

Office Administration

PLAR Candidate Guide

Prior Learning Assessment and
Recognition (PLAR)



Copyright

Saskatchewan Polytechnic

No part of the work(s) contained herein may be reproduced or copied in any form or by any means – graphic, electronic, or mechanical, including photocopying, recording, taping of information and retrieval systems – without written consent of Saskatchewan Polytechnic.

The Office Administration certificate program is committed to assessing and awarding credit for students' existing knowledge and skills that closely match the learning outcomes of one or more of our courses. Fair, valid, and flexible assessment methods can be applied to award credit for prior learning acquired through post-secondary education, workplace training, and informal learning.

Developed by program	January 2005			
Revised	June 2005	April 2007	September 2007	December 2009
	June 2016	April 2018		
Web ready – PLAR office	September 2005	December 2009	August 2010	June 2013
	July 2016	April 2018		
Revised template by RPL program	December 2017			

Table of Contents

Advance Credit options at Saskatchewan Polytechnic	4
Introduction to PLAR	5
Self-rate your general knowledge of PLAR at Saskatchewan Polytechnic	5
What is in this guide?	6
How to navigate this document	6
Specific PLAR information for the Office Administration program	6
Courses available for PLAR in this program	7
Dates when PLAR assessment is available for this program	8
PLAR challenge options and eligibility criteria	8
Fees for PLAR Challenges	8
Directions to arrange a PLAR Consultation for this Program	8
PLAR Consultant for this Program.....	9
Self-rating checklists, assessment methods, and resources for courses in this program	10
Steps to complete a self-rating checklist	10
Self-audit guide(s)	11
ACCT 105 – Accounting.....	11
ACCT 136 – Automated Accounting	14
BCOM 100 – Business Communications 1.....	17
BCOM 102 – Business Communications 2.....	19
BCOM 103 – Interpersonal Communications.....	21
CKEY 101 – Keyboarding 1	23
CKEY 102 – Keyboarding 2	24
COAP 115 – Word Processing 1.....	25
COAP 116 – Word Processing 2.....	28
COAP 117 – Spreadsheet Applications	30
COAP 138 – Computer Suite Applications.....	32
EMPS 105 – Personal Management.....	34
OPRO 100 – Office Procedures.....	36
OPRO 133 – Records Management.....	39

Advance Credit options at Saskatchewan Polytechnic

There are **three ways** to get advance credit for what you already know. You can combine them for credit in the same program, but not for the same course.

1. **Transfer credit** for courses taken from another college or university. See our online webpage for more information about [transfer credit](#).

Transfer credit is an option if...

- One or two courses you took closely match one or two of our courses.
- The school you attended is a [recognized or authorized](#) post-secondary institution.
- You list the school and program on your [Application for Admission](#) form.
- You provide an [acceptable transcript](#) before you start the program,
- You submit a [Transfer Credit Request](#) form (no fee).

***For example,** if you took a university chemistry course, you may get transfer credit for a similar chemistry course at Sask Polytech.*

2. **Equivalency credit** for one or more Sask Polytech courses you took before. You may have taken it from one of our campuses, at a regional college, or for dual credit in high school. See our webpage for more information about [dual credit](#).

Equivalency Credit is an option if...

- The course is the same or equal to a course in your current program.
- You passed the course within the last 5 years. Ask for an exception if you have been using the knowledge since taking the course.
- You listed the course on your [Application for Admission](#) to a program.
- You submit a [Program Adjustment](#) form (no fee) when registering for courses in your program. For a full-time, on-campus program, that is usually on the first day.

***For examples,** if you took COMM 291 in our Youth Care Worker program, it is equivalent to BCOM 103 in our Office Administration program.*

If you took our DRFT 390 course while in high school, you may get credit for it in our CAD/CAM Engineering Technology program.

3. **PLAR credit** for proving what you know that matches one or more of our courses. It does not matter where you learned it (school, on the job, or on your own). First apply for all possible transfer and/or equivalency credit because PLAR is more work and cost.

PLAR is an option if...

- You cannot get transfer or equivalency credit for the same course(s).
- What you already know matches one or more courses in your program.
- You are willing and able to prove what you know.
- Your program head approves a PLAR challenge.
- You submit the [PLAR Application](#) form and pay the [PLAR assessment fee](#).

***For example,** if you learned computer skills at work, you may be approved for a PLAR challenge for one of our computer skills courses.*

Introduction to PLAR

Before reading this guide, be sure you are familiar with the [PLAR 8-step process](#) and [FAQs](#) for Saskatchewan Polytechnic. You will need both general information about PLAR and specific information for this program to successfully navigate the PLAR process.

It is your responsibility to be fully informed **before** you contact a program’s designated PLAR consultant. Use the self-rating checklist below to check whether you understand the PLAR basics before you review details for this program. This is an example of self-rating checklists found in this guide to assess your level of knowledge for courses in this program.

Self-rate your general knowledge of PLAR at Saskatchewan Polytechnic

Use this checklist to rate your knowledge for each of the following learning outcomes

General PLAR Knowledge Competent: I know this well enough to explain it to someone else. Learning: I am somewhat familiar with this but need more review. None: I have no knowledge related to this outcome.	Competent	Learning	None
1. Identify the common steps involved in a PLAR challenge			
2. Describe the kinds of learning that can be assessed by PLAR			
3. Describe methods that are used to assess learning for PLAR			
4. Discuss the differences between PLAR and transfer credit			
5. Identify potential benefits of doing a PLAR challenge			
6. Identify potential risks of doing a PLAR challenge			
7. Describe how to request disability accommodations for assessment			
8. Identify strategies to improve success for PLAR challenges			
9. Identify who should consider PLAR			
10. Discuss who should be cautious about PLAR and why			
11. Describe common eligibility criteria for PLAR			
12. Explain how PLAR fees are determined			
13. Discuss factors that affect the time required for PLAR			
14. Identify sources to contact for more information about PLAR			

If you rated yourself as “learning” or “none” for any of the above learning outcomes, review the related information again in the [PLAR 8-step process](#) and [FAQs](#) for Saskatchewan Polytechnic.

What is in this guide?

This guide contains information, eligibility criteria, and self-rating tools to help you decide whether to consider a PLAR challenge for the Office Administration program. It also provides specific contact information and directions to follow if you decide to proceed with PLAR.

There are two main sections in this guide:

Section 1—Specific PLAR information for the Office Administration program

This section contains specific PLAR eligibility criteria, directions, and contact information for the Office Administration program.

Section 2—Tools for choosing courses to challenge with PLAR

This section contains self-rating checklists, assessment methods, and recommended resources (if any) for each course in this program that is PLAR-ready. This section will help you identify courses to consider challenging for PLAR credit.

How to navigate this document

This document contains links to different sections and other documents. To return to where you were before you followed a link, press the *ALT* key and *left arrow* key at the same time.

Section 1— Specific PLAR information for the Office Administration program

This section contains the following detailed information about PLAR for the Office Administration program:

- (a) [Courses available for PLAR in this program](#),
- (b) [Dates when PLAR assessment is available for this program](#),
- (c) [Eligibility criteria for this program's PLAR challenge options](#),
- (d) [PLAR fees for this program](#),
- (e) [Directions to arrange a PLAR consultation for this program](#), and
- (f) [Contact information for this program's PLAR consultant](#).

Courses available for PLAR in this program

Office Administration Certificate Program Profile			
COURSE CODE	COURSE NAME	PLAR Challenge(s) <i>available</i> through program	PLAR Challenge(s) <i>not</i> <i>available</i>
ACCT 105	Accounting	✓	
ACCT 136	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	✓	

Dates when PLAR Assessment is available for this program

PLAR assessments are currently being offered each academic year.

PLAR Challenge Options and Eligibility Criteria

Individual course challenge

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

Fees for PLAR Challenges

The PLAR fees policy is subject to change for each new academic year. Please see the **Cost** section on the [PLAR webpage](#) for current fee information.

Directions to Arrange a PLAR Consultation for this Program

1. **Review:** Thoroughly review the [PLAR process](#) and [FAQs](#) on our website and then the content of this guide for the Office Administration program. You need both general and specific information to successfully navigate the PLAR process.
2. **Self-rate:** Complete the self-rating checklists in the next section to estimate your level of mastery for the learning outcomes of each course.
3. **Print [*or convert to electronic file*]:** If PLAR for one or more courses appears to be a reasonable option for you, print [*or convert to electronic file*] the [PLAR Application Form](#) and completed self-rating checklists for those courses.
4. **Contact:** Call or email the PLAR consultant for this program.
5. **Prepare:** Ask the consultant what to bring with you or submit prior to a meeting. The following items are commonly requested:
 - A recent resume with dates and employers or organizations listed for any paid or volunteer work related to this program,
 - Copies of certificates or workshop descriptions from any previous training related to this program,
 - A printed PLAR Application Form with at least your personal information filled in, and
 - Completed, printed self-rating checklists for each course you may want to PLAR.

PLAR Consultant for this Program

Please do **not** contact the PLAR consultant for this program until you have...

- thoroughly reviewed (a) [general PLAR information online](#) and (b) program-specific PLAR information in this guide and
- self-rated your competence level for the learning outcomes of each course you may want to PLAR (see the next section of this guide).

If PLAR appears to be a reasonable option for you, please contact the PLAR consultant for this program:

Amy Isted, Program Assistant
Saskatchewan Polytechnic, **Regina Campus**
Phone: 306-775-7357
Email: amy.isted@saskpolytech.ca

Al Bray, Program Head
Saskatchewan Polytechnic, **Regina Campus**
Phone: 306-775-7361
Email: bray@saskpolytech.ca

Erin Bomphray, Program Head
Saskatchewan Polytechnic, **Prince Albert Campus**
Phone: 306-765-1559
Email: bomphraye@saskpolytech.ca

Section 2—Self-rating checklists, assessment methods, and resources for courses in this Program

This section of the guide contains tools and information for each PLAR-able course in this program to help you choose which courses you might successfully challenge with PLAR. Information provided for each course includes the following:

- A checklist of the learning outcomes for each course so you can estimate your level of mastery for that course.
- A brief or detailed description of the potential assessment methods that may be used for a PLAR challenge.
- A list of resources you may want to review prior to PLAR assessment or a reminder to ask the PLAR consultant for a list of recommended resources.

Steps to complete a self-rating checklist

1. Read through these three levels of competence listed for each course checklist.

Competent:	I can work independently without supervision to apply the learning outcome.
Learning:	I am still learning this and need some direction or supervision to do it well.
None:	I have no knowledge or experience related to this outcome.

2. Read through the following self-rating checklists of learning outcomes for each course you are interested in for a PLAR challenge.
3. Check off your estimated competence level for all of the learning outcomes for each course. Your self-rating will help you decide whether to proceed with a PLAR consultation.
4. To be successful in a PLAR assessment, your abilities should be at the *competent* level for the majority of learning outcomes. Some things to consider when rating 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 why you chose this level if asked by the program's PLAR consultant.

5. Select/copy and email/upload the completed self-audit checklists to the program's PLAR consultant (step 5 in the 8-step PLAR process).

Self-audit guide(s)

ACCT 105 – Accounting

You will journalize and post transactions, prepare worksheets, prepare adjusting and closing entries, prepare unaudited financial statements, perform banking and petty cash functions, and prepare employee and employer payroll records.

Credit unit(s): 4.0

Prerequisite(s): None

Equivalent course(s): ACCT 105CE, ACCT 122

ACCT 105 – Accounting Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Perform basic accounting functions.			
<ul style="list-style-type: none"> ▪ Define basic accounting terminology. ▪ Identify categories of business organizations and the activities performed by each type of organization. ▪ Identify the parts of the Accounting Equation. ▪ Describe changes caused by business transactions. 			
2. Analyze transactions affecting the accounting equation into debit and credit parts.			
<ul style="list-style-type: none"> ▪ Define the concept of Debits and Credits. ▪ Record transactions in T-accounts according to the rules of debit and credit. ▪ Organize a chart of accounts. ▪ Prepare the trial balance from the T-account balances. ▪ Prepare financial reports from the trial balance 			
3. Journalize transactions.			
<ul style="list-style-type: none"> ▪ Define terminology related to journalizing. ▪ Discuss the importance of journalizing and its role in the accounting cycle. ▪ Record transactions in a general journal. 			
4. Post transactions to the general ledger.			
<ul style="list-style-type: none"> ▪ 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. 			
5. Prepare worksheets.			
<ul style="list-style-type: none"> ▪ Identify the trial balance as the first step in completing a worksheet. ▪ Explain the purpose of end of period adjustments. ▪ Calculate the end of period adjustments. ▪ Complete the adjustments, adjusted trial balance, income statement and balance sheet section on a worksheet. 			

ACCT 105 – Accounting Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
6. Prepare financial statements.			
<ul style="list-style-type: none"> ▪ Discuss the difference between interim and year end reports. ▪ Complete financial statements using a worksheet 			
7. Complete the adjusting process.			
<ul style="list-style-type: none"> ▪ Use the worksheet information to journalize the adjusting entries. ▪ Post adjusting entries to the general ledger 			
8. Complete the closing process.			
<ul style="list-style-type: none"> ▪ Use the worksheet information to journalize the closing entries. ▪ Describe the purpose of temporary accounts. ▪ Describe the purpose of closing entries. ▪ Post closing entries to the general ledger. ▪ Prepare the post-closing trial balance. 			
9. Complete an accounting cycle simulation.			
<ul style="list-style-type: none"> ▪ Complete a comprehensive accounting cycle problem from chapter 5. 			
10. Perform banking functions.			
<ul style="list-style-type: none"> ▪ Discuss principles of internal control. ▪ Complete banking forms. ▪ Define accounting terminology required to perform banking functions. ▪ Reconcile a bank statement. ▪ Journalize the bank reconciliation 			
11. Perform petty cash functions.			
<ul style="list-style-type: none"> ▪ Establish a petty cash fund. ▪ Journalize the establishment of a petty cash fund. ▪ Maintain a petty cash fund. ▪ Journalize the replenishment of the petty cash fund. 			
12. Prepare employee payroll records.			
<ul style="list-style-type: none"> ▪ Describe payroll taxes and deductions. ▪ Complete a payroll summary sheet. ▪ Journalize payroll summary sheet. ▪ Journalize the payment of employees 			
13. Prepare employer payroll records.			

<p>ACCT 105 – Accounting</p> <p>Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
<ul style="list-style-type: none"> ▪ Discuss the statutes regarding the requirements of employers in the payroll process. ▪ Journalize employers’ expenses associated with payroll. ▪ Remit deductions to CRA, etc. ▪ Record remittances. 			

PLAR Assessment Methods

If you qualify for PLAR, you may be asked to demonstrate your learning in an exam that will include performance demonstrations. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

Resources

Ask the PLAR Consultant/Assessor to recommend any learning resources that may be useful to prepare for assessment.

ACCT 136 – 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, accounts payable and payroll), learn to account for inventory, and learn to prepare banking records. You will also prepare the initial automated accounting setup for use by a company.

Credit unit(s): 4.0

Prerequisite(s): ACCT 105 or ACCT 122

Equivalent course(s): ACCT 136CE, COAP 137

ACCT 136 – Automated Accounting Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Enter transactions in the General Journal			
<ul style="list-style-type: none"> ▪ Define terminology required to perform automated accounting transactions. ▪ Maintain computer files. ▪ Journalize transactions in the general journal. ▪ Post transactions. ▪ Add a new account. ▪ Journalize correcting entries. ▪ Post correcting entries. ▪ Print financial reports and graphs. 			
2. Enter transactions in the Purchases and Payments Journals.			
<ul style="list-style-type: none"> ▪ Journalize purchase transactions. ▪ Journalize payment transactions. ▪ Create a stored entry. ▪ Recall a stored entry. ▪ Change a stored entry. ▪ Make corrections in the payments and purchases journals. ▪ Add a supplier record. ▪ Edit a supplier record. ▪ Discuss Cost of Goods Sold. 			
3. Enter transactions in the Sales and Cash Receipts Journals.			
<ul style="list-style-type: none"> ▪ Journalize cash, credit card and account sale transactions. ▪ Journalize receipt transactions. ▪ Journalize NSF cheques. ▪ Make corrections in the sales and receipts journals. ▪ Add a customer record. ▪ Edit a customer record. ▪ Journalize GST and PST remittances 			

ACCT 136 – Automated Accounting Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
4. Enter payroll transactions.			
<ul style="list-style-type: none"> ▪ Journalize payroll entries. ▪ Make corrections in the payroll journal. ▪ Journalize release of vacation pay. ▪ Journalize payroll tax remittance. 			
5. Enter inventory transactions.			
<ul style="list-style-type: none"> ▪ Review Cost of Goods Sold. ▪ Journalize inventory transactions. ▪ Make inventory adjustments. ▪ Add and assemble inventory items. ▪ Journalize sales and purchase returns. ▪ Calculate sales commission. ▪ Display inventory reports. 			
6. Design an accounting system using the General Journal.			
<ul style="list-style-type: none"> ▪ Plan and design an accounting system using the General Journal. ▪ Create company files. ▪ Set up the chart of accounts. ▪ Enter historical data. ▪ Start a new fiscal period. ▪ Enter transactions for a previous fiscal period. 			
7. Design an accounting system for a small business.			
<ul style="list-style-type: none"> ▪ Plan and design an accounting system using the General, Sales, Cash Receipts, Purchases and Cash Payments Journals. ▪ Create company files. ▪ Create linked accounts. ▪ Enter historical data. ▪ Edit transactions. ▪ Set up credit cards. ▪ Set up taxes. ▪ Enter postdated transactions. 			
8. Enter payroll records.			

ACCT 136 – Automated Accounting Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
<ul style="list-style-type: none"> ▪ Add Payroll Ledger to company data file. ▪ Enter Payroll Ledger settings. ▪ Enter Payroll ledger linked accounts. ▪ Create employee ledger records. ▪ Enter employee historical information. ▪ Set up payroll remittances. ▪ Set up employee taxes for income, benefits and deductions. ▪ Create job categories. ▪ Assign employees to job categories. ▪ Print payroll reports. 			
9. Enter quotes and orders.			
<ul style="list-style-type: none"> ▪ Record orders and quotes. ▪ Adjust orders and quotes. ▪ Enter debit card transactions. ▪ Journalize prepayments and deposits. 			
10. Enter banking transactions.			
<ul style="list-style-type: none"> ▪ Prepare bank deposit slips. ▪ Print Transaction Reports and compare to bank statements. ▪ Create linked accounts for reconciliation. ▪ Set up account reconciliation information. ▪ Reconcile bank account statement with General Ledger. ▪ Reverse NSF cheques manually. ▪ Print account reconciliation reports 			

PLAR Assessment Methods

If you qualify for PLAR, you may be asked to demonstrate your learning in an exam that will include performance demonstrations. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

Resources

Ask the PLAR Consultant/Assessor to recommend any learning resources that may be useful to prepare for assessment.

BCOM 100 – Business Communications 1

You will apply grammatical rules and principles in preparation for writing routine business correspondence.

Credit unit(s): 4.0

Prerequisite(s): None

Equivalent course(s): BCOM 100CE, BCOM 101

BCOM 100 – Business Communications 1 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Write complete sentences.			
<ul style="list-style-type: none"> ▪ 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.			
<ul style="list-style-type: none"> ▪ 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 capitalization, abbreviations, and numbers.			
<ul style="list-style-type: none"> ▪ Identify the rules for the use of capitalization, abbreviations, and numbers. ▪ Apply the rules for the use of capitalization, abbreviations, and numbers. ▪ Write sentences using capitalization, abbreviations, and numbers. ▪ Edit business correspondence. 			
4. Write sentences using pronouns and prepositions.			

BCOM 100 – Business Communications 1 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
<ul style="list-style-type: none"> ▪ Define pronouns and pronoun cases. ▪ Use the nominative/subjective case. ▪ Use the objective case. ▪ Use the possessive case. ▪ Demonstrate pronoun antecedent agreement. ▪ Discuss the use of prepositions. ▪ Apply the rules for using pronouns and prepositions in writing sentences. ▪ Edit sentences (editing is cumulative). 			
5. Write sentences using verbs.			
<ul style="list-style-type: none"> ▪ Recognize the active and passive voice. ▪ Identify principle parts of the verb (tense). ▪ Apply the rules for using the principle parts of the verb to correct sentence errors. ▪ Apply the rules for subject-predicate agreement to correct sentence errors. ▪ Write sentences demonstrating the correct use of verbs (and subject-predicate agreement). ▪ Edit written materials (business correspondence). 			
6. Write sentences using adjectives and adverbs.			
<ul style="list-style-type: none"> ▪ Discuss the use of adjectives and adverbs. ▪ Form the comparative and superlative degrees of regular and irregular adjectives and adverbs. ▪ Apply the rules for using the comparative and superlative degrees for adjectives and adverbs to correct sentence errors. ▪ Apply punctuation rules for independent adjectives. ▪ Write sentences demonstrating the correct use of adjectives and adverbs. ▪ Edit business correspondence. 			

PLAR Assessment Methods

If you qualify for PLAR, you may be asked to demonstrate your learning in an exam that will include performance demonstrations. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

Resources

Ask the PLAR Consultant/Assessor to recommend any learning resources that may be useful to prepare for assessment.

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

Prerequisite(s): BCOM 100

Equivalent course(s): BCOM 102CE

BCOM 102 – Business Communications 2 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Write sentences using compound and complex sentences.			
<ul style="list-style-type: none"> ▪ Discuss the use of conjunctions. ▪ Use parallel construction to write sentences using correlative and coordinate conjunctions. ▪ Edit business correspondence. ▪ Apply the rules for using conjunctions to correct and write compound and complex sentences. ▪ Edit business correspondence. 			
2. Write sentences using commas.			
<ul style="list-style-type: none"> ▪ Discuss the use of commas. ▪ Apply the rules for using commas to correct and write sentences. ▪ Edit business correspondence. ▪ Write sentences using the You Attitude. 			
3. Write sentences using colons and semicolons.			
<ul style="list-style-type: none"> ▪ Explain rules for the use of colons and semicolons. ▪ Apply the rules for the use of colon and semicolons. ▪ Write sentences using colons and semicolons. ▪ Edit business correspondence. ▪ Explain the rules for the use of quotation marks (to enclose titles only) and italics (/underscore). ▪ Apply the rules for the use of quotation marks (to enclose titles only) and italics (/underscore). ▪ Write sentences using quotation marks (to enclose titles only) and italics (/underscore). 			
4. Use business writing techniques to achieve business tone, style, and clarity.			

BCOM 102 – Business Communications 2 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
<ul style="list-style-type: none"> ▪ Discuss purposes of business correspondence. ▪ Discuss the importance of clarity and goodwill in business messages. ▪ Explain the use of audience analysis to determine appropriate message content and tone. ▪ Discuss the special requirements of tone when writing internal organization messages. ▪ Analyze the purpose of a message to determine appropriate message content. ▪ Write concise sentences. ▪ Write effective paragraphs. ▪ Edit documents for errors to meet business standards. 			
5. Prepare routine business memos and emails.			
<ul style="list-style-type: none"> ▪ Describe the direct pattern used for most routine business messages. ▪ Write clear and concise sentences. ▪ Review standard memorandum and email formats. ▪ Discuss effective email practices, including “netiquette.” ▪ Edit documents to meet business standards. ▪ Write email and memos. 			
6. Compose routine letters.			
<ul style="list-style-type: none"> ▪ Write routine letters using the direct and indirect pattern. ▪ Review standard letter formats. ▪ Edit documents to meet business standards. 			

PLAR Assessment Methods

If you qualify for PLAR, you may be asked to demonstrate your learning in an exam that will include performance demonstrations. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

Resources

Ask the PLAR Consultant/Assessor to recommend any learning resources that may be useful to prepare for assessment.

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, verbal skills, and problem-solving strategies.

Credit unit(s): 3.0

Prerequisite(s): None

Equivalent course(s): BCOM 103CE, BCOM 121, COMM 112, COMM 291, HUMR 186

BCOM 103 – Interpersonal Communications Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Describe factors that affect interpersonal communications.			
<ul style="list-style-type: none"> ▪ Explain the communication process. ▪ Describe the factors that affect the communication process. 			
2. Describe the impact of diversity on efficacy of interpersonal communications.			
<ul style="list-style-type: none"> ▪ Define diversity. ▪ Explain how diversity affects communication. ▪ Discuss techniques for improving communication. ▪ Communicate in a culturally respectful manner. ▪ Discuss generational differences. ▪ Describe your personality types. ▪ Recognize the different personality types. ▪ Describe how different personality types communicate. 			
3. Use active listening skills and feedback strategies.			
<ul style="list-style-type: none"> ▪ Describe the listening process. ▪ Identify listening strategies. ▪ Use listening strategies. ▪ Identify feedback skills. ▪ Use feedback skills. 			
4. Demonstrate effective verbal communication skills.			
<ul style="list-style-type: none"> ▪ Identify the principles of effective verbal communication skills. ▪ Discuss the skills for communicating emotions. 			
5. Use non-verbal communication strategies to enhance business communications.			

BCOM 103 – Interpersonal Communications Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
<ul style="list-style-type: none"> ▪ Explain non-verbal communication. ▪ Describe strategies for improving non-verbal communication. ▪ Apply effective non-verbal communication skills to improve the effectiveness of oral communication. 			
6. Use conflict resolution techniques.			
<ul style="list-style-type: none"> ▪ Describe characteristics of interpersonal conflict. ▪ Identify skills for resolving workplace conflict. ▪ Practice conflict resolution. 			
7. Use problem solving techniques.			
<ul style="list-style-type: none"> ▪ Describe problem-solving process. ▪ Describe problem-solving techniques. ▪ Practice group problem-solving techniques. 			

PLAR Assessment Methods

If you qualify for PLAR, you may be asked to demonstrate your learning in an exam that will include performance demonstrations. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

Resources

Ask the PLAR Consultant/Assessor to recommend any learning resources that may be useful to prepare for assessment.

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

Prerequisite(s): None

Equivalent course(s): CKEY 101CE

CKEY 101 – Keyboarding 1 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Develop keyboarding techniques, speed, and accuracy.			
<ul style="list-style-type: none"> ▪ Identify ergonomic issues. ▪ Develop keyboarding techniques. ▪ Develop keyboarding speed and accuracy by touch while using correct keyboarding technique. 			
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. ▪ 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 an exam that will include performance demonstrations. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

Resources

Ask the PLAR Consultant/Assessor to recommend any learning resources that may be useful to prepare for assessment.

CKEY 102 – Keyboarding 2

You will develop ergonomic and keyboarding techniques to attain a speed of 45 words per minute with 98% accuracy on two separate five-minute timed writings.

Credit unit(s): 2.0

Prerequisite(s): CKEY 101

Equivalent course(s): CKEY 102CE

CKEY 101 – Keyboarding 1 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Maintain keyboarding techniques, speed, and accuracy.			
<ul style="list-style-type: none"> ▪ Reinforce correct keyboarding techniques. ▪ Develop keyboarding speed and accuracy by touch. 			
2. Key by touch at 45 words per minute on two separate unrehearsed five-minute timed writings with 98% accuracy.			
<ul style="list-style-type: none"> ▪ Practice 5-minute timed writings. ▪ Attain a keyboarding speed of 45 words per minute by touch on two separate (different) unrehearsed five-minute timed writings with 98% accuracy. 			

PLAR Assessment Methods

If you qualify for PLAR, you may be asked to demonstrate your learning in an exam that will include performance demonstrations. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

Resources

Ask the PLAR Consultant/Assessor to recommend any learning resources that may be useful to prepare for assessment.

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

Prerequisite(s): None

Equivalent course(s): COAP 115CE

COAP 115 – Word Processing 1 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Demonstrate the use of a computer operating system.			
<ul style="list-style-type: none"> ▪ Perform basic windows functions ▪ Identify system settings ▪ Manage files and folders 			
2. Apply proofreading and formatting skills to produce basic documents.			
<ul style="list-style-type: none"> ▪ Apply proofreading techniques ▪ Produce a document ▪ Edit a document ▪ Manipulate text within a document ▪ Use print options 			
3. Format characters and paragraphs.			
<ul style="list-style-type: none"> ▪ Perform basic character formatting ▪ Perform basic paragraph formatting ▪ Use bulleted and numbered lists 			
4. Perform basic page formatting.			
<ul style="list-style-type: none"> ▪ Change page format ▪ Apply borders and shading to paragraphs ▪ Use tabs in documents 			
5. Enhance documents through the application of formatting and editing features.			

COAP 115 – Word Processing 1 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
<ul style="list-style-type: none"> ▪ Use multiple windows to move or copy text between documents ▪ Use writing tools ▪ Apply page and section breaks ▪ Use automatic insert features ▪ Use find and replace features to revise text and formatting ▪ Insert elements into a document 			
6. Prepare interoffice memos.			
<ul style="list-style-type: none"> ▪ Identify memo format ▪ Produce interoffice memos 			
7. Prepare letters, envelopes, and labels.			
<ul style="list-style-type: none"> ▪ Produce block letters ▪ Produce letters using letterhead ▪ Produce letters with special directions or notations ▪ Produce envelopes and labels 			
8. Prepare tables.			
<ul style="list-style-type: none"> ▪ Produce tables ▪ Edit tables ▪ Rotate text within a table ▪ Convert text to a table and vice versa ▪ Sort text within a table 			
9. Produce documents using graphic features.			
<ul style="list-style-type: none"> ▪ Use clipart ▪ Use shapes ▪ Use text boxes ▪ Use WordArt ▪ Use watermarks ▪ Produce a letterhead ▪ Produce a screenshot 			
10. Produce diagrams.			
<ul style="list-style-type: none"> ▪ Prepare a diagram using Smart Art ▪ Add text to a diagram ▪ Format a diagram 			

PLAR Assessment Methods

If you qualify for PLAR, you may be asked to demonstrate your learning in an exam that will include performance demonstrations. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

Resources

Ask the PLAR Consultant/Assessor to recommend any learning resources that may be useful to prepare for assessment.

COAP 116 – Word Processing 2

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

Prerequisite(s): COAP 115, CKEY 101

Equivalent course(s): COAP 116CE

COAP 116 – Word Processing 2 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Produce business documents containing multiple columns.			
<ul style="list-style-type: none"> ▪ Apply multiple column layouts ▪ Use hyphenation ▪ Prepare and edit newspaper columns 			
2. Format business documents using styles.			
<ul style="list-style-type: none"> ▪ Format styles ▪ Apply styles 			
3. Produce business reports.			
<ul style="list-style-type: none"> ▪ Add headers, footers, and page numbers to an existing report ▪ Use word processing features to add a reference page, table of contents and title page to a report ▪ Edit reports 			
4. Produce tables using advanced features.			
<ul style="list-style-type: none"> ▪ Produce complex tables ▪ Prepare multi-page tables 			
5. Produce forms to be used as a template.			
<ul style="list-style-type: none"> ▪ Design a form for a specialized purpose ▪ Edit a form ▪ Insert content controls 			
6. Produce advanced letters.			

COAP 116 – Word Processing 2 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
<ul style="list-style-type: none"> ▪ Prepare letters using various styles ▪ Prepare two page letters ▪ Prepare letters, envelopes, and labels with mailing notation 			
7. Produce documents using the merge feature.			
<ul style="list-style-type: none"> ▪ Prepare a main document and data source ▪ Sort a data source ▪ Filter a data source 			
8. Use desktop publishing software to create standard publications.			
<ul style="list-style-type: none"> ▪ Produce a business card ▪ Produce a flyer ▪ Produce a tri-fold brochure ▪ Produce a newsletter 			
9. Create hyperlinks in a document.			
<ul style="list-style-type: none"> ▪ Create a bookmark ▪ Create hyperlinks 			

PLAR Assessment Methods

If you qualify for PLAR, you may be asked to demonstrate your learning in an exam that will include performance demonstrations. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

Resources

Ask the PLAR Consultant/Assessor to recommend any learning resources that may be useful to prepare for assessment.

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): 4.0

Prerequisite(s): None

Equivalent course(s): COAP 117CE

COAP 117 – Spreadsheet Applications Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Prepare a workbook using spreadsheet software.			
<ul style="list-style-type: none"> ▪ Discuss the purpose and function of spreadsheets. ▪ Enter data in a worksheet. ▪ Format a worksheet. ▪ Print worksheets. 			
2. Implement formulas for fundamental mathematical calculations using spreadsheet software.			
<ul style="list-style-type: none"> ▪ Solve problems using business calculations. ▪ Validate business calculation solutions. ▪ Use basic spreadsheet functions (AVERAGE, MIN, MAX, COUNT) 			
3. Implement formulas for advanced mathematical operations using spreadsheet software.			
<ul style="list-style-type: none"> ▪ Use absolute and relative cell references. ▪ Solve simple interest problems. ▪ Calculate compound interest. ▪ Use FV and PMT functions 			
4. Use advanced functions.			
<ul style="list-style-type: none"> ▪ Generate a pivot table. ▪ Use date and time functions ▪ Use logical/conditional statements. (IF, COUNTIF, SUMIF, AVERAGEIF) ▪ Record a macro. 			
5. Prepare charts from numerical data to assist in decision making.			
<ul style="list-style-type: none"> ▪ Demonstrate the creation of charts in data representation. ▪ Create charts. ▪ Format charts. 			

COAP 117 – Spreadsheet Applications Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
6. Perform data management.			
<ul style="list-style-type: none"> ▪ Organize workbooks. ▪ Use a filter to extract data ▪ Use conditional formatting. ▪ Summarize data from multiple worksheets. ▪ Prepare a template. 			
7. Design spreadsheets to assist in decision making.			
<ul style="list-style-type: none"> ▪ Identify the problem ▪ Identify the spreadsheet design, formulas, design requirements ▪ Select the relevant data ▪ Develop an action plan ▪ Generate spreadsheets and charts ▪ Meet deadlines. 			

PLAR Assessment Methods

If you qualify for PLAR, you may be asked to demonstrate your learning in an exam that will include performance demonstrations. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

Resources

Ask the PLAR Consultant/Assessor to recommend any learning resources that may be useful to prepare for assessment.

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, COAP 117

Equivalent course(s): COAP 138CE

COAP 138 – Computer Suite Applications Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Prepare a database.			
<ul style="list-style-type: none"> ▪ Identify the structure for a database. ▪ Enter data in a database. ▪ Apply relationships. ▪ Modify table design. 			
2. Use database features to organize database information.			
<ul style="list-style-type: none"> ▪ Create a query. ▪ Prepare a form. ▪ Modify a form. ▪ Prepare a report. ▪ Prepare mailing labels. ▪ Apply a filter to an existing table. 			
3. Prepare integrated documents using import and export features.			
<ul style="list-style-type: none"> ▪ Integrate information between a text document and a spreadsheet ▪ Integrate information between a text document, a spreadsheet, and a database. 			
4. Prepare a presentation.			
<ul style="list-style-type: none"> ▪ Prepare slides for a presentation. ▪ Edit a presentation. ▪ Apply formatting to a presentation. 			
5. Use presentation features to enhance a presentation.			

COAP 138 – Computer Suite Applications Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
<ul style="list-style-type: none"> ▪ Apply visual elements to a presentation. ▪ Customize a master slide. ▪ Apply hyperlinks to a presentation. ▪ Apply animations. ▪ Apply audio clips to a presentation. 			
<p>6. Complete an integrated project by importing and exporting information between word processing, spreadsheet, and database software.</p>			
<ul style="list-style-type: none"> ▪ Produce documents using word processing, database, spreadsheet, and presentation software. ▪ Integrate word processing, spreadsheet and presentation software. 			

PLAR Assessment Methods

If you qualify for PLAR, you may be asked to demonstrate your learning in an exam that will include performance demonstrations. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

Resources

Ask the PLAR Consultant/Assessor to recommend any learning resources that may be useful to prepare for assessment.

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

Prerequisite(s): None

Equivalent course(s): EMPS 105CE

EMPS 105 – Personal Management Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Develop an employment search strategy.			
<ul style="list-style-type: none"> ▪ Complete a self-assessment ▪ Develop an action plan ▪ Perform a job market analysis ▪ Describe how to research potential employers ▪ Prepare a job search file ▪ Complete electronic and paper application forms 			
2. Develop a resume, cover letter, and follow-up correspondence.			
<ul style="list-style-type: none"> ▪ Select information for resume writing ▪ Identify resume styles ▪ Prepare a resume ▪ Compose solicited/unsolicited cover letters ▪ Compose a thank you letter/email 			
3. Prepare an employment portfolio.			
<ul style="list-style-type: none"> ▪ Identify the components of an employment portfolio ▪ Compile an employment portfolio 			
4. Prepare for an interview.			
<ul style="list-style-type: none"> ▪ 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 			
5. Recognize employee's rights and responsibilities.			

EMPS 105 – Personal Management Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
<ul style="list-style-type: none"> ▪ Identify organizational structures ▪ Identify provincial regulatory framework ▪ Identify Health & Safety Issues in the Workplace ▪ Identify labour union terminology 			
<p>6. Discuss aspects of professionalism.</p>			
<ul style="list-style-type: none"> ▪ Discuss your role as an office professional ▪ Discuss business ethics and confidentiality ▪ Identify professional human relations skills ▪ Discuss stress management techniques 			
<p>7. Explore life-long learning.</p>			
<ul style="list-style-type: none"> ▪ Set short-term and long-term professional and personal goals ▪ Identify opportunities for professional development 			

PLAR Assessment Methods

If you qualify for PLAR, you may be asked to demonstrate your learning in an exam that will include performance demonstrations. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

Resources

Ask the PLAR Consultant/Assessor to recommend any learning resources that may be useful to prepare for assessment.

OPRO 100 – Office Procedures

You will learn time management, customer service and reception skills. You will also learn how to effectively perform office procedures skills related to telephones, incoming and outgoing mail, and business meetings. As well, you will learn internet applications, e-mail, electronic calendaring and scheduling and how to manage office supplies and business forms.

Credit unit(s): 6.0

Prerequisite(s): None

Equivalent course(s): OPRO 100CE

OPRO 100 – Office Procedures Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Use time management.			
<ul style="list-style-type: none"> ▪ Identify time management skills ▪ Discuss time management skills ▪ Apply workspace organization principles 			
2. Manage e-mail features.			
<ul style="list-style-type: none"> ▪ Identify proper e-mail netiquette and composition ▪ Apply e-mail features ▪ Manage e-mail messages ▪ Use contacts 			
3. Use electronic calendaring to manage scheduling.			
<ul style="list-style-type: none"> ▪ Identify the uses of an electronic calendar ▪ Use an electronic calendar to manage appointments, events, and meetings ▪ Use an electronic calendar to manage tasks and notes ▪ Use advanced e-mail and calendaring features 			
4. Practice customer service and reception skills.			
<ul style="list-style-type: none"> ▪ Identify customer service and reception skills ▪ Apply customer service and reception skills ▪ Describe scheduling skills 			
5. Use information sources including the internet.			
<ul style="list-style-type: none"> ▪ Identify uses for the internet ▪ Use the internet ▪ Identify information sources ▪ Use information sources 			

OPRO 100 – Office Procedures Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
6. Demonstrate telephone technology and techniques.			
<ul style="list-style-type: none"> ▪ Identify effective business telephone techniques and etiquette ▪ Apply appropriate telephone techniques and etiquette ▪ Identify telephone equipment, conferencing options and messaging systems ▪ Identify directory assistance, long distance services and time considerations 			
7. Discuss mail processing procedures.			
<ul style="list-style-type: none"> ▪ Identify incoming mail procedures ▪ Identify outgoing mail procedures 			
8. Discuss the use of office technology.			
<ul style="list-style-type: none"> ▪ Identify computer technology ▪ Discuss office technology 			
9. Manage office supplies and business forms.			
<ul style="list-style-type: none"> ▪ Identify office supplies ▪ Compare office supplies for cost and effectiveness ▪ Identify business forms ▪ Complete business forms 			
10. Prepare for business meetings.			
<ul style="list-style-type: none"> ▪ Identify procedures for preparing for business meetings ▪ Prepare an agenda for informal and formal business meetings ▪ Identify procedures for recording minutes ▪ Record minutes for informal and formal business meetings ▪ Prepare minutes for distribution ▪ Identify procedures for team meetings ▪ Identify procedures for video/teleconferences ▪ Discuss the follow-up procedures for meetings 			

PLAR Assessment Methods

If you qualify for PLAR, you may be asked to demonstrate your learning in an exam that will include performance demonstrations. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

Resources

Ask the PLAR Consultant/Assessor to recommend any learning resources that may be useful to prepare for assessment.

OPRO 133 – Records Management

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

Credit unit(s): 3.0

Prerequisite(s): None

Equivalent course(s): OPRO 133CE

OPRO 133 – Records Management Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Identify records management procedures and privacy issues.			
<ul style="list-style-type: none"> ▪ Identify filing systems. ▪ Identify equipment and supplies. ▪ Identify the life cycle of a file. ▪ Recognize security issues. ▪ Discuss privacy issues. 			
2. Perform alphabetic filing.			
<ul style="list-style-type: none"> ▪ Describe alphabetic filing rules and procedures. ▪ Perform alphabetic filing. 			
3. Perform subject filing.			
<ul style="list-style-type: none"> ▪ Identify subject filing rules. ▪ Perform subject filing. 			
4. Perform electronic filing.			
<ul style="list-style-type: none"> ▪ Identify electronic filing guidelines. ▪ Discuss databases. ▪ Perform electronic filing. 			
5. Perform geographic filing.			
<ul style="list-style-type: none"> ▪ Identify geographic filing rules. ▪ Perform geographic filing. 			
6. Perform numeric filing.			
<ul style="list-style-type: none"> ▪ Identify numeric filing rules. ▪ Perform numeric filing. 			

PLAR Assessment Methods

If you qualify for PLAR, you may be asked to demonstrate your learning in an exam that will include performance demonstrations. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

Resources

Ask the PLAR Consultant/Assessor to recommend any learning resources that may be useful to prepare for assessment.