

École des métiers de la construction de Montréal

Student Guide

- **Rules of Conduct**
- **Learning Monitoring & Evaluation Policy**

Vivre le succès:
la formation professionnelle



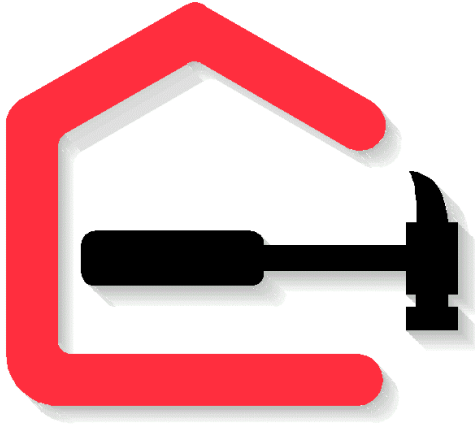
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Rules of conduct

A WORD FROM THE DIRECTION TEAM

It is a genuine pleasure for us to welcome you at l'École des Métiers de la construction de Montréal (ÉMCM).

In our name and in the name of the whole team we wish to congratulate you for having been selected to attend one of our study programs.

As a student, you will have to commit yourself to this partnership and become the first responsible for your studies and successes as well.

In order to ensure each and every student a harmonious living environment, the school has developed a code of life which must be respected by everyone.

It respects the Charter of Rights and Freedoms of Quebec and the laws of the Civil Code and the Criminal Code which concern us here.

"The RULES OF CONDUCT presents a set of values to guide relationships between students, staff and community. These values help to develop the desired behaviors by the Center, the society and the workplace from which they are closely inspired. Respect for these values is a mutual commitment, since the efforts of everyone will create a pleasant living environment, harmonious and conducive to achieve your goals."

Efforts to implement all principles and rules contained therein will assure a living environment pleasant and conducive to achieve your goals.

Best wishes for a successful journey in our school!

1. OBLIGATIONS

1.1. Obligations of life in an education community

To provide learning and achievement of skills, school premises and workshops, dedicated to teaching theory and practice, are assigned for each program of study. Users of these locals should keep them in a safe and good condition. The computer rooms in particular need attention and their utilization should be concordant with the needs of the training programs.

The tools and specialized equipment are shared by all students of a training program as their purchases are very expensive. Some are kept in the school store and must be obtained at the counter with a requisition slip. Accountability is required to avoid negligence. Any book, tool or equipment loaned must be returned as agreed. Enforcement action may be taken against theft.

The use of personal tools, material or accessories and other personal equipment is prohibited at school. Any accessory or equipment which may contain hazards to others or the environment is prohibited.

More detailed rules concerning the obligations of life in a school community are found in 1.1 to 1.6.

1.2. Use of locals

Respect is exercised not only towards people, but also towards property, equipment, facilities and textbooks put to the disposition of the students. The tidying up of the premises is done on a daily basis so that their use is possible and enjoyable for the following group of students. The common places like the cafeteria, rest rooms, toilets and their equipment must be kept clean and in good working condition.

Except for water, all food or drink are prohibited in classrooms, rest rooms and workshops.

To foster a good working work environment, the comings and goings on in the locals or corridors should be avoided during school hours unless authorized with a written permission.

1.3. School grounds

The respect of other people's property (bicycles, motorcycles, cars) and the school environment (building, lawn, trees and shrubs) is required. Any motor vehicle traveling on school grounds should not run faster than 10 km / h. The violator of this rule is liable to loose his or her parking permit.

1.4. Using computers

Using computers and the Internet is reserved for school purposes. It is strictly forbidden to download or visit sites with violent or pornographic contents.

1.5. Cell phones and electronic devices

In order to create a safe environment, cell phones, audio devices and camera are prohibited during courses. For emergency call, please send the call through (514-596-4590, ext. 4591).

1.6. Theft and vandalism

Serious steps can be taken to counter theft and vandalism. The school director may conduct a search of a student's locker if the following conditions prevail:

- He has reasonable grounds to believe that a school rule has been or is being violated;
- He has reasons to believe that evidence of such violation can be found on the body of the individual student or in his or her locker;
- The search must be tactful and the least intrusive possible.
- A police officer may witness the search.
- The repair costs will be borne by the student in cases of vandalism, willful damage or misuse of equipment.

1.7. Carrying weapons

Any object that could be considered a weapon or a knife is strictly prohibited. Any complaint to this effect will be reported to the police.

- Serious steps can be undertaken to counter this kind of offense. The school director may conduct a search on a person of a student or in his locker if the following conditions are met:
- He has reasonable grounds to believe that a school rule has been or is being violated
- He has reasons to believe that evidence of such violation can be found on the individual student or in his locker;
- The search must be tactful and the least intrusive possible.
- A police officer may attend the search.

1.8. Use of the identity card

To move around within the centre, students must wear their ID card so that it can be easily seen. If lost, the card must be replaced immediately at the student's expense.

2. CONSIDERATIONS FOR OTHERS: A RULE OF CONDUCT

Working on self-respect is being consistent with one's commitments, fulfilling one's responsibilities and being proud. You work on self-respect when you arrive in class properly and decently dressed. You know that the costume you wear is identified to the school. You should adopt a behavior worthy of its reputation thereof.

We proudly display our commitment to our school ... and prepare for employment in the sector chosen. We become aware that others also have their goals, we must encourage each other to move towards them through mutual aid, listening, respect of different opinions, respect each other, tolerance, non-violence, acceptance of difference and irreproachable conduct.

We act with civility and courtesy towards the teachers and all other staff in the school. We respond with good will to the requests of any staff member, keeping a good mood, even if it does not always please us. We can talk quietly to the teacher when the time comes. We have to realize that we are part of a group and that the teacher acts according to the group and not based on individual needs.

The language used in the classroom and in the work shops is consistent with the language of education. Everywhere one looks after his speech and should produce handwritten works readable and without mistakes. We can kindly offer assistance to a fellow student who has not understood something because he may not have mastered the language as well as you have.

Compliance with health and safety is well established around the school. We must act thoughtfully in order to adequately protect and not harm the life and health of others. As a student, I have to work with the school staff to meet the standards set by laws, rules and policies. As a member of a community conscious of the environment, I collaborate actively in the collective efforts for material recovery, recycling or other.

Paragraphs 2.1 to 2.11 shed light on more general rules to follow while at school.

2.1. Compliance with others

Everyone within the school is entitled to respect from all others. Everyone should show tolerance towards others. To ensure a pleasant living environment, students must be courteous and speak politely.

2.2. Courtesy towards the school staff

It is important to accept the remarks and comments from teachers. They are meant to improve your means for achieving the desired skills in the labor market.

Furthermore, the guidelines of the school must be respected. Any refusal to meet the requests of school personnel is punishable.

2.3. Student uniform

Students should be dressed with decency and cleanliness. The wearing of a uniform related to the trade (with a badge of the school) is mandatory as well as the safety shoes in the class room and in the work shop.

Back pack should stay in the locker.

2.4. Health and Safety

Wearing appropriate clothing and accessories for personal protection is required in the workshops, according to the trade. Wearing jewelry is prohibited. All shirts and sweaters must be worn inside the trousers. When required, long hair must be tied.

Contact lenses do not replace the goggles or visor when these are required.

Wearing contact lenses may not be recommended due to dryness and dust in the workplace. When a person wearing contact lenses is exposed to a flash caused by the electric arc, the lens must be removed promptly; otherwise the cornea could be affected. In such a case, we strongly advise to consult a doctor before wearing the lenses again.

2.5. Respect for all languages

Students are invited to speak French at school, whatever their ethnicity or mother tongue.

2.6. Posting and solicitations from unions and employers

Construction workers are unionized. The construction industry experiences periods of intense poaching. Students at EMCM must be sheltered from these unwanted solicitations. This type of solicitation should be directed toward workers and not students. For all students, especially those formerly active in the construction industry, all form of solicitation is strictly prohibited. Displaying logos of union or of employer's name is strictly prohibited inside the school.

2.7. Violence and harassment

Out of respect for our community, all are invited to refrain from verbal, physical or psychological violence as well as any form of harassment and provocation.

2.8. Discrimination

Any form of discrimination based on race, origin, gender or religion is not tolerated.

2.9. Alcohol and drugs

Consumption or possession of any alcohol or drugs is strictly prohibited in the school and on school grounds. The student who violates this rule is subject to suspension or expulsion.

When beginning their training at the school, every student must sign a written undertaking not to use alcohol or drugs.

2.10. Smoking

The school is a non-smoker establishment and must comply with the federal law on protecting non-smokers. Smoking is prohibited in all rooms, stairs, cafeteria, etc. It is also forbidden to smoke outside within 9 meters of any door communicating with the school.

3. ATTENDANCE: A PLEDGE OF SUCCESS

The student is responsible for his learning and his successes. Everything will be done to help a student who is absent due to serious illness, death or any other reason. However, delays and unexcused absences will have a major impact on learning and on access to final exams of sanctions.

To ensure success, specific and clear rules are applied. Those rules are explained in the policy on evaluation of learning. Some of these rules are detailed in paragraphs 3.1 to 3.10 below.

3.1. Punctuality and attendance

The student has the responsibility to report on time and to attend all classes.

3.2. Access to exams

To be eligible to sit for an exam or a test, the student must have demonstrated that he is fit to succeed the said exam or test. The elements of this evidence are: the realization of learning activities provided for the particular module and the successful completion of formative assessments. The student who has not completed those learning activities because of unjustified absences or other reasons will not be allowed to sit for the final exam of a module.

3.3 Recovery periods

Periods of recovery can be prescribed to students whose absences are jeopardizing their success in the final exam. Students who did not attend the prescribed recovery periods will not be allowed to sit for the final exam of a module.

A student with an abnormally high number of unexcused absences cannot participate in a recovery period. An abnormally high absence rate must be seen in the context of the reality of the work force: **“Would an employer accept so many absences?”**

3.4. Temporary interruption

The student who accumulates an excessive number of double failures or who is denied access to final exams and tests for too many modules will be forced to interrupt his study program momentarily.

3.5. Reinstatement after an interruption

Any person who wishes to resume his study after an interruption must have the authorization of the person responsible for his group.

3.6. Early departures

Early departure from a class must be signified to the teacher concerned.

3.7. Late arrivals and absences

Students being late or absent must call the school secretariat to inform of the delay and duration of his/her absence. To be allowed to go to his class when arriving late, the student must get a return ticket at the reception counter.

3.8. Return following an absence

At the return of motivated absence, the student must present himself to the secretariat before the beginning of the class. A return ticket will be issued upon presentation of vouchers such as a medical or a legal document.

3.9. Prolonged absences

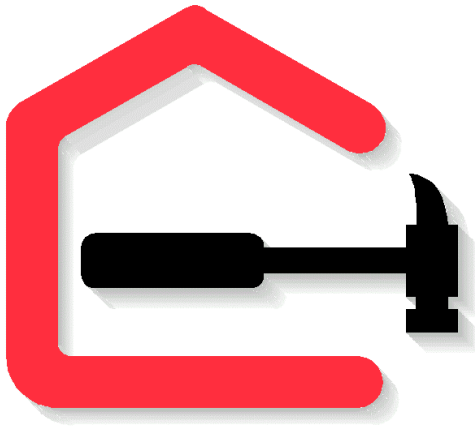
Extended absences must be made known to the school management. Otherwise the person could be regarded as having abandoned his training.

3.10. End of the study program

Any one who is obliged to abandon or who voluntarily stops his study program must meet with one of the direction staff to complete the departure formalities.

An electronic transcript attesting to their success is automatically sent to the Commission de la construction du Québec (CCQ) within 10 business days for all students who have successfully completed the program. Any student wishing to work “outside construction” can obtain an attestation to their successful completion of the centre program to present to potential employers. Such an attestation must be requested at the service counter. It will be delivered by mail within 10 business days.

Please note that no information will be sent to the CCQ and no attestation will be issued if the student has not returned all borrowed tools and returned his tool chest in its initial state to the store. Students must pay any tool replacement fees before the administration will attest to the completion of training.



Learning Monitoring & Evaluation Policy

Learning **MONITORING & EVALUATION** Policy

BASE PRINCIPLE RETAINED:
▶ ANY EDUCATIONAL TRAINING WHOSE GOAL IS TO DEVELOP SKILLS MUST BE EVALUATED.

1. GOALS OF THE POLICY

- 1.1 Inform the student and the various school stakeholders of the choices retained by the school's various authorities (administration and committees), relatively to the monitoring and evaluation of the student's learning.
- 1.2 Specify the RIGHTS, DUTIES and OBLIGATIONS in regards to this policy to the students and the various school stakeholders
- 1.3 Give a sense of responsibility and solicit the commitment of all of the school's actors relatively to the learning monitoring and evaluation process.
- 1.4 Improve the student's awareness and promote his personal implication in his educational process.

2. FUNDAMENTALS OF EVALUATION REMINDER

2.1 Fundamental Rights

2.1.1 Student's Right to Education

Any student has the right to education. In order for this education to be of quality, it shall be supported by a structured evaluation.

2.1.2 Student's Right to Rigorous Evaluation and to Quality Information

Every student has the right to be evaluated and receive information relative to their progress. Yet, the quality of this information relies on the quality of the evaluation of the acquired learning, and on the value of the means used to communicate this information.

2.2 Fundamental Values

"Evaluating is judging."

This judgment must be JUST et EQUITABLE. Thus, it must be based upon RELIABLE AND UNEQUIVOCAL DATA.

Learning MONITORING & EVALUATION Policy

3. IMPLEMENTATION OF THE POLICY

3.1 Evaluation to support LEARNING (*formative evaluation*)

This evaluation must verify the acquisition of the knowledge and the development of competencies and attitudes, over the course of training.

It applies to two types of competencies: behavioural and situational (ex.: *trade and training, communication in the workplace, internships, etc.*).

It allows students to stay informed about their progress relative to the competencies to be developed and allows teachers to adjust their pedagogical interventions consequently.

It takes place at any moment during the educational training.

3.1.1 It helps determine the pertinence and the nature of remedial work for immediate assistance.

3.1.2 The evaluation must measure **the degree of acquisition and integration** of knowledge, abilities and attitudes, which were the subject of learning and prescribed for in the study program. **Success in the activities to support learning** (*formative evaluation*) makes a student eligible to write the evaluation for certification purposes (*summative evaluation*).

3.1.3 For each competencies, this evaluation **MUST be recorded** by the teacher and made **known** to the student (*what, when, how*).

3.1.4 It must provide students with **pertinent** and **clear feedback**.

3.1.5 It can take various forms:

A) FOR BEHAVIOURAL COMPETENCIES: through a practical knowledge exam (questionnaire, etc.) or through a practical exam (evaluation sheet, self-evaluation and co-evaluation sheet for a work process or a resulting product), etc.;

B) FOR SITUATIONAL COMPETENCIES: through observation cards for the student's participation in mandatory activities using tools such as: self-evaluation and co-evaluation sheets, personal logs, observation sheets for the student's behaviours and attitudes, journal of personal thoughts, portfolio, etc.

3.1.6 Most of the learning activities for this evaluation (which does not count for the evaluation for certification purposes) must be successfully passed in order to be eligible for the evaluation for certifications purposes.

Learning **MONITORING & EVALUATION** Policy

3.2 Evaluation FOR CERTIFICATION PURPOSES (*summative evaluation*)

This evaluation is a judgement of mastery and officially attests a student's competency. It also certifies the student obtained all credits for a competency (module). Students who are not successful must either go to remedial work or write a retake examination.

It verifies the achievement of the competency **in conformity with the specifications table or the evaluation framework for learning competencies of a given study program.**

It **CAN** done:

- Through a practical knowledge exam or a practical exam (*work process or resulting product*) **FOR BEHAVIOURAL SKILLS**.
- Through observation sheets for the student's participation in mandatory activities using tools such as: self-evaluation sheets, logs, tasks to be fulfilled, observation sheets of the student's behaviours and attitudes **FOR SITUATIONAL SKILLS**.

3.2.1 Before allowing a student to attend an examination for certification purposes, the teacher or the school's administration **MUST** make sure the student **has carried out and achieved** the required learning. These apply to the two types of competencies: behavioural and situational.

(CSDM – By-law (revised) 1995-3, art. 59. In May 2001, **articles 52 to 62 inclusive** of the aforementioned by-law have been **considered and accepted** by the management of all of the CSDM's vocational training schools, on the occasion of a special meeting of the Réseau des établissements de la Formation professionnelle, named at that time "Comité de gestion du Regroupement 8 (professional education)".

3.2.2 During this evaluation, the student is placed in situations approaching the trade's real workplace conditions.

3.2.3 **FOR BEHAVIOURAL COMPETENCIES:**

A single evaluation is made when the competency has been learned or at the end of a series of learning tasks.

3.2.4 **FOR SITUATIONAL COMPETENCIES:**

It verifies the student's commitment and is conducted throughout the process according to the requirements, rather than focus on performance.

However, **the data that the student will present on a given subject must be pertinent.**

3.2.5 **FOR ALL WORK- STUDY PROGRAMS OFFERED**

Learning activities done in school or in a company must mandatorily be successful in order to pass the competency (module).

Students who do not meet the requirements will have the mention "fail" in their transcripts.

3.2.6 Evaluation to support learning (*formative evaluation*) may *in no case* replace the evaluation for certification purposes (*summative evaluation*), since only the latter determines access to certification.

Learning **MONITORING & EVALUATION** Policy

3.3 Eligibility

- 3.3.1 It falls upon the teacher of a competency in a given program, and/or upon the school's administration, to determine whether a student's preparation is sufficient to write the examination for certification purposes (*summative evaluation*).
- 3.3.2 The course outline handed to students at the beginning of every new competency (module) informs them that to be allowed to write the summative evaluation, they must have successfully completed all formative evaluations and learning activities planned by the teacher

*(CSDM – By-law (revised) 1995-3, art. 59. In May 2001, **articles 52 to 62 inclusive** of the said by-law have been **considered and accepted** by the administration of all of the CSDM's vocational training centers, on the occasion of a special meeting of the Réseau des établissements de la formation professionnelle, named at that time "Comité de gestion du Regroupement 8 (Vocational training)".*

To accomplish this, each vocational training centers must provide evaluation norms and modalities appropriate for certain skills, such as hospital internships, etc.

3.4 Remedial work DURING TRAINING (*before the evaluation for certification purposes*)

The aim of remedial work is to assist, encourage, and support students encountering temporary difficulties in the course of their vocational training. **Students MUST NOT rely on it systematically, for every module.**

The goal of remedial work is not to compensate for the difficulties encountered by students who have not carried out all learning activities scheduled in a module due to absenteeism.

- 3.4.1 Remedial work may be undertaken by the student alone (extra assignments given by the teacher) or in the presence of the teacher if supplementary explanations are necessary. Remedial work periods are provided for each time slot. Remedial work may also take place outside of class time.
- 3.4.2 Each professional education school establishment must provide evaluation norms and modalities appropriate to certain skills (ex.: hospital stages, etc.).

3.5 Remedial work following a failing grade

- 3.5.1 **Remedial work**, following a failing grade on the evaluation for certification purposes (*summative evaluation*), **becomes mandatory**, inasmuch as students want to exercise their right to retake an examination.
- 3.5.2 Students must begin remedial work activities **within 3 months following the failing grade**.
- 3.5.3 Remedial work activities can be done in school or outside of school.
- 3.5.4 There should be a **minimum delay** between remedial work and the examination retake. Each vocational training center must provide norms and modalities for the delays to be respected.

Learning **MONITORING & EVALUATION** Policy

3.6 Retake examination

"Any student that fails the evaluation for certification purposes (*summative evaluation*), regardless of whether this examination took place at the end of a learning period or not, has the right to **one single retake exam** that **must take place within a maximum delay of three months following the aforementioned examination**.

However, this right is conditional to the student's commitment to follow remedial activities within or outside the school or training centre."

(CSDM – By-law (revised) 1995-3, art. 59. In May 2001, **articles 52 to 62 inclusive** of the said by-law have been **considered and accepted by the administration of all of the CSDM's Vocational training centers**, on the occasion of a special meeting of the Réseau des établissements de la formation professionnelle, named at that time "Comité de gestion du Regroupement 8 (professional education)".

- 3.6.1** To benefit from their right to a retake exam, students **must demonstrate** they underwent the necessary remedial work in a **satisfactory** fashion.
- 3.6.2** There should be a minimum delay between remedial work activities and the retake examination.
- 3.6.3** The version for the practical knowledge examination (theoretical exam), must be different from the version the student failed.
- 3.6.4 FOR SITUATIONAL SKILLS:**
 - A)** For a competency **requiring** assignments **to be handed over** throughout training (*example: trade and training, employment search, etc.*): students **COULD** hand over assignments in accordance with the requirements of the specifications table or the reference framework for the learning evaluation for the given study program's competency;
 - B)** For a competency **requiring a direct observation** of students in a work situation (*example: communication, stages, etc.*): students **COULD** be evaluated on the failed aspect only, **through a simulation exercise in accordance** with the specification table or with the reference framework for the learning evaluation for the given study program's competency, while being as close to reality as possible. This simulation exercise could be created and enacted by other teachers, etc.
 - C)** Each vocational training center must provide evaluation norms and modalities appropriate to certain competencies.

Learning MONITORING & EVALUATION Policy

3.7 Absence from an Exam

3.7.1 FOR BEHAVIOURAL COMPETENCIES:

- A) The student, whose absence from an exam **is justified**, has the right to the exam and has the right to a retake examination, if applicable.
- B) The student, whose absence from an exam **is not justified**, receives the mention “**absence**” and only has the right to a certification exam.

3.7.2 FOR SITUATIONAL SKILLS:

- A) The student, whose absence from an activity is justified, has the right to do the activity as per 3.6.4 A, B and C.
- B) The student, whose absence from an activity is not justified, receives the mention “**absence**” and only has right to a certification activity as per 3.6.4 A, B and C.
- C) Students, who have **received formal assessments** for their progress at **precise moments (and that were aware that these assessments were considered for certification purposes)**, are deemed to have been evaluated and may receive the mention “**failure**” if they abandon without having acquired their competencies under the specified evaluation criteria.

3.8 Justified Absence

- 3.8.1 It falls upon the school’s direction, on presentation of written proof, to determine whether an absence can be deemed justified.

3.9 Re-Enrolment

- 3.9.1 Students who failed the retake examination for certification purposes (*summative evaluation*) must do the competency anew to obtain the credits, at the dates and the conditions set by the school’s pedagogical services (vice-principal’s office).
- 3.9.2 Students who do not reach the tolerance on an evaluation for certification purposes (*summative evaluation*) in relation to a competency identified as an “absolute prerequisite” must re-enrol and take the competency anew (*on a different time slot*) in order to be authorized to continue their training.
- 3.9.3 A student having failed several competencies **can** be forced to retake those competencies or even one or more semester. This is only offered to the student that fails the retake examination (subject to the organizational availability of the school).
- 3.9.4 The student re-taking a competency must be present in class and accomplish all planned learning activities for the competency. This may, on occasion, be done in another school.

Learning MONITORING & EVALUATION Policy

3.10 Grade revision

Students who believe there was an error in the assignment of a grade for a summative evaluation can request a grade revision. This revision request must be made in writing, within 30 days following the communication of the grade to the student. Any request made passed this deadline will be refused.

3.11 Viewing of graded test

- 3.11.1 Following the administration of a test or an exam, copies and material such as answer sheets, work forms and evaluations are never to be presented, handed over or revised with the student to protect the validity of the test.
- 3.11.2 Teachers inform students of their results and explain the evaluation criteria and the reason for the failing grade in respect of the test's confidentiality.

3.12 Learning support

- 3.12.1 For the good working order of training periods, it is vital teachers dedicate time to meet individually with students who have issues such as learning difficulties, behavioural problems, absenteeism or tardiness. The aim of these meetings is to allow students to assume their responsibilities relative to their education, or to accept the consequences of their actions.
- 3.12.2 These meetings must always remain within the scope of a teacher-student assistance relationship and not be seen as a repressive or punitive measure.
- 3.12.3 During each discussion, the teacher writes down the most significant information exchanged and adds it, as possible, to the student's file. These meetings can also produce written agreements.
- 3.12.4 Teachers who do not obtain the desired results from these meetings can then resort to the person in charge of their department, whose role it is to second them in their monitoring task.

3.13 Expected Learning

- 3.13.1 To be eligible for evaluation for certification purposes (*summative evaluation*), as well as for retaking the examination for certification purposes (*summative evaluation*), **students must have successfully done most (or the whole) of the learning activities expected for the competency.**

3.14 Evaluation Logical diagram

- 3.14.1 The evaluation logical diagrams for all study programs, developed by the teachers of each department and ratified by the school's administration, are part of the present policy (**see appendix**).

3.15 Minimum performance standard

- 3.15.1 The student who attains the passing grade in a competency is certified in the aforesaid competency by the *Ministère de l'Éducation, du Loisir et du Sport*, and receives the corresponding credits.

Learning **MONITORING & EVALUATION** Policy

3.16 Tolerance mark (for absolute prerequisites)

- 3.16.1 Students who have obtained the tolerance mark at the retake examination for certification purposes (*summative evaluation*) for a given competency **can** proceed with their training. However, taking the competency anew always remains an essential condition to receiving a diploma or an attestation. The tolerance mark of a competency is set by the departmental assembly and the school's administration.

3.17 Absolute Prerequisites

- 3.17.1 Students who do not attain the tolerance mark required for a given absolute prerequisite will not be authorized to continue their training without re-enrolling and taking anew the aforementioned competency.

3.18 Cheating (Plagiarism)

- 3.18.1 When students cheat or when they deliberately help other student, **the school must** automatically give a failing grade. Thereafter, **they may** be admitted to a retake exam under the conditions set out by the school's norms and modalities.

4. TRANSVERSAL SKILLS

Independently from the notions included in the competencies, certain values attached to the global education of the future worker lead the school to make an assessment that will be written down in the student's file and that will serve as a reference to employers. The behaviours assessed include notably: judgment, perseverance, analytical skill, teamwork, etc.

TRANSVERSAL SKILLS EVALUATED AT THE TRADE ÉCOLE DES MÉTIERS DE LA CONSTRUCTION

4.1 **"Personal" Skills:**

- Using information;
- Solving problems;
- Using critical judgment.

4.2 **"Relational" Skills:**

- Relating with others;
- Circulating information;
- Putting forth a clear message.

4.3 **"Work Efficiency" Skills:**

- Realizing a project using a variety of means, of strategies;
- Assiduity;
- Punctuality.

Learning MONITORING & EVALUATION Policy

5. GLOSSARY

for each subsection of Section 3 of the present document

5.1 Absence from an exam

The act by a student of not attending an exam on the scheduled hour and/or date

5.2 Absolute prerequisite

Learning and knowledge contained in a competency, the mastery of which is vital to the comprehension and success of subsequent modules.

5.3 Cheating (*plagiarism*)

Any form of unauthorized aid during a test or an exam.

5.4 Eligibility

The right of a student to enrol in a class or a certification evaluation (*summative evaluation*), after satisfying certain conditions.

5.5 Evaluation for the purposes of certification (*summative evaluation*)

An evaluation process which consists in assessing the development of the acquired competency for an official certification. The expression of the result attained by the student results in a "Success" or "Fail" for the module

5.6 Evaluation logic diagram

A table presenting the global structure of a study program's skills, as well as the success thresholds and the tolerance thresholds corresponding to each of the said skills.

5.7 Evaluation to support learning (*formative evaluation*)

Diagnostic evaluation during a competency, the aim of which is to inform the student and the teacher on the degree of learning mastery, in order to bring about improvements or corrections, if necessary. **It does not count as an evaluation for the purposes of certification (*summative evaluation*)**, but the majority, or the whole, of the exams (tests, works, etc.) must be successful in order to have access to the evaluation for the purposes of certification (*summative evaluation*).

5.8 Expected learning

All activities that must be accomplished (in a pre-determined time) when training for a competency in order for the competency to be considered obtained

5.9 Justified absence

The act by a student of not attending a class or an exam for any justified reason, subject to the school administration's satisfaction.

5.10 Learning support

Time dedicated by a teacher when time is available, to meet individually with students who have learning, and other difficulties.

5.11 Minimum performance standard

Level of skill that the student must attain, in order to obtain certification in a given skill.

5.12 Re-enrolment

The act for a student of re-enrolling and carrying out anew the learning required in an educational sequence.

5.13 Remedial work during training (*before the evaluation for the purposes of certification examination*)

Individual assistance offered to a student that has failed the evaluation in order to support learning (*formative evaluation*), or that is late with regards to the execution of the learning activities planned for the skill.

5.14 Remedial work following a failing grade

Individual assistance offered to a student who failed an evaluation for the purposes of certification (*summative evaluation*).

5.15 Retake examination

A second evaluation for the purposes of certification (*summative evaluation*) exam that takes place following a failing grade.

5.16 Tolerance mark (*for absolute prerequisites*)

Result that students must obtain in a competency deemed as an "absolute prerequisite" in order to be authorized to