recognition of Acquired Competencies

New Codes	Previous Codes	Occupations (Fr./Eng.)	Abbreviations	Sectors (Fr./Eng.)	
00170	933	Technicien des mouvements Traffic Technician	TEC MOUV TFC TECH	TRA	TRN
00171	935	Conducteur de matériel mobile de soutien Mobile Support Equipment Operator	CONDUCTEUR MMS MSE OP	TRA	TRN
00225	315	Opérateur de systèmes de mécanique navale Marine Engineering Systems Operator	OP SYST MEC NAV	MOT	MTR
00227	110	Technicien de systèmes d'information et de communications terrestres Land Communications and Information Systems Technician	TECH SICT LCIS TECH	ELE	ELC
00238	142	Technicien en géomatique Geomatics Technician	TEC GÉO GEO TECH	MIN	MEO
00261	-	Technicien en système d'armement (Air) Air Weapons System Technician	TECH SAA AWS TECH	IND	INM
00298	836	Commis de soutien à la gestion des ressources Resource Management Support Clerk	COMMIS SGR RMS CLK	ADM	COM
00301	641	Technicien en réfrigération Refrigeration and Mechanical Technician	TECH RÉFR RM TECH	BAT	BUI
00302	642	Technicien en distribution électrique Electrical Distribution Technician	TECH DISTR ÉLEC ED TECH	ELE	ELC
00303	643	Technicien en groupes électrogènes Electrical Generation Systems Technician	TECH GÉ EGS TECH	ELE	ELC
00304	646	Technicien en plomberie et chauffage Plumbing and Heating Technician	TECH PLOMB CHAUF PH TECH	BAT	BUI
00305	647	Technicien eau, produits pétroliers et environnement Water, Fuels and Environment Technician	TECH EPPE WFE TECH	ENV	APC
00306	648	Technicien de la construction Construction Technician	TECH CONSTR CONST TECH	CON	CNS
00307	649	Surveillant - Génie Construction Construction Engineering Superintendent	SURV GC CE SUPT	CON	CNS
00322	833	Sténographe judiciaire Court Reporter	STENO CRT RPTR	ADM	COM
00324	278	Opérateurs Sonar Sonar Operator	OP SONAR SONAR OP	ELE	ELC
00327	434	Techniciens de conduite du tir Electronic-Optronic Technician (Land)	TCT EO TECH (LAND)	IND	INM
00329	215	Operateur De Transmission Signal Operator	OP TRANS SIG OP	PRO	VOC
00334	713	Technicien De Bloc Opératoire Operating Room Technician	TECH BO MED TECH - OR	SAN	HEA
00334	716	Technicien en médecine préventive Preventive Medicine Technician	TECH MÉD PRÉV MED TECH - PMED	SAN	HEA
00334	731	Technicien médical - Technicien en médecine aéronautique Aero Medical Technician	TEC MED A MED TECH AEROMED	SAN	HEA

## 6. Recognition of Acquired Competencies

New Codes	Previous Codes	Occupations (Fr./Eng.)	Abbreviations	Sectors (Fr./Eng.)	
00334	732	Technicien médical - adjoint au médecin  Physician's Assistant	TECH MÉD - Adj au méd  MED TECH - PA	SAN	HEA
00334	733	Technicien en médecine préventive  Preventive Medicine Technician - Junior	TECH MÉD PRÉV  MED TECH - PMED JR	SAN	HEA
00334	737	Technicien médical Medical Technician	TECH MÉD  MED TECH	SAN	HEA
00335	725	Auxiliaire de clinique dentaire - hygiéniste  Dental Technician - Hygienist	ACD - HYG  DENT  DENT TECH - HYGST	SAN	HEA
00335	738	Auxiliaire de clinique dentaire Dental Technician	ACD  DENT TECH	SAN	HEA
00337	169	Opérateur - Aérospatial Aerospace Control Operator - Aerospace Operator	OP AERO  AC OP - AERO  OP	TRA	TRN
00337	170	Contrôleur radar Aerospace Control Operator - Radar Controller	CONT RAD  AC OP - RDR  CONT	TRA	TRN
00339	43	Sapeur de combat Combat Engineer	SAP CBT  CBT ENGR	BAT	BUI
00342	341	Plongeur démineur Clearance Diver	TEC PD  CL DIV	MIN	MEO
00357	-	Opérateur chimique, biologique, radiologique et nucléaire Chemical, Biological, Radiological and Nuclear Operator	OP CBRN  CBRN OP	ENV	APC
00362	-	Spécialiste en systèmes d'information et de communication de l'armée Army Communication and Information Systems Specialist	SSCIAT  ACISS	ELE	ELC
00366	-	Technicien génie des armes Weapons Engineering Technician	TECH GA  W ENG TECH	IND	INM
00367	-	Mécanicien de marine Marine Engineer	MÉC MAR  MAR ENG	MOT	MTR
-	41	Sapeur Field Engineer	SAP  FD ENGR	BAT	BUI
-	42	Sapeur - opérateur d'équipement Field Engineer - Equipment Operator	SOÉ  FEE OP	BAT	BUI
-	191	Opérateur - Océanographie Oceanographic Operator	TEC OCÉAN  OCAN OP	ENV	APC
-	225	Technicien de systèmes d'informations stratégiques Strategic Information System Technician	TEC SIS  SIS TEC	ELE	ELC
-	719	Gestionnaire technique des services de santé Health Services Technician Manager	GEST TEC SS  HS TECH MGR	SAN	HEA
-	722	Auxiliaire de clinique dentaire Dental Clinic Assistant	ACD - CLINIQUE  DENT DE TECH	SAN	HEA
-	723	Technicien de laboratoire dentaire Dental Laboratory Technician	TEC LAB D  D LAB TECH	SAN	HEA
-	724	Technicien de matériel dentaire Dental Equipment Assistant	TEC MAT D  DE TECH	SAN	HEA

**Appendix 5 – Educational institutions outside Canada whose official education records are recognized for equivalency purposes or for admission to vocational training programs**

Country	Official title	Beginning of the period of validity	End of the period of validity	Québec school system
Germany	ABGANGSZEUGNIS DES GYMNASIUMS (SEKUNDARSTUFE I)			Successful completion of Secondary IV
	ABSCHLUSSZEUGNIS DER REALSCHULE			Successful completion of Secondary IV
	ABSCHLUSSZEUGNIS DER HAUPTSCHULE			Successful completion of Secondary III
	REIFEZEUGNIS			Secondary School Diploma (SSD)
	ZEUGNIS DER ALLGEMEINEN HOCHSCHULREIFE			Secondary School Diploma (SSD)
	ZEUGNIS DER FACHHOCHSCHULREIFE			Secondary School Diploma (SSD)
Australia	SCHOOL CERTIFICATE			Successful completion of Secondary IV
	SENIOR CERTIFICATE			Secondary School Diploma (SSD)
Belgium	CERTIFICAT DE QUALIFICATION DE QUATRIÈME ANNEE DE L'ENSEIGNEMENT SECONDAIRE		1995	Successful completion of Secondary IV and non-completion of vocational training at the secondary level
	CERTIFICAT D'ENSEIGNEMENT SECONDAIRE DU DEUXIÈME DEGRÉ	1997		Successful completion of Secondary IV
	DIPLÔME DES COURS TECHNIQUES ET PROFESSIONNELS			Successful completion of Secondary III and non-completion of vocational training at the secondary level
	CERTIFICAT D'ENSEIGNEMENT SECONDAIRE INFÉRIEUR			Successful completion of Secondary III
	CERTIFICAT DE QUALIFICATION DE SIXIÈME ANNEE DE L'ENSEIGNEMENT SECONDAIRE, ENSEIGNEMENT PROFESSIONNEL OU TECHNIQUE			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	CERTIFICAT D'ENSEIGNEMENT SECONDAIRE SUPERIEUR HOMOLOGUE (SECTION DE QUALIFICATION)			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	DIPLOME D'ECOLE TECHNIQUE SECONDAIRE SUPERIEURE			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	GETUIGSCHRIFT VAN HOGER SECUNDAR ONDERWIJS			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	BEKWAAMHEIDSDIPLOMA DAT TOEGANG VERLEENT TOT HET HOGER ONDERWIJS			Secondary School Diploma (SSD)
	CERTIFICAT D'ENSEIGNEMENT SECONDAIRE SUPERIEUR HOMOLOGUE (SECTION DE TRANSITION)			Secondary School Diploma (SSD)
	CERTIFICAT D'ETUDES MOYENNES SUPERIEURES			Secondary School Diploma (SSD)

## 6. Recognition of Acquired Competencies

Country	Official title	Beginning of the period of validity	End of the period of validity	Québec school system
	CERTIFICAT... ADMISSIBLE A L'EXAMEN DE CANDIDAT INGENIEUR CIVIL			Secondary School Diploma (SSD)
	GETUIGSCHRIFT VAN HOGER SECUNDARISCH ONDERWIJS			Secondary School Diploma (SSD)
China (Shanghai, Macao)	DIPLÔME DE FIN D'ÉTUDES... PREMIER CYCLE SECONDAIRE PROFESSIONNEL			Successful completion of Secondary III and non-completion of vocational training at the secondary level
	DIPLÔME DE FIN D'ÉTUDES... ÉCOLE SECONDAIRE SPÉCIALISÉE			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	DIPLÔME DE FIN D'ÉTUDES			Secondary School Diploma (SSD)
	DIPLÔME DE FIN D'ÉTUDES			Secondary School Diploma (SSD)
	DIPLÔME DE FIN D'ÉTUDES SECONDAIRES			Secondary School Diploma (SSD)
China (Hong Kong)	HONG KONG CERTIFICATE OF EDUCATION EXAMINATION (Fewer than four subjects with marks of A, B or C)	1980		Successful completion of Secondary IV
	HONG KONG ADVANCED LEVEL EXAMINATION (Passes in two or more subjects)			Diploma of College Studies in pre-university education (DCS)
	CERTIFICATE IN COMMUNITY COLLEGE PREPARATORY PROGRAMME YI JIN PROGRAMME			Secondary School Diploma (SSD)
	HONG KONG CERTIFICATE OF EDUCATION EXAMINATION (Four or more subjects with marks of A, B or C)			Secondary School Diploma (SSD)
	DIPLOMA IN COMPUTING STUDIES (COMMUNICATIONS)			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	DIPLOMA IN GENERAL NURSING			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	HONG KONG ADVANCED LEVEL EXAMINATION (One subject with marks of A, B, C, D or E)	1980		Secondary School Diploma (SSD)
South Korea	CERTIFICATE OF GRADUATION, TECHNICAL HIGH SCHOOL			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	HIGH SCHOOL CERTIFICATE OF GRADUATION			Secondary School Diploma (SSD) and successful completion of one year of College studies in pre-university education
	HIGH SCHOOL GRADUATION EQUIVALENCY EXAMINATION			Secondary School Diploma (SSD) and successful completion of one year of College studies in pre-university education
Denmark	BEVIS FOR HOJORE FORBEREDELSSEKAMEN			Secondary School Diploma (SSD)
	BEVIS FOR STUDENTEREKSAMEN			Secondary School Diploma (SSD)
Estonia	DIPLOMA (PEDAGOGICAL COLLEGE)			Diploma of College Studies in pre-university education (DCS)
	GUMNAASIUMI LOPUTUNNISTUS			Secondary School Diploma (SSD)
United States	CERTIFICATE OF COMPLETION			Secondary School Diploma (SSD)

## 6. Recognition of Acquired Competencies

Country	Official title	Beginning of the period of validity	End of the period of validity	Québec school system
	(SECONDARY STUDIES)			
	GENERAL DIPLOMA PROGRAM			Secondary School Diploma (SSD)
	DIPLOMA VOCATIONAL HIGH SCHOOL			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	DIPLOMA...CAREER CENTER, VOCATIONAL AND ADULT EDUCATION			Secondary School Diploma (SSD)
	HIGH SCHOOL DIPLOMA			Secondary School Diploma (SSD)
	HIGH SCHOOL EQUIVALENCY DIPLOMA (GENERAL EDUCATIONAL DEVELOPMENT - GED CERTIFICATE)			Secondary School Diploma (SSD)
Finland	YLIOPPILASTUTKINTOTODISTUS			Secondary School Diploma (SSD)
France	CERTIFICAT DE FIN D'ÉTUDES PROFESSIONNELLES SECONDAIRES			Successful completion of Secondary V and non-completion of vocational training at the secondary level
	CERTIFICAT DE FIN D'ÉTUDES SECONDAIRES DE L'ENSEIGNEMENT AGRICOLE	1969		Successful completion of Secondary V and non-completion of vocational training at the secondary level
	CERTIFICAT DE FORMATION GÉNÉRALE	1983		Successful completion of Secondary II
	DIPLÔME NATIONAL DU BREVET	1987		Successful completion of Secondary III
	CERTIFICAT DE CAPACITÉ EN DROIT			Diploma of College Studies in pre-university education (DCS)
	DIPLÔME D'ACCÈS AUX ÉTUDES UNIVERSITAIRES	1994		Diploma of College Studies in pre-university education (DCS)
	DIPLÔME DU BACCALAURÉAT GÉNÉRAL			Diploma of College Studies in pre-university education (DCS)
	DIPLÔME DU BACCALAURÉAT TECHNOLOGIQUE	1968		Diploma of College Studies in pre-university education (DCS)
	EXAMEN SPÉCIAL D'ENTRÉE DANS LES UNIVERSITÉS			Diploma of College Studies in pre-university education (DCS)
	CERTIFICAT DE FIN D'ÉTUDES SECONDAIRES			Secondary School Diploma (SSD)
Ireland	LEAVING CERTIFICATE ... FIVE SUBJECTS COMPLETED WITH A MINIMUM GRADE OF PASS			Secondary School Diploma (SSD)
	LEAVING CERTIFICATE ... PASS SIX SUBJECTS WITH TWO AT HIGHER LEVEL (GRADE A, B or C)			Secondary School Diploma (SSD)
Iceland	(Data not available)			
Italy	DIPLOMA DI LICENZA DI SCUOLA MEDIA			Successful completion of Secondary II
	DIPLOMA DI LICENZA DI LICEO LINGUISTICO			Diploma of College Studies in pre-university education (DCS)
	DIPLOMA DI Maturita CLASSICA		1999	Diploma of College Studies in pre-university education (DCS)
	DIPLOMA DI Maturita SCIENTIFICA		1999	Diploma of College Studies in pre-university education (DCS)
	DIPLOMA DI SUPERAMENTO	1999		Diploma of College Studies in pre-university

## 6. Recognition of Acquired Competencies

Country	Official title	Beginning of the period of validity	End of the period of validity	Québec school system
	DELL'ESAME DI STATO CONCLUSIVO DEL CORSO DI STUDIO (CLASSICO, LINGUISTICO, SCIENTIFICO)			education (DCS)
	DIPLOMA, LICEO SCIENTIFICO ARMENO			Diploma of College Studies in pre-university education (DCS)
	DIPLOMA DI ABILITAZIONE ALL'ESERCIZIO DELL'ARTE ODONTO TECNICO			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	DIPLOMA DI MATURITA D'ARTE APPLICATA			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	DIPLOMA DI MATURITA PROFESSIONALE			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	DIPLOMA DI SUPERAMENTO DELL'ESAME DI STATO CONCLUSIVO DEL CORSO DI STUDIO (PROFESSIONALE)	1999		Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	MATURITA TECNICA	1969	1998	Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	DIPLOMA DI ABILITAZIONE MAGISTRALE			Secondary School Diploma (SSD)
	DIPLOMA DI MATURITA ARTISTICA			Secondary School Diploma (SSD)
	DIPLOMA DI MATURITA MAGISTRALE			Secondary School Diploma (SSD)
Japan	CERTIFICAT OU DIPLÔME DE FIN D'ETUDES (SENIOR HIGH SCHOOL CERTIFICATE OF GRADUATION)			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	CERTIFICAT DE FIN D'ETUDES SECONDAIRES (CERTIFICATE OF GRADUATION)			Secondary School Diploma (SSD)
	UNIVERSITY ENTRANCE QUALIFICATION EXAMINATION			Secondary School Diploma (SSD)
Lichtenstein	(Data not available)			
Norway	VITNEMAL FRA DEN VIDEREKAENDE SKOLE HELSE-OG SOSIAFAG			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	VITNEMAL FRA DEN VIDEREKAENDE SKOLE ALLMENNE FAG			Secondary School Diploma (SSD)
New Zealand	NATIONAL CERTIFICATE EDUCATIONAL ACHIEVEMENT LEVEL 1			Successful completion of Secondary IV
	SCHOOL CERTIFICATE			Successful completion of Secondary IV
Netherlands	DIPLOMA MIDDELBAAR ALGEMEEN VOORTGEZET ONDERWIJS			Successful completion of Secondary IV
	DIPLOMA, LAGER TECHNISCH ONDERWIJS			Successful completion of Secondary III
	MULODIPLOMA			Successful completion of Secondary III
	DIPLOMA HOGER ALGEMEEN VOORTGEZET ONDERWIJS			Secondary School Diploma (SSD)
	HOGER ALGEMEEN VOORTGEZET ONDERWIJS			Secondary School Diploma (SSD)
	DIPLOMA VOORBEREIDEND WETENSCHAPPELIJK ONDERWIJS			Secondary School Diploma (SSD)

## 6. Recognition of Acquired Competencies

Country	Official title	Beginning of the period of validity	End of the period of validity	Québec school system
Poland	SWIADECTWO UKONCZENIA GIMNAZJUM			Successful completion of Secondary III
	SWIADECTWO UKONCZENIA LICEUM OGOLNOKSZTALCACEGO			Secondary School Diploma (SSD)
	SWIADECTWO UKONCZENIA LICEUM ZAWODOWEGO		1999	Secondary School Diploma (SSD)
	SWIADECTWO UKONCZENIA LICEUM MEDYCZNEGO		1999	Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	SWIADECTWO UKONCZENIA TECHNIKUM			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	SWIADECTWO UKONCZENIA TECHNIKUM ZAWODOWEGO			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	SWIADECTWO UKONCZENIA TECHNIKUM ZAWODOWEGO		1999	Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	SWIADECTWO DOJRZALOSCI	2005		Secondary School Diploma (SSD)
	SWIADECTWO DOJRZALOSCI LICEUM			Secondary School Diploma (SSD)
	SWIADECTWO DOJRZALOSCI LICEUM MEDYCZNEGO		1999	Secondary School Diploma (SSD)
	SWIADECTWO DOJRZALOSCI LICEUM OGOLNOKSZTALCACEGO		2005	Secondary School Diploma (SSD)
	SWIADECTWO DOJRZALOSCI LICEUM PEDAGOGICZNEGO		1999	Secondary School Diploma (SSD)
	SWIADECTWO DOJRZALOSCI TECHNIKUM			Secondary School Diploma (SSD)
	SWIADECTWO DOJRZALOSCI TECHNIKUM ZAWODOWEGO			Secondary School Diploma (SSD)
	SWIADECTWO DOJRZALOSCI TECHNIKUM ZAWODOWEGO		1999	Secondary School Diploma (SSD)
	SWIADECTWO DOJRZALOSCI TECHNIKUM ZAWODOWEGO	2002		Secondary School Diploma (SSD)
Portugal	CARTA DE CURSO COMPLEMENTAR LICEAL			Secondary School Diploma (SSD)
	CERTIDAO DE HABILITACOES, TÉCNICO			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	DIPLOMA DE ESTUDOS SECUNDARIOS COMPLEMENTARES	1977		Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	CERTIDAO DE HABILITACOES			Secondary School Diploma (SSD)
	CERTIDAO DE HABILITACOES			Secondary School Diploma (SSD)
	CERTIDAO DO DECIMO SEGUNDO ANO			Secondary School Diploma (SSD)
	DIPLOMA ENSINO SECUNDARIO	1980		Secondary School Diploma (SSD)
United Kingdom	FOUNDATION COURSE	2001		Diploma of College Studies in pre-university education (DCS)
	HIGHER SCHOOL CERTIFICATE (INCORPORATING A GENERAL CERTIFICATE OF EDUCATION)... MINIMUM OF TWO SUBJECTS COMPLETED WITH GRADE			Diploma of College Studies in pre-university education (DCS)
	GENERAL CERTIFICATE OF			Secondary School Diploma (SSD)

## 6. Recognition of Acquired Competencies

Country	Official title	Beginning of the period of validity	End of the period of validity	Québec school system
	SECONDARY EDUCATION - GCSE ... MINIMUM FOUR (4) SUBJECTS COMPLETED WITH GRADE (A TO E)			
	ACCESS TO HIGHER EDUCATION			Secondary School Diploma (SSD)
	GENERAL CERTIFICATE OF EDUCATION ... ONE SUBJECT ADVANCED LEVEL COMPLETED			Secondary School Diploma (SSD)
Singapore	SINGAPORE - CAMBRIDGE GENERAL CERTIFICATE OF EDUCATION - ORDINARY LEVEL (Fewer than four subjects with marks of A, B, C, D or E)			Successful completion of Secondary IV
	SINGAPORE - CAMBRIDGE GENERAL CERTIFICATE OF EDUCATION ADVANCED LEVEL (Two or more subjects with marks of A, B, C, D or E)			Diploma of College Studies in pre-university education (DCS)
	SINGAPORE - CAMBRIDGE GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL (Four or more subjects with marks of A, B, C, D or E)			Secondary School Diploma (SSD)
	SINGAPORE - CAMBRIDGE GENERAL CERTIFICATE OF EDUCATION ADVANCED LEVEL (One subject with a mark of A, B, C, D or E)			Secondary School Diploma (SSD) and successful completion of one year of College studies in pre-university education
Switzerland	CERTIFICAT D'ÉTUDES SECONDAIRES			Successful completion of Secondary III
	CERTIFICAT D'ÉTUDES, CLASSES SUPERIEURES			Successful completion of Secondary III
	BACCALAUREAT INTERNATIONAL			Diploma of College Studies in pre-university education (DCS)
	BREVET POUR L'ENSEIGNEMENT DANS LES CLASSES PRIMAIRES			Diploma of College Studies in pre-university education (DCS)
	MATURITÉ PROFESSIONNELLE	1993		Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	CERTIFICAT DE MATURITÉ			Secondary School Diploma (SSD)
	DIPLOME DE CULTURE GÉNÉRALE			Secondary School Diploma (SSD)
	CERTIFICAT D'ÉTUDES SECONDAIRES			Secondary School Diploma (SSD)
Taipei	DIPLÔME DE FIN D'ÉTUDES SECONDAIRES DU 1ER CYCLE			Successful completion of Secondary III
	DIPLÔME DE FIN D'ÉTUDES SECONDAIRES DU 2E CYCLE			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	SENIOR HIGH SCHOOL DIPLOMA			Secondary School Diploma (SSD)
Vietnam	BANG TOT NGHIEP PHO THONG CO SO			Successful completion of Secondary III
	GIAY CHUNG NHAN - HOC HET CAP 2 PHO THONG			Successful completion of Secondary III
	CHUNG CHI DAI HOC DAI CUONG			Diploma of College Studies in pre-university education (DCS)
	CHUNG CHI TU-TAI PHAN THU NHAT			Secondary School Diploma (SSD)
	BANG TOT NGHIEP TRUNG HOC CHUYEN NGHIEP			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)

## 6. Recognition of Acquired Competencies

Country	Official title	Beginning of the period of validity	End of the period of validity	Québec school system
	CHUNG CHI TOT NGHIEP			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	CHUNG NHAN Y TA			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	GYAY CHUNG NHAN TOT NGHIEP KY THUAT			Secondary School Diploma (SSD) and Diploma of Vocational Studies (DVS)
	BANG TOT NGHIEP BO TUC TRUNG HOC	1992	1995	Secondary School Diploma (SSD)
	BANG TOT NGHIEP CAP BA BO TUC VAN HOA			Secondary School Diploma (SSD)
	BANG TOT NGHIEP PHO THONG TRUNG HOC	1980		Secondary School Diploma (SSD)
	BANG TU-TAI			Secondary School Diploma (SSD)
	CHUNG CHI TU-TAI PHO THONG			Secondary School Diploma (SSD)
	CHUNG-CHI TU-TAI PHAN THU HAI			Secondary School Diploma (SSD)

Note: Other countries could be added to this list based on comparative evaluations by MIDI.

## 6. Recognition of Acquired Competencies

### Appendix 6 – Private Schools With Recognized Music Curricula

Name of Private School	Instruments	Number of Credits	Course Code and Level
Académie de musique du Québec	Flute Guitar Harp Piano Recorder Violin	4 4 4 4 4 4	167 404, Sec. IV 167 504, Sec. V
Académie de musique de l'Université du Québec à Trois-Rivières	Piano Violin	4 4	167 424, Sec. IV 167 524, Sec. V
Conservatoire de musique et d'art dramatique du Québec (external programs)	Alto Bassoon Cello Clarinet Double bass Flute French horn Guitar Harpsichord Oboe Organ Percussion Piano Saxophone Trombone Trumpet Tuba Violin	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	167 454, Sec. IV 167 554, Sec. V
Conservatory Canada	Classical piano Contemporary piano	4 4	169414, Sec. IV 169514, Sec. V
École de musique Vincent-d'Indy	Cello Clarinet Guitar Piano Violin	4 4 4 4 4	167 464, Sec. IV 167 564, Sec. V

## 6. Recognition of Acquired Competencies

Name of Private School	Instruments	Number of Credits	Course Code and Level
École préparatoire de musique Anna-Marie Globenski de l'Université Laval	Alto Cello Clarinet Flute Guitar Jazz/pop piano Jazz/pop voice Organ Piano Pop guitar Recorder Saxophone Trumpet Violin Voice	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	167 484, Sec. IV 167 584, Sec. V
École préparatoire de musique de l'Université du Québec à Montréal	Alto Bassoon Cello Clarinet Double bass Flute French horn Guitar Oboe Percussion Piano Recorder Saxophone Trombone Trumpet Tuba Violin Voice	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	167 474, Sec. IV 167 574, Sec. V
École préparatoire de musique de l'Université de Sherbrooke	Alto Bassoon Cello Clarinet Double bass Flute French horn Guitar Oboe Percussion Piano Saxophone Trombone Trumpet Tuba Violin	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	166 444, Sec. IV 166 544, Sec. V

## 6. Recognition of Acquired Competencies

Name of Private School	Instruments	Number of Credits	Course Code and Level
La Société de Guitare Claude McKinnon inc.	Ensemble music	1	167 491, Sec. IV 167 591, Sec. V
	Guitar	4	167 494, Sec. IV 167 594, Sec. V
La Société musicale Claude Létourneau inc.	Ensemble music	1	166 491, Sec. IV 166 591, Sec. V
	Violin	4	166 494, Sec. IV 166 594, Sec. V
La Société musicale Le Mouvement Vivaldi	Violin	4	166 484, Sec. IV 166 584, Sec. V

## Appendix 7 – Correspondence Between Subjects and Subject Areas in General Education in the Adult Sector

Algèbre	MAT	Dessin spécialisé	ART
Alimentation	PER	Développement de la personnalité	PER
Allemand	LAN	Dictée	FRA
Analyse	FRA	Doctrine sociale	MRE
Analyse littéraire	FRA	<i>Economics</i>	ECM
Anatomie, physiologie	BIO	Économie domestique	ECF
Anglais écrit	ANG	Économie politique	SCE
Anglais parlé	ANG	Écriture	FRA
Arithmétique	MAT	Éducation civique et professionnelle	PER
<i>Artistic Activities</i>	ACA	Éducation familiale	PER
Arts	ART	Éducation musicale	AAC
Arts	ARS	Éducation physique	APH
Arts décoratifs	AAC	<i>Educational Activities</i>	EAC
Arts domestiques	PER	<i>English</i>	ENG
Arts plastiques	AAC	<i>English Business</i>	ENG
Atelier	AAC	<i>English Composition</i>	ENG
Atelier et technologie	SCT	<i>English for Business Use</i>	ENG
Autres matières	PER	<i>English I</i>	ENG
Biologie	BIO	<i>English II</i>	ENG
<i>Biology</i>	BLG	<i>English in the Business World</i>	ENG
<i>Business English Language</i>	ENG	<i>English Literature</i>	ENG
Catéchisme	MRE	<i>English, Mother Tongue</i>	ENG
Chant et solfège	AAC	<i>English, Word Study</i>	ENG
<i>Chemistry</i>	CHE	Enseignement ménager	ECF
Chimie	CHI	Espagnol	LAN
Chimie alimentaire	CHI	Éthique professionnelle	PER
Chimie industrielle	CHI	Explication de textes	FRA
Chimie, laboratoire	CHI	Formation humaine	PER
Civilisations grecque et latine	SCH	Français	FRA
Civisme	PER	Français de base	FRA
Composition	FRA	Français littéraire	FRA
Composition anglaise	ANG	Français oral	FRA
Composition française	FRA	Français parlé	FRA
Comptabilité familiale	ECF	Français, poésie	FRA
Computer science	CMP	Français, roman	FRA
Connaissance religieuse	MRE	Français, théâtre	FRA
Cosmographie	SCH	French	FRE
Couture	PER	<i>French Grammar and Composition</i>	FRE
<i>Cree, Mother Tongue</i>	CRE	<i>French Oral</i>	FRE
Cri, langue maternelle	CRI	<i>French Oral and Comprehension</i>	FRE
Croquis	SCT	<i>French, Second Language</i>	FRE
Croquis et lecture de plans	SCT	<i>French Texts and Translation</i>	FRE
<i>Cultural Activities</i>	ACA	<i>French Written</i>	FRE
Culture physique	APH	Géographie	GEO

## 6. Recognition of Acquired Competencies

Dessin	ART	Geography	GGR
Dessin industriel	ART	Géologie	SCH
Géométrie	MAT	Personal Development	PRS
Géométrie analytique	MAT	Personnalité féminine	PER
Géométrie plane	MAT	Philosophie	SCH
Grammaire	FRA	Physical Activities	PHA
Grec	LAN	Physical Science	PSC
Histoire	HIS	Physics	PHS
Histoire de l'antiquité	HIS	Physiologie	PER
Histoire de l'art	HIS	Physique	PHY
Histoire de la musique	HIS	Physique, laboratoire	PHY
Histoire du Canada	HIS	Psychogenèse	SCH
Histoire du monde contemporain	HIS	Psychologie	SCH
Histoire et géographie	SCH	Puériculture et hygiène	PER
Histoire générale	HIS	Relations familiales	SCH
Histoire moderne	HIS	Religion	MRE
History	HST	Religious Instruction	MRI
Home Economics	HEC	Science	TSC
Initiation à la musique	AAC	Sciences	SCP
Initiation à la vie économique	SCE	Sciences appliquées	SCP
Initiation au dessin	AAC	Sciences et mathématique	SCP
Initiation au droit	PER	Sciences familiales	ECF
Instruction religieuse	MRE	Sciences humaines	SCH
Inuktitut, langue maternelle	INU	Sciences naturelles	SCN
Inuktitut, Mother Tongue	INK	Sciences religieuses	MRE
Language and Literature	LNG	Social Studies	SST
Langue anglaise	ANG	Sociologie	SCH
Langue et composition	FRA	Sociologie familiale	SCH
Langue et littérature	FRA	Spiritualité	MRE
Langue maternelle	FRA	Spiritualité féminine	MRE
Langue seconde	ANG	Sports Activities	SAC
Latin	LAN	Stages	GEN
Lecture de plans	SCT	Statistiques	MAT
Literacy Activities	LAC	Technical Science Activities	TAC
Mathematics	MTH	Technologie	SCT
Mathématique	MAT	Technologie d'ajustage	SCT
Méthode du travail intellectuel	PER	Technology	TSC
Méthodologie	PER	Tenue de maison	ECF
Moral	MRI	Texte et littérature	FRA
Morale	MRE	Thème anglais	ANG
Musique	AAC	Thème latin	LAN
Naskapi, langue maternelle	NAS	Toisé	MAT
Naskapi, Mother Tongue	NAK	Travaux manuels	PER
Native Languages	NAT	Travaux pratiques	PER
Natural Sciences	NSC	Tricot	PER
North American Literature	ENG	Trigonométrie	MAT
Pédagogie	PER	Version anglaise	ANG
Pédagogie familiale	PER	Version latine	LAN
Pédagogie générale	PER	Words and Their Use	SST

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## CHAPTER 7 – PROCESSING RESULTS

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## CHAPTER 7 – PROCESSING RESULTS

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### 7.1 MARKING AND RECORDING OF EXAMINATION RESULTS

Educational institutions must ensure that examinations are marked in accordance with the rules for each examination. The correction keys must be used in their entirety, and the observation and marking instructions that appear in the examiner's booklet must be followed.

**GEY** Examination results are expressed as a percentage.

**GEA** Examination results are expressed in dichotomous form (*Pass/Fail*) or as a percentage. Information regarding the form of the result associated with each course is provided under the heading *Formats de résultat attendu* (form of results) in the pedagogical framework of the Charlemagne system.

**VT** In vocational training, for all examinations related to courses in competency-based programs, results are expressed in dichotomous form:

- Students obtain either full marks or zero for an answer or marking unit.
- Students receive a *Pass* or a *Fail* depending on whether they have attained the minimum performance standard.

### 7.2 TRANSMISSION OF RESULTS TO MEESR

All results obtained by students who have taken Secondary IV and V courses or examinations, including failures and retakes, must be transmitted as soon as possible to the Charlemagne system.

All results obtained following the recognition of learning, including failures and retakes, must be transmitted in accordance with the prescribed standards and procedures.

Educational institutions must send students' results within a maximum of **30 days** following the date on which the result was obtained.

**GEY** Educational institutions may send results for general education in the youth sector to the Charlemagne system.

In general education in the youth sector, students who are absent from a uniform examination receive the *ABS* code.

**GEA** The results obtained by adults following a summative examination for courses associated with a *Format de résultat attendu* (form of result) in the pedagogical framework of the Charlemagne system must be transmitted to the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR). They may be Secondary Cycle One or Secondary Cycle Two courses as well as courses in literacy, preparatory services for secondary education, social integration and sociovocational integration.

Results may be transmitted to MEESR electronically or through the Charlemagne system's interactive data entry for a period of 24 months after a result has been obtained.

## 7. Processing Results

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Within this period, the following corrections may also be processed:

- recording a higher mark, without changing the date of obtention
- changing to a higher value the number of credit equivalences in the same subject, without changing the date of obtention

Adults declared to have cheated by the centre's administration will receive 0% on the examination.

For the GED® writing test (GEN/GST 50058), adults must pass the second part of the test, essay writing. If they do not, they will receive a *Fail* mark and will be required to retake both parts of the test.

### **Composition of final mark**

When an examination comprises more than one component, the comprehensive final mark is calculated by adding the points for each of the components in accordance with the respective weighting set out in the definition of the evaluation domain.

**VT** Results may be transmitted to MEESR electronically or through the Charlemagne system's interactive data entry for a period of 21 months.

Within this period, the following corrections may also be processed:

- recording a higher mark, without changing the date of obtention
- changing to a higher value the number of credit equivalences in the same subject, without changing the date of obtention

In vocational training, students who are absent from a certification examination receive the code *ABS*.

Students accused of cheating will receive 0% on the examination or the code *ECH* (failure).

For certification purposes, *EQU* (equivalence for authorized absence) indicated for a course has the same value as *SUC* (pass).

### **Composition of final mark**

When an examination comprises more than one component, the comprehensive final mark is calculated by adding the points for each of the components in accordance with their respective weighting.

For competencies certified by a theory examination and a practical examination, the candidate must successfully complete both examinations before a *Pass* mark may be transmitted. Students who do not successfully complete or are absent from one part of the examination fail the competency. Only the comprehensive final mark for the two examination components is transmitted to the Charlemagne system.

### 7.3 CORRECTION OF STUDENT RECORDS

#### Basic principle

Institutions must correct any erroneous data that they have transmitted to MEESR for a student record or must provide any missing data as soon as possible.

They may submit corrections provided that a result has not been certified. In the Charlemagne system, certification takes place **daily** outside of publication periods.

A student must be informed that a correction will be made to his or her record and that a new achievement record will be issued.

**GEY** Outside the publication periods, any corrections to a student's results must be submitted by means of a special request to the Direction de la sanction des études in the *Agenda des tâches* (tasks calendar). Modifications may involve:

- transmitting a new result
- withdrawing a result
- lowering a published result

Supporting documents are required for any of these modifications. Thus, a student's report card must be provided or the cover page of the ministerial examination, if applicable. The written consent of the student (if of full age) or of the parents (if the student is a minor) is also required to withdraw a result or to lower a published result. When the modification involves revoking a diploma, the Direction de la sanction des études must retrieve the diploma and the accompanying achievement record from the student.

#### Correction

Outside the publication periods, any corrections to student records must be processed by means of a request in the *Agenda des tâches* (tasks calendar). Corrections may involve:

- withdrawing an equivalence, a mark or an operation
- adding an exemption, including the letter authorizing the exemption
- recording a lower mark

At no time may the date of obtention for a result be changed. If the date of obtention is incorrect, the educational institution must submit a request in the *Agenda des tâches* (tasks calendar) to have the result deleted and must re-transmit the result with the correct date of obtention.

When the request involves striking or lowering a published result, it must be accompanied by supporting documents and the student's signature indicating agreement. When the modification involves revoking a diploma, the educational institution must retrieve the diploma and the accompanying achievement record from the student.

### VT Request for withdrawal in the event of duplicate certification

When two codes, for example *EQU* and *SUC*, have been entered for the same module, creating a duplicate certification, there is no need to request the withdrawal of an equivalence since there is no impact on the student in terms of certification. Only *SUC* will appear on the achievement record when MEESR publishes it for a second time.

However, duplicate certification may also result following a data transmission problem. In these exceptional cases only, the person in charge of the certification of studies in vocational training could request a withdrawal of equivalence through the *Agenda des tâches* (tasks calendar) and with the appropriate justification and the student's consent.

## 7.4 PROCESSING OF STUDENT RESULTS BY MEESR

**GEY** For subjects involving a uniform examination, the student's final mark is generally based on the report card mark and the results on the uniform examination. For these subjects, MEESR has been processing the marks statistically since 1974. It may **convert** the results on the uniform examinations and **moderate** the results provided by the schools.

The sole objective of both procedures is to make evaluation **more equitable** for all students.

Since 2004, a student's final mark cannot be lower than the mark obtained on the uniform examination, given the principles outlined in the *Policy on the Evaluation of Learning*. This is to avoid any prejudice toward students having demonstrated sufficient proficiency in their learning on a uniform examination.

Also, in accordance with the rules adopted for previous sessions, a final mark of 58% or 59% in a subject with no components that is evaluated with a uniform examination is raised to 60%. In the case of a subject with components that is evaluated by at least one uniform examination, only the comprehensive final mark of 58% or 59% is raised to 60%.

### 7.4.1 CONVERSION OF RESULTS ON UNIFORM EXAMINATIONS

**GEY** In order to avoid penalizing students under exceptional circumstances for which they are not responsible, MEESR converts the results to reduce the failure rate.

Statistically speaking, conversion consists in establishing a pass mark that brings the failure rate to the generally observed level.

If the unconverted raw scores for one examination session indicate a failure rate that is much higher than the average rate from previous years, a raw mark reflecting what would be considered a more "normal" failure rate is calculated. For example, if 30% of students obtained a mark lower than 57%, this mark would be converted to a pass mark of 60%. In other words, all students who obtained 57% before conversion would have a mark of 60% after conversion.

All other marks would be converted upward, taking into account their original distribution. Conversion has a smaller effect on the marks of students who obtained either very high or very low marks; it has no effect on the marks of students who obtained 0 or 100%.

### 7.4.2 MODERATION OF SCHOOL MARKS

**GEY** For subjects involving a uniform examination, the student's final mark may take into account both the result on the uniform examination and the marks obtained at the school itself. The school results may vary considerably from one school to another and from one class to another.

These differences may be explained by several variables. Local examinations may entail different levels of difficulty, depending on the school or classes. Other factors may come into play, such as the fact that some groups of students are heterogeneous, while others are homogeneous, containing only strong, average or weak students. In addition, some schools or school boards normalize their marks.

Owing to these factors, two groups of students in different classes, schools or regions may have identical results on the local examinations, and it may still be impossible to determine objectively whether or not the two groups are of equal strength. On the other hand, since the uniform examination is administered to all students enrolled in a given course, it is possible to obtain a fair indication of the relative performance of different groups of students. MEESR can therefore use the results obtained on the uniform examinations to "moderate" the school marks, minimizing or eliminating the effect of the aforementioned local variables.

With moderation, the school marks obtained by each group of students (usually about 30 students) are compared to the marks they obtained on the uniform examination. Using a statistical calculation, the school marks of each group are adjusted to correspond to the marks obtained by this group on the uniform examination. The calculation takes into account the two following factors: the mean and the standard deviation (the distribution of marks around the mean).

For example, if, for one group, the average mark obtained on the uniform examination is higher than the average for school marks, the latter are raised so that the two averages become consistent.

Similarly, if, for one group, the school marks are more widely distributed around the mean than the marks on the uniform examination, moderation will more greatly compress the marks around the average, so that the two standard deviations are identical. The *converted* marks on the uniform examination are used to moderate the school marks, if conversion was used.

Moderation may thus adjust the school marks upward or downward. However, this practice can never cause the failure of a student who would otherwise have obtained a pass mark at school (before moderation) and on the uniform examination. However, if the converted uniform examination mark is higher than the final mark after moderation, only the uniform examination mark is used to calculate the comprehensive mark.

If the final result is 58% or 59%, it is adjusted upward to 60%. The final mark equals the moderated school mark (50%) and the converted mark on the uniform examination (50%), if it was necessary to use conversion.

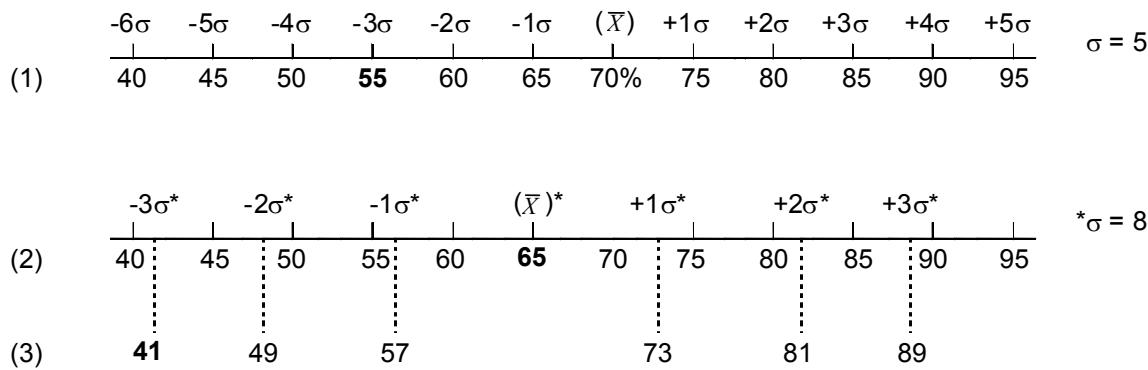
## 7. Processing Results

For example, the case of two students whose school mark was adjusted upward and downward is considered below.

Example 1: Paul's school mark for the current year was 55%, while the group average is 70% and the standard deviation is 5 ( $\sigma = 5$ ).

On the uniform examination, Paul obtained 65%. The group average is also 65% and the standard deviation is 8 ( $\sigma^* = 8$ ).

Illustration of Example 1:



**Final mark:** First, the moderated school mark (41) will be added to the MEESR mark (65), converted if applicable. This sum will then be divided by 2 to obtain the final mark ( $41 + 65 = 106 \div 2 = 53\%$ ).

However, since the student obtained a mark of 65% on the uniform examination (thus, higher than the mark of 53%), the mark of 65% will be used as the final result.

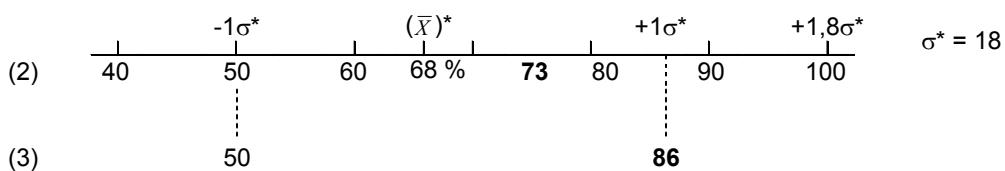
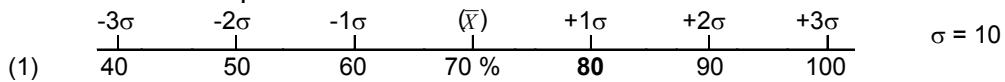
- (1) The student's school mark
- (2) The student's mark on the MEESR uniform examination
- (3) The school mark, after moderation

## 7. Processing Results

Example 2: Sonia's school mark for the current year is 80%, while the group average is 70% and the standard deviation is 10 ( $\sigma = 10$ ).

On the uniform examination, Sonia obtained 73%, the group average is 68% and the standard deviation is 18 ( $\sigma^* = 18$ ).

Illustration of Example 2:



**Final mark:** The moderated school mark (86) will be added to the MEESR mark (73), converted if applicable. Then this sum will be divided by 2 to obtain the final mark ( $86 + 73 = 159 \div 2 = 79.5$  or 80%).

- (1) The student's school mark
- (2) The student's mark on the MEESR uniform examination
- (3) The school mark, after moderation

### 7.4.3 COMPOSITION OF FINAL MARK

In general education in the youth sector, the final mark of each student who has taken a uniform examination is determined by adding two marks: 50% of the mark obtained on the uniform examination (converted if necessary) and 50% of the moderated school mark. However, if the converted uniform examination mark is higher than the moderated school mark, only the converted uniform examination mark is used as the final mark.

### 7.4.4 SPECIFIC PROVISIONS REGARDING EXAMINATIONS WITH MORE THAN ONE COMPONENT

**GEY** Credits are not granted for specific components. It is the comprehensive final mark, which is the sum of the weighted marks obtained on each component, that determines whether students earn the credits for the course in question.

Students who do not pass all the components yet obtain a comprehensive final mark of at least 60% will be granted the credits for the course, except for Secondary V French, language of instruction, for which students must obtain a mark of at least 50% in each of the components. If the examination for a specific component is retaken, the higher mark earned is used to calculate the comprehensive final mark.

## 7. Processing Results

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Educational institutions must submit to MEESR a mark in percentage form, assigned by the school, for each component. They must also submit a mark when a group of students enrolled in an individualized instructional project sits for the examination at the same time. However, no mark from the school is transmitted to MEESR when a student who has not taken classes with a group reports for a uniform examination.

MEESR calculates the final result for a component when this result is comprised of a school mark and a uniform examination mark. The final result may be determined by adding two marks: 50% of the moderated school mark and 50% of the mark on the uniform examination, converted if necessary. However, if the converted uniform examination mark is higher than the final result calculated following moderation by the school, only the uniform examination mark is used in the calculation of the comprehensive final mark. When this result has been calculated, values of 0.5 to 0.9 are rounded up to the next whole number and values less than 0.5 are rounded down to the lower number. A final mark of 58% or 59% on a **component** is not raised to 60%.

When an exemption from **passing** a component or subject is granted, the exemption code *XMT*, which generates the credits associated with the course, appears for this component or subject on the student's achievement record. At the educational institution's request, the exemption is recorded on the achievement record of a student who is enrolled in vocational training.

The code *XMT* (exemption) indicated for any given component carries a value of 60% in the calculation of the comprehensive final mark.

The code *ANN* (cheating) or *ABS* (unauthorized absence) indicated for any given examination component carries a value of 0% in the calculation of the comprehensive final mark. However, these results are not used in the calculation of the group average for the purpose of processing moderated results.

In the calculation of the comprehensive final mark, the code *EQU* (equivalence for authorized absence) indicated for any given component carries a value equal to that of the moderated school mark.

When an examination consists of more than one component, an equivalence may be granted if the moderated school mark for the component results in a comprehensive final mark of at least 60%.

The code *ACC* (pass granted following the successful completion of a course in a higher level) indicated for a component or comprehensive final mark is equivalent to 60%.

### Comprehensive final mark

The comprehensive final mark appears on the summary line of the achievement record. If the comprehensive final mark is 58 or 59, it is raised to 60. However, the mark remains the same if it is based entirely on local examinations.

**VT** In vocational training, when an exemption from **passing** a component or subject is granted, the exemption code *XMT*, which generates the credits associated with the course, appears for this subject on the student's achievement record **when the student meets all the other requirements for obtaining a Diploma of Vocational Studies (DVS)**. Upon notification by the educational institution that the student has completed the training, the Direction de la sanction des études will enter the exemption on the student's achievement record and the competency will appear on the student's statement of competencies.

### 7.5 TESTS FOR RECOGNIZING ACQUIRED COMPETENCIES IN GENERAL EDUCATION IN THE ADULT SECTOR

#### 7.5.1 GENERAL DEVELOPMENT TEST (GDT)

Educational institutions must use this test in its entirety and must also decide on the version to be used.

The GDT does not have to be administered in the language of instruction of the vocational training program in question. However, the centre must ensure that students are sufficiently proficient in the language of instruction before they are admitted to a program.

##### Transmission of results

The authorized educational institution transmits the *Pass* or *Fail* result **immediately** after a test has been taken, using code GENT0020 for the French sector and code GSTT0020 for the English sector. The result sent for codes GENT0020 and GSTT0020 is entered in the student's summary record in the Charlemagne system. The successful completion of the GDT will appear in the "specific mentions" section of the achievement record (Secondary I, II and III).

#### 7.5.2 SECONDARY SCHOOL EQUIVALENCY TESTS (SSET)

The authorized educational institution transmits only the comprehensive final mark for these tests, showing the *Pass*, *Fail* or *Dropped* result. The certification date must fall within a maximum period of six months after the initial declaration of enrollment. Only the mention AEES (Attestation of Equivalence for Secondary V Studies) is indicated under the heading of "Secondary School Diploma" when the overall mark is *Pass*.

#### 7.5.3 GED® TESTS

The successful completion of these tests is recorded with the code *Pass*, and failure, with the code *Fail*. Secondary V credits for optional courses are awarded with each test passed. Upon successful completion of all five tests, 36 credits appear on the candidate's achievement record. The GED® tests are used to recognize experiential learning; Secondary V credits granted by means of these tests may therefore not be used to satisfy the additional condition. Successful completion of all five tests in one series and in one language is required for a candidate to receive a Certificate of Equivalence of Secondary Studies (CESS).

#### 7.5.4 ENGLISH AS A SECOND LANGUAGE PRIOR LEARNING EXAMINATION

As this examination is comprised of four components, the comprehensive final mark is calculated by adding the results obtained on each component in accordance with their respective weighting; however, candidates must pass the first component (oral interview).

The successful completion of the examination is entered in the student's record with a percentage or the code *Pass*. Only one mark is transmitted, that corresponding to the highest level attained by the adult. Successful completion allows the student to earn credits toward a Secondary School Diploma (SSD) or to meet the second-language requirement for admission to vocational training.

### **7.5.5 FRENCH, SECOND LANGUAGE, ÉPREUVE SYNTHÈSE**

As this examination is comprised of four components, the comprehensive final mark is calculated by adding the results obtained on each component in accordance with their respective weighting; however, candidates must pass the first component (oral interview).

The successful completion of the examination is entered in the student's record with a percentage or the code *Pass*. Successful completion allows the student to earn credits toward an SSD or to meet the second-language requirement for admission to vocational training.

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## CHAPTER 8 – OFFICIAL CERTIFICATION DOCUMENTS

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## CHAPTER 8 – OFFICIAL CERTIFICATION DOCUMENTS

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### 8.1 LIST OF OFFICIAL DOCUMENTS

The Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR), through the Direction de la sanction des études, is responsible for issuing the following documents:

- GEY** • Secondary School Diploma (SSD)
  - Training Certificate for a Semiskilled Trade (TCST)
  - Prework Training Certificate (PTC)
  - Certificate in Life Skills and Work Skills Education (transitional program)
  - Certificate in On-the-Job Training in a Recycling Facility
  - Achievement record that includes results from Secondary I, II and III (requirements of the J2 certification system and short vocational courses [EPSC])
  - Achievement record that includes results from Secondary IV and V
  - Attestation of competencies – Adapted Program of Study for Students With Moderate to Severe Intellectual Impairments
  - Attestation of competencies – Educational Program for Students With a Profound Intellectual Impairment
  
- GEA** • Secondary School Diploma (SSD)
  - Certificate of Equivalence of Secondary Studies (CESS)
  - Attestation of Equivalence for Secondary V Studies (AESS)
  - Training Certificate for a Semiskilled Trade (TCST)
  - Training Certificate in Sociovocational Integration of Adults
  - Achievement record that includes results from Secondary I, II and III (successful completion of the GDT)
  - Achievement record that includes results from Secondary IV and V
  
- VT** • Diploma of Vocational Studies (DVS)
  - Attestation of Vocational Specialization (AVS)
  - Achievement record that includes results from Secondary IV and V
  - Statement of competencies

**Educational institutions are responsible for issuing the following documents:**

- Attestation of Studies (AS)
- Temporary Attestation of Learning Achievement
- Skills Training Certificate (STC)

## 8.2 DOCUMENTS ISSUED BY MEESR

### 8.2.1 RECOGNITION OF STUDIES PROVIDED FOR IN THE CURRENT BASIC SCHOOL REGULATIONS

#### GEY Secondary School Diploma (SSD)

Earned in general education in the youth sector, the SSD attests to the student's successful completion of a general education program in the following subjects: language of instruction, second language, mathematics, Science and Technology, History and Citizenship Education, Arts Education, Ethics and Religious Culture, and Physical Education and Health.

#### Training Certificate for a Semiskilled Trade (TCST)

This certificate attests to the student's successful completion of general education courses as well as the practical training component for the semiskilled trade in question.

#### Prework Training Certificate (PTC)

This certificate attests to the student's successful completion of general education courses as well as the Work Skills courses.

#### Certificate in Life Skills and Work Skills Education (transitional program)

This certificate attests to the student's successful completion of general education courses as well as the practical training component of a Life Skills and Work Skills Education program.

#### Certificate in On-the-Job Training in a Recycling Facility

This certificate attests to the student's successful completion of training that will enable him or her to work in the recycling field.

#### Attestation of competencies – Adapted Program of Study for Students With Moderate to Severe Intellectual Impairments

This attestation certifies that the student has met all the requirements of the program studied.

#### Attestation of competencies – Educational Program for Students With a Profound Intellectual Impairment

This attestation certifies that the student has met all the requirements of the program studied.

#### GEA SECONDARY SCHOOL DIPLOMA (SSD)

Earned in general education in the adult sector, the SSD attests to the student's successful completion of a general education program and is issued to adults who meet all the requirements of the *Basic adult general education regulation*.

## 8. Official Certification Documents

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### **Certificate of Equivalence of Secondary Studies (CESS)**

This certificate is issued to students who have successfully completed all five GED® tests.

### **Attestation of Equivalence for Secondary V Studies (AESS)**

The AESSION is issued to students who have passed the tests administered for this purpose.

### **Training Certificate for a Semiskilled Trade (TCST)**

This certificate attests to the student's successful completion of general education courses as well as the practical training component for the semiskilled trade in question.

### **Training Certificate in Sociovocational Integration of Adults**

This certificate attests to the student's successful completion of this program.

## **VT Diploma of Vocational Studies (DVS)**

The DVS, with mention of a trade or occupation, attests to the student's successful completion of a training program that will enable him or her to practise the trade or occupation indicated on the diploma.

### **Attestation of Vocational Specialization (AVS)**

The AVS attests to the student's successful completion of a training program that allows a person who already holds a DVS that is a prerequisite to the program or who practises a trade or occupation related to the program of study to specialize or upgrade his or her skills in a given trade or occupation.

### **Achievement record**

MEESR issues an achievement record to students whose studies have been certified in the Charlemagne system.

An achievement record that includes results from Secondary IV and V reports the results obtained in general education and vocational training, in both the youth and adult sectors.

### **GEY**

**GEA** An achievement record that includes results from Secondary I, II and III covers the learning acquired in the third year of general education in the youth sector (J2 certification system and short vocational courses [EPSC]) as well as literacy, preparatory services for secondary education and Secondary I, II and III courses in general education in the adult sector.

## **VT Statement of competencies**

The statement of competencies is issued to students who have earned a DVS or an AVS.

### 8.2.2 CERTIFICATION OF STUDIES UNDER THE FORMER BASIC SCHOOL REGULATIONS

#### Secondary School Diploma with mention of vocational specialization

The SSD with mention of vocational specialization was issued to students who completed their general education and their vocational training. In addition to an SSD without mention, such persons could have received another SSD with mention of the vocational training program completed.

As of July 1, 1997, the Direction de la sanction des études stopped issuing an SSD with mention of vocational specialization to students who could not complete their general education as part of a former vocational training program.

A duplicate may be issued to students who have already obtained an SSD with mention.

For students who were nevertheless entitled to an SSD with mention of vocational specialization (non-harmonized) before July 1, 1997, their records are to be updated. Requests for such an update should be submitted to the vocational training coordinator at the Direction de la sanction des études.

Students who are not entitled to an SSD with mention of vocational specialization, but who have nevertheless obtained a non-harmonized vocational training mention, receive an achievement record that indicates this mention in a specific section of the achievement record.

#### VT Secondary School Vocational Certificate (SSVC)

The SSVC with mention of vocational specialization was issued beginning in 1989. It certified a vocational training program for students who were admitted according to specific age requirements and level of learning in Secondary III, IV or V. This certificate with mention was abolished on September 2, 1993. A duplicate of a certificate that has already been issued may be reprinted for persons who make a request.

Students who obtained an SSVC with mention may:

- **obtain a Diploma of Vocational Studies (DVS)** in place of this certificate if a new program leading to a DVS has kept the same course content as that for the certificate; students must apply for a DVS to the Direction de la sanction des études
- **complete an enriched vocational training program** if they pass the additional course or courses for the new program leading to a DVS

#### VT Attestation of Vocational Education (AVE) and Attestation of Vocational Education (issued in transition year)

The Attestation of Vocational Education with mention of the semiskilled trade and a statement of competencies are issued upon the school board's recommendation to individuals who have completed a program that does not exceed 900 hours and includes the following:

- 1) ministerial programs in Secondary III language of instruction, second language and mathematics
- 2) not less than 75 hours and not more than 100 hours of instruction preparing the student for the job market
- 3) not less than 350 hours and not more than 450 hours of on-the-job training preparing the student to practise the semiskilled trade in question

## 8. Official Certification Documents

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### 8.3 DOCUMENTS ISSUED BY EDUCATIONAL INSTITUTIONS

#### Attestation of Studies (AS)

The Attestation of Studies is a document issued by an educational institution that is used for granting equivalences solely for the purpose of awarding the SSD. One credit for an optional course will be awarded for each 15 hours of duly evaluated learning activities, up to a maximum of 36 credits.

Since the 2004-2005 school year, MEESR no longer provides the forms for issuing the Attestation de formation—*Attestation of Studies* (code 18-7707A) as the presence of the MEESR logo could mistakenly give the impression that this was an official ministerial document. Educational institutions were therefore asked to destroy any unused forms with the MEESR logo (*Info/Sanction* 436 dated 2004-10-13). The Attestation of Studies must be signed by the person in charge of the certification of studies and administration of ministerial examinations as well as by the head of the educational institution.

#### Temporary Attestation of Learning Achievement

In exceptional cases, educational institutions may issue a Temporary Attestation of Learning Achievement to confirm that a student has developed a competency or successfully completed a course or program of study and that an official document will be issued by MEESR.

The temporary attestation must be signed by the person in charge of the certification of studies and administration of ministerial examinations at the educational institution.

#### Skills Training Certificate (STC)

The STC is issued by the authorized educational institution to a student who has acquired all of the program's competencies.

### 8.4 PRINTING OF OFFICIAL DOCUMENTS

The Web site of the Direction de la sanction des études contains the detailed schedule for the publication of official ministerial documents:

<http://www.mels.gouv.qc.ca/sanction/calendriers.htm>

**GEY** After each examination session (June, August and January), the Direction de la sanction des études publishes the results of students in general education in the youth sector.

#### GEA

**VT** On a monthly basis, the Direction de la sanction des études awards and prints Secondary School Diplomas (SSD), Diplomas of Vocational Studies (DVS), Attestations of Vocational Specialization (AVS) and the accompanying achievement records as well as Attestations of Equivalence for Secondary V Studies (AESS) and Training Certificates for a Semiskilled Trade (TCST).

### Recipients

Official certification documents are mailed directly to students.

Copies of the achievement records are sent to the educational institution. However, educational institutions may access the content of student records and print achievement records through their computer systems.

### Duplicates

Students may receive a copy of one or all of the official documents that have been issued to them.

To obtain a new copy, students must make a request to the Direction de la sanction des études or complete the form found in Appendix 1 of this chapter.

When documents bearing the Minister's signature are reprinted, they must carry the mention DUPLICATE.

All official documents issued by MEESR are in French, with the exception of those intended for students in the English sector, which are in both French and English.

Official documents are always reprinted in the same language as that in which they were originally issued.

## 8.5 STUDENT RECORDS ON MICROFILM AND ON COMPUTER

### 8.5.1 ARCHIVED RECORDS AVAILABLE

Most records of students who have written official examinations administered by the Département de l'Instruction publique (DIP) (after 1933) or MEESR (after 1964) are held by the Direction de la sanction des études on various media:

Computerized records:	from June 1966 to the present
Computerized records and microfilms:	from June 1966 through 1973
Microfilms:	from June 1933 through 1973
Paper:	from 1925 to 1932

The Direction de la sanction des études holds microfilm records of students whose studies **were certified by official examinations of the DIP or MEESR** for the following grades and periods:

- 6th grade: June 1933 through June 1938
- 7th grade: June 1939 through June 1963
- 8th grade: June 1933 through June 1938
- 9th grade: June 1939 through June 1965
- 10th grade: June 1940 through June 1965
- 11th grade: June 1940 through June 1970
- 12th grade: June 1940 through June 1970
- Secondary IV: June 1971 to the present
- Secondary V: June 1971 to the present

- Grade 12 CPES: June 1969 (CPES: preparatory courses for higher education)
- Institut familial 2e: June 1939 through June 1964
- Institut familial 3e et 4e: June 1939 through June 1968
- Écoles d'arts et métiers (certificate): June 1957 through June 1969

School files of Protestant Anglophone students for 1898 to 1925 are kept at the Bibliothèque et Archives nationales du Québec.

### 8.5.2 CERTIFICATES FROM THE ÉCOLES D'ARTS ET MÉTIERS

MEESR does not have the marks for students who attended the “écoles d'arts et métiers” (schools for the arts and trades). However, it does have a number of lists (by year and school) of students who earned a certificate of studies in a vocational specialization from June 1957 to June 1969. It is possible to obtain duplicates of these certificates.

When a student's name is not on one of the lists available from MEESR and the student needs a transcript of marks, he or she must contact the educational institution in whose archives these records are stored (e.g. school, school board, CEGEP).

### 8.5.3 GRADE 10, 11 AND 12 DIPLOMAS

A Grade 10 diploma issued between 1939 and 1965 is considered equivalent to a present-day Secondary IV education.

A Grade 11 or Grade 12 diploma issued between 1939 and 1970 is considered equivalent to a present-day Secondary V education.

Secondary IV diplomas issued in 1971 and 1972 may be equivalent to Secondary V diplomas if the person successfully completed Grade 7.

Persons who return to secondary school and who hold a Grade 10 diploma will be granted Secondary IV credits and those who hold a Grade 11 or Grade 12 diploma will be granted Secondary V credits.

### 8.5.4 CLOSURE OF PRIVATE EDUCATIONAL INSTITUTIONS

In accordance with the *Archives Act*, the Direction de la sanction des études keeps the last report card issued by the following educational institutions:

- École Saint-Michaël (Canadian Forces Base Saint-Hubert)
- Canadian Forces Base Lahr (Germany)

Students may obtain a copy of their report card from the person in charge of registrar services at the Direction de la sanction des études.

The École des Ursulines de Québec keeps the records of its former students.

## 8.6 REQUESTS FOR OFFICIAL DOCUMENTS

Any person who has received a diploma, a statement of marks or an achievement record since 1966 can obtain a new copy of these documents. The request must be made using the appropriate form, signed and dated by the person to whom the document is made out and available at:

[www.mels.gouv.qc.ca/sanction/formulaires.htm](http://www.mels.gouv.qc.ca/sanction/formulaires.htm)

Louise Cauchon  
Direction de la sanction des études  
Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche  
675, boulevard René-Lévesque Est  
Aile René-Lévesque, 4<sup>e</sup> étage  
Québec (Québec) G1R 6C8  
Telephone: 418-643-1761  
Fax: 418-644-6909

These requests must include the following information:

- first and last name
- date of birth
- current address
- father's first name
- mother's first and maiden name
- exact name of school attended
- grades and years attended
- city or town where school was located

**NOTE:** The institution attended by the student can issue a statement of marks or an attestation for studies not certified by ministerial examinations.

## 8.7 FALSIFIED DOCUMENTS

The documents issued by MEESR are deemed official documents. In no case may another individual or organization modify the content or produce a falsified copy of these documents.

Any person or institution with reason to doubt the authenticity of a diploma or achievement record from MEESR may require that the original of the document in question be produced and may send this document for verification to the person in charge of registrar services at the Direction de la sanction des études.

Any individual who presents a modified or falsified document is in violation of the *Criminal Code* (sections 366 and 368). In such case, the educational institution must notify the authorized enforcement agency in its territory and send a copy of the falsified documents to the director of the Direction de la sanction des études, which, together with the educational institution, will determine any additional appropriate measures to be taken.

## 8.8 TRANSLATION OF STATEMENT OF MARKS OR ACHIEVEMENT RECORD

It is the student's responsibility to have a statement of marks or achievement record originally issued in French translated into another language. When an official translation is required, the student may contact the Ordre des traducteurs, terminologues et interprètes agréés du Québec (OTTIAQ) at 1-800-265-4815.

## 8.9 QUÉBEC-FRANCE EQUIVALENCES FOR SCHOOLING

The following comparative table is presented as a guideline and may be used to place students who attended school in France.

Educational institutions are ultimately responsible for evaluating the records of incoming students and placing them at the appropriate level.

Québec	France
Preschool	Maternelle
Elementary 1	Cours préparatoire
Elementary 2	Cours élémentaire 1 <sup>re</sup> année
Elementary 3	Cours élémentaire 2 <sup>e</sup> année
Elementary 4	Cours moyen 1 <sup>re</sup> année
Elementary 5	Cours moyen 2 <sup>e</sup> année
Elementary 6	
Secondary I	Classe de 6 <sup>e</sup>
Secondary II	Classe de 5 <sup>e</sup>
Secondary III	Classe de 4 <sup>e</sup>
Secondary IV	Classe de 3 <sup>e</sup>
Secondary V	Classe de 2 <sup>e</sup>
College I	Classe de 1 <sup>ère</sup>
College II	Classe terminale

## 8.10 COLLÈGE STANISLAS AND COLLÈGE INTERNATIONAL MARIE DE FRANCE

Students graduating from either of the above secondary-level institutions obtain a secondary school graduation diploma equivalent to the one issued in France.

However, students who leave one of these institutions and transfer to a private or public educational institution in Québec must pass the Secondary IV and V local and uniform examinations. The only credits recognized are those earned in History and Citizenship Education.

As of the 1999-2000 school year, the Direction de la sanction des études issues a letter to students who successfully complete the equivalent of Secondary V (*classe de 2e*) at Collège Stanislas or Collège international Marie de France in order to facilitate student admission to college.

**8.11 EDUCATION IN CANADA (ELEMENTARY AND SECONDARY)<sup>1</sup>**

	ELEMENTARY								SECONDARY					
	P	P	1*	2	3	4	5	6	1	2	3	4	5	
Québec														
Alberta		P	1*	2	3	4	5	6	7	8	9	10	11	12
British Columbia			1*	2	3	4	5	6	7	8	9	10	11	12
Manitoba	P	P	1*	2	3	4	5	6	7	8	9	10	11	12
New Brunswick		P	1*	2	3	4	5	6	7	8	9	10	11	12
Newfoundland		P	1*	2	3	4	5	6	7	8	9	10	11	12
Northwest Territories		P	1*	2	3	4	5	6	7	8	9	10	11	12
Nova Scotia		P	1*	2	3	4	5	6	7	8	9	10	11	12
Ontario	P	P	1*	2	3	4	5	6	7	8	9	10	11	12
Prince Edward Island			1*	2	3	4	5	6	7	8	9	10	11	12
Saskatchewan		P	1*	2	3	4	5	6	7	8	9	10	11	12
Yukon	P	1*	2	3	4	5	6	7	8	9	10	11	12	

\* : 6 years of age

P: Preschool (kindergarten, etc.)

Figures in **bold** = *Junior High School/Middle School*

<sup>1</sup> Excerpt from *A Statistical Portrait of Elementary and Secondary Education in Canada*, Statistics Canada, Catalogue 81-528-XPB.

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## CHAPTER 9 – FORMS

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## Authorized Absence From Uniform Examinations

Request for Equivalences

<b>STUDENT</b>		<b>SESSION</b> _____																																										
NAME _____		ADDRESS _____																																										
PERMANENT CODE <table border="1"><tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table>																	POSTAL CODE <table border="1"><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr></table>							TELEPHONE <table border="1"><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr></table>																				
<b>EDUCATIONAL INSTITUTION</b>		NAME _____																																										
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<b>ABSENCE</b>																																												
REASON	Illness or accident <input type="checkbox"/>	Court summons <input type="checkbox"/>																																										
	Death of a close relative <input type="checkbox"/>	Participation in an event <input type="checkbox"/>																																										
		Supporting documents <input type="checkbox"/>																																										
<b>EXAMINATION</b>																																												
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<b>SIGNATURE</b>		SIGNATURE OF THE PERSON IN CHARGE OF THE CERTIFICATION OF STUDIES AT THE INSTITUTION																																										
		DATE _____																																										

## EQUIVALENCES FOR AUTHORIZED ABSENCES

The Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR) grants equivalences for authorized absences from uniform examinations administered for the purposes of obtaining a Secondary School Diploma.

### LIMIT

A maximum of 16 credits **at the secondary level** may be granted to students.

### ELIGIBLE STUDENTS

Students must be registered for the examination and have taken the course corresponding to the examination, in accordance with the school board's regulations:

- during the entire year for absences in the JUNE examination session
- during the first term for absences in the JANUARY examination session

### EQUIVALENCE GRANTED

An equivalence for an authorized absence is granted only if the **moderated** school mark is equal to or higher than the pass mark. When an examination consists of several components, an equivalence is granted for a component if the moderated school mark for this component allows the student to obtain a comprehensive result equal to or higher than 60%, with the exception of the Secondary V French, language of instruction examinations.

All requests for an equivalence for an authorized absence must be sent to MEESR by the educational institution within two months after the examination session.

No equivalence may be granted for an absence of short duration if it is possible to administer the examination at a later date.

### ACCEPTABLE REASONS

Absence from a uniform examination may be authorized for the following reasons:

- serious illness or accident confirmed by a medical certificate
- death of a close relative
- court summons
- participation in an important event, for which the director of the Direction de la sanction des études has given prior approval

A copy of the certificates or supporting documents is sent to the Direction de la sanction des études and the original is kept by the educational institution.

### PROCEDURE

All requests for equivalences for authorized absences must be submitted by the educational institution using the appropriate form. School marks must be transmitted to the Charlemagne system during the session concerned.

Requests received by MEESR during August will be processed for the publication of marks at the end of August.

PLEASE SEND THIS FORM TO:

Charlotte Ouellet  
Direction de la sanction des études  
Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche  
675, boulevard René-Lévesque Est  
Aile René-Lévesque, 4<sup>e</sup> étage, Québec (Québec) G1R 6C8  
Telephone: 418-644-0905, ext. 2233  
Fax: 418-644-6909

This attestation certifies that the person identified below:

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Permanent code: \_\_\_\_\_

a) *has passed the following courses:*

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

*which will appear in the official achievement record to be issued by the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche in the coming weeks*

b) *has met the requirements of the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche for the Secondary School Diploma as of \_\_\_\_\_ and will receive this diploma shortly*

c) *has met the requirements of the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche for the Attestation of Equivalence for Secondary V Studies as of \_\_\_\_\_ and will receive this attestation shortly*

We request that this temporary attestation be honoured on the strength of our signature.



Signature of the person in charge of the  
certification of studies in general education

Date

Educational institution

Note: This attestation is valid for a period of 90 days after the date of the signature of the person in charge of the certification of studies.

This attestation certifies that the person identified below has successfully completed each of the courses in the following program:

\_\_\_\_\_ (program code)

The \_\_\_\_\_-hour program is worth \_\_\_\_\_ credits.

We declare that, as of \_\_\_\_\_, this person has met the requirements of the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche for the aforementioned certificate and will, within a few weeks, receive the following:

Statement of competencies for a semiskilled trade (DVS, AVS or AVE) ( )

Statement of marks ( )

Diploma of Vocational Studies ( )

Attestation of Vocational Specialization ( )

Attestation of Vocational Education for a semiskilled trade ( )

Name of student: \_\_\_\_\_

Address: \_\_\_\_\_

Permanent code: \_\_\_\_\_

We request that this temporary attestation be honoured on the strength of our signature.

*Institution's  
official stamp*

Signature of the person in charge of the  
certification of studies in vocational training

Date \_\_\_\_\_

Educational institution \_\_\_\_\_

Note: This attestation is valid for a period of 90 days after the date of the signature of the person in charge of the certification of studies.

## Request for Adapting the Conditions for Administering Ministerial Examinations (General Education in the Youth Sector)

This form may be used in the following cases:

- The student has an individualized education plan and the proposed measures have not been included in the plan.
- The student does not have an individualized education plan, but, because of a specific situation, it would be necessary to adapt the conditions for administering ministerial examinations.
- The support measure is not included in those listed in Chapter 5.2.1 of the *Administrative Guide for the Certification of Studies and Management of Ministerial Examinations*.

**Documents to include:** an evaluation report prepared by a professional recognized by the educational institution attesting to the student's specific need and the necessity of using the measure, as well as a letter from the school administration confirming that the student has used this measure in the course of learning and that it meets the student's specific need.

### General Information

Last name: \_\_\_\_\_ Permanent code \_\_\_\_\_  
First name: \_\_\_\_\_ Session: January ( )  
School board: \_\_\_\_\_ June ( )  
School: \_\_\_\_\_ August ( )  
Institution code: \_\_\_\_\_ Between sessions ( )

Exam codes and titles: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Authorization

I hereby consent to the transmission of personal information including any assessments in the possession of a doctor, professional, psychologist or representative thereof designated to help the Direction de la sanction des études evaluate my request. The Direction de la sanction des études will not transmit this information to anyone without my written consent.

\_\_\_\_\_  
Student's signature \_\_\_\_\_ Date \_\_\_\_\_  
\_\_\_\_\_  
Parent's signature \_\_\_\_\_ Date \_\_\_\_\_

### Reasons for the Request

Specify: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Measures Requested

Specify: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Have the requested support measures been applied during locally prepared examinations? Yes ( )  
No ( )

---

School principal \_\_\_\_\_ Telephone \_\_\_\_\_ Date \_\_\_\_\_

---

Person in charge of the certification of studies \_\_\_\_\_ Telephone \_\_\_\_\_ Date \_\_\_\_\_

### Transmission Method

A duly signed copy of this document must be sent to the address below no later than **one month** before the beginning of the examination session:

Charlotte Ouellet  
Direction de la sanction des études  
675, boul. René-Lévesque Est  
Aile René-Lévesque, 4<sup>e</sup> étage  
Québec (Québec) G1R 6C8  
Fax: 418-644-6909

A Secondary IV or V student may be eligible to receive credits for his/her private music studies during the current school year.

### General information

Permanent code: \_\_\_\_\_

Last name: \_\_\_\_\_

First name: \_\_\_\_\_

School board: \_\_\_\_\_

School: \_\_\_\_\_

Institution code: \_\_\_\_\_

Session: January ( )

June ( )

August ( )

Between sessions ( )

Exam codes and titles: \_\_\_\_\_

\_\_\_\_\_

***Please send the duly completed form and supporting documents (achievement record) to the administration of the secondary school that the student is attending.***

For further information: Tel.: 418-644-5240, ext. 2516; E-mail: [politique-culturelle@mels.gouv.qc.ca](mailto:politique-culturelle@mels.gouv.qc.ca)

## INFORMATION

### Student (section to be completed by the parent)

Name of student: \_\_\_\_\_

Address: \_\_\_\_\_

Name of parent or guardian: \_\_\_\_\_

Signature: \_\_\_\_\_

### Secondary school attended by the student (section to be completed by the school)

Name of school: \_\_\_\_\_

Address: \_\_\_\_\_

School year in which the student is currently enrolled: \_\_\_\_\_

Principal: \_\_\_\_\_

Signature: \_\_\_\_\_

### Private institution supervising music studies (section to be completed by the music teacher)

Name of institution: \_\_\_\_\_

Address: \_\_\_\_\_

Person in charge of the course: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_

Course taken by the student: \_\_\_\_\_

Result obtained: % \_\_\_\_\_

School year indicated on the certificate: \_\_\_\_\_

MEESR course code: \_\_\_\_\_

## Code Request for a Program of Four Credits or Less Developed by an Educational Institution

School Board or Institution

School or Institution Code

File Coordinator

Telephone

Signature

Date

Under Section 96.15 of the *Education Act*, the school principal is responsible for approving, “. . . in accordance with the policies determined by the governing board, the local programs of studies developed to meet the special needs of students . . .”

**The principal must confirm in writing that he or she has approved the program of study.**

Principal's signature

<b>SUBJECT AREA</b>	ARTS EDUCATION	<input type="checkbox"/>	<b>SUBJECT</b>	_____
	MATHEMATICS, SCIENCE AND TECHNOLOGY	<input type="checkbox"/>		
	SOCIAL SCIENCES	<input type="checkbox"/>		
	LANGUAGES	<input type="checkbox"/>		
	PERSONAL DEVELOPMENT	<input type="checkbox"/>		
	CAREER DEVELOPMENT	<input type="checkbox"/>		
<b>LEVEL OF EDUCATION</b>	ELEMENTARY	<input type="checkbox"/>	<b>LANGUAGE</b>	ENGLISH <input type="checkbox"/>
	SECONDARY	<input type="checkbox"/>		FRENCH <input type="checkbox"/>
<b>CYCLE</b>	1 <input type="checkbox"/>	<b>YEAR</b>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	
	2 <input type="checkbox"/>			
	3 <input type="checkbox"/>			
<b>NUMBER OF HOURS/YEAR</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>START OF IMPLEMENTATION (YEAR)</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>CODE</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>NUMBER OF CREDITS</b>	_____	
<b>TITLE</b> _____				
<b>BRIEF DESCRIPTION</b> _____ _____ _____ _____				

**The code is assigned by the Direction de la sanction des études.**

**STUDENT**

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

POSTAL CODE

PERMANENT CODE

TELEPHONE

SIGNATURE OF THE STUDENT \_\_\_\_\_

**EDUCATIONAL INSTITUTION**

SCHOOL WHERE STUDENT NAME \_\_\_\_\_

TOOK EXAMINATION ADDRESS \_\_\_\_\_

POSTAL CODE

SCHOOL BOARD \_\_\_\_\_

INSTITUTION CODE

**EXAMINATION**

TITLE OF EXAMINATION \_\_\_\_\_

EXAMINATION CODE

GROUP NUMBER

SCHOOL MARK

SESSION \_\_\_\_\_

**SIGNATURE**

SIGNATURE OF THE PERSON IN CHARGE OF THE CERTIFICATION OF STUDIES AT THE INSTITUTION

DATE \_\_\_\_\_

## INSTRUCTIONS

Anyone asking to have a ministerial examination corrected again by the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR) must provide all the information requested and meet the following conditions:

1. The request must be sent to MEESR by the **educational institution**.
2. The following must be enclosed with the form:
  - a photocopy of the student's official achievement record
  - the student's copy in the case of an examination corrected by the educational institution
  - \$10.90 (includes QST) for each uniform examination (if a subject includes an examination with more than one component, the amount is \$10.90 per component); this amount will not be reimbursed even if the mark does not change. The amount is payable by **cheque** or **money order** to the Minister of Finance.
3. A separate form must be used for each examination to be reviewed.

PLEASE RETURN THIS FORM TO:

Marcel Robitaille  
Direction de la sanction des études  
Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche  
675, boulevard René-Lévesque Est  
Aile René-Lévesque, 4<sup>e</sup> étage  
Québec (Québec) G1R 6C8  
Telephone: 418-644-0905, ext. 2253  
Fax: 418-644-6909

**Request for Scholastic Equivalences (Vocational Training)**  
Comparative Analysis

<b>Equivalences requested</b>			<b>Training completed by student</b>		
Program:			Program:		
Sector:			Sector:		
Code:	Path:		Code:	Path:	
<b>Course title</b>	<b>Course code</b>		<b>Duration</b>	<b>Course code</b>	<b>Course title</b>
Objectives, competencies			Objectives, competencies		
Competencies whose content and scope are at least 80% similar			<input type="checkbox"/>		

<b>Signature of the person in charge of the certification of studies in vocational training</b>	<b>School board</b>	<b>Date</b>
Resource person	Title	Date

## Request for Equivalences in Vocational Training

Last name	First name	Permanent code																																																						
<p style="text-align: center;"><b>Supporting documents enclosed</b></p> <p><input type="checkbox"/> Comparative analysis      <input type="checkbox"/> Statement of marks</p> <p><input type="checkbox"/> Other: _____</p>																																																								
<b>Equivalences requested</b> Program: _____ Code: _____ Path: _____		<b>Training completed by student</b> Program: _____ Code: _____ Path: _____																																																						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Course title</th> <th style="width: 20%;">Course code</th> <th style="width: 20%;"></th> <th style="width: 20%;">Duration</th> <th style="width: 20%;">Course title</th> <th style="width: 20%;">Course code</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>		Course title	Course code		Duration	Course title	Course code																																																	<b>Note:</b> Draw a box around the codes if more than one code is an equivalence for the course in the first column.
Course title	Course code		Duration	Course title	Course code																																																			
Signature of the person in charge of the certification of studies in vocational training		School board	Date																																																					
Reserved for the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche		Recommendation <input type="checkbox"/> <input type="checkbox"/> Yes      No																																																						
Signature of the person responsible for the sector		Date																																																						
Reserved for the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche		Recommendation <input type="checkbox"/> <input type="checkbox"/> Yes      No																																																						
Signature of the person responsible for the certification of studies		Date																																																						

Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche

(2 of 2)

