

# Working Document

*Action research on work-study organizational models in technical training in compliance with the criteria set out in the ministerial documentation on work-study programs in vocational and technical education*

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(Continuing Education and Support Division)  
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(Vocational and Technical Education and Continuing Education Sector)  
Ministère de l'Éducation, du Loisir et du Sport**

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We would also like to emphasize the contribution of the member of the subcommittee studying the organization models established within the context of the work of the Comité national d'alternance travail-études (Québec work-study committee). The sometimes lively discussions during its meetings enriched the process and helped improve the document.

We also want to thank all the people from the colleges who agreed to collaborate in this action research. We thank them for their availability, openness and frankness within the context of presentation of the work-study models established in their colleges, and for sharing their analysis of each of these models.

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## A SHORT HISTORY...

After a few years of implementation and in accordance with the rules in force in 2001, the Ministère de l'Éducation mandated Mr. Denis Lebel of Momentum groupe-conseil inc. to evaluate the Programme de soutien financier à l'alternance travail-étude en formation professionnelle et technique (financial support program for work-study programs in vocational and technical education). Tabled in October 2002, the evaluation report contained thirteen recommendations concerning the funding modalities for work-study projects, upgrading of the project acceptance criteria and the Ministère de l'Éducation's support measures for its networks.

In the years that followed, the Ministère de l'Éducation conducted other studies and several consultations with a view to increasing the quantity and quality of work-study projects in vocational and technical education.

Once the consultations were completed, the Ministère de l'Éducation produced three new documents for work-study programs in vocational and technical education: the *Cadre de référence* (Frame of Reference), the *Guide d'organisation* (Organizational Guide) and the *Guide pédagogique* (Pedagogical Guide). Each of these documents was read by more than ten stakeholders at a variety of hierarchical levels within the school boards and colleges. The comments collected were taken into consideration and several changes were made to their content and presentation before their publication in March 2006.

The *Cadre de référence* (Frame of Reference), which sets out the mandatory elements for a work-study project to be recognized and funded by the MELS, was modified. Criteria were added regarding recognition and funding of the colleges' work-study projects. In particular, we should mention the criterion whereby the internships must be conducted in separate sessions (subject to a few exceptions determined by the MELS) and the criterion requiring the work-study project to be completed by a classroom sequence for a minimum of one full-time session leading to a Diploma of College Studies (DEC). Consequently, several colleges must restructure one or more of their work-study projects to bring them into compliance with all of the criteria for 2009-2010.

In the opinion of several colleges, it is difficult to comply with these conditions. They maintain that, combined with the fact that the project must include a number of workplace hours equivalent to at least 20% of the total duration of the program of study, making it extremely complex to organize work-study projects.

Some colleges informed the MELS of the difficulties they were encountering in their efforts to adapt their work-study projects, given the special conditions of their institutions and the anticipated repercussions on enrollment, the school organization and the costs resulting from their application.

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In this context, and given their commitment to comply with the new orientations, some colleges asked the MELS to provide them with work-study organization models which meet all the criteria without sacrificing other aspects they consider important.

To respond to the colleges' request, the MELS then undertook to inventory the work-study models already in place in the colleges, which are in compliance with the recognition and funding criteria as well as proving satisfactory to the organizations which adopted them. In addition, new avenues concerning the organization of work-study projects and meeting the same criteria could be presented, if possible.

For this purpose, the MELS mandated Ms. Marjolaine Labelle, of Collège de Valleyfield, to write a document presenting different work-study organizational models in accordance with the criteria set out in the *Cadre de référence* (Frame of Reference) currently applied in the colleges.

The purpose of this document is to give all colleges access to information on the current practices. This could allow the interested colleges to find some solutions from the expertise available throughout the college network without having to question several colleges individually about their approaches.

To maximize the spinoffs, in addition to describing the organizational models currently in compliance with the new rules, this document will present the comments the respondents have agreed to share on the strengths and weaknesses of each model.

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## THE MANDATE...

To equip the colleges better in the process of restructuring their work-study projects, the MELS mandated Ms. Marjolaine Labelle of Collège de Valleyfield to inventory the work-study models currently in place in the colleges, which are in compliance with the criteria set out in the *Cadre de référence de l'alternance travail-études en formation professionnelle* (Frame of reference for work-study projects in vocational education), consolidate these models in a document which will describe the related conditions of implementation, finally, if possible, design new models meeting these criteria<sup>1</sup>.

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<sup>1</sup> The complete description of the mandate is presented in Appendix 1.

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## THE APPROACH ...

The following approach was adopted:

- List the colleges which offer at least one work-study program for which the organizational model is in compliance with the new regulation;
- Conduct telephone interviews with these colleges to gather information on the models currently applied which are in compliance;
- Target the colleges which also offer work-study programs which are not in compliance with the new regulation and, during the interview, collect their questions on the difficulties encountered in adapting these programs to bring them into compliance with the new recognition and funding criteria;
- List the colleges for which all the work-study programs offered are currently not in compliance;
- Collect the questions of some of these colleges and the difficulties encountered in adapting these programs to align them with the new recognition and funding criteria.

The telephone interviews were conducted on the basis of an interview guide<sup>2</sup>. In the targeted colleges, the interviewees are the persons reported to the MELS as responsible for the work-study program.

The compliance of the programs was established on the basis of the statements made to the MELS in the *Demande de subvention et d'autorisation* (Application for grant and authorization) form completed by the colleges and returned to the Direction de la formation continue et du soutien (Continuing Education and Support Division) in September 2006.

The purpose of the telephone interviews was to collect, in addition to the technical aspects related to implementation of the existing models in compliance, any potentially useful comments on the strengths and weaknesses recognized by the stakeholders living with these organizational models. In addition, all the comments and all the recommendations concerning the adaptive difficulties and fears of the colleges having difficulty adapting to the new conditions were noted.

Given the tight schedule, it was impossible to contact all the colleges. However, all colleges which reported at least one work-study project in compliance to the MELS in autumn 2006 were reached. In all, 80 percent of the colleges were contacted and it was possible to conduct telephone interviews with 95 percent of them.

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<sup>2</sup> The interview guide is presented in Appendix 2.



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During the telephone interviews, the following information was requested on each college: its size, the number of work-study programs offered, the size of the regular and work-study cohorts and the geographical location of the institution. However, after analyzing each of these variables, it was impossible to find common characteristics for the colleges which adopted the same work-study organizational model, or to associate a particular difficulty with a specific variable.

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## THE MODELS SELECTED...

We inventoried a wide variety of work-study organizational models in compliance with the new project recognition and funding criteria. However, we have chosen to present only the organizational models which are in compliance with the modalities set out in the work-study financial schedules, as well as with the work-study educational concept and the internships aimed at application of the competencies defined in the *Cadre de référence* (Frame of Reference) and in the *Guide pédagogique de l'alternance travail-études en formation professionnelle et technique* (Pedagogical guide to work-study programs in vocational and technical education). We therefore selected work-study organizational models with the following characteristics:

- The mandatory characteristics set out in the *Cadre de référence* (Frame of Reference) are as follows:
  - at least two work-study phases are included in the program of study;
  - the workplace hours represent at least 20 percent of the total duration of the program of study;
  - the internships are designed to implement the competencies;
  - the program of study (DEC) ends in the classroom with at least one full-time session;
  - the two internships take place in separate sessions.
  
- The pedagogical characteristics set out in the *Guide pédagogique* (Pedagogical Guide) (in accordance with the work-study concept aimed at implementation of competencies, but which are not mandatory) are as follows:
  - each internship lasts a minimum of eight weeks;
  - each classroom session lasts a minimum of ten weeks;
  - the evaluation objectives and modalities are distinct and clearly indicated, when a credited practicum is juxtaposed with an internship performed under a work-study project;
  - all the workplace hours declared for work-study funding purposes are added to the credited training hours stipulated in the program of study.

To facilitate reading and comprehension of this document, the similar work-study organizational models have been consolidated.

Among the work-study organizational models which have the selected characteristics, the vast majority of colleges opted for the first model presented in this document, which we have called “the most common work-study organizational model”. This work-study model, which can vary from college to college, schedules the first internship in the summer and the second in the winter of the last session, which is condensed.

The other proposed models are currently in application in a small number of colleges. However, they represent an option which is just as valid and interesting for the colleges which have adopted them, in that they produce very positive results in their institutions.

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Discoveries...

### The most common organizational model

Under the most common work-study organizational model, the first internship (INT) is performed in the summer following the fourth session and the second internship is performed in the winter following the fifth session. The last winter session of the program, which extends about 26 weeks from the beginning of January to the end of June, is then divided in half to offer the second internship, which lasts about 12 weeks, followed by the sixth session, which also lasts about 12 weeks. The table below shows this model.

	<b>Autumn</b>	<b>Winter</b>		<b>Summer</b>
1 <sup>st</sup> year	1 <sup>st</sup> session	2 <sup>nd</sup> session		Vacation
2 <sup>nd</sup> year	3 <sup>rd</sup> session	4 <sup>th</sup> session		<b>1<sup>st</sup> INT*</b>
3 <sup>rd</sup> year	5 <sup>th</sup> session	<b>2<sup>nd</sup> INT</b>	6 <sup>th</sup> session	

\* In all of the document's tables and diagrams, the term *internship* will be replaced with the abbreviation "INT".

The main characteristics of this model are as follows:

- 1 the dates and the duration of the internships may vary slightly;
- 2 for all small cohorts, regular enrollment and work-study enrollment are combined for the six sessions;
- 3 the sixth session is condensed and only includes specific training courses;
- 4 the course grid is adapted over the three-year program to include the last condensed session;
- 5 all general education is delivered within the first four or five sessions;
- 6 pedagogy and measures for academic success are often adapted to account for the changes made to the course grid;
- 7 the condensed session ends before the beginning of the summer vacation period stipulated in the collective agreement of the teaching staff, or no later than June 30;

- 8 special working conditions are sometimes established for staff who supervise internships under the work-study program;
- 9 the credited practicum provided for in the program are sometimes juxtaposed with the internships performed under the work-study program.

Each of these characteristics is explained below in more detail. Enumerated under each characteristic are the fears expressed by the colleges which do not offer this work-study model and the reflections gathered from the persons responsible for the work-study program in colleges offering this model.

**1 The dates and the duration of the internships may vary slightly**

The starting date of the internship falls between January 3 and January 15, while its duration varies from 10 to 13 weeks, depending on the college and the program of study concerned. There is sometimes a one-week break between the end of the internship and the beginning of the session. The session lasts 10 to 12 weeks and ends between May 21 and June 30.

Schedule of variants																									
January					February				March				April				May				June				
1	8	15	22	29	5	12	19	26	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25
INT (13 weeks)											Study (12 weeks)														
INT (8 weeks)								Study (10 weeks)																	
INT ( $\pm$ 12 weeks)											Study (11 weeks)														
INT ( $\pm$ 12 weeks)									Study ( $\pm$ 12 weeks)																
INT (12 weeks)											Study (12 weeks)														
1	8	15	22	29	5	12	19	26	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25
January					February				March				April				May				June				

**Note:**

- This example is based on the 2007 schedule.
- The internship and the session begin or end within the reference week of the schedule.
- The  $\pm$  sign indicates that the number of weeks may vary from year to year in the same college.

## 2 Regular enrollment and work-study enrollment are combined for the six sessions

To combine regular enrollment with work-study enrollment in each program of study concerned, the colleges have constructed a common course grid for these two enrollments.

In the last winter session, while work-study students are involved in their second internship, the colleges offer various options to the students in regular education. In some colleges, the students perform a credited practicum within this period, sometimes on a full-time basis (lasting about three weeks) or on a part-time basis (one or two days a week throughout the period). In other cases, the students take advantage of this period to produce a graduation project, when this replaces the credited practicum, or simply benefit from a break.

The following diagram shows the various ways of organizing this work-study model.

		Combination of 6 <sup>th</sup> session enrollments from January to June		
		From 10 to 13 weeks		From 10 to 12 weeks
<b>Work-study students</b>		<b>2<sup>nd</sup> INT</b>		
<b>Variants for students in regular education</b>	1	Full-time credited practicum	Break	
	2	Break		Full-time credited practicum
	3	Part-time credited practicum (one or two days a week)		
	4	Graduation project		
	5	Break		
Return to the classroom				

### Comments expressed by colleges living with one of these models

- ✓ Combination of the two enrollments generates a close relationship because, in pedagogical terms, the experience and motivations of the work-study students contribute interesting group dynamics.

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### 3 A sixth condensed session which only contains specific training courses

To be able to offer a long-term internship and a full-time session between January and June, several colleges have opted to condense the sixth session.

In this model, to avoid establishing general education groups composed only of students from the same program, which would be too costly for colleges which only have small groups in this program, the colleges only include specific training courses in the condensed session.

#### **Potential fears raised by this model**

When the sixth session is condensed in this way, it:

- ✓ does not allow students to retake courses failed in previous sessions;
- ✓ does not allow students to benefit from any break during a long period;
- ✓ makes it very difficult to coach students who have a special path;
- ✓ requires agreements regarding the working conditions of teaching staff;
- ✓ makes it difficult to organize schedules for certain teachers who also have courses in their workload extending throughout the normal session (15 weeks) in the same session;
- ✓ requires maintenance of certain services in the school organization until the end of June;
- ✓ results in increased fatigue among students and teaching staff;
- ✓ increases the difficulty of managing teaching loads;
- ✓ increases the difficulty of constructing course grids in some programs which include several 75-hour courses.

#### **Comments expressed by colleges living with this model**

- ✓ The college benefits from this condensed session, which only includes specific training to have the students perform major projects related to their field of study.
- ✓ The students arrive at this session with high motivation and are also a source of motivation for the teaching staff.
- ✓ The college has no more difficulty recruiting teachers.
- ✓ The college finds it advantageous to condense the session to allow a longer internship.

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#### **4 A course grid adapted to include a condensed session**

The course grids generally are reorganized over the six sessions of the program so that not too many course hours remain during the last session, which is condensed, taking care to balance each of the sessions properly. Thus, the colleges add one to four course hours per week to each of the first five sessions.

##### **Potential fears raised by this model**

- ✓ Increases the risks of failure for weaker students, because all the sessions are heavier;
- ✓ Makes it difficult to create course grids in programs of study which already have a very high number of contact hours per weeks;
- ✓ Requires a lot of work to reorganize the course grids;
- ✓ Leads to consequences for distribution of teaching load.

##### **Comments expressed by colleges living with this model**

- ✓ Generates few negative effects when the three to five weeks subtracted from the sixth session are spread over the other five sessions.

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## 5 All general education delivered within the first four or five sessions

In most cases, the general education courses are included in the first four sessions. Sometimes the courses are spread over the first five sessions. The colleges try to construct the course grids to allow the general education to be delivered as early as possible in the program of study while ensuring that the students have acquired the most relevant competencies possible when they leave for the first internship.

### Potential fears raised by this model

- ✓ Increases the number of students who do not complete their general education;
- ✓ Reduces the place within the first four sessions for technical training courses which prepare the students for the internships.

### Comments expressed by colleges living with this model

- ✓ The students who fail general education courses have the possibility of retaking them without lengthening the duration of their education.
- ✓ This course grid is applied in all of the college's programs, because it is part of the measures for academic success.
- ✓ To promote academic success, the college requires that the students pass the general education courses before leaving for the internship.



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**6 Pedagogy and measures for academic success are often adapted to account for the changes made to the course grid**

**Potential fears raised by this model**

- ✓ That the students during the sixth session cannot benefit from the measures for academic success established in the college.

**Comments expressed by colleges living with this model**

- ✓ Work-study inherently is a measure for academic success.
- ✓ Most of the college's measures for academic success are offered in the first three sessions, because these are the sessions when students are most at risk.

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**7 A sixth session ending before the beginning of the vacation period stipulated in the collective agreement of the teaching staff**

To minimize the special understanding to be established with the teaching staff regarding the collective agreement, several colleges provide for the sixth session schedule to end before the beginning of the teachers' vacation period. Sometimes they choose to include courses with a heavier weighting, and thus less different courses within the session, so that minimum number of teachers are assigned.

To allow the teaching staff the time required for correction, in some colleges, the session ends in the week before the vacation period begins. Other colleges instead opt to pay extra for the correction days when correction must be done after the beginning of the vacation period or offer to postpone the vacation period to another time of the year.

**Potential fears raised by this model**

- ✓ Refusal of teaching staff to change their working conditions;
- ✓ Difficulty involving small departments which only have two or three teachers;
- ✓ Difficulty recruiting teachers in some programs;
- ✓ Cost incurred by understandings with the teaching staff outside the collective agreement.

**Comments expressed by colleges living with these models**

- ✓ Many teachers agree to move their availability days from June to January.
- ✓ It is easier to implement understanding with the teaching staff when a work-study project is beginning than when a project already in application has to be modified.
- ✓ When a college wants to modify a model already in place in a program and this affects teaching staff working conditions, this represents a major obstacle.

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## 8 Special working conditions for staff who supervise internships under the work-study program

The colleges show creativity so that they can include a condensed session in one or more training programs.

In some cases, a professional is responsible for the college's work-study program. However, in departments which offer work-study programs, teachers are almost always involved at different levels. In some colleges, the same teachers supervise both the credited practicums stipulated in the program and the work-study projects.

To offer condensed sessions, the colleges have made different types of agreements with the teaching staff. When the teaching load remains within the limits of the school calendar (between January 3 and June 15), there are not too many problems. The availability days provided for in May and June are then moved to January and February, often after oral understandings.

The teachers more readily agree to enter into understanding in certain situations, such as when this model has already been in place for several years, when there are difficulties recruiting students in certain programs, when companies request it and, often, when this is necessary to ensure maintenance of the work-study formula for the program concerned.

When teachers are involved in coordination of the internships, several approaches have been put in place. Some colleges release teachers from part of their teaching load and allow them a partial load to look after the work-study program. This partial load is proportional either to the number of internships each teacher supervises, or the number of students under the teacher's responsibility. In other colleges, teachers are paid in addition to their teaching load, either by the hour or by the day (1/260<sup>th</sup> of their salary for each day worked). The latter approach offers greater flexibility concerning the schedule because the remuneration is paid in addition to the teacher's salary.

When the teachers visit companies, the college often pays a lump sum for each visit, in addition to reimbursement of the related travel expenses.

<p style="text-align: center;"><b>Fears potentially generated by these models</b></p> <p>✓ The fragility of the understandings, because they are based on the good will of the participating teaching staff.</p>
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<p style="text-align: center;"><b>Comments expressed by colleges living with these models</b></p> <p>✓ Mainly because of the positive impacts of work-study on the students' motivation, college staff wants to find solutions to maintain this formula.</p>
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## 9 Varied use of the credited practicums stipulated in the program of study

Some colleges combine the credited practicum stipulated in the program of study with the internships of the work-study program. The credited practicum is sometimes scheduled just before the work-study internship and sometimes immediately afterwards. Most of the time, the employer makes a very clear distinction between the objectives pursued and the responsibilities it must assume in each of them and pays the student for the entire practicum period. In these cases, the teacher responsible for the credited practicum often participates in looking for work environments, visits the company and follows up the evaluations, while ensuring compliance with the distinct objectives of the credited practicum and the work-study internship. For this purpose, teachers then are remunerated from their teaching load through the course covering the credited practicum. These tasks must be performed within the dates stipulated in the collective agreement.

Elsewhere, the credited practicum is combined with the work-study internship throughout the period in the workplace, based on one day a week, for example. In this case, the work-study coordinator and the teacher responsible for the credited practicum collaborate on each step. The employer is informed of the modalities and its responsibilities regarding each situation.

### **Potential fears raised by this model**

- ✓ Possibility of confusion on the part of the employer attributable to the fact that certain internships included a credited practicum while others do not;
- ✓ Possibility of confusion on the part of the students when the same practicum must be evaluated according to different modalities.

### **Comments expressed by colleges living with this model**

- ✓ This is an excellent way to ensure a good start for the student when the credited practicum is scheduled at the beginning of the internship.
- ✓ In the credited practicum scheduled at the end of the sequence, the students often carry out a project of their choice for the host company.

## The four-year model

The first internship takes place in winter after the third session and lasts four months. If the conditions allow, this internship can be extended to the end of August; otherwise this is a vacation period.

Lasting eight months, the second internship is performed in the summer and autumn following the fifth session.

The program of study leading to the Diploma of College Studies (DEC) then is spread over four years, but the graduates also have one year of work experience in their field of study.

	Autumn	Winter	Summer
1 <sup>st</sup> year	1 <sup>st</sup> session	2 <sup>nd</sup> session	Vacation
2 <sup>nd</sup> year	3 <sup>rd</sup> session	<b>1<sup>st</sup> INT</b> (4 months)	<b>Extension of the 1<sup>st</sup> INT</b> or vacation
3 <sup>rd</sup> year	4 <sup>th</sup> session	5 <sup>th</sup> session	<b>2<sup>nd</sup> INT</b>
4 <sup>th</sup> year	<b>Continuation of the 2<sup>nd</sup> INT</b>	6 <sup>th</sup> session	

### Potential fears raised by this model

- ✓ Loss of enrollment attributable to the fact that the training lasts a total of four years.

### Comments expressed by colleges living with this model

- ✓ The students like this formula because it allows them to earn good salaries during the internships.
- ✓ The year of experience acquired by the students in the internships really facilitates their hiring after graduation.
- ✓ The length of the sessions is not affected in any way.

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**The cooperative (COOP) model  
with three internships over three-and-a-half years  
(with one summer session)**

The first internship takes place in the winter after the third session and lasts four months. A condensed session of  $\pm$  12 weeks is scheduled in the summer following the first internship.

When the cohorts are small, the work-study group and the regular education group are combined. Then the students in regular education are on break in the winter session of the second year and the autumn session of the third year of the program of study. If necessary, they can take advantage of these periods to update their learning path.

When numbers permit, the students in general education have their own normal course grid.

The second internship takes place in the autumn of the third year of study, from September to December. The third internship takes place in the summer following the fifth session.

Teachers who give courses in the summer session resume their vacations according to the calculations established following understandings agreed at the Labour Relations Committee (LRC).

	<b>Autumn</b>	<b>Winter</b>	<b>Summer</b>
1 <sup>st</sup> year	1 <sup>st</sup> session	2 <sup>nd</sup> session	Vacation
2 <sup>nd</sup> year	3 <sup>rd</sup> session	<b>1<sup>st</sup> INT</b> (4 months)	4 <sup>th</sup> session
3 <sup>rd</sup> year	<b>2<sup>nd</sup> INT</b>	5 <sup>th</sup> session	<b>3<sup>rd</sup> INT</b>
4 <sup>th</sup> year	6 <sup>th</sup> session		

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### **Potential fears raised by this model**

- ✓ Loss of enrollment attributable to the fact that the training lasts a total of three-and-a-half years;
- ✓ Difficulty convincing the teaching staff to work during the summer;
- ✓ Difficulty finding host companies in certain periods of the year;
- ✓ Additional costs to maintain certain college services during the summer.

### **Comments expressed by colleges living with this model**

- ✓ This organizational formula allows students to accumulate one full year of experience in their field during their training.
- ✓ In some technical programs, many students often take longer than the three years required to obtain their diploma (DEC).
- ✓ Students who wish to attend university can count on the fact that several universities have admissions in January.
- ✓ Several universities offering the work-study formula credit the first practicum of the university program to students who have graduated from a college work-study program.
- ✓ Students have the possibility of experiencing three different companies and being present in the workplace at three different times of the year during their training.
- ✓ Employers can count on having work-study student interns all year round.
- ✓ For the college, placement with companies is facilitated because the number of students to be placed in internships is spread over three different periods of the year.

The model with two internships over three-and-a-half years  
(without a summer session)

The first internship takes place in the autumn after the fourth session. It lasts four months and may be preceded by an optional three-month summer internship, if there are companies which wish to accept Level 1 students. In this model, the college gives priority to summer placements for Level 2 students.

For work-study students, the second internship takes place in the summer following the fifth session. The sixth session takes place from September to December of the fourth year. To allow the students in regular education and the work-study students to take courses together, the specific training courses of the fifth session of the grid are offered to work-study students in their sixth session while the courses of the sixth session of the grid are offered in their fifth session.

Because session 5 and 6 are reversed for the work-study students, the department’s teaching staff must ensure compliance with course prerequisites when creating the program grids. Thus, in the autumn session, the college offers the fifth session of the program grid to two groups: third-year students in regular education and fourth-year work-study students.

The following table allows this model to be visualized with the difference for the students taking the same program in general education or in work-study.

**Work-study students**

	<b>Autumn</b>	<b>Winter</b>	<b>Summer</b>
1 <sup>st</sup> year	1 <sup>st</sup> session	2 <sup>nd</sup> session	Vacation
2 <sup>nd</sup> year	3 <sup>rd</sup> session	4 <sup>th</sup> session	<b>Optional INT</b>
3 <sup>rd</sup> year	<b>1<sup>st</sup> INT</b>	<i>5<sup>th</sup> session</i> (6 <sup>th</sup> session of the program grid)	<b>2<sup>nd</sup> INT</b>
4 <sup>th</sup> year	<i>6<sup>th</sup> session</i> (5 <sup>th</sup> session of the program grid)		



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### Students in regular education

	<b>Autumn</b>	<b>Winter</b>	<b>Summer</b>
1 <sup>st</sup> year	1 <sup>st</sup> session	2 <sup>nd</sup> session	Vacation
2 <sup>nd</sup> year	3 <sup>rd</sup> session	4 <sup>th</sup> session	Vacation
3 <sup>rd</sup> year	<b>5<sup>th</sup> session</b>	<b>6<sup>th</sup> session</b>	

#### **Potential fears raised by this model**

- ✓ Loss of enrollment attributable to the fact that the training lasts a total of three-and-a-half years;
- ✓ Increase in the failure rate attributable to the fact that, for work-study students, the sixth session courses stipulated in the program precede the fifth session courses;
- ✓ Heavy workload for the college staff to rethink the course grids.

#### **Comments expressed by colleges living with this model**

- ✓ One of the main advantages of this model is that the work-study students benefit from two long internships.
- ✓ Companies appreciate being able to receive work-study students in autumn.
- ✓ General education can be spread over six sessions, which makes it possible to schedule more specific training early in the program and allows students to acquire more competencies before they leave for the first internship.
- ✓ There is no condensed session, and thus no change in working conditions for the teaching staff.
- ✓ The first internship does not compete with summer jobs; it is thus easier to place the students in companies offering lower wages than certain summer jobs.
- ✓ There are many requests for work-study students by companies in the autumn because, in this period, very few colleges have student interns available.

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## **HUMAN RESOURCES ... some additional information**

Regardless of the organizational model adopted, the application of the work-study formula involves several operations. The selection of the staff assigned to management and performance of these operations varies greatly from college to college.

Here are the main choices colleges have made in the work-study models described in this document.

In several colleges, all of the following tasks:

- looking for host companies,
- preparing students for their departure for the workplace (resumes, interviews, etc.),
- visiting the students in the workplace,
- follow-up of internship reports,
- follow-up upon return from the internships,

are assigned to one of the following staff members:

- a professional,
- a teacher released from part of his or her teaching load,
- a teacher paid extra according to the number of placements to be made,
- a teacher paid extra by the day ( $1/260^{\text{th}}$  of the teacher's salary per work day).

To prepare students for their departure for the workplace (resumes, interviews, etc.), some colleges rely on a guidance counsellor or a partner community organization, while others use an additional course for this purpose.

For internships performed within the work-study framework, some colleges entrust the teacher responsible for supervision of the credited practicums with the following responsibilities:

- visiting students in the workplace,
- follow-up of internship reports,
- follow-up upon return from the internships.

### **Some models of involvement of teaching staff in work-study programs**

- A teacher is responsible for the work-study projects of all programs and is released from his or her teaching load.
- One teacher per department is responsible for supervision of the internships of that department's program and is released from teaching load, often based on the number of students to be placed and supervised in the workplace.
- One teacher per department liaises with the college's work-study service. Often this teacher also looks after supervision of the credited practicums. No additional remuneration or any change in the teacher's contract is offered for the work-study tasks.

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## **ADDITIONAL INFORMATION**

### **Combination of the credited practicums with the work-study internships**

A 3-week credited practicum from January 3 to January 19 is supervised by a teacher from the department who will also make a practicum visit during this period. This credited practicum will be followed immediately by a 9-week work-study internship in the same company. The student is paid for the entire period and there is no difference for the employer.

### **The work-study grid compared to the regular education grid**

All students pursue their education according to the same course grid. Students in regular education may perform their three-week credited practicum at any time between January 3 and March 23 of the sixth session; the practicum can be performed on a full-time or part-time basis. The students will then return to the classroom at the same time as the work-study students who have participated in an internship during this period.

### **Feasibility of the condensed session**

This model is conditional on the teaching staff's willingness to deliver courses during the condensed session. It is more readily accepted if this session falls within the contract dates established by the collective agreement. The availability period can be moved from June to January for certain teachers, when they only teach work-study students. Otherwise, the availability days can be spread over the entire session by schedule restrictions which allow availability days on Monday or Friday throughout the session, for example.

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## CONCLUSION

We hope that the organizational models described in this document can serve as inspiration for the colleges in adapting their work-study projects to bring them into compliance with the recognition and funding criteria set out by the MELS.

To help the colleges as much as possible in their reflection, we have included, for each of the proposed models, the potential fears they generate among colleges which do not have this work-study model and the comments expressed by colleges which have already tried them.

However, the models proposed in this document are not exhaustive and are only offered as information. Other organizational models may also be in compliance with the project recognition and funding criteria. It is therefore up to each college to develop the work-study organizational model that best corresponds to its particular situation and specificity, while complying with the MELS criteria.

We sincerely thank all the individuals and all the colleges who agreed to share their know-how with us. It is thanks to their generosity that we were able to produce this document, which we hope will provide the colleges with solutions supplementing those they had already found.

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## APPENDIX 1

### Description of the mandate

Under the supervision of the person responsible for work-study programs at the MELS and in collaboration with the Comité national d'alternance travail-études (Québec work-study committee), the action research mandate will consist of:

- Listing the existing organizational models in compliance with the criteria established by the MELS;
- Collecting the questions and difficulties related to implementation of the orientations in the college network (for example, small college, remote region, declining enrollment, adaptation of several programs);
- Propose several organizational models which can respond to the various situations in the colleges;
- List the strong points, the weak points, the warnings, the factors to consider, etc. for each mode;
- Draft a document presenting each model and list the strengths and weaknesses of each as synthetically and schematically as possible without losing their essence or clarity;
- Present the progress of the work and the final report to different tables and different groups.

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APPENDIX 2

**Interview Guide**

1. **College:** \_\_\_\_\_

**Number of work-study programs** \_\_\_\_\_ **Number of technical education programs** \_\_\_\_\_

2. **Person contacted:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_ **Date:** \_\_\_\_\_

3. **Staff responsible for work-study supervision**  
(professionals, teachers, technicians, office clerks, other)

**Looking for internship locations:** \_\_\_\_\_

**Preparing students for  
departure for the internship:** \_\_\_\_\_

**Internship visits:** \_\_\_\_\_

**Follow-up of internship reports:** \_\_\_\_\_

**Other:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. **Program** \_\_\_\_\_ **Number of work-study students** \_\_\_\_\_ **Number of  
regular students** \_\_\_\_\_

5. **Internship periods**

**Internship 1** From \_\_\_\_\_ to \_\_\_\_\_ **Duration** \_\_\_\_\_ **Days/week** \_\_\_\_\_ **Paid** \_\_\_\_\_

**Internship 2** From \_\_\_\_\_ to \_\_\_\_\_ **Duration** \_\_\_\_\_ **Days/week** \_\_\_\_\_ **Paid** \_\_\_\_\_

**Internship 3** From \_\_\_\_\_ to \_\_\_\_\_ **Duration** \_\_\_\_\_ **Days/week** \_\_\_\_\_ **Paid** \_\_\_\_\_

**Optional internship** From \_\_\_\_\_ to \_\_\_\_\_ **Duration** \_\_\_\_\_ **Days/week** \_\_\_\_\_ **Paid** \_\_\_\_\_

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**Return after the last internship**

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**6. Combination with credited practicums?**

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**7. When is general education provided?**

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**8. Difficulties related to the schedule**

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**9. Reasons why the model was chosen**

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**10. If the model has been changed, give the main reasons or the objectives**

**Date of change:** \_\_\_\_\_

**Reasons:** \_\_\_\_\_

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**Objectives:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**11. Links with the pedagogical objectives**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**12. Value of the internship in terms of the following factors:**

**Perseverance in studies** \_\_\_\_\_

**Success** \_\_\_\_\_

**Funding of education** \_\_\_\_\_

**Work experience** \_\_\_\_\_

**Clarification of career choice** \_\_\_\_\_

**Graduation** \_\_\_\_\_

**Placement** \_\_\_\_\_

**Updating of programs** \_\_\_\_\_

**13. Strengths of the model**

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\_\_\_\_\_

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**14. Weaknesses of the model**

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## 15. Recommendations

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