

Office Education certificate program



Candidate guide

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The Office Education program is dedicated to removing barriers and broadening the access to programs at SIAST. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

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Why consider a PLAR assessment?

PLAR refers to the combination of flexible ways of evaluating people's lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Office Education program recognizes prior learning in a number of ways.

We recognize:

- Previous formal learning from an accredited training institution through transfer of credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

What are the PLAR options?

To be eligible for PLAR, an applicant must first register or already be registered as a SIAST student.

Option A: Individual course challenge

If you have recent (within 5 years) successful experience in the clerical support field, and have learned the skills and knowledge for **one or more** of the Office Education courses, you may apply to be assessed for each applicable course.

Begin by reviewing the learning outcomes and learning steps enclosed in the self-audit. This self-audit will give you a good idea if you have the required skills to continue with your PLAR application.

Fees:

- There will be a charge for each individual course assessment.
- For a listing of the specific PLAR fees, check the [PLAR database](#) or call SIAST and ask to speak to the PLAR advisor/counsellor assigned to the Office Education program at: 1-866-467-4278 or 1-866-goSIAST.

Fees for CKEY 101 & 102:

- There will be a \$50.00 fee for each assessment for CKEY 101 and CKEY 102 Keyboarding.

How many courses can be challenged through PLAR in the Office Education program?

Currently all of the Office Education courses have challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

Which courses are PLAR-ready?

Office Education Certificate program profile			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) not available
ACCT 101	Accounting 1	✓	
ACCT 102	Accounting 2	✓	
ACCT 135	Automated Accounting	✓	
BCOM 100	Business Communications 1	✓	
BCOM 102	Business Communications 2	✓	
BCOM 103	Interpersonal Communications	✓	
CKEY 101	Keyboarding 1	✓	
CKEY 102	Keyboarding 2	✓	
COAP 115	Word Processing 1	✓	
COAP 116	Word Processing 2	✓	
COAP 117	Spreadsheet Applications	✓	
COAP 138	Computer Suite Applications	✓	
EMPS 105	Personal Management	✓	
OPRO 100	Office Procedures	✓	
OPRO 133	Records Management	✓	

Note: Some courses common to multiple programs at SIAST (i.e. computers, communications, math, and sciences) are managed by Associated Studies Faculty. To see if these shared courses in your program are PLAR-ready, visit the “Courses Common to Multiple Programs” link on the [PLAR homepage](#) for further details.

For assistance call SIAST and ask to speak to the PLAR advisor/[counsellor](#) assigned to the Office Education program at: 1-866-467-4278 or 1-866-goSIAST.

Is PLAR available at any time of the year?

PLAR assessments are currently being offered September through June. Contact the program head or education counsellor at the campus you will be accessing to work through your PLAR application. PLAR assessments are offered through Palliser Campus located in Moose Jaw, SK, Wascana Campus located in Regina, SK and Woodland Campus located in Prince Albert, SK.

Is it *easier* to challenge a course through PLAR - OR - take the course?

Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

PLAR is not an easy way to certification, rather a “different” way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.

Methods of assessing prior learning

Assessment methods measure an individual's learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- challenge exam
- standardized tests
- skills demonstrations, role plays, case studies
- interviews
- portfolio and work samples
- evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)

If I live out of town, do I have to travel to a main campus to do PLAR?

There will be times that you will need to meet with the program on campus. However, we will try to keep travel to a minimum.

What if I have a disability & need equity accommodations?

At SIAST, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a SIAST counsellor at a campus closest to you or refer to the SIAST Web site: http://www.siastr.sk.ca/stuservices/advising_counselling.shtml

Are there other methods to gain SIAST course credits for prior learning?

Transfer Credit

Yes, SIAST will grant credit for previous training that is similar in content, objectives, and evaluation standards to SIAST training. Transfer of credit is different from the PLAR process. Transfer Credit guidelines may be found at:

http://www.siastr.sk.ca/stuservices/plar/transfer_credit.shtml

It is the student's responsibility to check with [Registration Services](#) for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a [SIAST educational counsellor](#).

An online provincial transfer credit guide is now available at www.saskcat.ca

Note: *If you are a recent high school graduate, check the Saskatchewan Learning Web site for any articulated agreements that may apply for Computer Courses or Practical and Applied Arts Courses.*

[SaskLearning Credit Transfer Guide](#)

[SaskLearning website](#)

Equivalency Credit

Equivalency credit refers to the application of credit you may have earned in a previously taken SIAST course to your current SIAST course. Apply at registration services for *equivalency credit*. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for *equivalency credit*, you may use these accredited courses as part of your evidence for your PLAR challenge.

If you have credit in the BUSINESS CERTIFICATE program for:	You will receive credit in the OFFICE EDUCATION program for:
ACCT 122 - Intro to Financial Accounting I	ACCT 101 and ACCT 102 - Accounting I and II
BCOM 121 B - Oral Communications and Meetings	BCOM 103 – Interpersonal Communications
BCOM 120 <u>plus</u> BCOM 100 (Office Education course)	BCOM 102 – Business Communications 2 (students would need to complete BCOM 100 in Office Ed as a prerequisite to getting credit)
COAP 137 – Intro to Simply Accounting	ACCT 135 - Automated Accounting

Contact us

If more information is required, please contact a designated PLAR counsellor at a campus closest to you.

Kelsey Campus, Saskatoon, SK

1-866-goSIAST or 1-866-467-4278

Palliser Campus, Moose Jaw, SK

1-866-goSIAST or 1-866-467-4278

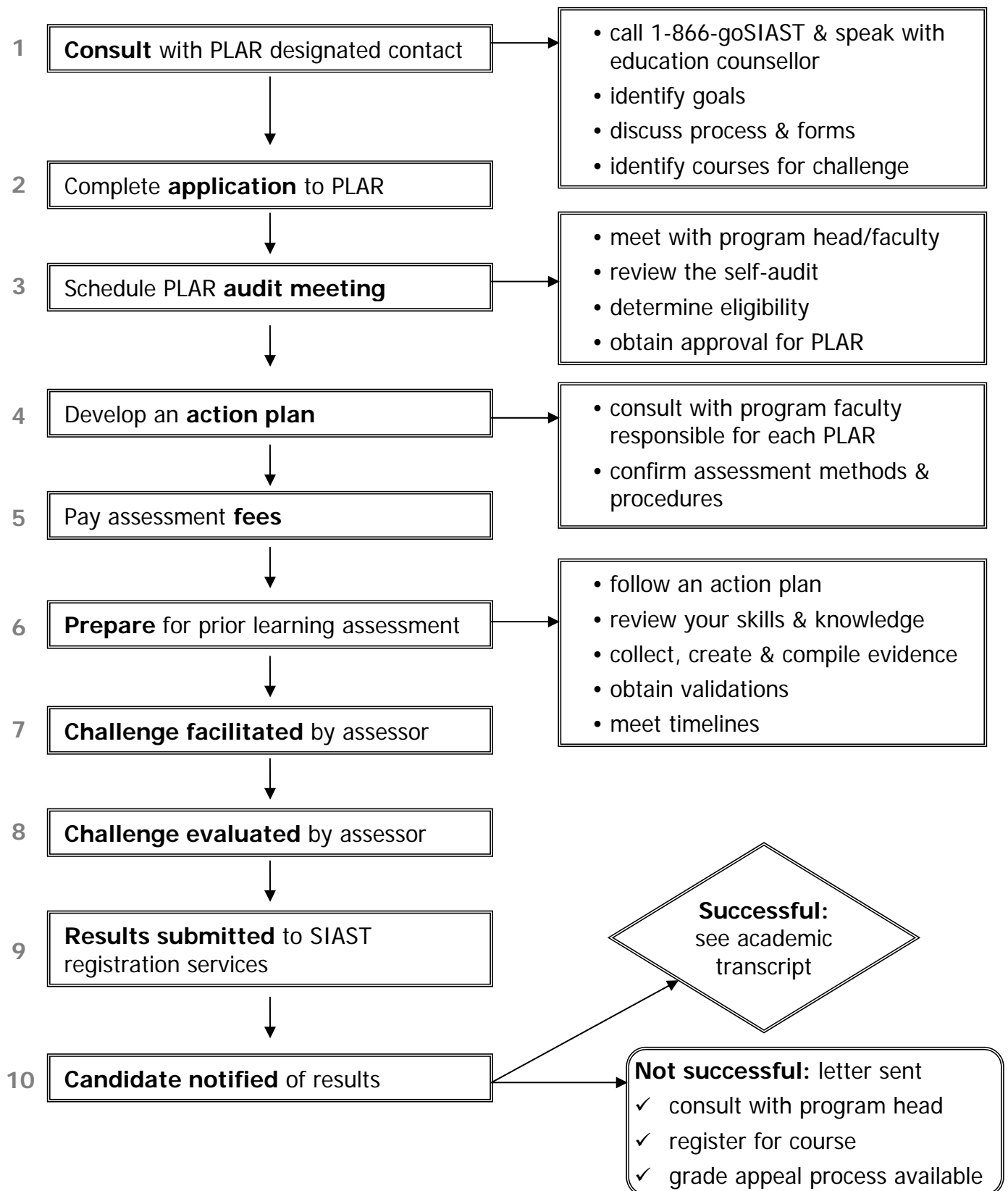
Wascana Campus, Regina, SK

1-866-goSIAST or 1-866-467-4278

Woodland Campus, Prince Albert, SK

1-866-goSIAST or 1-866-467-4278

Prior Learning Assessment and Recognition process



Guiding principles for developing a PLAR evidence file

1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your [action plan](#). Check with the PLAR designated contact **before** you begin to gather evidence.
2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
 - It is your responsibility to create, collect and compile relevant evidence – if required.
3. Learning must be current within the last 5 years.
4. The evidence should demonstrate the skills and knowledge from your experiences.
5. The learning must have both a theoretical and practical component.

Types of evidence

There are three types of evidence used to support your PLAR request:

1. Direct evidence – what you can demonstrate for yourself.
2. Indirect evidence – what others say or observe about you.
3. Self-evidence – what you say about your knowledge and experience.

Ensure that you provide full evidence to your Office Education faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):

- detailed resume
- observations
- workplace validations
- work samples
- photos of environments
- job descriptions
- job evaluations
- transcripts and/or certificates
- documentation from any courses or workshops (credit & non-credit)

All documents that are submitted to SIAST may be returned to the student after the final results have been given and the grade appeal deadline of seven days has passed. A copy of transcripts and certificates may be included in your evidence file, but be prepared to show original documents at the PLAR audit meeting for validation.

How long will it take to prepare evidence for PLAR?

Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

Steps to complete a self-audit

1. Read through the levels of competence as listed below.

Mastery:	I am able to demonstrate the learning outcome well enough to teach it to someone else.
Competent:	I can work independently to apply the learning outcome.
Functional:	I need some assistance in using the outcome.
Learning:	I am developing skills and knowledge for this area.
None:	I have no experience with the outcome.

Learning outcomes

For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column for each self-audit.

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.
3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.
4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:
 - How do I currently use this outcome?
 - What previous training have I had in this outcome: workshops, courses, on-the-job?
 - What personal development or volunteer experience do I have in this area?

Be prepared to explain the reason you chose this level if asked by an assessor.

5. Bring the completed self-audit to a consultation meeting with the program head or faculty member in [step 3 – PLAR process](#) of the candidate process for prior learning assessment.

Self-audit guide(s)

ACCT 101 – Accounting 1

You will journalize and post transactions, prepare adjusting and closing entries, and prepare unaudited financial statements.

Credit unit(s): 3.0

Equivalent course(s): ACCT 122

ACCT 101 – Accounting 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Perform basic accounting functions.					
▪ Define basic accounting terminology and GAAP					
▪ Identify categories of business organizations and the activities performed by each type of organization					
▪ Describe changes caused by business transactions					
▪ Identify the parts of the accounting equation					
▪ Prepare financial statements					
2. Analyze transactions affecting the accounting equation into debit and credit parts.					
▪ Define the concepts of debit and credit					
▪ Record transactions in T-accounts according to the rules of debit and credit					
▪ Prepare the trial balance from the T-account balances					
▪ Prepare financial reports from the trial balance					
3. Journalize transactions.					
▪ Define terminology related to journalizing					
▪ Record transactions in a general journal					
4. Post transactions to the ledger.					
▪ Arrange accounts in a general ledger					
▪ Define terminology related to posting					
▪ Post to the general ledger					
▪ Prepare a trial balance from the general ledger accounts					
▪ Correct errors in a trial balance					

ACCT 101 – Accounting 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
5. Prepare worksheets.					
▪ Prepare a trial balance on a worksheet					
▪ Define and calculate end of period adjustments.					
▪ Complete the adjusted trial balance, income statement and balance sheet sections on a worksheet					
6. Prepare financial statements.					
▪ Discuss the difference between interim and yearend financial reports					
▪ Complete the financial statements using a worksheet					
7. Journalizing adjusting and closing entries.					
▪ Use the worksheet information to journalize the adjusting entries					
▪ Describe the purpose of temporary accounts					
▪ Describe the purpose of closing entries					
▪ Use the worksheet information to journalize the closing entries					
8. Post adjusting and closing entries to the general ledger.					
▪ Post adjusting entries					
▪ Post closing entries					
▪ Prepare the post-closing trial balance					
▪ Complete the accounting cycle for a small business					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Followed by an interview (a list of the required evidence will be given to the PLAR candidate at the PLAR audit meeting in step 3 of the candidate process for learning)

OR

2. Challenge exam

60 % passing mark

ACCT 102 – Accounting 2

You will prepare payroll records, record accounting functions for a merchandising business and record transactions in special journals and subsidiary ledgers. You will also perform banking and petty cash functions

Credit unit(s): 3.0

Equivalent course(s): ACCT 122

Prerequisite(s): ACCT 101 minimum grade of 60%

ACCT 102 – Accounting 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Record transactions in sales and cash receipts and general journals.					
<ul style="list-style-type: none"> ▪ Define terminology related to gross sales, sales returns and allowances, sales discounts, and sales tax payable 					
<ul style="list-style-type: none"> ▪ Journalize sales on account into a sales journal 					
<ul style="list-style-type: none"> ▪ Journalize a credit memorandum 					
<ul style="list-style-type: none"> ▪ Journalize transactions which include GST/HST and PST 					
<ul style="list-style-type: none"> ▪ Journalize transactions into a cash receipts journal 					
2. Post from the sales, cash receipts and general journals to the general ledger and accounts receivable ledger.					
<ul style="list-style-type: none"> ▪ Post from the sales journal to the accounts receivable subsidiary and general ledger 					
<ul style="list-style-type: none"> ▪ Post from the general journal to the accounts receivable subsidiary ledger and general ledger 					
<ul style="list-style-type: none"> ▪ Post from the cash receipts journal to the accounts receivable subsidiary ledger and general ledger 					
<ul style="list-style-type: none"> ▪ Prepare a schedule of accounts receivable 					
3. Record transactions in purchases, cash payments and general journals.					
<ul style="list-style-type: none"> ▪ Define terminology related to purchases, purchase returns and allowances, and purchase discounts 					
<ul style="list-style-type: none"> ▪ Journalize purchases on account to the Purchases journal 					
<ul style="list-style-type: none"> ▪ Journalize a debit memorandum 					
<ul style="list-style-type: none"> ▪ Journalize transactions which include GST/HST and PST 					
<ul style="list-style-type: none"> ▪ Journalize transactions in the cash payments journal 					
4. Post from the purchases, cash payments and general journals to the general ledger and the accounts payable ledger.					

ACCT 102 – Accounting 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Post from the purchases journal to the accounts payable subsidiary ledger and general ledger 					
<ul style="list-style-type: none"> ▪ Post from the cash payments journal to the accounts payable subsidiary ledger and general ledger 					
<ul style="list-style-type: none"> ▪ Post from the general journal to the accounts payable subsidiary ledger and general ledger 					
<ul style="list-style-type: none"> ▪ Prepare a schedule of accounts payable 					
5. Prepare employee payroll records.					
<ul style="list-style-type: none"> ▪ Describe payroll taxes and deductions 					
<ul style="list-style-type: none"> ▪ Complete a payroll summary sheet 					
<ul style="list-style-type: none"> ▪ Journalize payroll summary sheet 					
<ul style="list-style-type: none"> ▪ Journalize the payment of employees 					
6. Prepare employer payroll records.					
<ul style="list-style-type: none"> ▪ Discuss statutes regarding the requirements of employers in the payroll process 					
<ul style="list-style-type: none"> ▪ Journalize employers' expenses associated with payroll 					
7. Perform banking functions.					
<ul style="list-style-type: none"> ▪ Discuss principles of internal control 					
<ul style="list-style-type: none"> ▪ Complete banking forms 					
<ul style="list-style-type: none"> ▪ Define accounting terminology required to perform banking functions 					
<ul style="list-style-type: none"> ▪ Reconcile a bank statement 					
<ul style="list-style-type: none"> ▪ Journalize the bank reconciliation 					
8. Perform the petty cash functions.					
<ul style="list-style-type: none"> ▪ Establish a petty cash fund 					
<ul style="list-style-type: none"> ▪ Journalize the establishment of a petty cash fund 					
<ul style="list-style-type: none"> ▪ Maintain a petty cash fund 					
<ul style="list-style-type: none"> ▪ Journalize the replenishment of the petty cash fund 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Followed by an interview (a list of the required evidence will be given to the PLAR candidate at the PLAR audit meeting in step 3 of the candidate process for learning)

OR

2. Challenge exam

60 % passing mark

ACCT 135 – Automated Accounting

Using an automated accounting software package, you will learn how to enter transactions into journals (general, purchase, payments, sales, cash receipts and payroll) and ledgers (general, accounts receivable and accounts payable). You will also learn to account for inventory.

Credit unit(s): 3.0

Equivalent course(s): COAP 137, SYST 147

Prerequisite(s): ACCT 101 minimum grade of 60

ACCT 135 – Automated Accounting Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Enter transactions in the general journal.					
<ul style="list-style-type: none"> ▪ Define terminology required to perform automated accounting transactions 					
<ul style="list-style-type: none"> ▪ Maintain computer files 					
<ul style="list-style-type: none"> ▪ Journalize transactions in the general journal 					
<ul style="list-style-type: none"> ▪ Post transactions 					
<ul style="list-style-type: none"> ▪ Add a new account 					
<ul style="list-style-type: none"> ▪ Journalize correcting entries 					
<ul style="list-style-type: none"> ▪ Post correcting entries 					
<ul style="list-style-type: none"> ▪ Print financial reports and graphs 					
2. Enter transactions in the purchases and payments journals.					
<ul style="list-style-type: none"> ▪ Journalize purchase transactions 					
<ul style="list-style-type: none"> ▪ Journalize payment transactions 					
<ul style="list-style-type: none"> ▪ Create a stored entry 					
<ul style="list-style-type: none"> ▪ Recall a stored entry 					
<ul style="list-style-type: none"> ▪ Change a stored entry 					
<ul style="list-style-type: none"> ▪ Make corrections in the payments and purchases journals 					
<ul style="list-style-type: none"> ▪ Add a supplier record 					
<ul style="list-style-type: none"> ▪ Edit a supplier record 					
<ul style="list-style-type: none"> ▪ Discuss cost of goods sold 					
3. Enter transactions in the sales and cash receipts journals.					
<ul style="list-style-type: none"> ▪ Journalize sales transactions 					

ACCT 135 – Automated Accounting Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
▪ Journalize receipt transactions					
▪ Journalize NSF cheques					
▪ Make corrections in sales and receipts journals					
▪ Add a customer record					
▪ Edit a customer record					
▪ Journalize credit card transactions					
▪ Record quotes and orders					
▪ Journalize prepayments and deposits					
▪ Journalize debit card transactions					
4. Enter payroll transactions.					
▪ Journalize payroll entries					
▪ Make corrections in the payroll journal					
▪ Journalize release of vacation pay					
▪ Journalize payroll tax remittance					
5. Enter inventory transactions.					
▪ Review cost of goods sold					
▪ Journalize inventory transactions					
▪ Make inventory adjustments					
▪ Add an inventory item					
▪ Assemble inventory items					
▪ Journalize sales and purchase returns					
▪ Calculate sales commission					
▪ Journalize GST remittance					
▪ Journalize PST remittance					
▪ Display inventory reports					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Followed by an interview (a list of the required evidence will be given to the PLAR candidate at the PLAR audit meeting in step 3 of the candidate process for learning)

OR

2. Challenge exam

60 % passing mark

BCOM 100 – Business Communications 1

You will apply grammatical rules and principles to prepare routine business correspondence.

Credit unit(s): 4.0

BCOM 100 – Business Communications 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Write complete sentences.					
▪ Identify parts of speech					
▪ Use ending punctuation					
▪ Identify sentence elements (identify subjects, predicates, and objects)					
▪ Recognize the difference between a sentence and a fragment					
▪ Edit sentences using proofreading symbols					
▪ Identify the three basic sentence patterns					
▪ Correct sentence faults					
▪ Write a simple sentence					
2. Write sentences demonstrating the use of nouns.					
▪ Define a noun					
▪ Discuss the function of a noun					
▪ Use the plural and possessive form of nouns					
▪ Apply the rules for using nouns in sentences (function and pattern)					
▪ Edit sentences for errors in the use of nouns					
3. Write sentences using pronouns.					
▪ Define pronouns and pronoun cases					
▪ Use the nominative/subjective case					
▪ Use the objective case					
▪ Use the possessive case					
▪ Demonstrate pronoun antecedent agreement					
▪ Apply the rules for using pronouns in writing sentences					

BCOM 100 – Business Communications 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Edit sentences (editing is cumulative) 					
4. Write sentences using verbs.					
<ul style="list-style-type: none"> ▪ Explain kinds of verbs (linking, transitive, and intransitive) 					
<ul style="list-style-type: none"> ▪ Identify principle parts of the verb (tense) 					
<ul style="list-style-type: none"> ▪ Apply the rules for using the principle parts of the verb to correct sentence errors 					
<ul style="list-style-type: none"> ▪ Apply rules for subject-predicate agreement to correct sentence errors 					
<ul style="list-style-type: none"> ▪ Write sentences demonstrating the correct use of verbs (and subject-predicate agreement) 					
<ul style="list-style-type: none"> ▪ Edit written materials (business correspondence) 					
5. Write sentences using adjectives and adverbs.					
<ul style="list-style-type: none"> ▪ Discuss the use of adjectives and adverbs 					
<ul style="list-style-type: none"> ▪ Form the comparative and superlative degrees of regular and irregular adjectives and adverbs 					
<ul style="list-style-type: none"> ▪ Apply the rules for using the comparative and superlative degrees for adjectives and adverbs to correct sentence error 					
<ul style="list-style-type: none"> ▪ Apply punctuation rules for independent adjectives 					
<ul style="list-style-type: none"> ▪ Write sentences demonstrating the correct use of adjectives and adverbs 					
<ul style="list-style-type: none"> ▪ Edit business correspondence 					
6. Write sentences using capitalization, abbreviations, and numbers.					
<ul style="list-style-type: none"> ▪ Explain rules for the use of capitalization, abbreviations, and numbers 					
<ul style="list-style-type: none"> ▪ Apply rules for the use of capitalization, abbreviations, and numbers 					
<ul style="list-style-type: none"> ▪ Write sentences using capitalization, abbreviations, and numbers 					
<ul style="list-style-type: none"> ▪ Edit business correspondence 					

Candidate must be able to produce business standard written correspondence that can be validated and verified as their own original work.

The person validating the work of the candidate must be in a position to maintain objectivity. There must not be any form of relationship between the supervisor/person validating the work and the candidate that may adversely effect, or have the appearance to adversely affect, their ability to maintain objectivity. This would exclude family members or close personal friends from providing validation of work.

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

You will provide evidence validating that you are able to perform each of the critical criteria for each outcome. The documentation in the evidence file must be verified and validated by your employer or supervisor and assessed by the SIAST assessor

2. Interview

You may be asked to attend an interview to review your evidence package and provide additional information or clarification

3. Challenge exam

60 % passing mark

Resources

A PLAR candidate may find it beneficial to review the following resources in preparing for the assessment.

1. *Canadian Business English*, 5th edition, Mary Ellen Guffey and Patricia Burke Published by Nelson, a division of Thomson Canada Ltd. ISBN: 0-17-6-440267/978-0-17-6-440268
2. *Gregg Reference Manual*, Sabin, Millar, Sine, Strashok, 8th Canadian Edition, McGraw Hill Ryerson, 2010. ISBN 0-07-071418-5
3. A Canadian dictionary

BCOM 102 – Business Communications 2

You will continue to develop effective business writing skills. You will write routine business correspondence and apply proofreading and editing skills.

Credit unit(s): 4.0

Equivalent course(s):

Prerequisite(s): BCOM 100 minimum grade of 60

BCOM 102 – Business Communications 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Write sentences using compound and complex sentences.					
<ul style="list-style-type: none"> ▪ Use prepositions and conjunctions to write compound and complex sentences 					
<ul style="list-style-type: none"> ▪ Edit business correspondence 					
2. Write sentences using commas.					
<ul style="list-style-type: none"> ▪ Write sentences using commas 					
<ul style="list-style-type: none"> ▪ Edit business correspondence 					
3. Write sentences using colons and semicolons.					
<ul style="list-style-type: none"> ▪ Write sentences using colons and semicolons 					
<ul style="list-style-type: none"> ▪ Edit business correspondence 					
4. Use business writing techniques to achieve business tone, style, and clarity.					
<ul style="list-style-type: none"> ▪ Write business correspondence applying the following: <ul style="list-style-type: none"> ○ The purpose of business correspondence ○ The clarity and goodwill in business messages ○ The use of audience analysis to determine appropriate message content and tone 					
<ul style="list-style-type: none"> ▪ Write concise sentences 					
<ul style="list-style-type: none"> ▪ Edit documents for errors to meet business standards 					
5. Prepare routine business memos and emails.					
<ul style="list-style-type: none"> ▪ Use standard memorandum and email formats 					
<ul style="list-style-type: none"> ▪ Write email and memos to meet business standards. 					
6. Compose routine letters.					
<ul style="list-style-type: none"> ▪ Write routine letters using the direct and indirect pattern to meet business standards 					

Candidate must be able to produce business standard written correspondence that can be validated and verified as their own original work.

The person validating the work of the candidate must be in a position to maintain objectivity. There must not be any form of relationship between the supervisor/person validating the work and the candidate that may adversely effect, or have the appearance to adversely affect, their ability to maintain objectivity. This would exclude family members or close personal friends from providing validation of work.

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

You will provide evidence validating that you are able to perform each of the critical criteria for each outcome. The documentation in the evidence file must be verified and validated by your employer or supervisor and assessed by the SIAST assessor

2. Interview

You may be asked to attend an interview to review your evidence package and provide additional information or clarification

3. Challenge exam

60% passing mark

Resources

A PLAR candidate may find it beneficial to review the following resources in preparation for the assessment.

1. *Canadian Business English*, 5th edition, Mary Ellen Guffey and Patricia Burke Published by Nelson, a division of Thomson Canada Ltd. ISBN: 0-17-6-440267/978-0-17-6-440268
2. *Gregg Reference Manual*, Sabin, Millar, Sine, Strashok, 8th Canadian Edition, McGraw Hill Ryerson, 2010. ISBN 0-07-071418-5
3. *Essentials of Business Communication*, Guffey & Almonte, 6th Canadian Edition, Thomson and Nelson. ISBN 0-17-647335-1
4. A Canadian dictionary

BCOM 103 – Interpersonal Communications

The course will provide opportunities for you to develop important skills used to facilitate effective interpersonal communication in the workplace. Your studies will focus on the development of active listening skills, conflict resolution strategies, oral presentation skills and problem-solving strategies.

Credit unit(s): 3.0

Equivalent course(s): COMM 112, COMM 291

BCOM 103 – Interpersonal Communications Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe factors that affect interpersonal communications.					
<ul style="list-style-type: none"> ▪ Explain the communication process. 					
<ul style="list-style-type: none"> ▪ Describe the factors that affect the communication process 					
2. Describe the impact of cultural diversity on the efficacy of interpersonal communications.					
<ul style="list-style-type: none"> ▪ Describe your personality types 					
<ul style="list-style-type: none"> ▪ Recognize the different personality types 					
<ul style="list-style-type: none"> ▪ Describe how different personality types communicate 					
<ul style="list-style-type: none"> ▪ Define diversity 					
<ul style="list-style-type: none"> ▪ Explain how diversity affects communication 					
<ul style="list-style-type: none"> ▪ Discuss generational differences 					
<ul style="list-style-type: none"> ▪ Discuss techniques for improving communication 					
<ul style="list-style-type: none"> ▪ Communicate in a culturally respectful manner 					
3. Use active listening and feedback strategies.					
<ul style="list-style-type: none"> ▪ Describe the listening process 					
<ul style="list-style-type: none"> ▪ Identify listening strategies 					
<ul style="list-style-type: none"> ▪ Use listening strategies 					
<ul style="list-style-type: none"> ▪ Identify feedback skills 					
<ul style="list-style-type: none"> ▪ Use feedback skills 					
4. Use non-verbal communication strategies to enhance business communications.					
<ul style="list-style-type: none"> ▪ Explain non-verbal communication 					

BCOM 103 – Interpersonal Communications Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Describe strategies for improving non-verbal communication 					
<ul style="list-style-type: none"> ▪ Apply effective non-verbal communication skills to improve the effectiveness of oral communication 					
5. Demonstrate effective verbal communication skills.					
<ul style="list-style-type: none"> ▪ Identify the principles of effective verbal communication skills 					
<ul style="list-style-type: none"> ▪ Identify the principles of developing and delivering effective oral presentations 					
<ul style="list-style-type: none"> ▪ Apply presentation skills and theory to develop and deliver and oral presentation 					
6. Use problem-solving techniques.					
<ul style="list-style-type: none"> ▪ Describe problem-solving process 					
<ul style="list-style-type: none"> ▪ Describe problem-solving techniques 					
<ul style="list-style-type: none"> ▪ Practice group problem-solving techniques 					
7. Use conflict resolution techniques.					
<ul style="list-style-type: none"> ▪ Describe types of workplace conflict 					
<ul style="list-style-type: none"> ▪ Identify skills for resolving workplace conflict 					
<ul style="list-style-type: none"> ▪ Practice conflict resolution 					
<ul style="list-style-type: none"> ▪ Explain how to respond professionally to criticism 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

You will provide evidence validating that you are able to perform each of the critical criteria for each outcomes. This will be validated by your employer or supervisor and assessed by the SIAST assessor.

AND

2. Structured interview

The SIAST assessor will interview you to validate and clarify information in the evidence file.

AND/OR

3. Demonstration

As required, you will demonstrate each of or selected critical criteria on the validation checklist while being observed by a SIAST assessor. This will also include a structured interview with the assessor to ensure competence of any of the highlighted learning outcomes.

CKEY 101 – Keyboarding 1

You will develop ergonomic and keyboarding techniques to attain accuracy and a speed of 30 words per minute on two different three-minute timed writings with a maximum of three errors

Credit unit(s): 2.0

CKEY 101 – Keyboarding 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Develop keyboarding techniques, speed, and accuracy.					
<ul style="list-style-type: none"> ▪ Identify ergonomic issues 					
<ul style="list-style-type: none"> ▪ Develop keyboarding techniques 					
<ul style="list-style-type: none"> ▪ Develop keyboarding speed and accuracy by touch 					
2. Key at 30 words per minute on two separate (different) unrehearsed three-minute timed writings with a maximum of three errors.					
<ul style="list-style-type: none"> ▪ Practice 1, 2 and 3 minute timed writings 					
<ul style="list-style-type: none"> ▪ Attain by touch a minimum keyboarding speed of 30 words per minute on two separate (different) unrehearsed three-minute timed writings with a maximum of three errors 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

A recent keyboarding certificate with the WPM and accuracy rated included.

2. Challenge exam

A three-minute keyboarding timed writing will be given if there are gaps in the evidence.

CKEY 102 – Keyboarding 2

You will develop ergonomic and keyboarding techniques to attain accuracy and a speed of 45 words per minute on two different five-minute timed writings with a maximum of four errors.

Credit unit(s): 2.0

Prerequisite(s): CKEY 101 minimum grade of 60%

CKEY 102 – Keyboarding 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Maintain keyboarding techniques, speed, and accuracy.					
<ul style="list-style-type: none"> ▪ Reinforce correct keyboarding techniques 					
<ul style="list-style-type: none"> ▪ Develop keyboarding speed and accuracy by touch 					
2. Key at 45 words per minute on two separate (different) unrehearsed five-minute timed writings with a maximum of four errors.					
<ul style="list-style-type: none"> ▪ Practice 5-minute timed writings 					
<ul style="list-style-type: none"> ▪ Attain a keyboarding speed of 45 words per minute by touch on two separate (different) unrehearsed five-minute timed writings with a maximum of four errors 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

A recent keyboarding certificate with the WPM and accuracy rated included

2. Challenge exam

A five-minute keyboarding timed writing will be given if there are gaps in the evidence

COAP 115 – Word Processing 1

This course introduces fundamental file management and word processing concepts. Using a variety of word processing features, you will learn to format business correspondence, create, format, and edit tables and enhance documents with the addition of graphics.

Credit unit(s): 6.0

COAP 115 – Word Processing 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Demonstrate the use of a computer operating system					
▪ Perform basic windows functions					
▪ Identify system settings					
▪ Manage files and folders					
2. Apply proofreading and formatting skills to produce basic documents.					
▪ Apply proofreading techniques					
▪ Produce a document					
▪ Edit a document					
▪ Manipulate text within a document					
3. Format characters and paragraphs.					
▪ Perform basic character formatting					
▪ Use writing tools					
▪ Perform basic paragraph formatting					
▪ Apply borders and shading to paragraphs					
▪ Use bulleted and numbered lists					
4. Perform basic page formatting.					
▪ Change margins					
▪ Apply page and section breaks					
▪ Use print options					
5. Enhance documents through the application of formatting and editing features.					
▪ Use automatic insert features					
▪ Insert elements into a document					

COAP 115 – Word Processing 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Use tabs in documents 					
<ul style="list-style-type: none"> ▪ Use multiple windows to move or copy text between documents 					
<ul style="list-style-type: none"> ▪ Use find and replace features to revise text and formatting 					
6. Prepare interoffice memos.					
<ul style="list-style-type: none"> ▪ Identify memo format 					
<ul style="list-style-type: none"> ▪ Produce interoffice memos 					
7. Prepare letters, envelopes, and labels.					
<ul style="list-style-type: none"> ▪ Produce block letters 					
<ul style="list-style-type: none"> ▪ Produce letters using letterhead 					
<ul style="list-style-type: none"> ▪ Produce letters with special directions or notations 					
<ul style="list-style-type: none"> ▪ Produce envelopes and labels 					
8. Prepare tables.					
<ul style="list-style-type: none"> ▪ Produce tables 					
<ul style="list-style-type: none"> ▪ Edit tables 					
<ul style="list-style-type: none"> ▪ Apply borders and shading to tables 					
<ul style="list-style-type: none"> ▪ Rotate text within a table 					
<ul style="list-style-type: none"> ▪ Convert text to a table and vice versa 					
<ul style="list-style-type: none"> ▪ Sort text within a table 					
9. Produce documents using graphic features.					
<ul style="list-style-type: none"> ▪ Use clipart 					
<ul style="list-style-type: none"> ▪ Use WordArt 					
<ul style="list-style-type: none"> ▪ Use shapes 					
<ul style="list-style-type: none"> ▪ Use watermarks 					
<ul style="list-style-type: none"> ▪ Use text boxes 					
<ul style="list-style-type: none"> ▪ Produce a letterhead 					
10. Produce diagrams.					
<ul style="list-style-type: none"> ▪ Prepare a diagram using SmartArt 					

COAP 115 – Word Processing 1		Mastery	Competent	Functional	Learning	None
Mastery:	I am able to demonstrate it well enough to teach it to someone else.					
Competent:	I can work independently to apply the outcome.					
Functional:	I need some assistance in using the outcome.					
Learning:	I am developing skills and knowledge for this area.					
None:	I have no experience with the outcome.					
	▪ Add text to a diagram					
	▪ Format a diagram					
11.	Apply word processing skills to produce various types of business correspondence.					
	▪ Use word processing features to produce business correspondence					
	▪ Format business correspondence					
	▪ Edit business correspondence					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

The PLAR candidate will submit the following evidence to support meeting of the course learning outcomes 6-10.

Note: An interview may be required to support the Evidence file. If there are gaps in the Evidence file, a further demonstration of the candidate's learning may be required.

- **Employer validation checklist** (validated by the employer)
- A **personal resume** detailing the relevant work history of the candidate.
- If applicable, any relevant **documentation** of completion of private training courses, and/or non-credit courses (photocopies only). (Include outlines stating the learning outcomes of the course)

2. Challenge exam

- The PLAR candidate will successfully complete (60% or >) a challenge exam assessing learning outcomes 6-10 given in the Candidate guide self-audit.
- The exam consists of: Theory (20 – multiple choice, 5 - short answer), Word Processing Applications and Business Correspondence.
- The PLAR candidate is allowed 2.5 hours to complete the exam.
- The assessor is to determine the date, time and location of the exam.

Resources

1. Rutkosky, Nita, and Rutkosky Roggenkamp, Audrey, *Signature Series Microsoft Word 2007 – Windows Vista Version*. Paradigm Publishing Inc, ISBN 978-0-76383-099-1.
2. Sabin, Millar, Strashok, Sine, *The Gregg Reference Manual 8th Ed.*, McGraw-Hill Ryerson Ltd., ISBN 978-0-07-071418-2.

COAP 116 – Word Processing 2

You will learn to enhance business documents with the addition of styles and the use of columns. You will use advanced features to enhance business documents and tables. You will also merge documents and create templates and forms.

Credit unit(s): 6.0

Prerequisite(s): COAP 115 minimum grade of 60 and CKEY 101 minimum grade of 60

COAP 116 – Word Processing 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Produce business documents containing multiple columns.					
<ul style="list-style-type: none"> ▪ Apply multiple column layouts 					
<ul style="list-style-type: none"> ▪ Use hyphenation 					
<ul style="list-style-type: none"> ▪ Prepare and edit newspaper columns 					
2. Format business documents using styles.					
<ul style="list-style-type: none"> ▪ Apply styles 					
<ul style="list-style-type: none"> ▪ Prepare a style 					
<ul style="list-style-type: none"> ▪ Modify a style 					
<ul style="list-style-type: none"> ▪ Work with styles 					
3. Produce business reports.					
<ul style="list-style-type: none"> ▪ Add headers, footers and page numbers to an existing report 					
<ul style="list-style-type: none"> ▪ Format multi-page reports with headers and footers 					
<ul style="list-style-type: none"> ▪ Use word processing features to add a reference page, table of contents and title page to a report 					
<ul style="list-style-type: none"> ▪ Edit reports 					
4. Produce tables using advanced features.					
<ul style="list-style-type: none"> ▪ Format tables using advanced options 					
<ul style="list-style-type: none"> ▪ Perform calculations in a table 					
<ul style="list-style-type: none"> ▪ Produce complex tables 					
<ul style="list-style-type: none"> ▪ Prepare multi-page tables 					
5. Produce advanced letters.					
<ul style="list-style-type: none"> ▪ Prepare letters using various styles 					

COAP 116 – Word Processing 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Prepare two-page letters 					
<ul style="list-style-type: none"> ▪ Prepare letters, envelopes and labels with notations 					
6. Produce documents using the merge feature.					
<ul style="list-style-type: none"> ▪ Prepare a main document and data source 					
<ul style="list-style-type: none"> ▪ Perform a mail merge 					
<ul style="list-style-type: none"> ▪ Produce mailing labels using the merge feature 					
<ul style="list-style-type: none"> ▪ Edit a data source 					
<ul style="list-style-type: none"> ▪ Sort a data source 					
<ul style="list-style-type: none"> ▪ Filter a data source 					
7. Prepare forms to be used as a template.					
<ul style="list-style-type: none"> ▪ Design a form for a specialized purpose 					
<ul style="list-style-type: none"> ▪ Protect a form 					
<ul style="list-style-type: none"> ▪ Enter information into a form 					
<ul style="list-style-type: none"> ▪ Edit a form 					
<ul style="list-style-type: none"> ▪ Insert content controls 					
<ul style="list-style-type: none"> ▪ Insert form fields 					
8. Use desktop publishing software to create standard publications.					
<ul style="list-style-type: none"> ▪ Produce a brochure 					
<ul style="list-style-type: none"> ▪ Produce a flyer and newsletter 					
<ul style="list-style-type: none"> ▪ Produce an announcement 					
<ul style="list-style-type: none"> ▪ Produce business cards 					
9. Maintain a website.					
<ul style="list-style-type: none"> ▪ Prepare a web page 					
<ul style="list-style-type: none"> ▪ E-mail web sites 					
<ul style="list-style-type: none"> ▪ Edit a web page 					
10. Use word processing features to produce tables, templates, forms and letters for mass distribution.					

COAP 116 – Word Processing 2		Mastery	Competent	Functional	Learning	None
Mastery:	I am able to demonstrate it well enough to teach it to someone else.					
Competent:	I can work independently to apply the outcome.					
Functional:	I need some assistance in using the outcome.					
Learning:	I am developing skills and knowledge for this area.					
None:	I have no experience with the outcome.					
	<ul style="list-style-type: none"> Prepare a complex table in a project 					
	<ul style="list-style-type: none"> Prepare forms and templates 					
	<ul style="list-style-type: none"> Prepare merged letters in a project 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

The PLAR candidate will submit the following evidence to support meeting of the course learning outcomes 1-7, 9, 10.

Note: An interview may be required to support the Evidence file. If there are gaps in the Evidence file, a further demonstration of the candidate's learning may be required.

- **Employer validation checklist** (validated by the employer)
- A **personal resume** detailing the relevant work history of the candidate.
- If applicable, any relevant **documentation** of completion of private training courses, and/or non-credit courses (photocopies only). (Include outlines stating the learning outcomes of the course)

2. Challenge exam

- The PLAR candidate will successfully complete (60% or >) a challenge exam assessing learning outcomes 1-7, 9, 10 given in the Candidate guide self-audit.
- The exam consists of: Theory (15 – Multiple choice), Word Processing applications and a Microsoft Office Publisher Web page
- The PLAR candidate is allowed 3 hours to complete the exam
- The assessor is to determine the date, time and location of the exam

Resources

1. Grauer, Robert T., *Exploring Series Microsoft Office Publisher 2007*. Pearson Education Inc., ISBN 978-0-13-514109-0.
2. Rutkosky, Nita, and Rutkosky Roggenkamp, Audrey, *Signature Series Microsoft Word 2007 – Windows Vista Version*. Paradigm Publishing Inc, ISBN 978-0-76383-099-1.
3. Sabin, Millar, Strashok, Sine, *The Gregg Reference Manual 8th Ed.*, McGraw-Hill Ryerson Ltd., ISBN 978-0-07-071418-2.

COAP 117 – Spreadsheet Applications

You will learn how to design spreadsheets and apply numeracy skills. You will focus on formatting, applying formulas and functions, preparing charts, and analyzing and organizing spreadsheet data

Credit unit(s): 3.0

COAP 117 – Spreadsheet Applications Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Prepare a workbook using spreadsheet software.					
▪ Discuss the purpose and function of spreadsheets					
▪ Navigate within a worksheet					
▪ Enter data					
▪ Format data					
▪ Format cells					
▪ Format worksheets					
▪ Print worksheets					
2. Implement formulas for fundamental mathematical calculations using spreadsheet software.					
▪ Use order of operations to build basic mathematical formulas					
▪ Build basic mathematical formulas to execute business calculations					
▪ Validate solutions to mathematical problems					
▪ Use basic spreadsheet functions					
▪ Solve business problems using percent and ration and portion					
▪ Calculate markup discounts					
▪ Use percentages in a spreadsheet					
3. Implement formulas for advanced mathematical operations using spreadsheet software.					
▪ Use absolute and relative cell references					
▪ Calculate simple interest					
▪ Solve simple interest problems using spreadsheet formulas					
▪ Calculate compound interest					

COAP 117 – Spreadsheet Applications Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
4. Use financial and statistical functions.					
▪ Use descriptive statistical functions					
▪ Use logical/conditional statements					
▪ Use date and time functions					
▪ Use FV and PMT functions					
5. Prepare charts from numerical data to assist in decision making.					
▪ Discuss the purpose and function of charts and graphs in data representation					
▪ Create different types of charts					
▪ Format charts					
6. Use spreadsheet features to organize data.					
▪ Sort data using spreadsheet features					
▪ Use a filter to extract data					
▪ Use conditional formatting					
▪ Summarize data from multiple worksheets					
▪ Prepare a template that incorporates formulas					
7. Design spreadsheets to assist in decision making.					
▪ Identify the problem					
▪ Identify the spreadsheet design, formulas, design outputs					
▪ Select the relevant data					
▪ Develop an action plan					
▪ Generate spreadsheets and charts					
▪ Make a rubric					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

The PLAR candidate will submit the following evidence to support meeting of the course learning outcomes 1-6.

Note: An interview may be required to support the Evidence file. If there are gaps in the Evidence file, a further demonstration of the candidate's learning may be required.

- **Employer validation checklist** (validated by the employer)
- A **personal resume** detailing the relevant work history of the candidate.
- If applicable, any relevant **documentation** of completion of private training courses, and/or non-credit courses (photocopies only). (Include outlines stating the learning outcomes of the course)

2. Challenge exam

- The PLAR candidate will successfully complete (60% or >) a challenge exam assessing learning outcomes 1-6 given in the Candidate guide self-audit.
- The exam consists of 3 parts: Theory (20 – multiple choice questions), mathematical calculations, and spreadsheet applications.
- The PLAR candidate is allowed 3 hours to complete the exam
- The assessor is to determine the date, time and location of the exam

Resources

1. Rutkosky, Nita, and Rutkosky Roggenkamp, Audrey, *Benchmark Series Microsoft Office 2007 – Windows Vista Version*. Paradigm Publishing Inc, ISBN 978-0-76382-983-5.

COAP 138 – Computer Suite Applications

In the course, you will learn to create documents that feature the integration of word processing, spreadsheet, database, and presentation software.

Credit unit(s): 3.0

Prerequisite(s): COAP 115 minimum grade of 60

Co-requisite(s): COAP 117 minimum grade of 60

COAP 138 – Computer Suite Applications Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Prepare a database					
<ul style="list-style-type: none"> ▪ Identify the structure for a database 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • Tables, reports, forms, queries 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • Table contents—field, data type,, description, field properties 					
<ul style="list-style-type: none"> ▪ Enter data in a database 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • Sort—single and multiple field sort 					
<ul style="list-style-type: none"> ▪ Apply relationships 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • One to many, one to one, many to many 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • Referential integrity, cascade update/cascade delete 					
<ul style="list-style-type: none"> ▪ Modify a database table 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • Adjust column widths, font, font size 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • Find and edit records in a table 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • Insert,, delete, and move fields within a table 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • Set a primary key 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • Change field properties—apply a validation rule, set default value, apply field size, apply input mask, use the lookup wizard 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • Apply a totals row 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • Print and preview a table in portrait/landscape orientation 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • Design a multiple table database 					
2. Use database features to organize database information.					
<ul style="list-style-type: none"> ▪ Prepare a query 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • Create, run, and print a query 					

COAP 138 – Computer Suite Applications Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
• Use criteria statements in a query—AND condition / OR condition / aggregate functions					
• Create a calculated field within a query					
▪ Modify a query					
• Use multiple tables in a query					
• Sort on single or multiple fields within a query					
• Insert, delete, move fields within a query					
▪ Prepare a form					
• Create a form using the form button or the form wizard					
• Create a split form or multiple items form					
• Enter data into a form					
• Print form/or single record form					
▪ Modify a form					
• Format a form—font/font size, gridlines, color, style, layout					
• Move, resize, align, space, and format controls in a form					
▪ Prepare a report					
• Create a report using the report button or report wizard					
• Create a report using a table/ or query/ or fields from multiple tables					
▪ Modify a report					
• Format a report—font/font size, gridlines, color, style, layout					
• Move, resize, align, space, and format controls in a report					
• Group and sort on a field/fields within a report					
• Preview and print a report					
• Prepare mailing labels					
• Apply a filter to an existing table					
3. Prepare a presentation					
• Discuss guidelines for building successful presentations					
• Prepare slides for a presentation					

COAP 138 – Computer Suite Applications Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> • Create, open, save, run, and print a presentation 					
<ul style="list-style-type: none"> ▪ Edit a presentation 					
<ul style="list-style-type: none"> • Include multilevel bullets of text—customize bullets 					
<ul style="list-style-type: none"> • Insert, rearrange, and delete slides 					
<ul style="list-style-type: none"> • Insert headers and footers on slides or notes and handouts 					
<ul style="list-style-type: none"> ▪ Apply formatting to a presentation 					
<ul style="list-style-type: none"> • Change font, font size, text direction, line spacing 					
<ul style="list-style-type: none"> • Change slide layouts 					
<ul style="list-style-type: none"> • Apply themes and customize colors 					
4. Use presentation features to enhance a presentation					
<ul style="list-style-type: none"> ▪ Apply visual elements to a presentation 					
<ul style="list-style-type: none"> • Insert shapes, SmartArt, charts, tables, clipart, and WordArt 					
<ul style="list-style-type: none"> ▪ Customize a master slide 					
<ul style="list-style-type: none"> • Format slide elements using several masters 					
<ul style="list-style-type: none"> ▪ Apply hyperlinks to a presentation 					
<ul style="list-style-type: none"> • Insert a text or action button hyperlink 					
<ul style="list-style-type: none"> ▪ Apply animations 					
<ul style="list-style-type: none"> • Apply custom animations with special effects 					
<ul style="list-style-type: none"> • Apply transitions with speed and sound 					
<ul style="list-style-type: none"> ▪ Apply audio clips to a presentation 					
<ul style="list-style-type: none"> ▪ Prepare a presentation for off-site delivery 					
5. Prepare integrated documents using import and export features					
<ul style="list-style-type: none"> ▪ Integrate information between a text document and a spreadsheet 					
<ul style="list-style-type: none"> • Embed or link spreadsheet data/charts with a word processing document 					
<ul style="list-style-type: none"> • Create a mail merge between a spreadsheet and a word processing document 					
<ul style="list-style-type: none"> ▪ Integrate information between a text document, a spreadsheet, and a database 					

COAP 138 – Computer Suite Applications		Mastery	Competent	Functional	Learning	None
Mastery:	I am able to demonstrate it well enough to teach it to someone else.					
Competent:	I can work independently to apply the outcome.					
Functional:	I need some assistance in using the outcome.					
Learning:	I am developing skills and knowledge for this area.					
None:	I have no experience with the outcome.					
	• Import/export spreadsheet data with a database and if required, create a link between that data					
	• Export a database table or report to a word processing document					
	▪ Integrate information between a text document, a spreadsheet, a data base, and presentation applications					
	• Import a word document into a blank presentation					
	• Embed or link spreadsheet data with a presentation					
	• Edit an embedded or linked object					
	• Copy and paste data between software applications					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

You will provide evidence validating that you are able to perform each of the critical criteria in learning outcomes 1 to 5. The documentation in your evidence file must be verified and validated by your employer or supervisor and assessed by the SIAST assessor.

2. Interview

You may be asked to attend an interview to review your evidence package and provide additional information or clarification.

3. Challenge exam

The PLAR candidate will successfully complete (60% or greater) a challenge exam assessing learning outcomes 1 – 5. The exam is a practical exam and the candidate will have three hours to complete the exam

Resources

1. *Microsoft Office 2007 XP Text/CD Benchmark Series* by Rutkosky & Rutkosky ISBN# 978-07638-29995 EMC/Paradigm Publishing.

EMPS 105 – Personal Management

You will focus on your role in the office including professionalism, your rights and responsibilities, customer relations and time management. You will also prepare for the job search process

Credit unit(s): 3.0

EMPS 105 – Personal Management Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Discuss aspects of professionalism.					
▪ Discuss your role as an office professional					
▪ Discuss business ethics and confidentiality					
▪ Identify professional human relations skills					
▪ Discuss stress management techniques					
2. Recognize employee's rights and responsibilities.					
▪ Identify organizational structures					
▪ Identify provincial regulatory framework					
▪ Identify Health & Safety issues in the workplace					
▪ Identify personal employee records					
▪ Discuss performance appraisals					
▪ Identify labour union terminology					
3. Explore life-long learning.					
▪ Set short-term and long-term professional and personal goals					
▪ Identify opportunities for professional development					
4. Prepare an employment portfolio.					
▪ Identify the components of an employment portfolio					
▪ Compile and employment portfolio					
5. Develop an employment search strategy.					
▪ Complete a self-assessment					
▪ Develop an action plan					
▪ Perform a job market analysis					
▪ Describe how to research potential employers					

EMPS 105 – Personal Management					
Mastery: I am able to demonstrate it well enough to teach it to someone else.	Mastery	Competent	Functional	Learning	None
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
▪ Prepare a job search file					
6. Develop a resume, cover letter, and follow-up correspondence.					
▪ Select information for resume writing					
▪ Identify resume styles					
▪ Prepare a resume					
▪ Complete electronic and paper application forms					
▪ Compose solicited/unsolicited cover letters					
▪ Compose a follow-up letter					
7. Prepare for an interview.					
▪ Identify the interview process					
▪ Identify the types of interviews					
▪ Identify types and purposes of interview questions					
▪ Identify types of response questions					
▪ Describe strategies to make a good impression					
▪ Participate in a mock interview					
▪ Review mock interviews					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

The PLAR candidate will submit the following evidence to support meeting of the course learning outcomes 1-7.

Note: An interview may be required to support the Evidence file. If there are gaps in the Evidence file, a further demonstration of the candidate's learning may be required.

- PLAR Validation checklist validated by the employer
- Binder including the following information:
 - A cover page as the first page of the binder that identifies the student name and the course the candidate is applying to PLAR.

- The binder should be separated into sections and each section clearly identified as to what is within the section. The sections of the binder should be divided into the work that is required for each learning outcome. For example: Learning Outcome 1, Learning Outcome 2, etc.
- A disk or memory stick that includes all softcopies of the work being assessed. All printouts must come from the disk that is supplied. i.e. If a printout is included and the task was not completed within the softcopy submitted, the printout will be invalid. Evidence of all print outs is mandatory.

Learning outcome	Requirement
1	Completion of written questions supplied by the assessor
2	Completion of written questions supplied by the assessor
3	Completion of written questions supplied by the assessor
4	Completion of employment portfolio <ul style="list-style-type: none"> ○ Resume (from Learning outcome 6) ○ Fundamental Skills (Academic/Technical Skills) – 1pg ○ Teamwork Skills – 1pg ○ Personal Management Skills – 1pg ○ Work samples
5	Submission of 2 current job postings applicable to Office Education
6	<ul style="list-style-type: none"> ○ Cover Letter ○ Resume (included in Portfolio) ○ Follow-Up Correspondence (Thank you letter)
7	Completion of written questions supplied by the assessor

Resources

1. Lauralee and Edward Kilgour, Blanche Rogers, Sharon Burton, and Nelda Shelton. (2010) *Administrative Procedures for the Canadian Office*. (8th ed.) Pearson Canada Inc., ISBN 0-13-613911-6.
2. Guffey, Mary, Almonte, Richard. (2010), *Essentials for Business Communication*.(6th ed.) Nelson Education Ltd. ISBN 978-0-17-647335-8

OPRO 100 – Office Procedures

You will learn how to effectively perform office procedures relating to telephones, incoming and outgoing mail, preparing for and participating in meetings, planning events and maintaining office equipment. You will also learn the internet, email and how to manage office supplies and forms.

Credit unit(s): 6.0

OPRO 100 – Office Procedures Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Use information resources including the Internet.					
▪ Identify uses for the Internet					
▪ Use the Internet					
▪ Identify information sources					
▪ Use information sources					
2. Manage e-mail features.					
▪ Identify proper e-mail netiquette and composition					
▪ Use basic e-mail features					
▪ Manage e-mail messages					
▪ Use an address book					
▪ Use advanced e-mail features					
3. Use time management.					
▪ Identify time management skills					
▪ Apply time management skills					
▪ Apply workspace organization principles					
4. Practice customer service and reception skills.					
▪ Identify customer service and reception skills					
▪ Perform scheduling skills					
5. Use an electronic calendar to manage calendaring and scheduling.					
▪ Identify the uses of an electronic calendar					
▪ Use an electronic calendar to manage appointments, events, and meetings					

OPRO 100 – Office Procedures Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Use an electronic calendar to manage tasks and notes 					
6. Demonstrate telephone technology and techniques.					
<ul style="list-style-type: none"> ▪ Identify effective business telephone techniques and etiquette 					
<ul style="list-style-type: none"> ▪ Identify directory assistance, long distance services and time considerations 					
<ul style="list-style-type: none"> ▪ Identify telephone equipment, conferencing options, and messaging systems 					
<ul style="list-style-type: none"> ▪ Apply appropriate telephone techniques and etiquette 					
7. Discuss mail processing procedures.					
<ul style="list-style-type: none"> ▪ Identify incoming mail procedures 					
<ul style="list-style-type: none"> ▪ Identify outgoing mail procedures 					
8. Discuss the use of office technology.					
<ul style="list-style-type: none"> ▪ Identify computer technology 					
<ul style="list-style-type: none"> ▪ Discuss office technology 					
9. Manage office supplies and business forms.					
<ul style="list-style-type: none"> ▪ Identify office supplies 					
<ul style="list-style-type: none"> ▪ Compare office supplies for cost and effectiveness 					
<ul style="list-style-type: none"> ▪ Identify business forms 					
<ul style="list-style-type: none"> ▪ Complete business forms 					
10. Participate in business meetings.					
<ul style="list-style-type: none"> ▪ Identify procedures for preparing for business meetings 					
<ul style="list-style-type: none"> ▪ Prepare an agenda for informal and formal business meetings 					
<ul style="list-style-type: none"> ▪ Identify procedures for recording minutes 					
<ul style="list-style-type: none"> ▪ Format minutes for informal and formal business meetings 					
<ul style="list-style-type: none"> ▪ Identify procedures for Team Meetings 					
<ul style="list-style-type: none"> ▪ Identify procedures for video/teleconferences 					
<ul style="list-style-type: none"> ▪ Discuss the follow-up procedures for meetings 					

PLAR assessment methods

The PLAR candidate will submit the following evidence to support meeting of the course learning outcomes 1-10.

Note: An interview may be required to support the Evidence file. If there are gaps in the Evidence file, a further demonstration of the candidate's learning may be required.

1. Evidence file

- OPRO 100 **Employer validation checklist** (validated by the employer)
- A **personal resume** detailing the relevant work history of the candidate.
- If applicable, any relevant **documentation** of completion of private training courses, and/or non-credit courses. (photocopies only) (Include outlines stating the learning outcomes of the course)

2. Challenge exam

- The PLAR candidate will successfully complete (60% or >) a challenge exam assessing learning outcomes 1-10 given in the Candidate guide self-audit.
- The exam consists of: Theory (15 – true & false, 20 – matching, 20 - multiple choice, 4 – short answer questions), and 2 practical applications.
- The PLAR candidate is allowed 2.5 hours to complete the exam
- The assessor is to determine the date, time and location of the exam

Resources

1. Lauralee and Edward Kilgour, Blanche Rogers, Sharon Burton, and Nelda Shelton. (2010), *Administrative Procedures for the Canadian Office*. (8th ed.) Pearson Canada Inc., ISBN 0-13-613911-6.
2. Sabin, Millar, Strashok, Sine, *The Gregg Reference Manual 8th Ed.*, McGraw-Hill Ryerson Ltd., ISBN 978-0-07-071418-2.
3. Sequin, Denise. (2008), *Microsoft Outlook 2007: On Windows Vista*. Paradigm Publishing, Inc., ISBN 978-0-76383-014-4.
4. OPRO 100 - "The Internet" booklet

OPRO 133 – Records Management

You will learn about records management procedures and equipment and various types of filing systems including electronic filing.

Credit unit(s): 3.0

OPRO 133 – Records Management Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Identify records management procedures.					
▪ Identify filing systems					
▪ Identify equipment and supplies					
▪ Identify the life cycle of a file					
▪ Recognize security issues					
▪ Discuss privacy issues					
▪ Identify retention and disposal procedures					
2. Perform alphabetic filing.					
▪ Identify alphabetic filing rules.					
▪ Perform alphabetic filing.					
3. Perform subject filing.					
▪ Identify subject filing rules					
▪ Perform subject filing					
4. Perform geographic filing.					
▪ Identify geographic filing rules					
▪ Perform geographic filing					
5. Perform numeric filing.					
▪ Identify numeric filing rules					
▪ Perform numeric filing					
6. Perform electronic filing.					
▪ Identify electronic filing guidelines					
▪ Discuss databases					
▪ Perform e-filing					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Evidence file followed by an interview (a list of the required evidence will be given to the PLAR candidate at the PLAR audit meeting in step 3 of the candidate process for prior learning).

- A one-page description of the candidate's records management duties and experiences.
- Work samples demonstrating mastery of outcomes listed above.
- Coding, indexing, and sorting exercises.
- Employer validation checklist validating mastery of the outcomes listed above.
- Employer letter of validation.
- Certificates or description of courses that relate to records management

O R

2. Challenge exam

Resources

Note to PLAR candidate:

The Association of Records Managers and Administrators (ARMA) filing rules are followed in this course. For more information refer to <http://www.arma.org>

1. The textbook used for the course is

Administrative Procedures for the Canadian Office, 8th Ed., Kilgour, Kilgour, Rogers, Burton, Shelton & Jennings ©2010 | Pearson Education Canada | ISBN-10: 0136139116 | ISBN-13: 9780136139119.

2. The Gregg Reference Manual, Sabin, et. al., 8th Canadian Ed., 2010, McGraw-Hill Ryerson. **ISBN-13:** 9780070919310 (**ISBN-10:** 0070919313)© 2010 | 8th Edition
3. Pitman Office Handbook, Campbell, 7th Ed, Pearson Education. ISBN 0-321-47343-4
4. COAP 115 – File management handout.

Office Education certificate program



Appendices

Appendix A: Exam invigilator form



You can write the exam under secure conditions when it is convenient at a time that meets the conditions of your Action Plan and that is convenient to both you and the invigilator. Please complete and return Appendix A to:

Program head, Office Education

When SIAST receives Appendix A, the exam, instructions for invigilation, and a return envelope will be mailed to the exam invigilator. The exam must be completed as outlined on your action plan.

When you complete your exam, your exam invigilator will mail the exam to the SIAST program in the return envelope following the instructions in the exam package.

EXAM SUPERVISOR

Name: _____

Address: _____

Postal code: _____ email address: _____

Occupation: _____

Place of employment: _____

Business phone: _____

Home phone: _____

Signature of exam supervisor

Name of PLAR candidate: (please print) _____

Course name and code: _____