

Work-Oriented Training Path





Work-Oriented Training Path: Guide for Administrators

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Purpose of the Guide

The purpose of this guide is to support the Work-Oriented Training Path (WOTP) stakeholders in the organization, administration, and implementation of WOTP.

What is the Work-Oriented Training Path (WOTP)?

The WOTP consists of two separate and distinct programs, the three-year **Prewrite Training Program (PWT)** and the one-year **Training for a Semiskilled Trade Program (TST)**. The WOTP is for students who need alternate ways to learn and grown in cycle 2 high school and offers many opportunities to succeed that may not be offered in the regular classroom; students' specific needs are addressed, and the academic content is differentiated to accommodate all learners. The WOTP also offers targeted work skills training, internship experience and course credits for work their work placements.

“The WOTP is a learning path in Secondary Cycle Two. This path differs from the others in Cycle Two in its practical nature and its objective of immediate preparation for the job market, and it is designed for students who, for all kinds of reasons, are having difficulties in school.” (WOTP, QEP, Chapter 5, p. 1).

Work-Study Approach

The WOTP uses a pedagogical method and organizational structure called the work-study approach. The work-study approach allows for synergy between general education and training in the workplace. The classroom learning prepares students for their on-the-job placements. The practical training content of the program is directly linked to experiences in the workplace and the general education subjects focus on practical application.

“The classroom learning prepares students for learning in the workplace. In turn, their experience in the workplace allows students in a practical context to master concepts that might otherwise have



seemed too abstract, thus encouraging the transfer of learning.” (WOTP, QEP, Chapter 5, p. 3).

Students in the WOTP

Students who enter the WOTP pathway are young people who have faced many challenges. Despite the best efforts of the student, school, and community, they have had little success in the general education path. In most instances, students who enroll in the WOTP also have learning difficulties and have often experienced repeated failures. Consequently, these students may lack motivation, self-esteem, and social recognition.

The WOTP offers smaller class sizes, student centered learning, hands-on experience, and a supportive environment which in turn allows students to experience academic success.

Several former WOTP students specified that they felt less pressure in the WOTP; they were able to work at their own pace, had access to a reliable support network of teachers and technicians and overall felt that the WOTP was like a big family and a place where they fit in. They also reported that the hands-on experience in classroom workshops and on work placements built up their confidence and helped them gain valuable workplace skills.

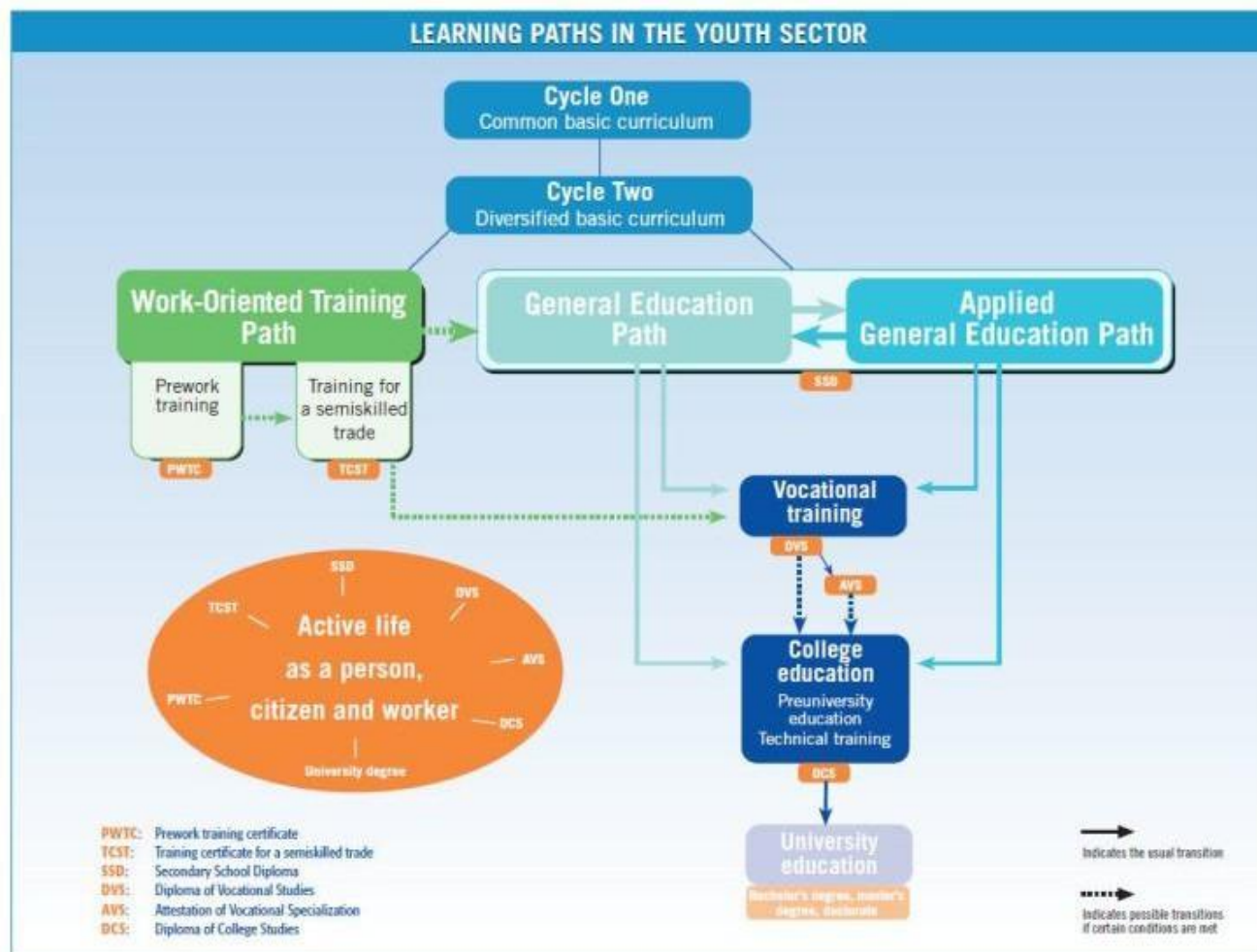


Each student enrolled in the WOTP must have an individualized education plan (IEP). This means that each student has strengths and weaknesses that must be addressed for them to be successful. WOTP students require evidence-based instructional practices to remediate learning difficulties and develop new skills. Evidence-based instructional

practices, a supportive community and the opportunity for hand-on learning provide WOTP students with a solid framework for educational success.



Learning Paths in the Youth Sector



Québec Education Program

The WOTP is one of three possible learning paths in secondary cycle two. The goal for **ALL** students, regardless of their level of education or certification, diploma, or degree, is the same: an active life as a person, citizen, and worker.



Pathways in the Work-Oriented Training Path

- The Work-Oriented Training Path (WOTP) has TWO separate and distinct paths: **Prewrite Training (PWT)** and **Training for a Semiskilled Trade (TST)**.



Prewrite Training



Training for a Semiskilled Trade



PREWORK TRAINING





Pework Training

Entry Eligibility

- 3-year program.
- 15 years old (on September 30th of the school year in which he or she begins the training) ([Basic School Regulation](#), ss.23.3).
- Intended for students who have not achieved objectives of the elementary level program of studies for **language of instruction and mathematics** ([Basic School Regulation](#), ss.23.3-23.4).
- [PREWORK TRAINING PROGRAM REFERRAL FORM](#)


Evaluation and Reporting

- Reporting in letter grades: A, B, C, D.
 - Passing letter grades are A and B.
 - Failing letter grades are C and D.(Frameworks for the Evaluation of Learning, [Frameworks for the evaluation of learning for the Work-Oriented Training Path](#))
- [Evaluation Tool Kit for Pework Training Program, Work Skills](#) (Can be found on the LEARN site under PWT>Teaching Resources> Evaluation Tools)

Certification

- Certification dependent upon successful completion of practical training.
 - Year 2 - Work Skills (300 of practical training hours outside school)
 - Year 3 – Work Skills (600 practical training hours outside school)([Basic School Regulation](#), ss.33.)
 - Students must master **seven individual work competencies**, which can be drawn from any of the different trades listed in the [Directory of Semiskilled Trades](#). They may be all level 1 competencies. ([Framework for the Evaluation of Learning, Work Skills](#), p. 4).
- Pework Training Certificate attests to the student's general employability skills.



	Year 1	Year 2	Year 3
	Allocated Hours		
	Course Codes		
	General Education		
English Language Arts	150h 630130	100h 630230	50h 630234
Mathematics	150h 567130	100h 567230	50h 567234
Français, langue seconde	50h 635130	50h 635234	
Geography, History and Citizenship Education	50h 593130	50h 593230	50h 593234
Technological and Scientific Exploration	100h 559134		
Physical Education and Health	50h 545130	50h 545234	
Autonomy and Social Participation	100h 603130	100h 603230	50h 603234
Unapportioned Time	50h	50h	50h
	Practical Training		
Preparation for the Job Market	50h 699130	100h 699230	50h 699233
Introduction to the World of Work	150h 609134		
Work Skills		300h 608230	600h 608234
Total Hours	900h	900h	900h




Flexibility and Differentiation

- **None of the content is prescribed.**
- **Students progress at their own pace.**
- **General Education:** The general education subjects are from four Subject Areas and include [ELA](#), [Mathematics](#), [Français langue seconde](#), [Geography](#), [History and Citizenship](#), [Technological and Scientific Exploration](#), [Physical Education and Health](#), and [Autonomy and Social Participation](#). (Click on the subject to access the PWT curriculum document.) Most of the competencies targeted are essentially the same as those in the QEP for elementary education and Secondary Cycle One, but with greater emphasis on their **concrete application in situations in everyday life (including the workplace)**.
- **Practical training:** The practical training component of PWT includes courses from the Career Development Subject Area: [Preparation for the Job Market](#), [Introduction to the World of Work](#), and [Work Skills](#), which takes place outside school as a practicum. These subjects focus on using simulated or real-life situations to develop skills in the [Directory of Semi-Skilled Trades](#) and develop students' employability skills.



Transitions

	Secondary Cycle II - Pework Training Path				
	Y1	Y2	Y3	Y4	Qualification
PWT	PWT I	PWT II	PWT III		Pework Training Certificate
PWT +TST	PWT I	PWT II	PWT III	TST	Pework Training Certificate Training Certificate for a Semiskilled Trade (trade specified)
Bridge* PWT → TST	PWT I	PWT II	TST		Training Certificate for a Semiskilled Trade (trade specified)

PWT: Pework Training

TST: Training for a Semiskilled Trade



Bridge to Training for a Semiskilled Trade*

In the third year of pre-work training, a student may take the 375 hours of preparation for a semi-skilled trade out of the prescribed time for the work skills program, if the student

- (1) successfully completed the work skills program in the second year of training; and
- (2) meets the special requirements established by the Minister for admission to the program leading to the semi-skilled trade.

([Basic School Regulation](#), ss.23.4)

“Special Requirements”

A student may be admitted to training for a semi-skilled trade if

- (1) the student has achieved the objectives of the elementary level programs of studies for language of instruction and mathematics, but has not earned the credits in the first cycle of the secondary level in those subjects; and

([Basic School Regulation](#), ss.23.5)



TRAINING FOR A SEMISKILLED TRADE



Training for a Semiskilled Trade

Entry Eligibility

- 1-year program.
- 15 years old (on September 30th of the year in which he or she begins the training) ([Basic School Regulation](#), ss.23.3).
- Intended for students who have achieved the objectives of the elementary level programs of studies for **language of instruction and mathematics** but have not earned the credits in the first cycle of the secondary level in those subjects. ([Basic School Regulation](#), ss.23.3-23.5).
- [Training for a Semiskilled Trade Program Referral Form](#)

Evaluation and Reporting

- Reporting in percentage grades.
(Frameworks for the Evaluation of Learning, [The Evaluation of Learning and the Provincial Report Card](#)).
- Students may decide to complete a second TST Certificate (in a different trade). If this is the case, it is vital that Sec I (106) course codes are used. According to the BSR, a student is eligible to enter TST if they have not earned the credits in the first cycle of the secondary level in those subjects. Therefore, if Sec II course codes are used, they are no longer eligible to enter TST for a second certification.
- [Evaluation Tool Kit for Training for a Semiskilled Trade](#), Preparation for a Semiskilled Trade (Can be found on the LEARN site under TST>Teaching Resources> Evaluation Tools)



Certification

- Certification dependent upon successful completion of the following practical training subjects.
 - 375 hours in Preparation for Semiskilled Trade
 - Students must master ALL non-optional work competencies listed under one semiskilled trade title in the [Directory of Semi-Skilled Trades](#). ([Framework for the Evaluation of Learning, Preparation for a Semiskilled Trade](#), p. 4).
 - 75 hours in Preparation for the Job Market
([Basic School Regulation](#), ss.33.1).
- Training for Semiskilled Trade Certificate with the specific semiskilled trade noted on the certificate.




One-Year Program

General Education

	Allocated Hours	Course Code Sec I	Course Code Sec II
English Language Arts	175h	632106	632206
Mathematics	125h	563126	563226
FSL	100h	634106	634206
NEW 25-26! Unapportioned Time	50h		
	Practical Training		
Preparation for the Job Market	75h	699233	699233
Preparation for a Semiskilled Trade	375h	696204	696204
Total Hours	900h		



Transitions

	Secondary Cycle II - Training for a Semiskilled Training Path				
	Y1	Y2	Y3	Y4	Qualification
TST	TST				Training Certificate for a Semiskilled Trade (trade specified)
TST → Second TST Certificate (different trade)	TST	TST			Two Training Certificate(s) for a Semiskilled Trade (trades specified)
TST → General Education Path	TST	Sec III	Sec IV	Sec V	Training Certificate for a Semiskilled Trade (trade specified) → Secondary School Diploma
<i>Passerelle</i> TST → VT	TST	VT			Training Certificate for a Semiskilled Trade (trade specified) → Diploma of Vocational Studies

The above chart indicates possible transitions available to Training for a Semiskilled Trade students. Not all students will be able to make these transitions, as the various requirements applicable in each case must be met. In addition, each student's interests, needs and abilities should be considered.

TST: Training for a Semiskilled Trade

VT: Vocational Training



Passerelle to Vocational Studies Programs

- Expedited access to Vocational Studies Programs (DEP) that would ordinarily require secondary III level ELA, FSL and Math.
- For a student to access the *passerelle* to Vocational Training they must meet the following criteria:
 - Are 16 years of age before September 30th of the school year in which they begin a VT program.
 - Hold a Training Certificate for a Semiskilled Trade.
 - Have passed Secondary Cycle I (meaning Sec. II/Grade 8) level English Language Arts, Mathematics and French Second Language.***Sec II (206) course codes MUST be used.**

([Services et programmes d'études de la formation professionnelle: document administratif 2025-2026](#), p.18-19).

- The *passerelle* is not accessible to graduates of Prewrite Training. It is only open to graduates of TST.
- TST students do NOT have to choose a VT program that relates to the Semiskilled Trade they studied.
- TST students are free to pursue ANY of the Category 2 vocational training programs open through the bridge.
- Students could complete their Sec. II level ELA, Math and FSL competencies in the adult sector and still access the bridge if they hold their TST Certificate.



Curriculum Content

- **General Education:** Academic curriculum is the standard Secondary Cycle I program for [ELA](#), [FSL](#) and [Math](#); however, the content and approach should be adapted to students' needs and interests.
 - Students are registered in either Sec I or Sec II (ELA, Math and FSL) depending on their individual level(s) of ability.
- **Practical Training:** The practical training components of TST include the career development subjects: [Preparation for the Job Market](#) and [Preparation for a Semiskilled Trade](#) (takes place outside school as a practicum). These subjects focus on using simulated or real-life situations to develop specific skills in the *Directory of Semiskilled Trades* and develop students' employability skills.



WOTP STAKEHOLDERS



Roles of WOTP Stakeholders in the Work-Study Approach

(The following is a selective summary from the [Guide to Organizing Practicums in the Workplace](#), the [Work Skills](#) curriculum, and the [Preparation for a Semiskilled Trade](#) curriculum.)

I. Role of the School

i. School Organization

Course Schedule

- Different course schedules can be established to meet the needs of the students and the characteristics of the community.
- The time indicated in the timetable cannot be entirely devoted to practicums in the workplace (one class period per week should be scheduled during the practicums).

Allocating and distributing resources

- The allocation of resources depends on the availability of the cycle team. The quality of the training provided is predicated on the allocation of sufficient time for certain tasks, such as the support and supervision of students in the school, the recruitment of host companies, the supervision of practicums and support for workplace supervisors.
- Students could be supervised by one teacher or the whole cycle team. Decisions are made based on the opportunities that are offered for applying learning acquired in the workplace in every program.

ii. Establishing Partnerships with Companies

Recruiting and retaining host companies

- Need to be familiar with the Directory of Semiskilled Trades.
- Study local and regional job market (e.g., community organizations, local employment centers).



- Generate interest
 - Offer awareness and information sessions on the collective responsibility for young people's personal and vocational development at meetings of employer associations.
 - Create promotional Tools (e.g., leaflets, newspaper articles, ad campaigns, etc.).
 - Visit companies in the region and explain the WOTP program, advantages of forming a partnership with a view to ensure a continuous supply of trained workers.
 - Contact students' parents to recruit host companies.
 - Provide employers with information about eligibility for certain financial assistance (Tax Credit Refund).
- Meet with the workplace supervisor on a regular basis to ensure that they feel supported.
- Recognize the contributions of host companies (e.g., thank-you note, appreciation night, etc.).

Draw up a list of partner companies and organizations

- Information about the size of the company.
- Field of activity.
- Tasks that trainees can perform given the available facilities.
- Conditions under which trades are practiced (health and safety).
- Student supervision.
- Number of students the company can accommodate (simultaneously or at different periods over the year).



Potential Discussion Topics:

- Entering the workforce
 - Available resources
 - On-the-job supervision
 - Achievements
 - Difficulties encountered
 - Strategies for overcoming obstacles, including language barriers
- Identify general education aspects needed to help students meet the requirements of a given practicum.
 - Provide students with different tools to record information about the progress of their learning (e.g., logbook, communication booklet, learning booklet, activity sheets, checklists, portfolio, etc.).
 - Help students reflect on their experience(s) in the workplace.
 - Meet with the workplace supervisor before the practicum begins to discuss
 - the student's training plan
 - his/her characteristics and needs
 - most effective strategies for ensuring his or her adaptation and learning (A student may need to be accompanied by a resource person from the school to support them in completing their assigned tasks)
 - Schedule an initial meeting with the student, workplace supervisor and practicum supervisor to allow the student to introduce themselves, get acquainted with the workplace and review the student training plan.



- Ensure that the student is familiar with
 - Work schedule
 - Means of transportation
 - Meals
 - Clothing
 - Equipment
- Supervision is intended to help the student develop the competencies in their training plan.
 - Point out progress and achievements
 - Identify difficulties and potential solutions



II. Role of the Workplace

Workplace supervisor

- Provide guidance adapted to the students' needs.
- Welcome students.
- Show them how to perform certain tasks.
- Help them understand the culture of the work environment.
- Facilitate their integration.
- Model tasks and appropriate behaviour.



III. Role of School and Workplace in Evaluation

- The school is responsible for evaluating students' level of competency development.
- The school should ensure an exchange of information with the workplace.
- The evaluation of student learning is a team task; the practicum supervisor and workplace supervisor contribute to the evaluation process, but it is the teacher's legal responsibility to evaluate student competency for the purposes of reporting and certification.
- Students should be evaluated regularly and progressively to adjust their approach as needed.



DIRECTORY OF SEMISKILLED TRADES



Directory of Semiskilled Trades

The [Directory of Semiskilled Trades](#) is a *Ministère de l'Éducation du Québec* trade inventory organized by occupational sector. It gives a brief description of each trade, its field of application the various job titles associated with the trade and the conditions required to practice the trade (age, driver's license, etc.). These correspond to the special requirements for admission to the program leading to the semiskilled trade, which are set out in the Basic school regulation.

- **Practical training is a key element of WOTP**
- Directory of Semiskilled Trades and Certification
 - **Pework Training** students must master **seven individual work competencies**, which can be drawn from any of the different trades listed in the Directory of Semiskilled Trades. They may be all level 1 competencies ([Framework for the Evaluation of Learning, Work Skills](#), p. 4).
 - [Sample PWT Training Plan \(Year 2\)](#)
 - [Sample PWT Training Plan \(Year 3\)](#)
 - **Training for a Semiskilled Trade** students must master **ALL non-optional work competencies listed under one semiskilled trade title** and pass the Preparation for the Job Market course ([Framework for the Evaluation of Learning, Training for a Semiskilled Trade](#), p. 4).
 - [Sample TST Training Plan](#)



References and Resources

MEQ Resources

- [Basic School Regulation](#)
- General Education
 - [WOTP options in Youth Sector](#) (Main Access point on Quebec.ca)
 - [Pework Training Curriculum](#)
 - [Training for a Semiskilled Trade Curriculum](#)
 - [Frameworks for Evaluation of Learning](#)
- [Services et programmes de la FP 2025-2026](#) Document is not available yet in English
 - Annexe VII, Passerelle CFMS-DEP, 2025-2026, can be found on p. 86
- Practical Training
 - [Directory of Semiskilled Trades](#)
 - [Guide to Organizing Practicums in the Workplace](#)
 - [Tax Credits for an On-the-Job Training Period](#)
- WOTP Pework Training and Training for a Semiskilled Trade, [Chapter 5](#)

Network Resources Direct link: [Direct link to LEARN's WOTP webpage](#)

- [Evaluation Toolkit](#)
- [learnquebec/WOTP](#)
 - Teaching and Learning Tools, Professional Learning (including WOTP Mentoring), Curated Resources, MEQ Resources, WOTP Consultants
- Referral Forms
 - [PWT](#) (Under Resources for Stakeholders and Administrators)
 - [TST](#) (Under Resources for Stakeholders and Administrators)
- [WorkPress](#): WOTP Community News
- [WOTP 101: A Learning Capsule Series](#)