

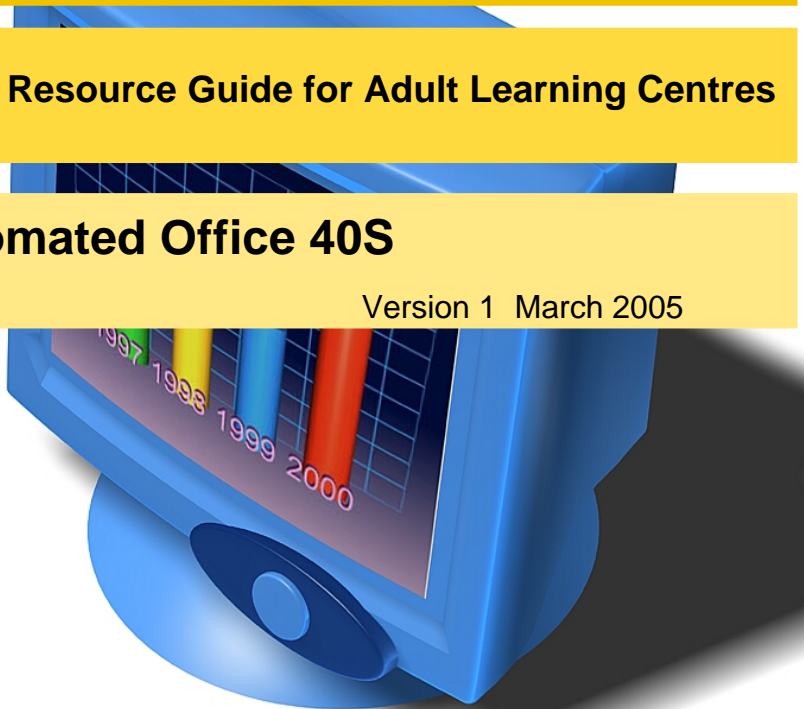
PLAR

Prior Learning Assessment and
Recognition (PLAR)

PLAR Resource Guide for Adult Learning Centres

Automated Office 40S

Version 1 March 2005



PLAR Skills
Assessment
Learning
Knowledge
recognition
prior
Change Skills
Prior
Change Learning
Assessment
Learning
Prior knowledge
Change
skills recognition
Knowledge
prior
Learning
Assessment
recognition
Skills
PLAR

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INTRODUCTION

Automated Office 40S is a full-credit course designed for those students who are pursuing business and office work. This course is ideal for the PLAR process because 25 of the 110 to 120 hours of the course is meant to be experienced as a Work Experience Placement or Job Simulation. Depending upon your experiences in business and office work, you may well have skills in some or all of areas covered in the course through training and learning in the workplace.

Topics covered in the course include:

- ◆ Basic Computer Skills Review and Assessment
- ◆ Electronic Communications
- ◆ Information Management
- ◆ Desktop Publishing
- ◆ Reprographics and Machine Transcription
- ◆ Office Practicum
- ◆ Keyboarding

If you have sufficient skills in these areas, you may be able to obtain full or partial credit for this course through Prior Learning Assessment and Recognition (PLAR).

This document contains the general and specific learning outcomes for Automated Office 40S, along with a self-assessment checklist to help you decide if you have achieved those learning outcomes. Technology related skills can need updating very quickly so consider this as you complete the checklist. After completing the checklist, you will be able to determine if you have enough prior learning in some or all of the areas covered in the course to attempt to receive credit through the PLAR process.

The PLAR process for Automated Office 40S is outlined in this document. By completing the PLAR Process in its entirety and achieving the minimum standard, you can receive credit for all or part of Automated Office 40S without taking the course.



LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE

The objectives for the course are outlined below. After completing the course, students should be able to perform the skills outlined.

UNIT 1: INTRODUCTION

GOAL: To have students review basic computer operations and keyboarding skills.

1.0 Skills Assessment & Review

- explain the parts of a computer system
 - input devices
 - CPU
 - memory
 - hard drive
 - floppy drive
 - output devices
- turn on the computer, access the operating system, and load a specified software package
- key in straight copy material at a speed of approximately 40-45 words per minute
- format letters, manuscripts, tables, memorandums, outlines, and reports

UNIT 2: ELECTRONIC COMMUNICATIONS

GOAL: To introduce students to the concepts of electronic communications.

1.0 Electronic Mail/Communication Devices

- state the advantages of electronic mail.
- explain the general concepts of various electronic communication devices such as a fax machine, electronic banking, modems, public and private networking systems

UNIT 3: STORAGE AND INFORMATION MANAGEMENT

GOAL: To teach students the procedures for computerized information management.

1.0 Records Management

- define the terms and key concepts used in the management of records
- describe the nature of records and the need for management of records in the business environment
- classify documents and apply appropriate retention schedules



LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE

2.0 Filing Rules and Procedures

- describe file management including file methods and rules
- determine appropriate classification systems for various types of records
- explain how to prepare records for filing
- index and alphabetize names in an alphabetic system

3.0 Database Files

- load a database program
- create a database file
- sort and manipulate information in the database

4.0 Microfiche/Microfilm

- explain the advantages and disadvantages of microfiche and microfilm
- locate, explain how to locate, information that is stored on microfiche or microfilm

5.0 Petty Cash Management

- establish and maintain a petty cash system and maintain all documents relating to “petty” expenditures within the office

UNIT 4: DESKTOP PUBLISHING

GOAL: To teach students the features of desktop publishing.

1.0 Document Formatting/Design

- use appropriate desktop publishing vocabulary (scroll bars, import graphics, place text, clip art, text area, graphic area, header, footer)
- describe standard rules of design and layout (proportion, balance, rhythm, unity, contrast)
- manipulate the mouse using the following actions; point, click, drag, release, select
- use a desktop publishing software package to do the following:
 - design and layout a single-page document with two or more columns per page
 - demonstrate the steps necessary to place text and import graphics
 - change fonts and sizes
 - use pre-designed templates to create newsletters, brochures, invitations, resumes
 - use additional features of specific desktop publishing packages: kerning, leading, thesaurus, and scanner
 - scan in logos and pictures using optical scanner



LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE

- print a hard copy of the designed page using a laser printer or a printer compatible with the desktop publishing software being used

UNIT 5: REPROGRAPHICS AND MACHINE TRANSCRIPTION

GOAL: To provide students with skills in reprographics and machine transcription.

1.0 Copy Machines

- define the selection criteria to be considered when choosing a reprographic method
- produce copies by using a number of reprographic facilities
- operate special features of available copier machines such as reduction, enlargement, automatic duplexing, automatic feeding, sorting, and collating

2.0 Copyrights

- define the term 'copyright'
- determine if there are any copyright restrictions that apply to material being contemplated for reproduction
- locate the Canadian copyright act as well as any amendments and summarize the information in a brief report

3.0 Dictation

- give adequate information at the beginning of each item – type of communication, right jobs identified, copy instructions
- spell names, cities and unusual technical words
- repeat amounts of money, dates and other figures
- speak distinctly and slowly, yet naturally
- mark the length of each item on the indication slip
- provide appropriate closing instructions

4.0 Transcription

- identify parts of the transcription unit
- demonstrate various functions of the equipment
- develop skill in effective listening technique
- apply correct business English skills to the transcription process
- use reference material to produce mailable copy
- respond to special instructions from the individual giving the dictation



LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE

- demonstrate effective editing skills in the preparation of mailable transcript at an efficient rate

UNIT 6: SIMULATION OR OFFICE PRACTICUM

GOAL: To have students demonstrate the skills needed in an automated office.

1.0 Automated Office

- send a message by electronic mail
- perform Records Management and filing activities
- produce a mailable transcript - making required copies, arranging documents appropriately for mailing
- produce a document using desktop publishing

UNIT 7: KEYBOARD COMPETENCY FOR JOB ENTRY

GOAL: To provide students with keyboard competency for job entry.

1.0 Preparation for Job Entry

- fill out a general job application form
- prepare a personal data sheet/resume
- write a letter of application
- participate in a mock job interview

2.0 Keyboarding review

- keyboard a 5- and 10- minute straight-copy, timed-writing at a speed acceptable to current business requirements
- complete a basic formatting activity such as keyboarding a letter in an acceptable format and at a speed acceptable to current business standards



COURSE RESOURCES

The following is a list of possible resources used in this course. You can look at these resources to help make the learning outcomes clear in your mind and to see examples of the products mentioned in the checklists which follow.

Blicq, Ron S, and Lisa Moretto. *Get to the Point!: Writing Effective Email, Letters, Reports and Proposals.* Scarborough ON: Prentice Hall Allyn and Bacon Canada, 2000.

Manitoba Education, Training and Youth. Senior 4 English Language Arts: *Language and Technical Communication—Manitoba Curriculum Framework of Outcomes and A Foundation for Implementation.* Winnipeg MB: Manitoba Education, Training and Youth, 2001.

Manitoba Textbook Bureau

Manitoba Education and Training. Automated Office 40S *Interim Curriculum Guide* September 1993.

Kilgour and Jennings. *Administrative Procedures for the Canadian Office* (1994 3rd Canadian Edition) (PEA)

Clark, Zimmer et al, *Business English and Communications* (1996 5th Canadian Edition)

Clark, Zimmer et al, *Business English and Communications Student Activity Book* (1996 5th Canadian Edition)

Porozny, George, *Desktop Publishing Design Basics & Applications* 1993

Other Resource Books

Barrington, Nancy, et al. *Electronic Office Procedures* (Print-Non-Fiction) McGraw-Hill Ryerson 1990.

Baugh, L. Sue, et al. *Essentials of Business Writing and Speaking: A Canadian Guide* Copp Clark Pitman, 1989

Bedford, Jennie M. et al. *The Canadian Office: Systems and Procedures* (Print-Non-Fiction). Copp Clark Pitman 1990.

Capron, H. L. and John D. Perron. *Computers and Information Systems: Tools for an Information Age* Benjamin/Cummings 1993.

Chapman, Elwood N. *Your Attitude is Showing: A Primer of Human Relations.* Macmillan B), 1991.

Fleming, Louise C., et al. *Communicating for Business* Nelson Canada 1990.

Fruehling, R.T., C.K. Weaver, V.R. Lyons, Y.C. *Office Systems, People, Procedures, and Technology - Canadian Edition..* Bissonnette. Irwin Publishing 1997.



COURSE RESOURCES

Guffey, Mary Ellen, Kathleen Rhodes, Patricia Rogin. *Business Communication Process and Product* Fourth Canadian Edition Thomson Nelson 2004

Hume, Valerie S. *Information Processing in Today's Office* .McGraw-Hill Ryerson (BB) 1989.

Mitchell, Carol A. *Machine Transcription: A Comprehensive Approach for Today's Office Professional*, 3rd ed. Glencoe Division of Macmillan/McGraw Hill 1997.

Smith, Pat and Pamela Hay-Ellis. *Pitman Office Handbook*. 2nd ed. Copp Clark Pitman (BB) 1988.

Computer Skills Series Titles

DDC series: "Learning Assorted Titles. Prentice Hall Publishers.

www.ddcpub.com

Shelly Cashman series . . . Assorted Titles. Thomson Course Technology.

www.scsite.com

New Perspectives on . . . Assorted Titles. Course Technology, Thomson Learning, 2002. www.course.com

A Guide to . . . Assorted Titles. Lawrenceville Press, Pennington, NJ, 2000.

www.lawrencevillepress.com

Assorted titles including the IDG series, and "Dummies" books. Wiley Publishers.

www.wiley.ca

Teach Yourself Visually . . . Series, Assorted Titles. J.W. Wiley Publishers.

www.wiley.ca

COURSE RESOURCES

Website Resources

Website Description	Website Address
Access Copyright: The Canadian Copyright Licensing Agency	http://www.accesscopyright.ca/
Basic Computer Skills Curriculum: St. Paul Community Literacy Consortium has included the curriculum, lessons and handouts on this site.	http://www.spclc.org/Curriculum/index.htm
Basic Computer Skills for Teachers: On-line tutorials that start from introductory level.	http://www.aps.edu/aps/sw_depart/basic_skills/
Basic Computer Skills: Links to various tutorials on the World Wide Web to learn basic computer skills	http://distance-ed.fullerton.edu/pages/students/basic_skills.htm
Boost Your Office Skills: Links to information about business writing, software certifications, meeting planning, public speaking, telephone etiquette and many other applicable skills.	http://adminsupport.monster.com/archives/boostyourofficeskills/
Business Correspondence: Overview	http://www.io.com/~hcexres/tcm1603/achtml/genlett.html
Community Learning Network Educational Resources in Information Technology	http://www.cln.org/subjects/infotech.html
Computer Skills Help Documents: Links to documents that can help with computer skills.	http://its.guilford.k12.nc.us/resource/tech_instruct/
Computer Skills Test: An on-line multiple choice test to help one assess the level of computer skills.	http://www.waynecountyschools.org/quiz.htm
Course Technology: Thomson Publishing's website includes a Student Download link to download student files for the Shelly Cashman Series as well as many resources for teaching computer skills topics	http://www.course.com/
Encyclopedia of Typography and Electronic Communication	http://ourworld.compuserve.com/homepages/profirst/encycl2.htm
Entry Level Computer Skills for Windows/PC Users	http://www.internet4classrooms.com/entry_level_pc_index_ie.htm
Family SupportNet Project Email lessons	http://www.ici.umb.edu/family/email.pdf

COURSE RESOURCES

Website Resources

Website Description	Website Address
Free On-line Dictionary of Computing	http://foldoc.doc.ic.ac.uk/foldoc/index.html
Free Touch Typing Program: You can type online or download a program.	http://www.senselang.com/
Gamequarium Keyboarding Lessons	http://www.gamequarium.com/keyboarding.htm http://www.whiteandallen.com/news4.htm
Industry Canada's Principles for Electronic Authentication	http://e-com.ic.gc.ca/epic/internet/inecic-ceac.nsf/vwapj/Authentication.pdf/\$file/Authentication.pdf
Keyboarding Practice:	http://www.davis.k12.ut.us/cjh/appliedtech/Business/Keyboarding/d1homerow.html
Library of Virginia--Virginia Public Records Management Manual, Chapter 6, FILING PRACTICES	http://www.lva.lib.va.us/whatwedo/records/manuals/00m-ch6.htm
maranGraphics: The website to accompany the "Teach Yourself Visually" series of books. The website includes sample files for those books which use them.	http://www.maran.com/
Microsoft Technology and Software Resources for teachers and students in K12 schools	http://www.microsoft.com/education/Schools.aspx
MIT IS&T Core Computer Skills Self Assessment Tools	http://web.mit.edu/ist/topics/training/assess.html
North Carolina State University's SeniorSurf page contains links to tutorials in "intermediate to advanced" computer skills.	http://ced.ncsu.edu/seniorsurf/
Ombudsman Manitoba: Special Report: A Privacy Snapshot	http://www.ombudsman.mb.ca/reports/snapshot.htm
Online Activities: Catawba School District's Online Activities for Software Instruction.	http://www.catawba.k12.nc.us/pages/sites/edwebsites/computerskills/onlineactivities.htm

COURSE RESOURCES

Website Resources

Website Description	Website Address
Perdue University Online Writing Lab Professional Writing Handouts and Resources	http://owl.english.purdue.edu/handouts/pw/
Petty Cash Management	http://training.jhu.edu/html/Financial/dacum/PettyCash.pdf
Small Business Resources: All business.com (business letters)	http://www.allbusiness.com/business_letters/default.asp
Technical Bulletin: Filing Systems, Part I: Oregon State University Archives and Records Management Program's explanation of different filing systems and how they work.	http://osulibrary.oregonstate.edu/archive/s/Old_webpages/osu_record/technical.html
The Shelly Cashman Series website	http://www.course.com/shellycashman/default.cfm
The Technology Applications Center for Education Development's Desktop Publishing - Sample Instructional Ideas	http://www.tcet.unt.edu/START/instructors/dtp_p.htm
The University of Iowa Department of Accounting: Writing Tutorials Website	http://www.biz.uiowa.edu/acct/writing/index.html
Tonya Skinner's Business Education Lesson Plans and Resources: Practical lesson plans and useable resources for Business Education topics.	http://lessonplans.btskinner.com/
University of Maryland University College Center for Teaching and Learning Basic Computer Skills Tutorial	http://www.umuc.edu/distance/odell/ctla/basic_skills/
University of Ottawa Human Rights Research and Education Centre: An article by Professor Valerie Steeves Humanizing Cyberspace: Privacy, Freedom of Speech, and the Information Highway	http://www.cdp-hrc.uottawa.ca/publicat/cyber95e.html
What Counts? Assessing Computer Skills	http://www.sabes.org/resources/adventures/vol10/10tamarkin.htm
Writing Business Letters that Get the Job Done	http://www.powerhomebiz.com/vol76/letters.htm
Zwolle High School Online Email Lesson and Links	http://www.sabine.k12.la.us/zhs/entrance.htm

PLAR CHALLENGE PROCESS ASSESSMENT

Course Automated Office
Course Number 40S

The following checklist describes the learning outcomes of all the units of the Automated Office 40S course. Ask yourself if you can do each of the skills described. If you are sure you can do the skill independently, if you need help to perform the skill adequately, or if you could not perform the skill mentioned at all. The standard for skills in the Automated Office 40S course is that students must produce “mailable documents”. “Mailable documents” are produced in a standard, acceptable business format and are error-free.

Give yourself 2 points if you are able to perform the skill mentioned to a high standard without help. Give yourself one point if you can perform the skill mentioned with help, references or support of some kind. Give yourself 0 where you cannot perform the skill mentioned. There is a column at the right of the checklist to check off when you know you can provide samples or documentation to demonstrate the knowledge or skill mentioned.

If your total score is:

90 or more ✓	68-89 ✓	Less than 68 ✓
You have a good chance of receiving credit through the PLAR process	You could use the PLAR process to receive credit in parts of the Automated Office 40S course.	It would be beneficial to you to take the Automated Office 40S course.

PLAR Challenge Assessment Process

Once you have completed the self-assessment and decide that you are ready to challenge the Automated Office 40S course or individual units, to the assessment section, which outlines different assessment procedures that you might go through in order to receive recognition for this course (or a unit) through the PLAR process.

Total possible number of checkmarks is **112**.

Discuss your results with an Adult Learning Centre PLAR Advisor.

NOTE: Individual adult learning centers may have other requirements. Speak to the PLAR advisor for more information.

SELF-ASSESSMENT CHECKLIST

Circle the number that best represents your answer to the questions below. Make a check in the far column if you can prove or demonstrate the skill described.

Checklist 1: Computer Skills and Knowledge				
I Can:	Independently	With help, references or support	Not at all	Can provide sample, documentation or demonstrate skill (✓)
	(2)	(1)	(0)	
List and explain the use of some examples of input devices.	2	1	0	
List and explain the use of some examples of output devices.	2	1	0	
List and explain some currently used file storage devices.	2	1	0	
Explain the function of the Central Processing Unit.	2	1	0	
Compare and contrast ROM and RAM.	2	1	0	
List and demonstrate the use of various drives on the computer.	2	1	0	
Safely turn on the computer and start a software package.	2	1	0	
Exit a software package and safely shut down and turn off the computer.	2	1	0	
Demonstrate a “soft boot”.	2	1	0	
Demonstrate a “hard boot”	2	1	0	
Use the functions of your operating system efficiently and appropriately.	2	1	0	
Use a scanner and digital camera to incorporate pictures and logos in a document.	2	1	0	
Manipulate the mouse to point, click, double click, right click, drag, release or select.	2	1	0	
Total	A	B	C	
Total for Checklist One	A + B + C =			

SELF-ASSESSMENT CHECKLIST

Checklist 2: Communications

I Can:	Independently (2)	With help, references or support (1)	Not at all (0)	Can provide sample, documentation or demonstrate skill (√)
State the advantages of electronic mail.	2	1	0	
Explain the general concept of fax machines, electronic banking, modems, networks and the Internet.	2	1	0	
Receive and send messages by email.	2	1	0	
Send and receive attachments by email.	2	1	0	
Demonstrate an accurate touch keyboarding speed of 40-45 words per minute.	2	1	0	
Create and format business correspondence to mailable standards, for example: <ul style="list-style-type: none"> ▪ Letters ▪ Manuscripts ▪ Memorandums ▪ Presentation (e.g. PowerPoint) ▪ Outlines ▪ Reports ▪ Resumes ▪ Job applications 	2	1	0	
Prepare documents appropriately for mailing or distribution.	2	1	0	
Define the term “copyright”.	2	1	0	
Locate and summarize the Canadian Copyright Act and its amendments.	2	1	0	
Determine copyright restrictions on any materials being reproduced.	2	1	0	
Listen actively with effective listening techniques.	2	1	0	
Apply correct Business English skills to all communications.	2	1	0	
Use references and software features such as dictionary, word-division book, and thesaurus, to produce mailable copy.	2	1	0	

SELF-ASSESSMENT CHECKLIST

Checklist 2: Communications (Continued)

I Can:	Independently (2)	With help, references or support (1)	Not at all (0)	Can provide sample, documentation or demonstrate skill (√)
Demonstrate effective editing skills.	2	1	0	
Use appropriate desktop publishing vocabulary (for example, scroll bars, import graphics, placeholder text, clip art, text area, graphic area, header, footer)	2	1	0	
Describe and demonstrate standard rules of design and layout (proportion, balance, rhythm, unity, contrast).	2	1	0	
Design and lay out a document with two or more columns per page.	2	1	0	
Demonstrate the steps necessary to place text and import graphics.	2	1	0	
Format text appropriately and attractively.	2	1	0	
Use pre-designed templates to create newsletters, brochures, invitations and resumes.	2	1	0	
Total	A	B	C	
Total for Checklist Two	A + B + C =			

SELF-ASSESSMENT CHECKLIST

Checklist 3: Records Management

I Can:	Independently (2)	With help, references or support (1)	Not at all (0)	Can provide sample, documentation or demonstrate skill (√)
Explain what a records management system is and discuss the planning, organization and control of information so that it can be effectively retrieved for later use.	2	1	0	
Identify important records in varying environments, for example a school, legal office, bank, or hospital.	2	1	0	
Apply appropriate retention schedules to documents.	2	1	0	
Determine appropriate classification methods of different types of files or records.	2	1	0	
Given examples of files, implement file management methods and rules such as alphabetic, subject, geographic, numeric or cross-referencing.	2	1	0	
Prepare records for filing.	2	1	0	
Index and alphabetize names in an alphabetic filing system.	2	1	0	
Start a database program.	2	1	0	
Create a table, form, and report.	2	1	0	
Sort and query a database.	2	1	0	
Explain the advantages and disadvantages of microfiche and microfilm.	2	1	0	
Locate information stored on microfiche or microfilm	2	1	0	
Establish and maintain a petty cash system and maintain all documents related to "petty cash" within the office.	2	1	0	
Use a printer effectively.	2	1	0	
Total	A	B	C	
Total for Checklist Three	A + B + C =			

SELF-ASSESSMENT CHECKLIST

Checklist 4: Reprographics

I Can:	Independently (2)	With help, references or support (1)	Not at all (0)	Can provide sample, documentation or demonstrate skill (√)
Describe how you would choose a copying method.	2	1	0	
Use various copy machines to make required copies.	2	1	0	
Operate special features of copying machines including: <ul style="list-style-type: none"> ▪ Reduction ▪ Enlargement ▪ Automatic duplexing ▪ Automatic feeding ▪ Sorting ▪ Collating 	2	1	0	
Give adequate information at the beginning of each item for dictation including: <ul style="list-style-type: none"> ▪ Type of communication ▪ Identification of the job ▪ Copy instructions 	2	1	0	
Repeat amounts of money, dates and other figures after hearing them once.	2	1	0	
Speak distinctly and slowly, yet naturally, when dictating.	2	1	0	
Mark the length of each item dictated on the indication slip.	2	1	0	
Identify parts of the transcription unit.	2	1	0	
Demonstrate the various functions of the transcription equipment.	2	1	0	
Total	A	B	C	
Total for Checklist Four	A + B + C =			

SELF-ASSESSMENT CHECKLIST

SCORING

Enter your mark total for each section below:

1. **Computer Skills and Knowledge** _____
 2. **Communications** _____
 3. **Records Management** _____
 4. **Reprographics** _____
- TOTAL** _____

SUGGESTED COURSE OF ACTION

90 or more ✓	68-89 ✓	Less than 68 ✓
You have a good chance of receiving credit through the PLAR process.	You could use the PLAR process to receive credit in parts of the Automated Office course.	It would be beneficial to you to take the Automated Office 40S course.

Total possible number of checkmarks is **112**

Discuss your results with an Adult Learning Centre PLAR Advisor.



PLAR CHALLENGE PROCESS

If you have completed the checklists and can show that your skills level meets or exceeds the learning outcomes of the Automated Office 40S course, you should speak to the PLAR coordinator at your Adult Learning Centre about receiving credit in Automated Office 40S for the skills and knowledge you can demonstrate.

Here are some examples of assessment methods that could be used to allow you to demonstrate your learning.

Case Studies

Case studies which could be completed to demonstrate skills, knowledge and judgment are available in many textbooks, particularly the Shelly Cashman Series.

After being shown models of case studies, you could design and then complete your own case studies to showcase the outcomes in the checklists to prove your prior learning. Think about how, why and when you would use the skills mentioned, and create a scenario in which you would use the skills, and then go ahead and produce the products that would be required for problem solving in that scenario.

Demonstrations

You can demonstrate many of the outcomes either in the classroom, the school office, or in another appropriate area. Be prepared to explain your demonstration.

Interviews

Interviews with the teacher assessing your skills can supplement the other methods of assessment and allow you to explain your skills, knowledge and judgments. The interview can be used in conjunction with demonstrations, portfolios, tests etc. The interview gives you a chance to explain the knowledge and judgments you use in performing tasks.

Keyboarding Software Tests

Keyboarding skill can be measured by keyboarding software such as Mavis Beacon Teaches Typing by Broderbund Software (<http://www.broderbund.com>) or All The Right Type by Ingenuity Works Inc. (<http://www.ingenuityworks.com/>). You can also use this software to brush up before the test.



PLAR CHALLENGE PROCESS

Portfolios

You could present an organized collection of artifacts or samples of your work that represent your accomplishments and skills mentioned in the checklists. You could also include reflections on these artifacts and samples. Reflections are a way for you to highlight your thoughts about the artifacts and samples and how they relate to the skills mentioned in the checklists.

Tests

Many of the books mentioned in the Resource section include tests which can be used to assess achievement of the course outcomes. Your assessor will have tests to assess the outcomes of the course

Employer evaluation sheet

The following example of an employee evaluation sheet and accompanying checklist was generously shared by Morden Adult Education Centre. You could use this form or your adult learning center might prefer to use another version. Talk to the assessor about this.

PLAR CHALLENGE PROCESS

EMPLOYER EVALUATION SHEET

EMPLOYEE: _____

BUSINESS NAME: _____

SUPERVISOR'S NAME: _____

Please complete the following table with regards to the employee named above. Information provided should be based on the employee's abilities and knowledge through practical work experience.

The competency scale rate used is from 1 to 5, with number 1 being "very competent" and number 5 being "more training is necessary". N/A stands for "not applicable" meaning that this job skill is not used in this position.

Please add any further comments if necessary, that may help clarify the skill as it is used in this particular position.

SKILL	COMPETENCY						COMMENTS
	1	2	3	4	5	N/A	
Keyboarding (speed & accuracy)							
Office Procedures:							
▪ filing							
▪ using correct postage (postage meter)							
▪ making travel arrangements							
▪ faxing							
▪ handling petty cash							
▪ photocopying							
▪ scheduling appointments							
▪ e-mailing							
▪ word processing							
▪ use of databases / records management							
▪ desktop publishing (creating flyers, brochures, newsletters, etc.)							
▪ telephone skills							
▪ written communications (spelling, punctuation, grammar)							
▪ public relations							
Personal Work Habits:							
▪ shows a good work ethic							
▪ organizational skills							
▪ good attitude							
▪ job aptitude (has the abilities necessary to carry out the work required)							

PLAR CHALLENGE PROCESS

COURSE OUTCOME ASSESSMENTS: Automated Office 40s

OUTCOMES	ASSESSMENT
Keyboarding – to key 40 wpm or better	Employer Evaluation Sheet (EES) & a speed timing (using ATRT)
Office Practicum – work experience	EES & resume
Office Procedures:	
▪ filing	EES or filing test
▪ faxing	EES or demonstrated ability
▪ postage (postage meter)	EES
▪ photocopying	EES or demonstrated ability
▪ petty cash	EES or petty cash exercise
▪ scheduling	EES or scheduling exercise
▪ making travel arrangements	EES
Computer Usage:	
▪ software knowledge	Provide a list of software used
▪ e-mail	EES & samples provided
▪ word processing	EES & samples provided
○ formatting business letters	EES & samples provided
○ envelopes	EES & samples provided
○ mail merge	EES & samples provided
▪ database / records management	EES & samples provided
▪ desktop publishing (using graphics, word art, and other formatting)	
○ newsletters	EES & samples provided
○ flyer / poster	EES & samples provided
○ brochure	EES & samples provided

PLAR CHALLENGE PROCESS

COURSE OUTCOME ASSESSMENTS: Automated Office 40s - continued

OUTCOMES	ASSESSMENT
Demonstrated Professionalism:	
▪ public relations	EES & interview
▪ telephone skills	EES & interview
▪ written communications	
○ business English	EES & test
○ spelling	EES & test
○ punctuation	EES & test
○ grammar	EES & test
▪ personal work habits	
○ good work ethic	EES & interview
○ organizational skills	EES & interview
○ good attitude	EES & interview
○ job aptitude (abilities)	EES & interview
Employability:	
▪ resume	Provide sample
▪ cover letter	Provide sample
▪ interview	Interview

Letters of Reference

Employers, former employers, coworkers and others will be aware of your abilities in performing skills in the automated office. A letter of reference from these people would be a good method of showcasing or documenting these skills. The self-assessment checklists act as a guide for the letter writer. The skills mentioned in the checklists are the skills upon which the writer should focus. The letter will be most valuable to your assessor if it mentions specific, concrete examples that show how you have displayed the skills mentioned.

Office Simulations

The Independent Study Option of Advanced Word Processing 25S includes a “Day at the Office” job simulation as a final assessment. This could be adapted to showcase the outcomes of Automated Office 40S.

Office Simulations are available in the reference material.

For example:

Microsoft Office Business Simulation BASICS for Microsoft Office 2000 and XP by H. Albert Napier and Philip J. Judd , ISBN: 0-619-18287-3 © 2004, published by Thomson Course Technology

Your Adult Learning Centre may employ other methods as well.



THE NEXT STEP

Now that you are confident in proceeding with the challenge process for Automated Office 40S, it is time to apply for and complete the challenge assessment.

1. Complete an application at your adult learning centre.
2. After your application has been processed, you will be contacted with the date and time available for you to complete your PLAR.
3. Once you have committed to that date, you are responsible for completing your evaluation/testing.
4. You will receive written notification of your PLAR results.