



CAREER PROGRAM GUIDELINES

Career Preparation Programs (Grades 10 – 12)

“Career Preparation Program” means an educational program that includes work experience and is designed to help prepare a student in relation to a specific sector, entry into the workforce, continued studies, or training at a post-secondary institution. (Ministerial Order 282/04)

Career Preparation Programs provide students with the opportunity to combine career studies with secondary school graduation requirements. The benefits of taking a Career Preparation program include:

- the opportunity to acquire work experience in a target career field;
- specialized training in a field of interest;
- certification specifically chosen to prepare Career Prep students for the work site;
- establishing a network of contacts in a field of interest;
- ‘preferred entry’ or ‘advanced placement’ opportunities where agreements have been negotiated with related post-secondary programs.

School District No. 53 offers three options for career preparation:

- Work Experience 12
- Dual credit opportunities with post-secondary institutes
- ACE IT

Work Experience 12

Students in School District No. 53 (Okanagan Similkameen) may take one or more of three courses:

- Work Experience 10 (Board Authority/Authorized Course)
- Work Experience 12A
- Work Experience 12B

Each course provides 4 credits towards graduation.

District Standards

Schools must abide by the standards outlined in the Ministry Policy and Ministerial Order 282/04 (amended by M266/07) and the Program Guide for Ministry-Authorized Work Experience Courses (January 2009).

District Guidelines

1. Student Conduct

Students will at all times be subject to the school’s code of conduct. In addition the student must:

- abide by the behaviour standard and practices of the workplace
- understand the rights and responsibilities of employees in the workplace

- understand and meet the expectations of the employer
- work the days and hours of work as agreed with the work site supervisor
- notify the work-site supervisor and school when unable to report to work
- adhere to all safety-related rules and regulations at the work-site
- notify the work site supervisor and school immediately of any injuries, emergencies, or problems at the work-site
- respect the confidential nature of information at the work-site
- participate in evaluation meetings as required by the work-site supervisor or work experience teacher
- continue to attend all in-school courses at times other than those assigned to work experience

2. Supervision

As a general practice, students' work experience placements are monitored at least twice per semester by the work experience teacher. If there are problems with the work placement, obviously more contacts will be required. In addition, the following are meant as further guidelines in support of a successful placement:

- work-site supervision by ensuring that a work site supervisor has been assigned to the student
- each student has received a site-based work safe orientation
- attendance at the work-site is taken on a day-to-day basis
- student keeps a day to day log of their work experience
- work experience teacher will make a minimum of two contacts with the student and work-site supervisor (one of these should be on the work-site while the student is at the work-site)

3. Evaluation

The Work Experience teacher will ensure that a systematic system is in place to assess what the students have learned and are able to do. Student performance will be evaluated using information collected through assessment practices. Key aspects to consider include:

- the student should be provided with evaluation criteria prior to the placement and should have the opportunity to discuss or clarify any concerns
- although an employer's evaluation of a student's performance on a work placement is an important part of the work experience course mark, it is only one aspect in determining the final course mark
- teachers determine the actual assessment criteria and measurement activities; some common ones include: student activity logs, employability skills performance scales, portfolios, occupation-specific performance scales, employer evaluations, student self-assessments, written reports, student projects or products, oral presentation, reflective journals, resume and interview skills demonstrations, student learning logs, and student training plans
- teachers should also consider suggestions and ideas provided either by the site supervisor or student
- participation and regular work-site attendance should be a key aspect of successful completion of the placement