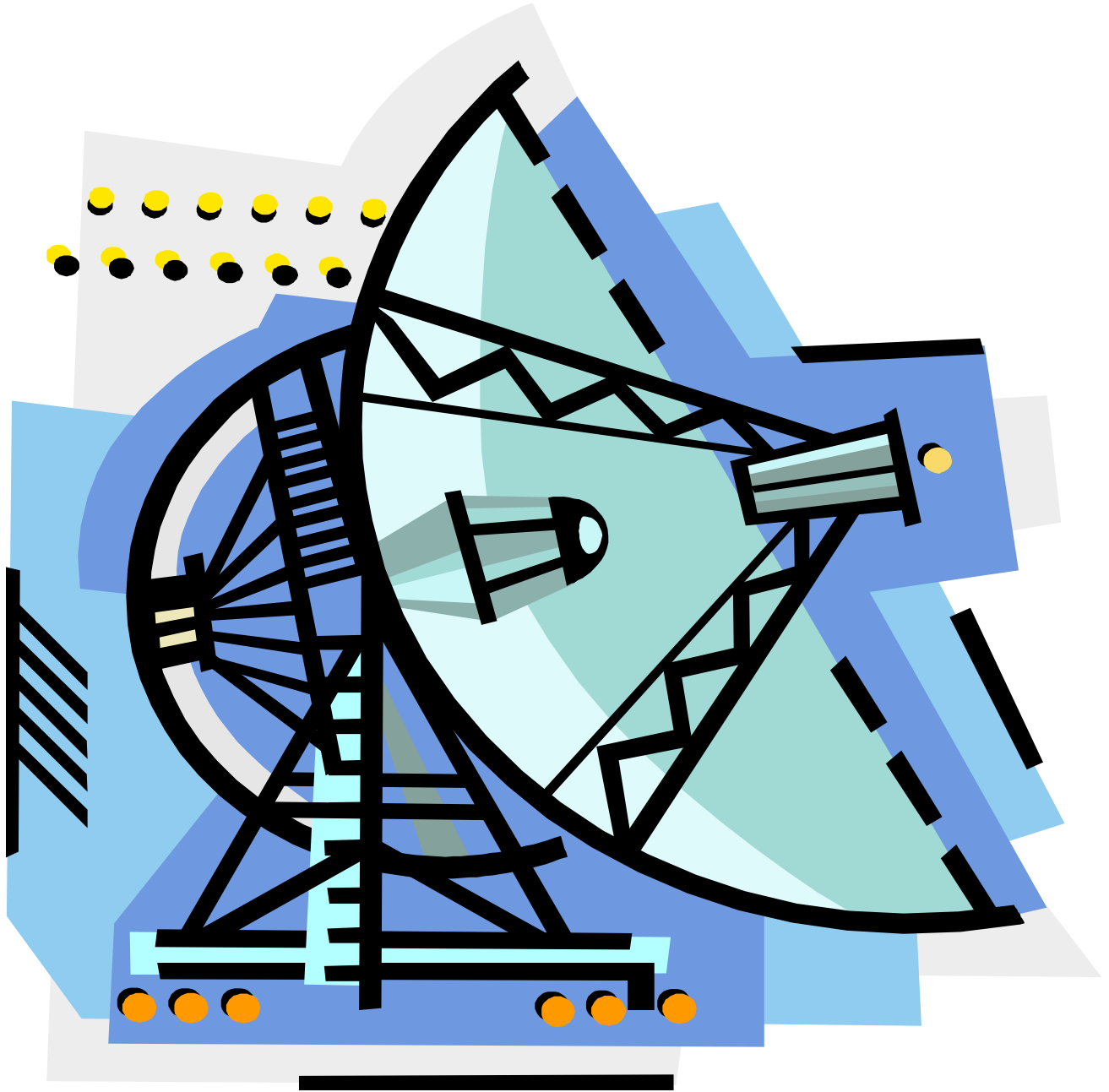


Life/Work Transition (40S) Resource Recognition of Prior Learning (RPL)



Life/Work Transition 40S

Table of Contents

About the RPL Life/Work Transitions 40S

Introduction & RPL Instructions	3
Course Description and Format	4
General Learning Outcomes & Elements of Performance	5
Specific Learning Outcomes.....	6
RPL Self-Assessment Checklist	8
Personal Management.....	9
Career Exploration.....	10
Learning and Planning.....	11
Job Seeking and Job Maintenance.....	12
Career and Community Experiences.....	13
RPL Challenge Process	14
Learning Resources	15
Core Assignments Descriptions	16
Application	19
Employment Assessment (important)	21
Core Assignments	26
Core assignment # 1.....	27
Core assignment # 2.....	35
Core assignment # 3.....	39
Core assignment # 4.....	44
Core assignment # 5.....	50
RPL Documentation of Assignments for Credit.....	56

INTRODUCTION

The Life/Work Transitions curricula have been designed to connect school learning with workplace and labour market realities; this connection will then contribute to increasing the number of students graduating from high school in Manitoba. The courses will provide a smoother transition between high school graduation and more appropriate post-secondary educational programming. These courses will help students acquire and apply knowledge and skills to make appropriate decisions for life, work, and the essential post-secondary education/training that is required in today's economy. The experiential learning components will provide students with opportunities to explore potential occupations, and to demonstrate employability skills, essential skills, and specific occupational skills. The broad range of experiences may vary from community visitor presentations or volunteerism to community placements through which students have opportunities to gain knowledge and learn skills that are sometimes not available to them in their school setting.

As an adult returning to school, you may have acquired the skills to demonstrate the outcomes of the Life/Work Transitions 40S course. Depending on your background and experience you may well have acquired many or all of these skills and challenging the credit through the **Recognition of Prior Learning (RPL) or Prior Learning and Recognition (PLAR)** process is a good option for you.

Prior learning is any learning that an individual has acquired from formal education, work, and/or volunteer experience, personal study and other life activities. The learning should be current, relevant to the course and of sufficient breadth and depth to ensure college level learning. The student will demonstrate this learning through valid, rigorous assessment methods that follow college policies and procedures. . Diverse evidence including personal reports, self-assessment, and products of the learner's achievement such as demonstrations, artifacts and tests, and affirmations of others (letters of validation/testimonials) may be used. If the learning demonstrated is equivalent to that normally acquired through a formal course in the chosen area of college study, then credit may be granted. RPL is not to replace a course in which a student was unsuccessful.

This ***Recognition of Prior Learning (RPL) Resource Guide*** will assist you with the RPL process for **Life/Work Transitions 40S**. You can begin the RPL process by reviewing the information in this guide. Start by examining the course description and learning outcomes for the course, and then review and complete the **Self-Assessment Checklist**. The requirements of the RPL process (i.e. how to prove your prior learning) and the criteria for assessing your prior learning are also outlined in this guide.

PEDV-0202 Life/Work Transitions**Course Description:**

The Grade 12 curriculum gives students opportunities to internalize all the learning outcomes in a classroom setting and spend up to 60 hours applying and personalizing these outcomes in their career and community experience. The emphasis is on the transition from high school to post-secondary training and preparation for employment. Classroom topics include Personal Management, Career Exploration, Learning and Planning, Job Seeking and Job Maintenance and Career and Community Experiences.

Course Format: This is a one (1) credit 110 Hour, Grade 12, High School course to be delivered in a Mature Student High School program; consisting of 50 hours classroom delivery and 60 hours Career Exploring or Community Experience. The course delivery method will be class discussions, group activities, and individual researched projects will be utilized to explore and develop oneself, career knowledge and resources. Information will be provided through Life/Work Transitions services, experts in occupations of interest to class members, and research projects. Working collaboratively with other instructors and student services, students will have the opportunity to interact in small groups and with the entire school.

General Learning Outcomes and Elements of Performance

GENERAL LEARNING OUTCOMES (GLO)

NOTE: The Outcomes for this assignment were taken from the (1 credit) Manitoba Department of Education website below:

http://www.edu.gov.mb.ca/k12/cur/cardev/pdf/gr12_half.pdf

Content

In Manitoba, the content of the Life/Work Transitions courses IS arranged into five units, with General Learning Outcomes (GLOs) indicated for each unit:

Unit 1: Personal Management

The learning experiences in this unit provide students the knowledge and skills to help them build and maintain a positive self-image and learn how self-image influences their lives.

GLO A. Build and maintain a positive self-image.

GLO B. Interact positively and effectively with others.

GLO C. Change and grow throughout life.

Unit 2: Career Exploration

The learning experiences in this unit will assist students with the knowledge and skills needed to be able to locate and effectively use life/work information and to understand the relationship between work, society and the economy.

GLO D. Locate and effectively use life/work information.

GLO E. Understand the relationship between work and society/economy.

GLO F. Maintain balanced life and work roles.

GLO G. Understand the changing nature of life/work roles.

Unit 3: Learning and Planning

This unit has been designed to help students develop the ability to make effective decisions, set goals, make plans, and act on, evaluate, and modify plans to adjust to change.

GLO H. Participate in lifelong learning supportive of life/work goals.

GLO I. Make life/work enhancing decisions.

GLO J. Understand, engage in, and manage own life/work building process.

Unit 4: Job Seeking and Job Maintenance

This unit gives students the opportunity to develop the skills and knowledge necessary to find jobs that are available at a local, provincial, national, and international level.

GLO K. Secure/create and maintain work.

Unit 5: Career and Community Experiences

This unit has been developed to provide students with community experiences that will assist them in better understanding the realities of the workplace and post-secondary educational and training institutions.

GLOs will be revisited:

GLO D. Locate and effectively use life/work information.

GLO J. Understand, engage in, and manage own life/work building process.

SPECIFIC LEARNING OUTCOMES (SLO)

Unit 1: Personal Management

GLO A: Build and maintain a positive self-image.

SLO • 1.A.1 Identify personal characteristics that reflect on the general life/work learning outcomes

SLO • 1.A.2 Identify own characteristics such as interests, skills, and values.

SLO • 1.A.3 Compare habits and choose experiences that maintain or improve personal resiliency.

SLO • 1.A.4 Determine behaviours and attitudes conducive to reaching personal, social, educational, and professional goals.

SLO • 1.A.5 Build self-image in order to contribute positively to life and work.

GLO B: Interact positively and effectively with others.

SLO • 1.B.1 Integrate personal management skills such as time management, problem solving, stress management, and life/work balance into own life and work roles.

GLO C: Change and grow throughout life.

SLO • 1.C.1 Adopt habits and engage in experiences that maintain or improve mental and physical health.

SLO • 1.C.2 Improve life/work management strategies.

Unit 2: Career Exploration

GLO D: Locate and effectively use life/work information.

SLO • 2.D.1 Use career information resources to learn about the realities and requirements of various occupations.

SLO • 2.D.2 Communicate with key personnel in selected occupations to clarify and confirm the accuracy of information researched

GLO E: Understand the relationship between work and society/economy.

SLO • 2.E.1 Determine the impact of society's needs and functions and of the global economy on labour market trends.

SLO • 2.E.2 Analyze the impact of social, demographic, occupational, technological, industrial, and environmental trends on labour market trends.

SLO • 2.E.3 Determine the importance of work in own life.

GLO F: Maintain balanced life and work roles.

SLO • 2.F.1 Examine own preferred work situation and leisure activities that support goals of a well balanced life.

SLO • 2.F.2 Analyze the factors (such as socio-economic status, culture, values, work choices, and work habits) that influence or have an impact on lifestyle

GLO G: Understand the changing nature of life/work roles.

SLO • 2.G.1 Identify and summarize how to contribute to eliminating gender bias and stereotyping.

SLO • 2.G.2 Examine the opportunities and obstacles related to non-traditional work roles.

Unit 3: Learning and Planning

GLO H: Participate in lifelong learning supportive of life/work goals.

SLO • 3.H.1 Evaluate strategies for improving academic skills and knowledge, and adopt those that contribute best to the lifelong learning process.

SLO • 3.H.2 Evaluate the impact of attitudes on life/work successes.

SLO • 3.H.3 Assess the value of lifelong learning.

SLO • 3.H.4 Prepare short-range goals and long-range goals to achieve personal and professional goals through

educational training paths

GLO I: Make life/work enhancing decisions.

SLO• 3.I.1 Evaluate the impact of personal decisions on self and on others.

SLO• 3.I.2 Analyze financial resources required to meet personal career goals. (Include information about bursaries, scholarships, student aid, etc.)

SLO• 3.I.3 Examine scenarios and alternatives in given decision-making situations, and determine if they support personal values and goals

GLO J: Understand, engage in, and manage own life/work building process.

SLO• 3.J.1 Refine self-perception (based on life/work experiences) and evaluate its impact on decisions or choices.

SLO• 3.J.2 Analyze preferred future to determine whether or not it is necessary to modify and/or create new life/work scenarios and adjust short-term action plans.

Unit 4: Job Seeking and Job Maintenance

GLO K: Secure/create and maintain work.

SLO• 4.K.1 Identify and collect evidence demonstrating use of the employability skills and essential skills necessary to obtain and maintain work. (Include the skills and attitudes employers deem important.)

SLO• 4.K.2 Identify personal set of skills, knowledge, and attitudes that contribute to seeking and obtaining work.

SLO• 4.K.3 Identify and practise the skills, knowledge, and attitudes used in preparing personal marketing documentation (e.g., s, portfolios, cover letters, application forms).

SLO• 4.K.4 Identify and practise the skills, knowledge, and attitudes necessary for a successful work interview, educational interview, or behavioural interview.

SLO• 4.K.5 Explore volunteering as a proactive job search or personal development strategy.

SLO• 4.K.6 Recognize and articulate labour legislation and standards for Manitoba employees.

SLO• 4.K.7 Recognize and acknowledge the development and purpose of labour unions.

SLO• 4.K.8 Demonstrate an understanding of workplace safety and health regulations.

Unit 5: Career and Community Experiences

GLO L: Locate and effectively use life/work information.

SLO• 5.L.1 Determine the advantages and disadvantages of various work alternatives.

SLO• 5.L.2 Research and discuss career and community experience expectations and responsibilities.

SLO• 5.L.3 Arrange and participate in a community placement interview.

SLO• 5.L.4 Reflect on and revise strategies to locate, interpret, evaluate, and use life/work information.

SLO• 5.L.5 Evaluate the admissions procedures of post-secondary institutions and/or the entry process of potential work opportunities.

GLO M: Understand, engage in, and manage own life/work building process.

SLO• 5.M.1 Refine self-perception based on recent work placement experiences, and evaluate its impact on decisions or choices.

SLO• 5.M.2 Reflect on the concept of life/work building.

SLO• 5.M.3 Analyze preferred future to determine whether or not it is necessary to modify and/or create new life/work scenarios and adjust short-term action plans.

RPL SELF ASSESSMENT

Course: Life/Work Transitions 40S

Self – Assessment Checklist

The first step in the RPL process is to fill out the Self-Assessment form. Consider each question carefully. The checklist indicates all of the learning outcomes covered in the Life/Work Transitions 40S course. Use the self-assessment to measure your abilities in the different areas and to uncover weak areas that you might have.

The total possible score is 168. If your score is:

134 or more □	92-134 □	Less than 92 □
You have a good chance of succeeding in the RPL process	You could proceed with the challenge process after self-study to improve in weak areas or you could challenge specific parts of the course.	Take the Life/Work Transitions 40S course. It is unlikely that you would be successful in the RPL process.

RPL Challenge Assessment Process

Once you have completed the self-assessment and have determined that you are ready to challenge the Life/Work Transitions 40S course or individual units, go to the core assessment section, which outlines different assignments that you will have to create in order to receive recognition for this course (or a unit) through the RPL process.

Please Note

To qualify for the full credit in Life/Work Transitions 40S course the individual must have **one year work experience (part-time or full-time) with one employer within the past 3 (three) years and be able to have the employer/supervisor vouch for this employment period!**

SCORING

Enter your mark total for each Unit of the follow self-assessment from the next pages to below:

Unit 1: Personal Management _____

Unit 2: Career Exploration _____

Unit 3: Learning and Planning _____

Unit 4: Job Seeking and Job Maintenance _____

Unit 5: Career and Community Experiences _____

Total: _____

Must have 92 points score or higher points

Complete and receive 5% towards your mark.

After completing this next step you may go to the **RPL CHALLENGE PROCESS page 14**

SELF-ASSESSMENT CHECKLIST

Circle the number (0, 1, 2, 3, or 4) that best represents your answer to the questions below. Also make a check in the far column if you can prove or demonstrate the skill described.

0 (Never) I have no experience or learning in this area.

1 (Rarely) I have a little experience and learning in this area.

2 (Sometimes) I have some experience and learning in this area.

3 (Often) I have good experience and learning in this area.

4 (Always) I have excellent experience and learning in this area and could teach it to others.

What I am able to do:							
Unit 1: Personal Management	Specific Learning Outcomes						Check if you can prove or demonstrate
GLO A Build and maintain a positive self-image							
Can you Identify personal characteristics that reflect on the general life/work learning outcomes needed for career management?	1.A.1	0	1	2	3	4	
Can you Identify own characteristics such as interests, skills, and values?	1.A.2	0	1	2	3	4	
Can you compare habits and choose experiences that maintain or improve personal resiliency ?	1.A.3	0	1	2	3	4	
Can you determine behaviours and attitudes conducive to reaching personal, social, educational, and professional goals ?	1.A.4	0	1	2	3	4	
Can you build self-image in order to contribute positively to life and work?	1.A.5	0	1	2	3	4	
GLO B: Interact positively and effectively with others							
Can you Integrate personal management skills such as time management, problem solving, stress management, and life/work balance into own life and work roles?.	1.B.1	0	1	2	3	4	
GLO C: Change and grow throughout life.							
Can you adopt habits and engage in experiences that maintain or improve mental and physical health?	1.C.1	0	1	2	3	4	
Can you Improve life/work management strategies?	1.C.2	0	1	2	3	4	

What I am able to do:							
Unit 2: Career Exploration	Specific Learning Outcomes						Check if you can prove or demonstrate
GLO D: Locate and effectively use life/work information.							
Can you use career information resources to learn about the realities and requirements of various occupations?	2.D.1	0	1	2	3	4	
Can you communicate with key personnel in selected occupations to clarify and confirm the accuracy of information researched?	2.D.2	0	1	2	3	4	
GLO E: Understand the relationship between work and society/economy							
Can you determine the impact of society's needs and functions and of the global economy on labour market trends?	2.E.1 4	0	1	2	3	4	
Can you analyze the impact of social, demographic, occupational, technological, industrial, and environmental trends on labour market trends?	2.E.2	0	1	2	3	4	
Can you determine the importance of work in own life?	2.E.3	0	1	2	3	4	
GLO F: Maintain balanced life and work roles.							
Can you examine own preferred work situation and leisure activities that support goals of a well-balanced life?	2.F.1	0	1	2	3	4	
Can you analyze the factors (such as socio-economic status, culture, values, work choices, and work habits) that influence or have an impact on lifestyle?	2.F.2	0	1	2	3	4	
GLO G: Understand the changing nature of life/work roles							
Can you identify and summarize how to contribute to eliminating gender bias and stereotyping?	2.G.1	0	1	2	3	4	
Can you examine the opportunities and obstacles related to non-traditional work roles	2.G.2	0	1	2	3	4	

What I am able to do:							
Unit 3: Learning and Planning	Specific Learning Outcomes						Check if you can prove or demonstrate
GLO H: Participate in lifelong learning supportive of life/work goals							
Can you evaluate strategies for improving academic skills and knowledge, and adopt those that contribute best to the lifelong learning process. ?	3.H.1	0	1	2	3	4	
Can you evaluate the impact of attitudes on life/work successes?	3. H.2	0	1	2	3	4	
Can you assess the value of lifelong learning?	3.H.3	0	1	2	3	4	
Can you prepare short-range goals and long-range goals to achieve personal and professional goals through educational training paths?	3.H.4	0	1	2	3	4	
GLO I: Make life/work enhancing decisions.							
Can you evaluate the impact of personal decisions on self and on others?	3.I.1	0	1	2	3	4	
Can you analyze financial resources required to meet personal career goals. (Include information about bursaries, scholarships, student aid, etc.)?	3.I.2	0	1	2	3	4	
Can you examine scenarios and alternatives in given decision-making situations, and determine if they support personal values and goals?	3.I.3	0	1	2	3	4	
GLO J: Understand, engage in, and manage own life/work building process							
Can you refine self-perception (based on life/work experiences) and evaluate its impact on decisions or choices?	3.J.1	0	1	2	3	4	
Can you analyze preferred future to determine whether or not it is necessary to modify and/or create new life/work scenarios and adjust short-term action plans?	3.J.2	0	1	2	3	4	

What I am able to do:							
Unit 4: Job Seeking and Job Maintenance	Specific Learning Outcomes						Check if you can prove or demonstrate
GLO K: Secure/create and maintain work							
Can you identify and collect evidence demonstrating use of the employability skills and essential skills necessary to obtain and maintain work. (Include the skills and attitudes employers deem important.)?	4.K.1	0	1	2	3	4	
Can you identify personal set of skills, knowledge, and attitudes that contribute to seeking and obtaining work?	4.K.2	0	1	2	3	4	
Can you identify and practise the skills, knowledge, and attitudes used in preparing personal marketing documentation (e.g., resumés, portfolios, cover letters, application forms)?	4.K.3	0	1	2	3	4	
Can you identify and practise the skills, knowledge, and attitudes necessary for a successful work interview, educational interview, or behavioural interview?	4.K.4	0	1	2	3	4	
Can you explore volunteering as a proactive job search or personal development strategy?	4.K.5	0	1	2	3	4	
Can you recognize and articulate labour legislation and standards for Manitoba employees?	4.K.6	0	1	2	3	4	
Can you recognize and acknowledge the development and purpose of labour unions?	4.K.7	0	1	2	3	4	
Can you demonstrate an understanding of workplace safety and health regulations?	4.K.8	0	1	2	3	4	

What I am able to do:							
Unit 5: Career and Community Experiences	Specific Learning Outcomes						Check if you can prove or demonstrate
GLO L: Locate and effectively use life/work information							
Can you determine the advantages and disadvantages of various work alternatives?	5.L.1	0	1	2	3	4	
Can you research and discuss career and community experience expectations and responsibilities?	5.L.2	0	1	2	3	4	
Can you arrange and participate in a community placement interview?	5.L.3	0	1	2	3	4	
Can you reflect on and revise strategies to locate, interpret, evaluate, and use life/work information?	5.L.4	0	1	2	3	4	
Can you evaluate the admissions procedures of post-secondary institutions and/or the entry process of potential work opportunities?	5.L.5	0	1	2	3	4	
GLO M: Understand, engage in, and manage own life/work building process							
Can you refine self-perception based on recent work placement experiences, and evaluate its impact on decisions or choices?	5.M.1	0	1	2	3	4	
Can you reflect on the concept of life/work building?	5.M.2	0	1	2	3	4	
Can you analyze preferred future to determine whether or not it is necessary to modify and/or create new life/work scenarios and adjust short-term action plans?	5.M.3	0	1	2	3	4	

RPL CHALLENGE PROCESS

After completing the self-assessment checklists should you decide to proceed with the process for a RPL credit in Life/Work Transitions 40S you will complete the Application for Prior Learning Assessment on page 19. You will then meet the Student Success Advisor and with your assessor/instructor to agree on a course of action, which will involve some combination of the following:

A minimum grade of > 50% is required for each of the 11 evidence requirements (summary on last page) Page 56.

Placement/Employment Evaluation

All students wishing to obtain the RPL Life/Work Transitions **40S full credit must have been employed for a full year (part-time or full-time) within the past 5 years.** This activity is 35% of your marks.

Interview

This may consist of a series of questions or discussions with a RPL Assessor to determine the level of understanding in the Life/Work Transitions 40S course.

Completion of Assignments

- Completion of Core Assignments
- Providing Documentation of required skills from employer or supervisor

As you proceed through the Challenge Process you can use the last page of the booklet to document your progress and marks.

Course Resources

Life/Work Transitions

You may want to review the following resources which are available from the Manitoba Department of Education website:

Supporting Websites link:

http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html

Grade 12 Career Development: Life/Work Transitioning

The materials listed are not a requirement for the RPL process for the Life/Work Transitions 40S course. However the material can provide further insight into the course and can be used as a professional development/Learning opportunity.

- Contents on the Page
- [Unit 1: Personal Management](#)
- [Unit 2: Career Exploration](#)
- [Unit 3: Learning and Planning](#)
- [Unit 4: Job Seeking and Job Maintenance](#)
- [Unit 5: Career and Community Experiences](#)

THE NEXT STEP**Core Assignments Needed**

A number of core assignments have been selected to allow you to demonstrate your attainment of knowledge, skills and abilities needed for the course. To obtain a credit in each unit students must complete the core assignments.

Note that each core assignment below is correlated to one or more of the General Learning Outcomes, so as to cover the outcomes of the entire course.

Core Assignment # 1**Unit Links**

Unit 1: Personal Management

The learning experiences in this unit provide students the knowledge and skills to help them build and maintain a positive self-image and learn how self-image influences their lives.

GLO A. Build and maintain a positive self-image.

GLO B. Interact positively and effectively with others.

GLO C. Change and grow throughout life

Tasks

1. Create a transition plan: **(5% of your marks)**

This is a transition plan assignment. Life/Work Transitions is the process of managing life, learning, and work over one's life span. You will demonstrate an understanding by providing a short answer about future plans. Your work will be evaluated on understanding terms used, accuracy and completeness in completing the required information.

2. Write an article on Life Principles for Success **(5% of your marks)**

Write a 300-400 word article about how an improved self-image will affect relationships with others at work, at school, and in the home. This article would contribute to a newsletter about what you think people can do to improve their self-images. Within the article, describe how an improved self-image will affect relationships with others at work, at school, and in the home.

Core Assignment # 2**Unit Links****Unit 2: Career Exploration**

The learning experiences in this unit will assist students with the knowledge and skills needed to be able to locate and effectively use life/work information and to understand the relationship between work and society and the economy.

GLO D. Locate and effectively use life/work information.

GLO E. Understand the relationship between work and society/economy.

GLO F. Maintain balanced life and work roles.

GLO G. Understand the changing nature of life/work roles

Tasks

1. Research and complete three Occupational Profile Charts **(5% of your marks)**

Use career information resources (use interviews and career related websites) to learn about the realities and requirements of various occupations. Prepare a detailed profile of three (3) possible occupations you would like to pursue. You will be evaluated on the research sources, accuracy and completeness of the information

2. Create a Brochure **(7.5% of your marks)**

The Government of Canada has provided us with a grant to develop several brochures that encourage workers to consider non-traditional careers. The brochures must be creative and accurately reflect the career but also explain why the career may be suitable to a variety of individuals. The brochure could explain why, up until now, the career pathway has been dominated by a specific sector of the population.

Core Assignment # 3

Unit Links

Unit 3: Learning and Planning

This unit has been designed to help students develop the ability to make effective decisions, set goals, make plans, and act on, evaluate, and modify plans to adjust to change.

GLO H. Participate in lifelong learning supportive of life/work goals.

GLO I. Make life/work enhancing decisions.

GLO J. Understand, engage in, and manage own life/work building process.

Tasks

1. Produce a document for Goal setting **(5% of your marks)**

In this assignment you can use the seven statements provided to help prepare a document to demonstrate short-term goals and long-term goals needed to achieve your desired personal, professional, educational/training choice for school and outside high school (completing applications, financial planning, occupational related experience, academic performance, etc.).

2. Produce a monthly budget based on income **(5% of your marks)**

Create a budget based on a net income of \$30,000. You have a mortgage of \$500/month, car loan of \$350/month, and 3 credit cards (2 are maxed out at \$3000 each, 1 is only at \$759.00). You attend church on a regular basis. You have 2 children and a spouse who does not work outside the home

Core Assignment # 4

Unit Links

Unit 4: Job Seeking and Job Maintenance

This unit gives students the opportunity to develop the skills and knowledge necessary to find jobs that are available at a local, provincial, national, and international level.

GLO K. Secure/create and maintain work.

Tasks

1. Produce a resume for three different jobs **(7.5% of your marks)**

Prepare a one to two page resume for 3 different jobs possible for employment addressed to a real or fictional business in the industry in which you wish to work.

2. Based upon resume, produce three cover letters for three different jobs **(7.5% of your marks)**

Based upon resume prepare three (3) cover letters for 3 different jobs addressed to a real or fictional business in the industry in which you wish to work.

Core Assignment # 5

Unit Links

Unit 5: Career and Community Experiences

This unit has been developed to provide students with community experiences that will assist them in better understanding the realities of the workplace and post-secondary educational and training institutions.

GLOs will be revisited:

GLO D. Locate and effectively use life/work information.

GLO J. Understand, engage in, and manage own life/work building process.

Tasks

1. Career Research Interview questionnaire **(7.5% of your marks)**

Interview an employer or mentor. Make an appointment to interview employer or mentor.

Using the questions below write a 500-700 word summary of the information gathered and include brochures or other documentation

2. Career management assessment **(5% of your marks)**

In this unit of the RPL process the individual will have a professional or community leader (teacher/instructor, nurse, social worker, doctor, lawyer, chief, councillor etc.) who is familiar with him/her to fill out the Career management Checklist form.

The professional/community leader must consider each question carefully. The checklist indicates the level of ability, knowledge and skills required for the Life/Work Transitions 40S course. Use the checklist to measure the abilities of the individual in the different areas



1430 Victoria Avenue East
 Brandon Manitoba R7A 2A9
 Telephone: 204-725-8700 ext. 6742
 Fax: 204-726-7110

APPLICATION FOR PRIOR LEARNING ASSESSMENT

PART 1: To be completed by applicant and submitted to Admissions/Registration Department

Student Name: _____

Student Number: _____ Applying for Credit in Program: _____

Course Number(s)	Course Name(s)	RPL SECTION START DATE (Office Use Only)	FEE ASSESSED (Tuition Only) (Office Use Only)
<i>e.g. BUSN-0015</i>	<i>e.g. Customer Service</i>		

REQUESTED BY: _____ DATE: _____
 (Student)

Appendix

Attachment Policy A6



1430 Victoria Avenue East
 Brandon Manitoba R7A 2A9
 Telephone: 204-725-8700 ext. 6742
 Fax: 204-726-7110

RESULTS OF PRIOR LEARNING ASSESSMENT

PART 2: To be completed by the Program area and returned to Admissions/Registration Department.

Program: _____ **Assessor:** _____

An assessment has been completed for _____
 (Name of Applicant)

and the following prior learning credits have been awarded:

Course Number	Course Name	GRADE ASSIGNED
<i>e.g. BUSN-0015</i>	<i>e.g. Customer Service</i>	<i>e.g. B+</i>

AUTHORIZED BY: _____ DATE: _____
 (Dean/Director/Chairperson)

RECEIVED BY ADMISSIONS/REGISTRATION DEPARTMENT: _____

DATE: _____
 Revision Date: May 22/07

NEXT STEP IS RPL EMPLOYMENT ASSESSMENT

Course: Life/Work Transitions 40S EMPLOYMENT – Assessment Checklist

In this step of the RPL process the individual with one year work experience (full-time or part-time) with one employer within the past 5 years must have the employer/supervisor fill out the Employment Checklist form.

The employer/supervisor must consider each question carefully. The checklist indicates the level of ability, knowledge and skills required for the Life/Work Transitions 40S course. Use the checklist to measure the abilities of the employee/former employee in the different areas.

The total possible score is 120 and 60 is required minimum for recognition for this unit of instruction.

(35% of your marks)

Next step in RPL Challenge Assessment Process

Once you have completed the Employment Assessment you are ready to challenge the Life/Work Transitions 40S other individual units of the Core Assignments.

SCORING

Enter your mark total for each knowledge ability and skills of the follow assessment from the next pages to below:

Personal Management Skills _____

Employability Skills _____

Other Essential Skills _____

Now go 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 RPL process.

Total: _____

Employment Assessment

Student: _____

Course: _____

Instructor: _____

College/Campus: _____

Dates of Employment—Evaluation Time Frame:
 from: _____
 to _____ 20____

Employment site: _____
 Tel: _____
 Fax: _____

Supervisor's name at work:

Type of Employment:

Please evaluate this present/former employee in the sections that are applicable to this type of demonstrated ability, knowledge or skills.

Please indicate your level of satisfaction with the present/former employee's participation on the job by placing an (X) in the appropriate box.

	5	4	3	2	1	n/a
Evaluation Criteria	Strongly Agree	Agree	Ambivalent	Disagree	Strongly Disagree	
Personal Management Skills						
The employee interacts well with others.						
The employee demonstrates reliable behaviour patterns in attendance and punctuality.						
The employee demonstrates a positive attitude toward the job and the organization.						
The employee is able to determine when to ask for help and when to complete the task independently.						
The employee is able to learn new skills.						
The employee's appearance, personal neatness, and grooming are appropriate.						
The employee has demonstrated the ability to orally give and exchange thoughts and information about the on-site experiences.						
The employee has demonstrated the ability to listen and clarify thoughts and information sent out by others.						

Please indicate your level of satisfaction with the employee's participation in the career and community experience by placing an (x) in the appropriate box.

	5	4	3	2	1	n/a
Evaluation Criteria Employability Skills	Strongly Agree	Agree	Ambivalent	Disagree	Strongly Disagree	
The employee is respectful of others.						
The employee has demonstrated honesty and integrity at the community location.						
The employee accepts constructive criticism.						
The employee demonstrates the ability to adapt to new tasks/situations.						
The employee shows initiative (is a self-starter) while learning and working on tasks.						
The employee stays on task and completes assignments in a responsible way.						
The employee demonstrates the ability to make difficult decisions in a timely manner.						
The employee is able to function effectively under pressure and maintain self-control in the face of hostility or provocation.						
The employee understands and follows safety procedures.						
The employee has gained knowledge and technical expertise commensurate with the time spent at the work site.						

	5	4	3	2	1	n/a
Evaluation Criteria Other Essential Skills	Strongly Agree	Agree	Ambivalent	Disagree	Strongly Disagree	
The employee reads and understands information from print sources.						
The employee reads and uses information from a variety of displays (e.g., graphs, tables, schematics).						
The employee is able to use numbers and to apply, interpret, and communicate mathematical information.						
The employee is able to use a computer and standard software packages (e.g., word processing, email, spreadsheets, etc.) to communicate.						
The employee is able to convey information effectively using handwritten or typed/keyed text.						
The employee demonstrates thinking skills such						

as problem-solving skills and decision-making skills.						
The employee exchanges thoughts and information with others orally.						
The employee is able to complete tasks independently.						
The employee is able to plan, organize, and effectively implement tasks and projects.						
The employee works as part of a team, accomplishing tasks through cooperative efforts.						
The employee demonstrates the ongoing process of acquiring skills and knowledge.						
The employee is aware of and sensitive to cultural differences.						

This evaluation has been discussed with the employee participating in the program. Yes/No

I _____ the Employer/supervisor of _____ has demonstrated the ability, knowledge and Skills as described on the checklist.

Employer/Supervisor _____
(signature) (date)

Teacher/Assessor _____
(signature) (date)

Employee _____
(signature) (date)

Sixty percent (40%) of your marks will come from this Assessment.

Adapted from Blackline Masters Department of Education:

http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/blms/5-26.pdf

Feedback Comments Section**Employment Supervisor**

Strengths/Abilities	Areas Requiring Improvement
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Employment Supervisor's general Comments if any

College Personnel

Student Success Advisor Comments:
Teacher/Assessor Comments:
Employee/students Comments:

Student met the criteria ☐ Yes ____ No ____ No less than 60 employer/supervisor score total or 50% Mark attained:

$$\frac{\text{Employer/supervisor's assessment}}{120} \times \frac{40}{1} = \text{Student's mark in \%}$$

Next Step

Core Assignment Section

To obtain a credit in each unit students must complete core assignments as selected in each units 1, 2, 3, 4 and 5

Core Assignment # 1
Task 1 Assignment

Create a transition plan

This is a transition plan assignment. Life/Work Transitions is the process of managing life, learning, and work over one's life span. Student will demonstrate an understanding by providing a short answer about future plans on Page 27. Your work will be evaluated on understanding terms used, accuracy and completeness in completing the required information. (4 pages)

Name	_____	Year of Graduation	_____
Address	_____	School	_____
Phone Number	_____	Grade Level	_____
Date	_____		_____

Goals for achievement

A. Set goals and plan action:

List your top three reasons why work is important.

List your top three learning styles.

List your top five skills.

List your top five interests.



Transitioning

List your top five values.

List the top two areas in which you prefer to work.

List some qualities that reflect your personal temperament.

List three behaviours/attitudes that you displayed in completing a successful activity.

List short-term goals (5) related to school (e.g., course selection for Grade 12, academic performance, participation in extra-curricular activities related to future goals, attendance, applications for post-secondary institutions).

Summary of High School Course Work

Courses	Grade 9	Grade 10	Grade 11	Grade 12
English LA				
Mathematics				
Social Studies				
Science				
Physical Education/ Health Education				
Option				
Option				
Option				
Option				
Option				
Total Credits				

Plan 1: Three-year–post-secondary training/work plan.

	Year 1	Year 2	Year 3
Program/Work			
Location			
Expenses			
Living accommodations and food expenses			
Tuition fees/ occupational expenses			
Miscellaneous expenses (health care, clothing, communications, etc.)			
Transportation costs			
Total expenses			
Income			
Sources of income			
Total income			
Difference: Total income – total expenses =			

Plan 2: An alternative plan or backup plan if Plan 1 doesn't work. This may be the result of changes in the economy, the labour market, personal circumstances, or personal choice.

	Year 1	Year 2	Year 3
Program/Work			
Location			
Expenses			
Living accommodations and food expenses			
Tuition fees/occupational expenses			
Miscellaneous expenses (health care, clothing, communications, etc.)			
Transportation costs			
Total expenses			
Income			
Sources of income			
Total income			
Difference: Total income – total expenses =			

Adapted from Blackline Masters

http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/blms/index.html#unit1

Core Assignment # 1**Task 1 Rubric****Evaluation Rubric for Life/work Transition Assignment**

	Poor 1	Limited 2	Satisfactory 3	Proficient 4	Superior 5
1.Were all personal demographic information filled correctly?					
2.List top three reasons why work is important?					
3.List top three learning styles?					
4.List top five skills?					
5.List top five interests?					
6.List top five values					
7.List the top two areas prefer to work?					
8.List some qualities that reflect personal temperament?					
9.List three behaviours/attitudes that displayed in completing a successful activity?					
10.List short-term goals (5) related to school (e.g., course selection for Grade 12, academic performance, participation in extra-curricular activities related to future goals, attendance, applications for post-secondary institutions)?					
11.Summary of High School Course Work: knows course required/needed to complete?					
12.Plan : Living expenses realistic?					
13.Plan : Transportation costs realistic?					
14.Plan : Sources of income realistic?					
15.Plan : Miscellaneous expenses realistic?					

Note: Maximum of 75 points Minimum 50 points

Points obtained _____ This assignment is worth 5% of

_____ X 5% = _____

75

Core Assignment # 1
Task 2 Assignment**Article on Life Principles for Success**

Write a 300-400 word article about how an improved self-image will affect relationships with others at work, at school, and in the home. This article would contribute to a newsletter about what you think a person can do to improve their self-images. Within the article, describe how an improved self-image will affect relationships with others at work, at school, and in the home.

The article will be evaluated based on the following:

Focus

- demonstrates awareness of audience and task
- establishes and maintains a clear purpose
- sustains a single point of view
- exhibits clarity of ideas

Content

- information and details are specific to topic
- information and details are relevant to focus
- thoughts are complete

Organization

- logical order or sequence is maintained
- paragraphs deal with one subject
- logical transitions are made within sentences and between paragraphs
- introduction and conclusion are evident

Style

- precise language
- effective word choice
- voice, tone, originality of language
- variety of sentence structures, types, and lengths

Conventions

- mechanics, spelling, capitalization, punctuation
- usage (pronoun references, subject-verb agreement)
- sentence completeness

Adapted from Family Studies 40S RPL

http://www.gov.mb.ca/mal/all/RPL/family_studies_40s_a.pdf

Core Assignment # 1**Task 2 Rubric****Article on Life Principles for Success**

	1	Basic 2	Learned 3	Exemplary 4
1.Focus <ul style="list-style-type: none"> • demonstrates awareness of audience and task • establishes and maintains a clear purpose • sustains a single point of view • exhibits clarity of ideas 	Confused Focus	Vague Focus	Clear Focus	Sharp, distinct focus
2.Content <ul style="list-style-type: none"> • information and details are specific to topic • information and details are relevant to focus • thoughts are complete 	Superficial content	Content limited to listing, repetition of mere sequence of ideas	Specific and illustrative content	Substantial, and illustrative content; sophisticated ideas that are particularly well developed.
3.Organization <ul style="list-style-type: none"> • logical order or sequence is maintained • paragraphs deal with one subject • logical transitions are made within sentences and between paragraphs • introduction and conclusion are evident 	Confused organization	Inconsistent organization	Logical and appropriate organization	Obviously controlled and/or subtle organization
4.Style <ul style="list-style-type: none"> • precise language • effective word choice • voice, tone, originality of language • variety of sentence structures, types, and lengths 	Lack of sentence and word choice variety	Limited sentence variety and word choice	Precision and variety in sentence structure and word choice	Writer's voice apparent in tone, sentence structure, and word choice

5. Conventions • mechanics, spelling, capitalization, punctuation • usage (pronoun references, subject-verb agreement) • sentence completeness	Mechanical and usage errors that seriously interfere with the writer's purpose	Repeated weaknesses in mechanics and usage	Some mechanical and usage errors	Few mechanical and usage errors
--	--	--	----------------------------------	---------------------------------

Maximum 20 points

Need 12 points to get the credit.

Points obtained _____

This assignment is worth 5% of your marks

_____ X 5% = _____

20

Adapted from Family Studies 40S RPL

http://www.gov.mb.ca/mal/all/RPL/family_studies_40s_a.pdf

Core Assignment # 2**Task 1 Assignment**

Use career information resources to learn about the realities and requirements of various occupations. Prepare a detailed profile of three (3) possible occupations you would like to pursue. Use the chart such as the Occupation Profiles Chart below. Please include sources of information used for profile. You will be evaluated and on the research sources, accuracy and completeness of the information.

Occupation	Describe information requirements
1.Salary Range	
2.Education/Training Required	
3.Work Prospects	
4.Working Conditions (hours, indoor/outdoor, alone/with others, etc.)	
5.Duties	
6.Other Important Information	
7.Provide 3 Sources for the Information	

Total 35 points

Points obtained _____

This assignment is worth 5% of

_____ X 5% = _____

35

Adapted from Blackline Masters Unit 2 **BLM 8:** Occupation Profiles Chart (2.D.1)

http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/blms/index.html#unit1

Core Assignment # 2**Task 1 Rubric**

	1 Unsatisfactory	2 Satisfactory	3 Exemplary
1.Salary Range realistic?	Little of the information is correct, regarding salaries.	Most of the information is correct regarding salaries. There is a description of the salary for this career.	All of the information is correct regarding salaries. Detailed description of the salary in yearly, monthly, and hourly rates
2.Education/ Training Required realistic accurate?	There is a description of the educational requirements. . It provides no information on degrees, certificates, licences, or other special requirements	There is a description of the educational requirements. It provides some information degrees, certificates, licences, or other special requirements	There is a detailed description of the educational/time requirements. Detailed information degrees, certificates, licences, or other special requirements
3.Did work Prospects seem likely to market conditions?	There is little information on work prospects and market conditions	There are some descriptions of work prospects and market conditions	There is a detailed descriptions of work prospects and market conditions
4.Were working conditions (hours, indoor/outdoor, alone/with others, etc.) described?	Limited knowledge of career functions. There is no description of the average hours worked and work schedule	The career functions are described in basic terms with few errors. There is a description of the average hours worked and work schedule	The career functions are described with no errors. There is a detailed description of the average hours worked and work schedule. It included whether weekend work is required as well as travel is required
5.Were Duties described completely?	The duties are not listed and are insufficient to understand the career. Too many errors Multiple errors greater than 5	The duties are listed but insufficient to understand the career. Multiple errors.	The duties are listed with sufficient to understand the career
6.Were other important Information introduced?	Details about the career are missing or too limited in scope.	There is not sufficient information to understand what this career entails	Provided detailed information stated well developed
7.Were sources of information cited?	Includes 1 resource	Includes fewer than 3 resources, but has a minimum of at least 2.	Includes at least 3 (or more) different resources;

Maximum points 21

Minimum points 12

Points obtained _____

This assignment is worth 5% of

_____ X 5% = _____

21

Adapted from Blackline Masters

http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/blms/index.html#unit2

Core Assignment # 2**Task 2 Assignment**

Create a Brochure:

The Government of Canada has provided us with a grant to develop several brochures that encourage workers to consider non-traditional careers. The brochures must be creative and accurately reflect the career but also explain why the career may be suitable to a variety of individuals. The brochure could explain why, up until now, the career pathway has been dominated by a specific sector of the population.

The brochure must

- be on one double-sided page—software packages usually have a brochure template you can use
- provide an accurate description of the career, explaining the appropriate schooling and additional training required
- include a section on how the industry is changing to meet the needs of non-traditional workers, or perhaps how it is not changing and some of the challenges the non-traditional worker may face

Each of the brochure proposals will be considered using the following criteria:

- Provides an accurate description of the career
- Explains the necessary requirements for the career
- Describes the changing nature of the industry or challenges
- Organizes the information in the brochure so it is easy to read
- Is written clearly and legibly

Adapted from Blackline Masters Unit 2 (**BLM 13:** Brochure Memo (2.G.2))

http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/blms/index.html#unit2

Core Assignment # 2**Task 2 Rubric**

Develop a Brochure

Criteria to be evaluated									
1.Provides an accurate description of the career? Detailed description of the job is required. Information on job responsibilities is given along with the frequency in which they are done	1	1.5	2	2.5	3	3.5	4	4.5	5
2.Explains the necessary requirements for the career? Skills, personal characteristics, and education requirements.	1	1.5	2	2.5	3	3.5	4	4.5	5
3.Describes the changing nature of the industry or challenges? There is a detailed description of a research elements, trends, nature of the job, physical setting of this occupation, work conditions, career rewards and salary	1	1.5	2	2.5	3	3.5	4	4.5	5
4.Organizes the information in the brochure so it is easy to read? Was effective, informative, appealing, eye-catching and understandable.	1	1.5	2	2.5	3	3.5	4	4.5	5
5.Is written clearly and legibly? No errors in punctuation, spelling, capitalization. Sources are included and are correct.	1	1.5	2	2.5	3	3.5	4	4.5	5
Total	/25								

Maximum points 25

Minimum points 14

Points obtained _____

This is worth 7.5% of your marks

_____ X 7.5% = _____

25

Adapted from Blackline Masters Unit 2 (**BLM 13:** Brochure Memo (2.G.2)http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/blms/index.html#unit2

Core Assignment # 3**Task 1 Assignment****Goal Setting**

In this assignment student uses the seven statements below and prepares a document to demonstrate short-term goals and long-term goals needed to achieve their desired personal, professional, educational/training choice for school and outside high school (completing applications, financial planning, occupational related experience, academic performance, etc.).

Goal Setting Guidelines

1. Determine what is important to you, that is, what your values are.
2. Decide what you want in terms of a career, and make sure that this is in line with your values. This is your long-term goal.
3. List the benefits or rewards you will receive when you reach your goal. This will help to motivate you along the way.
4. Determine the steps you need to take to get to your long-term goal(s). These are your short-term goals.
5. Set deadlines for and ways to measure your short-term goals. This way you will know when you achieve them and can celebrate your successes.
6. Determine which goals should be achieved first, and focus on them.
7. Write your goals down. This way you can read them over frequently to remind yourself of your short- and long-term goals and the benefits of achieving them.

Adapted from Blackline Masters Unit 3 (**BLM 15**: Goal-Setting Guidelines)

http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/blms/index.html#unit3

Core Assignment # 3**Task 1 Rubric**

	Poor 1	Fair 2	Good 3	Excellent 4
1.Document Organization	Guidelines were not followed	Difficulty following guidelines because student jumps around	Followed guidelines and presents information in logical sequence	Followed guideline and presents information in logical, interesting sequence which could be followed.
2.Captures personal rewards and benefits for reaching goals	Has little understanding on benefits of how achieving goal will help in motivation	Gives a few rewards with some clear meaning as to how it relates to overall to goals	States many rewards with clear meaning as to how it relates to overall to goals	States all possible rewards and realistic goals can lead to a sense of wellbeing and positive mental attitude
3.Knowledge of subject matter	Does not have grasp of information; student cannot answer questions about subject	Uncomfortable with information and is able to answer only rudimentary questions.	Is at ease with expected answers to all questions, but fails to elaborate	Demonstrates full knowledge (more than required) by answering all statement questions with explanations and elaboration
4.Demonstrates an excellent command and control of the rules of language	Document has four or more spelling errors and/or grammatical errors.	Document has three misspellings and/or grammatical errors.	Document has no more than two misspellings and/or grammatical errors	Document has no misspellings or grammatical errors
4.Demonstrated how to get there? Explains factors , strategy, influences on goal and the steps to achieving the goal	Did not use a realistic steps to achieve and goals were unrealistic	Describes a few steps to achieve goals. Some were unrealistic in achieving the goal	Describes a few steps to achieve goals. Ideas are realistic in achieving the goal	Describes all steps to achieve goals. Goals are realistic and possible

Maximum points 16

Minimum points 10

Points obtained _____ This is worth 5% of your marks

_____ X 5% = _____

Core Assignment # 3**Task 2 Assignment****Monthly Budget based on income**

Create a budget based on a net income of \$30,000. You have a mortgage of \$500/month, car loan of \$350/month, and 3 credit cards (2 are maxed out at \$3000 each, 1 is only at \$759.00). You attend church on a regular basis. You have 2 children and a spouse who does not work outside the home. Assignment should be done on an Excel spread sheet for full marks. Research on the budget may be required, list sources of information.

Expenses				Income
Monthly Bills	rent		Wages	
	utilities (water, gas, electricity, etc.)		Savings	
	communications (telephone, Internet, cable TV, etc.)		Scholarships	
	other		Loans	
Daily Living	groceries		Other	
	toiletries		Total	
	other			
Transportation	car loan		Note: Not all items on this list will be applicable to everyone	
	gas/fuel			
	insurance			
	repairs			
	public transportation			
Medical	dentist			
	prescriptions			
	glasses			
	other			
Entertainment	books/magazines			
	videos/music			
	movies/plays			
	restaurants			
	concerts/clubs			
	other			
Recreation	gym fees			
	sports equipment			
	team dues			
	other			
Personal	clothing			

	gifts		
	salon/barber		
	other		
Financial Obligations	loans		
	credit cards		
	income tax		
	other		
Total			

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Total income Total expenses

Adapted from Family Studies 40S

http://www.gov.mb.ca/mal/all/RPL/family_studies_40s_a.pdf

and

Adapted from Blackline Masters Unit 3 (BLM 168)

http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/blms/index.html#unit3

Core Assignment # 3**Task 2 Rubric****Budget Assignment Rubric**

	Poor 1	Fair 2	Good 3	Excellent 4
1.Are budget allocations realistic?	Few budget allocations were realistic	Many budget allocations were realistic	Most budget allocations were realistic	All budget allocations were realistic
2.Was the paper work neat and organized?	The information on the page messy and disorganized	Many of the information on the page clean were and uncluttered	Most of the information on the page clean were and uncluttered	All of the information on the page clean were and uncluttered
3.Was an Excel spread sheet used for the assignment and done correctly?	Excel spread sheet was not used for the assignment	Many parts of Excel spread sheet was used for the assignment and some was done correctly	Most of Excel spread sheet was used for the assignment and most was done correctly	An Excel spread sheet was used for the assignment and done correctly
4.Showed evidence of research?	Provided 0-1 source of researched information	Provided 2 sources of researched information	Provided 2 sources of researched information	Provided 3 sources of researched information
5.Were calculations correct?	Few calculations were done correctly	Many calculations were done incorrectly	Most calculations were done correctly	All calculations were done correctly

Maximum 20 points

Minimum 12 points

Points obtained _____

This assignment is worth 5%

_____ X 5% = _____

20

Core Assignment # 4**Task 1 Assignment****Assignment Resume**

Prepare resume for 3 different jobs addressed to a real or fictional business in the industry in which you wish to work.

The resume will be evaluated on these points:

- a. Are unique qualities, or personal accomplishments, clearly expressed?
- b. Will the reader see and understand the accomplishments presented within the first few seconds of looking at the resume?
- c. Does the resume address the needs of the target employers by showing that the applicant has solved problems similar to the ones the employers are experiencing?
- d. Does the resume convey the applicant's ability to make an impact by outlining accomplishments in a clear and compelling manner?
- e. Does the resume have a sense of action and movement? Are action verbs used wherever possible?
- f. Does the resume design draw the eye to key information? Is the page clean and uncluttered? Is the resume easy on the eye?
- g. When you read the resume, are you impressed?
- h. Does the writing demonstrate an excellent command and control of the rules of language and sentences are fluent and clear?

Core Assignment # 4**Task 1 Rubric****Rubric for resume**

The following evaluation will be used in **assessing the resume**

	Poor 1	Limited 2	Satisfactory 3	Proficient 4
1. Are unique qualities, or personal accomplishments , clearly expressed?	Does not reflect unique qualities, or personal accomplishments	Reflect some unique qualities, or personal accomplishments	Missing some unique qualities, or personal accomplishment	Completely describes unique qualities, or personal accomplishment
2. Will the reader see and understand the accomplishments presented within the first few seconds of looking at the resume?	Accomplishment presented at the end of the resume	Accomplishment presented too late in the resume	Accomplishment presented late in the resume	Accomplishments presented within the first few seconds of looking at the resume
3. Does the resume address the needs of the target employers by showing that the applicant has solved problems similar to the ones the employers are experiencing?	Missing 5 or more categories of information; Does' not reflect what position you are applying for	Missing 3 or more categories of information; reflect some what position you are applying for	Missing 2 or more categories of information; reflect what position you are applying for	Describe how you are the best person for the job, and a description of your education and experience
4. Does the resume convey the applicant's ability to make an impact by outlining accomplishments in a clear and compelling manner?	Does not outlining accomplishments in a clear and compelling manner	Outlining little accomplishments in a clear and compelling manner	Outlining many accomplishments in a clear and compelling manner	Outlining all accomplishments in a clear and compelling manner
5. Does the resume have a	Action verbs are not used to	Few action verbs are used to	Many action verbs are used	Action verbs are used wherever possible to

sense of action and movement? Are action verbs used wherever possible?	convey a sense of action and movement	convey a sense of action and movement	to convey a sense of action and movement	convey a sense of action and movement.
6.Does the resume design draw the eye to key information? Is the page clean and uncluttered? Is the resume easy on the eye?	Key information isn't highlighted, pages are messy and cluttered	Few key information is highlighted, some pages clean and uncluttered and easy on the eye	Many key information is highlighted, some pages clean and uncluttered and easy on the eye	All key information is highlighted, the pages clean and uncluttered and easy on the eye
7.When you read the resume, are you impressed?	The document is not impressive	All aspects of the document is impressive	All aspects of the document is impressive	All aspects of the document is impressive
8.The writing demonstrates an excellent command and control of the rules of language? Sentences are fluent and clear?	The document has 7 or more errors in spelling, punctuation, or capitalization	The document has 5 - 6 errors in spelling, punctuation, or capitalization	The document has 3 - 4 errors in spelling, punctuation, or capitalization	The document is free of errors in spelling, punctuation, and capitalization

Maximum of 32 points

Must have 20 or higher points

Points obtained _____

This assignment is worth 7.5% of your marks

_____ X 7.5% = _____

32

Core Assignment # 4**Task 2 Assignment****Assignment****Cover Letters**

Based upon your resume(s) prepare three (3) cover letters for 3 different jobs addressed to a real or fictional business in the industry in which you wish to work.

The letters will be evaluated on points:

- i. Are unique qualities, or personal accomplishments, clearly expressed?
- j. Will the reader see and understand the accomplishments presented within the first few seconds of looking at the letters?
- k. Do the letters address the needs of the target employers by showing that the applicant has solved problems similar to the ones the employers are experiencing?
- l. Do the letters convey the applicant's ability to make an impact by outlining accomplishments in a clear and compelling manner?
- m. Do the letters have a sense of action and movement? Are action verbs used wherever possible?
- n. Do letters designs draw the eye to key information? Is the page clean and uncluttered? Are the letters easy on the eye?
- o. When you read the letters, are you impressed?
- p. Does the writing demonstrate an excellent command and control of the rules of language? Sentences are fluent and clear?

Core Assignment # 4**Task 2 Rubrics****Rubric letter**

The following evaluation will be used in **assessing the letters (3)**:

	Poor 1	Limited 2	Satisfactory 3	Proficient 4
1.Are unique qualities, or personal accomplishments , clearly expressed?	Does not reflect unique qualities, or personal accomplishments	Reflect some unique qualities, or personal accomplishments	Missing some unique qualities, or personal accomplishment	Completely describes unique qualities, or personal accomplishment
2.Will the reader see and understand the accomplishments presented within the first few seconds of looking at the letters?	Accomplishment presented at the end of the letters	Accomplishment presented too late in the letters	Accomplishment presented late in the letters	Accomplishments presented within the first few seconds of looking at the letters
3.Do the letters address the needs of the target employers by showing that the applicant has solved problems similar to the ones the employers are experiencing?	Missing 5 or more categories of information; Does' not reflect what position you are applying for	Missing 3 or more categories of information; reflect some what position you are applying for	Missing 2 or more categories of information; reflect what position you are applying for..	Describe how you are the best person for the job, and a description of your education and experience
4.Do the letters convey the applicant's ability to make an impact by outlining accomplishments in a clear and compelling manner?	Does not outlining accomplishments in a clear and compelling manner	Outlining little accomplishments in a clear and compelling manner	Outlining many accomplishments in a clear and compelling manner	Outlining all accomplishments in a clear and compelling manner
5.Do the letters	Action verbs are	Few action verbs	Many action	Action verbs are used

have a sense of action and movement? Are action verbs used wherever possible?	not used to convey a sense of action and movement	are used to convey a sense of action and movement	verbs are used to convey a sense of action and movement	wherever possible to convey a sense of action and movement.
6. Do the letters designs draw the eye to key information? Is the page clean and uncluttered? Are the letters easy on the eye?	Key information isn't highlighted, pages are messy and cluttered	Few key information is highlighted, some pages clean and uncluttered and easy on the eye	Many key information is highlighted, some pages clean and uncluttered and easy on the eye	All key information is highlighted, the pages clean and uncluttered and easy on the eye
7. When you read the letters, are you impressed?	The document is not impressive	All aspects of the document is impressive	All aspects of the document is impressive	All aspects of the document is impressive
8. The writing demonstrates an excellent command and control of the rules of language? Sentences are fluent and clear?	The document has 7 or more errors in spelling, punctuation, or capitalization	The document has 5 - 6 errors in spelling, punctuation, or capitalization	The document has 3 - 4 errors in spelling, punctuation, or capitalization	The document is free of errors in spelling, punctuation, and capitalization

Maximum of 32 points

Must have 20 or higher points

Points Obtained _____

This assignment is worth 7.5% of your marks

____ X 7.5% = _____

32

Core Assignment # 5

Task 1 Assignment

Career Research Interview Questionnaire

Interview of an Employer or Mentor

Interview an employer or mentor. Make an appointment to interview employer or mentor. Using the questions below write a 500-700 word summary of the information gathered and includes brochures or other documentation

Student Name	
Employer/Mentor Name	
Name of Company	
Job Title	

Suggested Questions

What are the daily routines and responsibilities of this occupation? Could you describe a typical day on the job?

Is every day basically the same or is there a lot of variety?

How much of your day is spent working with other people?

What specific education or employment experience is necessary to work in this occupation?

Why did you choose this occupation? Why are you still in it?

What changes have you seen in this occupation over the past five or ten years?

Did you have experience in other occupations or volunteer positions that assisted you in advancing to your present position? Please explain.

What opportunities for other positions or advancement are there in this occupation?

What qualities and skills do you possess that make you successful in your present position?

What other qualities and/or skills do you think will be necessary in the future?

What are the working conditions and personal benefits in this position (e.g., salary scale, dress code, hours of work, pension plans, health care plans)?

Are you required to travel? work evenings and weekends?

Many occupations have mundane duties or some unpleasant working conditions. What are some, if any, of the duties and working conditions you dislike about this occupation?

What procedures does this organization follow in the hiring of new employees for this position?

What personal qualities and abilities is your organization looking for in someone starting out in this occupation?

How do you see this occupation changing in the next five years? Will demand for workers increase or decrease?

What advice do you have for a young person considering this occupation?

Please include at least three additional questions that you would like to ask

Core Assignment # 5**Task 1 Rubric****ASSESSMENT RUBRIC Career Research Interview Questionnaire**

	Apprentice 1	Basic 2	Learned 3	Exemplary 4
1.Focus <ul style="list-style-type: none"> • demonstrates awareness of audience and task • establishes and maintains a clear purpose • exhibits clarity of ideas 	Confused Focus	Vague Focus	Clear Focus	Sharp, distinct focus
2.Content <ul style="list-style-type: none"> • information and details are specific to topic • thoughts are complete 	Superficial content	Content limited to listing, repetition of mere sequence of ideas	Specific and illustrative content	Substantial, and illustrative content; sophisticated ideas that are particularly well developed
3.Organization <ul style="list-style-type: none"> • logical order or sequence is maintained • logical transitions are made within sentences and between paragraphs • introduction and conclusion are evident 	Confused organization	Inconsistent organization	Logical and appropriate organization	Obviously controlled and/or subtle organization
4.Style <ul style="list-style-type: none"> • precise language • effective word choice • voice, tone, originality of language • variety of sentence structures, types, and lengths 	Lack of sentence and word choice variety	Limited sentence variety and word choice	Precision and variety in sentence structure and word choice	Writer's voice apparent in tone, sentence structure, and word choice
5.Conventions <ul style="list-style-type: none"> • mechanics, spelling, capitalization, punctuation • usage (pronoun references, subject-verb agreement) • sentence completeness 	Mechanical and usage errors that seriously interfere with the writer's purpose	Repeated weaknesses in mechanics and usage	Some mechanical and usage errors	Few mechanical and usage errors

Maximum of 20 points

Must have 12 points or higher points

Points obtained _____

This assignment is worth 7.5% of your marks

_____ X 7.5% = _____

20

Core Assignment # 5
Task 2 Assignment

Career Management Assessment

In this unit of the RPL process the individual will have a professional or community leader (teacher/instructor, nurse, social worker, doctor, lawyer, chief, councillor etc.) who is familiar with him/her to fill out the Career management Checklist form.

The professional/community leader must consider each question carefully. The checklist indicates the level of ability, knowledge and skills required for the Life/Work Transitions 40S course. Use the checklist to measure the abilities of the individual in the different areas

SCORING

Enter mark total for each knowledge ability and skills of the follow assessment from the next pages to below:

The total possible score is **55 and 38 is required** for recognition for this assignment requirement.

This assignment is worth 5% of your marks.

Core Assignment # 5**Task 2 Rubric****Career Management Checklist**

Student Name	
Professional's Name	
Job Title	
Contact info	

In the first column on the right, rate the individual's strength as described in the statement on the left. Use a scale from 1 to 5, where 1 is low and 5 is high.

Descriptive Statements	Rating	Rating	Rating	Rating	Rating
1. Has a positive self-image. (Self-confidence helps influence other people in my life. Able to find ways to maintain self-confidence in difficult or new situations.)	1	2	3	4	5
2. Can interact effectively with others. (Interact with other people, I ask questions because, want to learn about them. Listen more than talk about myself in communication with others. Do not try to control situations or others.)	1	2	3	4	5
3. Can adapt to change and personal growth. (Have developed good health habits. Have been able to manage stress and express my feelings. Use strategies to adapt to changes.)	1	2	3	4	5
4. Participate in lifelong learning. (Understand how skills are transferable. Demonstrate behaviours and attitudes that contribute to achieving goals. Undertake continuous learning activities.)	1	2	3	4	5
5. Can effectively use career information. (Know how to interpret and use labour market information. Know how interests, knowledge, skills, beliefs, and attitudes can be transferable to various work roles. Know what working conditions I want for myself.)	1	2	3	4	5
6. Can understand the relationship between the economy and society. (Understand how work can satisfy our needs. Understand the effect of work on people's lifestyles. Understand how society's needs and functions affect the	1	2	3	4	5

supply of goods and services.)					
7. Can create, secure, and maintain work. (Know the importance of personal qualities to create, get, and keep work. Know how to locate, interpret, and use labour market information. Have developed work search tools and skills—resumés, portfolios, etc.)	1	2	3	4	5
8. Can make career-enhancing decisions. (Understand how personal beliefs and attitudes affect decision-making process. Know how to apply problem-solving strategies. Know how to develop a range of creative scenarios supportive of my preferred future. Able to demonstrate skills, knowledge, and attitudes required to assess work and learning opportunities.)	1	2	3	4	5
9. Can effectively balance life and work roles. (Aware of my various life roles and the responsibilities linked to them. Understand how those work and life roles have an impact on our preferred future or lifestyle. Understand the kind of work, family, and leisure activities I feel will contribute to a balanced life.)	1	2	3	4	5
10. Can recognize reasons for life/work changes. (Understand the changing life roles of men and women in work and family settings. Understand how contributions both inside and outside the home are important to family and society. Demonstrate attitudes, behaviours, and skills that contribute to the elimination of gender bias and stereotyping.)	1	2	3	4	5
11. Able to plan and manage my life and work future. (Demonstrate behaviours and attitudes that reflect the High Five Plus One messages: change is constant, learning is ongoing, follow your heart, focus on the journey, access your allies, and know yourself. Set life/work goals	1	2	3	4	5

that reflect my preferred future. Know how to plan and apply coping strategies or new life/work scenarios during transition periods.)					
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Maximum of 55 points

Must have 38 or higher points

Points obtained _____ out of 55

_____ X 5% = _____

55

FINIAL STEPS

RPL DOCUMENTATION SUMMARY

Now that you have confidently proceeded with the challenge process for Life/Work Transitions 40S, if you have scored **a minimum of 50% on all assignments** and the **Self-Assessment Checklist (page 8) and Employment Assessment** you have completed the requirements of the RPL.

Employment Assessment (35%) and Self-Assessment (5%) marks = _____
40% of total mark (Pages 22-25 and RPL Self-Assessment Checklist pages 8-12).

Core Assignments: 60% of total marks below:

Core assignment # 1

Task 1 -mark _____ Page 27- Create Transition Plan 5%

Task 2-mark _____ Page 32- Article on Principles of Success 5%

Core assignment # 2

Task 1 -mark _____ Page 35 -Profile of 3 Possible Occupations 5%

Task 2 -mark _____ Page 37- Develop Brochure 7.5%

Core assignment # 3

Task 1 -mark _____ Page 39- Goal Setting 5%

Task 2 -mark _____ Page 41- Monthly Budget 5%

Core assignment # 4

Task 1 -mark _____ Page 44- Three Job Resumes 7.5 %

Task 2 -mark _____ Page 47- Three Cover Letters 7.5%

Core assignment # 5

Task 1 -mark _____ Page 50- Interview an Employer or Mentor 7.5%

Task 2 -mark _____ Page 52- Career Management Assessment 5%

Total Mark in percentage = _____ %

PART 2 on page 20 will be completed by the (Program Area) and returned to Admissions/Registration desk at Parkland Campus

THE NEXT STEP

You will receive written notification of your RPL results within two weeks or completing the process.