A Resource Manual for

COMPETENCY PORTFOLIO DEVELOPMENT

Reflection
Step One

Research
Step Two

Integration
Step Three

Portfolio
Completion
Step Four

EMPLOYMENT ONTARIO

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Introduction

Background

In 2009, a number of community organizations from the City of Kawartha Lakes, Peterborough, and Haliburton areas (later known as the Competency Portfolio Community Alliance – CPCA) met to discuss prior learning assessment and recognition (PLAR). Early on, the idea of a multi-use competency portfolio began to take shape because of its broad appeal and usefulness for employment, academic and certification purposes. The CPCA established minimum standards for a competency portfolio, which later developed into a Competency Portfolio Framework, providing the foundation for future activities.

In September 2010, the Framework was shared with local employers, and as a result of their endorsement, Literacy Ontario Central South (LOCS) submitted an application for funding to the Ontario Ministry of Training, Colleges and Universities (MTCU). In response to this application, LOCS, on behalf of the CPCA, received funding for several activities including the development of a resource manual for career development practitioners and other stakeholders.

The intended users of this manual are employment counsellors, literacy practitioners, professional academic advisors, and human resource professionals who assist clients in attaining work, educational or personal goals. In addition, agencies delivering the Targeted Initiative for Older Workers (TIOW) will have a particular interest in this manual. The TIOW initiative is intended to assist older workers with programming that increases their employability, reintegrates them into employment and ensures that they remain active and productive labour market participants while their communities undergo adjustment. It is open to clients between the ages of 50 and 64. This manual will use the term practitioners to refer to all these user groups.

Competency Portfolio

Most practitioners may be familiar with the principles and processes of Prior Learning Assessment (PLA), Prior Learning Assessment and Recognition Process (PLAR), and perhaps Recognition of Prior Learning (RPL). In some fields, these terms are used interchangeably; in any case, all of these terms pertain to a system of determining someone's knowledge and abilities. The recognition of prior learning extends to several areas including regulatory bodies, sector councils, educational credits, employment and industry certification. One specific tool, the portfolio, continues to be used to demonstrate evidence of learning, skills and achievements. The portfolio tool has been used effectively in post secondary settings for evaluating and recognizing knowledge and skills toward academic credit. The Competency Portfolio broadens this definition to provide application for a number of reasons related to employment, literacy and learning as well as academic credit.

A Competency Portfolio is designed for a broader purpose: to uncover the client's hidden learning that can then be used in reaching career, educational or personal goals. This resource manual is designed to enhance the end product for multiple uses by examining the following:

- the meaning of competencies
- the relationship and transferability between skills and competencies
- the relationship among learning outcomes, objectives and competencies
- the employer's perceptions of equivalency and comparability of learning

A Competency Manual provides benefits to several users.

If you are a:

Client (job seeker), it will help

- build your confidence
- identify your skills and competencies from past learning and experiences
- develop an ability to self promote and demonstrate proof of abilities
- minimize training required to return to work
- capture, record and document personal skills and achievements

Client (learner), it will help

- identify your learning style
- identify your past learning
- potentially reduce time in training
- assist in setting goals

Practitioner, it will help

- facilitate conversations with the client about a return to work action plan
- promote understanding of embedded learning and employment options for clients
- assist clients in identifying strengths and abilities
- understand clients' level of competency
- identify gaps to employment

Employer, it will help

- recognize the skills, abilities and equivalent learning, in the absence of formal credentials

Credentialing body, it will help

- promote awareness of compliance to industry standards

Competency Portfolio Manual

This Competency Portfolio Manual is designed to take these practitioners and their clients through four specific steps and actions in order to produce a final competency portfolio. Clearly laid out in this manual, each of the four steps contains the following information and material:

- description
- purpose
- practitioner checklist
- client activities

The *Competency Portfolio Manual* allows significant flexibility for both the practitioner and the client, depending on their experience and abilities, as the activities vary in complexity and depth.

The *Competency Portfolio Manual* is more than a mere reference tool; it is intended to provide common understanding of the benefit of the competency portfolio principles, process and product.

The Competency Portfolio Framework was developed by the Competency Portfolio Community Alliance in 2009-2010. Below is a process adaptation that compresses the original model.

Step One Reflection	Step Two Research	Step Three Integration	Step Four Portfolio Completion
Identifying Learning	**Gathering Documents**	**Implementing Plan**	**Reviewing**
• Learning Chronicle • Essential Skills and Abilities • Learning Style	• Proving Learning • Types of documents and issues in documentation	• Tools for reaching goals • Path to Employment • Learning Outcomes and Competencies	• Using a portfolio to communicate

Step One – Reflection

**Description and Purpose
of Reflection**

Proving learning may take time; however this process helps build confidence and provides evidence to employers and educational institutions. **Proof** is the core activity for gaining recognition of past learning and documenting current competencies. Clients must uncover evidence of their learning and skills. Finding this proof requires **reflection** by the client. Often clients are unaware of the transferability of their learning and skills, and if they are unaware of their skills, they may believe they have little or nothing to offer.

Reflection Step One	Research Step Two
Integration Step Three	Portfolio Completion Step Four

Reflection includes thinking about prior learning experiences, essential and employability skills and abilities, and learning style. Not all recollection will come out of this reflection section, but it will certainly begin the identification process. The following **three** activities will support this reflective process. Use the charts provided to work with the client.
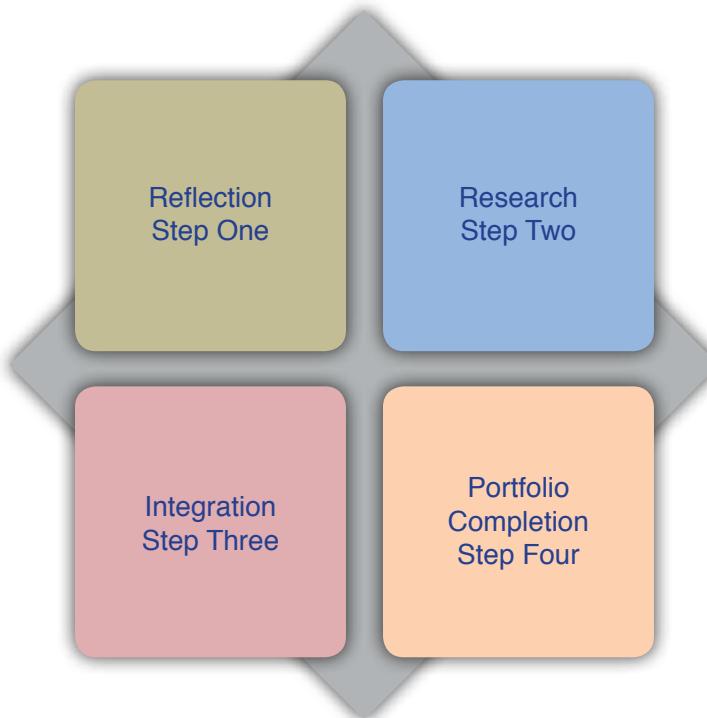
Learning Chronicle

Use this section to identify past learning to create a chronicle of learning. The following defines the concepts of knowledge, skills, abilities and competency, as they apply to a Learning Chronicle

Knowledge – information, facts, rules, laws, standards, theories, and concepts

Skills – performance or demonstration of an action

Abilities – application of both knowledge and skill to perform and adapt performance

Competency - in each of these areas, the level at which the skill can be demonstrated to meet a required standard.

CHECKLIST	Learning Chronicle and Learning in Past Experience	
	Draw a timeline marking major life activity from age 16 to present	
	List the experiences of those major activities	
	Identify the knowledge, skills, abilities and level of competencies resulting from the learning in past experience	

Client Worksheet

Identification of Timeline – Experiences – Resulting Learning, Skills & Competencies

Timeline	16 to 24 years	25 to 35 years	36 to 45 years	46 to 55 years	56 to 65 years
Major Life Experience					
Knowledge					
Skills					
Abilities					

Essential Skills and Abilities

Throughout our life, we develop a variety of skills and abilities, many of which we don't recognize or value. This section is an opportunity to gain a greater understanding of these skills and abilities as they apply to the workplace. If clients are unsure where to begin, start with an investigation into the three following areas:

Reflection Step One	Research Step Two
Integration Step Three	Portfolio Completion Step Four
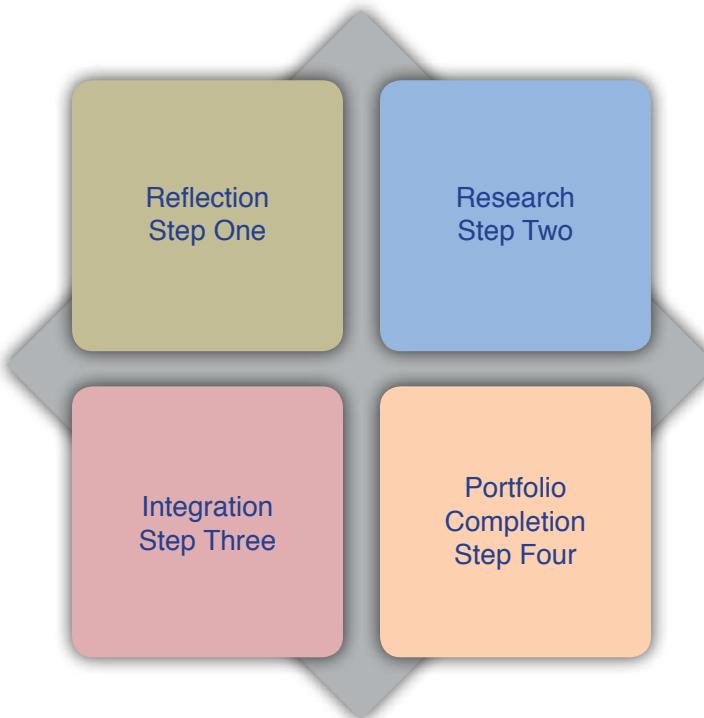
- **Essential Skills** – Developed by Human Resources and Skills Development Canada (HRSDC), these provide a clear measure of the skills required for certain jobs which can be used for comparison purposes. The following chart will help identify essential skills in different occupations as well as past work experiences.
  Essential Skills do not differ between occupations but the complexity of the skills may vary widely.
- **Employability Skills** – Developed by the Conference Board of Canada and written from an employer's perspective, these are a list of critical skills and qualities needed in the workplace. They will help clients identify their strengths

HRSDC and Conference Board of Canada worked together to show the connection between the Essential Skills and the Employability Skills.

Tools for use in Identifying Skills

- **Literacy and Essential Skills Awareness Guide** – These were developed by Literacy Ontario Central South, Literacy Link Eastern Ontario and Ottawa Community Coalition for Literacy

  - Assist employment counsellors in identifying skills gaps that clients may be experiencing

  http://www.locs.on.ca/essential_skills_pdf/L-and-ES-Awareness-Guide-Final-English.pdf

- **Essential Skills Portfolio** – Developed by Human Resources and Skills Development Canada, this can help the client in the following ways:

  - learn more about the skills needed for different jobs
  - develop plans for additional training
  - investigate career options and learning plans
  - create tools

  http://www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/tools_audience/portfolio.shtml

- **Skills Credentialing Tool** – Established by the Conference Board of Canada, this tool "...is a self-assessment and portfolio-building tool for students, employees and job-seekers. This tool helps individuals self-assess their essential skills and employability attitudes and behaviours and create an evidence portfolio that they can share with an employment counsellor, instructor or workplace supervisor."

  http://www.conferenceboard.ca/topics/education/default/aspx

CHECKLIST		
	Skills and Abilities	
	Examine the Essential Skills and the Employability Skills	
	Identify the level of skills and top skills from a variety of work experience	
	List the Essential Skills from past experiential learning	

Client Worksheet

Identification of Essential Skills and Employability skills

Essential Skills
Visit HRSDC for more detail on these skills and levels

- Reading Text

- Document Use

- Writing

- Oral Communication

- Numeracy

- Computer Use

- Working with Others

- Continuous Learning

- Thinking Skills

  - *Decision Making*

  - *Problem Solving*

  - *Job Task Planning and Organizing*

  - *Significant Use of Memory*

  - *Critical Thinking*

  - *Finding Information*

Employability Skills
Visit Conference Board of Canada for more detail on these skills

- Fundamental Skills

- Communicate

- Manage Information

- Use Numbers

- Think and Solve Problems

- Personal

- Management Skills

- Demonstrate Positive Attitudes and Behaviours

- Be responsible

- Be Adaptable

- Learn Continuously

- Work Safely

- Teamwork Skills

- Work with Others

- Participate in Projects and Tasks

Use a National Occupational Code (NOC) for an occupation familiar to the client, in order to identify the top three Essential Skills of that occupation. Suggest two other ways each skill could have been used in other occupations familiar to the client.

NOC Occupation	Additional ways the skills were used

Identify the Essential Skills from 4 work experiences

#1	#2	#3	#4

Learning Style

Determining our learning style contributes to a greater understanding about why we do the things we do. There may be other personality and interest inventories that would help clients get a clearer picture of themselves and the work environment best suited to them.

There are typically three learning styles: kinesthetic, visual and auditory.

- the *kinesthetic* learner: takes frequent breaks, moves around, gestures with hands and prefers hands-on tasks

- the *visual* learner: takes lots of notes, prefers to sees what he or she is learning

- the *auditory* learner: sits where he or she can hear but doesn't need to see material and prefers listening to understand and learn information and tasks

Reflection
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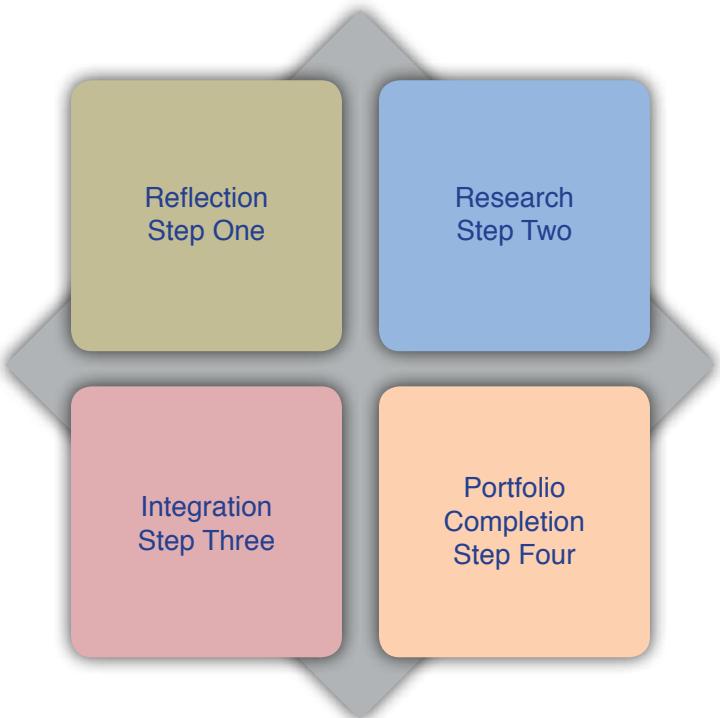
Practitioner Checklist

CHECKLIST	Learning Style	
	An assessment to identify learning style may be beneficial	
	Review the learning from past experience to see if the knowledge of personal learning style increases the identification of learning. It may take an awareness of personal learning style to identify learning within work and life experience. This will include both formal and informal learning.	
	Ask clients to identify how they learn new and different activities within the context of work and life experience. Identify a tool that will be used to determine the learning style of the clients. There are many informal tests on the internet.	

Source: www.usd.edu/~bwjames/tut/learning-style/

Step Two – Research

Description and Purpose of Research and Document Gathering

Critical to the success of a Competency Portfolio is the ability to prove one's knowledge and ability. Research includes proof of learning, verification and documentation. A checklist will aid in this process. Use this checklist to prompt the client to reflect and then research documentation that verifies this learning.

CHECKLIST	**Document Gathering – What proves learning?**	
	Describe a variety of methods for proving learning	
	Suggest reflection on what documentation supports learning and competency claims that may be available and begin gathering the material (It is important to start document gathering as soon as possible in the process)	
	Review types of documentation (direct and indirect sources of proof)	
	Continue to research and gather documentation (evidence) that supports learning and competencies	
CHECKLIST	**Self Assessment for Work and Learning Goals**	
	Use a variety of activities to self assess skill levels	
	Refer client to educational assessment, if appropriate	
	Discuss the knowledge, skills, abilities and competencies required for the occupation/goal and any further requirements	
	Documentation	
	Encourage / ensure that clients find job descriptions and job requirements to identify possible gaps in learning	
	Reference supporting documentation – Use chart provided	
	Documents that can used	
	Reference Letters describing what "I can do/I have done"	
	Past job descriptions / requirements	
	Evaluations/ Assessments	
	Letter of acknowledgement, e.g. volunteer position	
	Letter of verification, e.g. With respect to...I can verify...	
	Alternative current verification of work and life learning	
	Samples of work	

Proving Learning – Documentation

Education – Do you have transcripts?	Work Related Experience – Do you have proof that you learned on the job? (WHMIS, Diversity Training, etc.)	Volunteering – Can you produce documents that describe your activities? Can these be verified by someone in the organization?

Step Three – Integration

Description and Purpose of Integration and Goals

Integration is the section of the framework in which the practitioner has the greatest expertise. Most employment service providers will have developed effective techniques for assisting the client in updating job search tools and other activities that will result in employment. Development consists of goal setting, resume writing, cover letter writing, job search strategies, Labour Market research, and interview techniques.

Reflection Step One	Research Step Two
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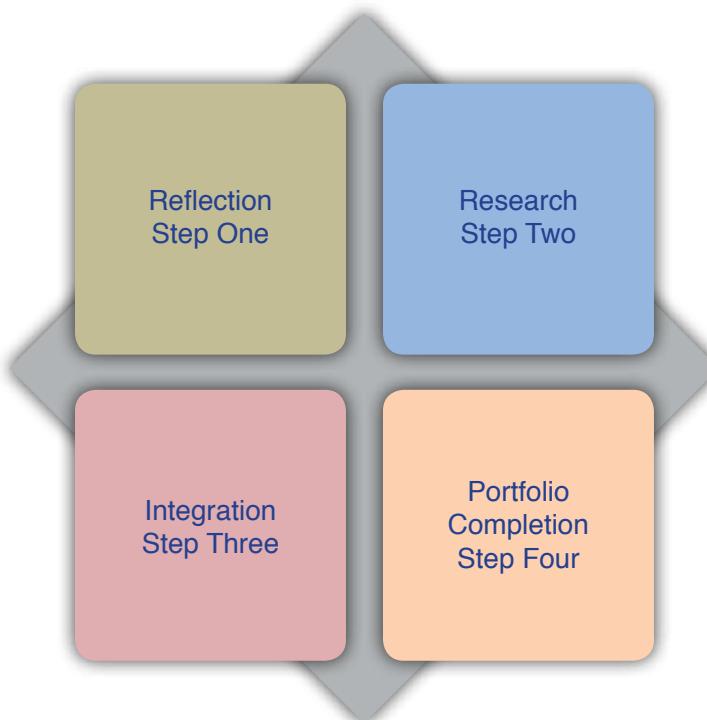
Goal Setting

Has the client identified personal and work-related goals? Is there evidence to suggest that the client knows how to attain these goals?

Once goal identification is completed, assist the client in identifying the next steps. This is also an opportunity for the practitioner to review the progress of the development of the portfolio.

Practitioner Checklist

CHECKLIST		
	Goals	
	If goals have not been identified ● Use activities and exercises to develop goals ● Use the SMART model to identify elements needed to set and reach goals (example)	
	Review goals identified, identify steps to attainment – this may include research	
	Write a short paper or chart goals, steps and timelines	

Goals – SMART Model – Next Steps

Identify activities to develop goals				
Use existing activities	Develop another activity	Research an occupation	Use the SMART model	Review goal identified

SMART Model – Identifying Goals				
Specific	Measureable	Achievable	Relevant	Timeline

Develop a Plan to identify next steps

Education	Job	Professional Development	Training	Additional Research

Learning Outcomes and Competencies

How will a portfolio prove competencies? Competency language identifies the necessary knowledge, skills and abilities to perform a specific task, often related to the client's goal. A learning outcome provides specific information about the end result and provides a measurable standard of learning.

A learning outcome statement integrates knowledge, skills and abilities by identifying the following:

- the necessary action
- the client's focus
- the action's purpose

For example, a personal support worker will be required to

- write (action) ….
- ….a daily care journal entry (what)….
- …. to communicate information to incoming staff (why)

Therefore, as a result of describing the competency, a client applying for a Personal Support Worker position, could confidently state "I can write daily care journal entries to communicate information to staff." The Competency Portfolio Manual would then provide the employer with the proof.

Practitioner Checklist

CHECKLIST	Learning Outcomes and Competencies	
	Review past learning and Competencies	
	Prioritize learning to be built upon and/ or learning outcomes needed for moving forward	

Client Worksheet
Learning Outcomes and Competencies

Review Learning Outcomes	Prioritize Learning Outcomes	For What Purpose

Step Four – Portfolio Completion

Description and Purpose of Portfolio Completion

As the last part of the process, this is the opportunity to review each of the steps.

- Reflection
- Research
- Integration

Reflection Step One	Research Step Two
Integration Step Three	Portfolio Completion Step Four
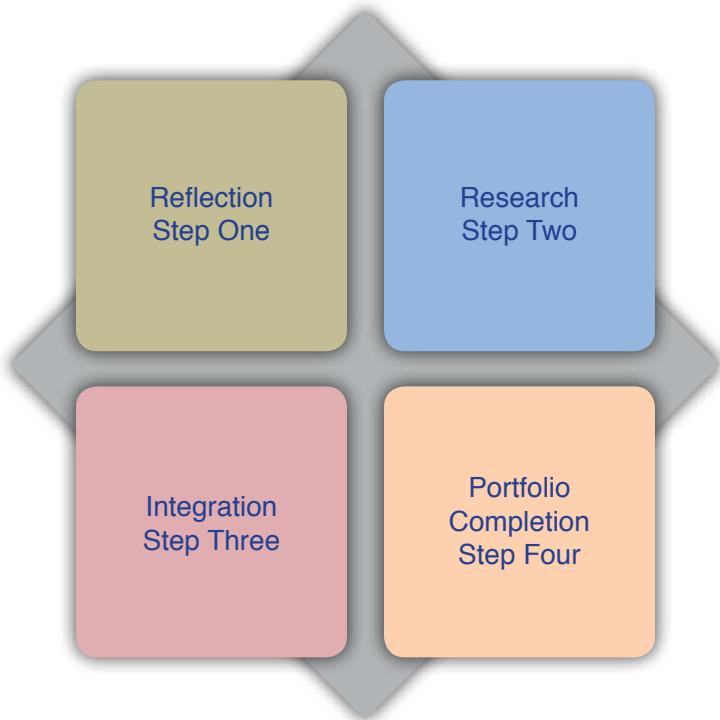
Clients should be able to clearly articulate and prove their skills and abilities through the continued used of the portfolio.

Practitioner Checklist

Use the following chart to complete the review.

Portfolio Completion Review		
CONTENT		
Portfolio	Identify the purpose for creating the portfolio (employment, education)	
	Ensure that the competency statements relate to the purpose (i.e. learning outcomes; job competencies)	
	Clearly state learning, performance and competency in present tense using appropriate verbs	
Goals	Review goals identified; identify steps to achieving them	
	If goals need clarifying, use exercises to create tangible goals	
	Use SMART Model to identify elements to set and reach goals	
Documents	Review resume	
	Review cover letter	
	Review consistency of information in resume, cover letter and portfolio – ensure that all are presented in the same style	
	Review all documents to ensure they prove competency & learning claims. ● Reference letters ● Past job description ● Evaluations ● Letters of Acknowledgement, e.g. volunteer position ● Letters of Verification, e.g. With respect to...I can verify... ● Alternative Verification – Demonstrations of skills Provide samples of work	
Appropriate Use of Documents	Ensure that information and names are in the public domain (Confidentiality and Right to Privacy)	
	Consider proprietary information	
SEQUENCE		
Introduction	Clearly explain the document's purpose	
	Should demonstrate the clear fit between learner/client/employee and job or goal. What is being highlighted here and what should others know?	
Table of Contents	Lists the pages and explain how to find supporting documents, resume, learning narrative, goals chart, etc. and where they can be located.	
Summary & Highlights	Identify the key learning and competency intended to hook the reader (similar to the highlights of qualifications in a resume) Provide key pieces of information for the readers, if they had limited time	
STRATEGIC USES		
Use	Stores all documents and competencies	
	Relates to a specific goal	
	Works as a marketing tool in conversation	
	Provides a reference after the fact	
For the client	Get to know everything about your portfolio so you can use it well!	

Competency Portfolio Resource manual aligned with Competency Portfolio Framework

Section A	Section B	Section C	Section D	Section E	Section F
Introduction	**Reflection**	**Research**	**Renewal**	**Portfolio Completion**	**Appendices**
Perspectives • users • employers • counsellors • stakeholders • Benefits, stories, what's in it for me, proving skills and knowledge	• Learning Chronicle • Learning Experiences • Essential Skills and Abilities • Learning Styles • Learning Outcomes & Competencies • Learning Narrative	• Proof of Learning • Documentation • Verification	• Resume • Cover Letter • Job Search • Labour Market Information (LMI) • Research Into Assessment of Knowledge and Skills • Interview	• Document and Portfolio Organization • Information to Inform Users about Confidentiality Restrictions • Focus • Statement of Purpose	• Worksheets

Glossary

The glossary includes expanded definitions for some of the terms, in order to provide background to those users who may be less familiar with the organizations or concepts.

Assessment
Assessing is usually done to a standard. Standards may vary depending on competencies required, the context for assessing, or the goal. Assessment is a process of evaluating a product, behaviour, or process according to defined standards. Assessment can be summative (a formal cumulative evaluation such as a final exam) or formative (measuring behavioural attainment in progress such as reflection paper). Assessment verifies such statements as:

- I learned to…
- I learned it by…
- I could prove it by….

CAPLA
An acronym for the Canadian Association of Prior Learning Assessment

Career Portfolio
A document that provides "…tangible examples of skills, education, experience, work for which [the writer [has received special recognition…[contained] in a binder, folder, booklet, online"
    From Kamploops Work Search Centres

Competencies
Competencies include behaviours, knowledge, expertise and skills that have been mastered according to a frame of reference or a set of standards as laid out in a particular field, discipline, job, or other area. These competencies are measurable and verifiable.

Competency Portfolio

A written record or collection of materials in which a person describes what they know and can do. It identifies an individual's achievement; documents his/ her experiences; and analyzes, organizes and provides proof of skills and competencies required for jobs and/ or education.

Competency Portfolio Framework

The work completed by the CPCA that served as the basis for this manual.

CPCA

An acronym for the Competency Portfolio Community Alliance - a group of community organizations from the City of Kawartha Lakes, Peterborough and Haliburton area

Essential Skills

There are nine essential skills recognized by the Government of Canada: reading, document use, numeracy, writing, oral communication, working with others, continuous learning, and thinking skills.

Learning Outcomes

Learning outcomes are behavioural statements which clearly outline the required behaviour, the context in which the behaviour is to occur and the standard for measurement to document attainment.

LOCS

An acronym for Literacy Ontario of Central South

TIOW

An acronym for the Targeted Initiative for Older Workers
For the most up to date information on this program visit the website using the link below.
http://www.tcu.gov.on.ca/eng/eopg/programs/tiow.html

Prior Learning Assessment Recognition (PLAR)

Adult learners have a wealth of learning from many sources. PLAR offers an alternative to formal credentialing. Assessment of learning is the process that a client will complete without returning to a formal setting.

For experienced workers or clients, PLAR provides an opportunity to move forward more quickly on a career path. It also provides valuable information to clients requiring further education or training.

Different definitions exist for PLAR, depending upon its use; knowing how PLAR is defined and used within a variety of systems allows a greater understanding of its application to a client in terms of needs identification, documentation and demonstration of learning and competency.

The following are three processes of Prior Learning Assessment Recognition from the Ministry of Education:

Prior Learning Assessment and Recognition Process – <u>secondary school students</u>

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: "challenge" and "equivalency".
http://www.edu.gov.on.ca/extra/eng/ppm/ppm.html

Prior Learning Assessment and Recognition Process – <u>mature students</u>

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process for mature students involves two components: "equivalency" and "challenge". Requirements concerning the application of these procedures differ from those for regular day school students because of the broader life experience of mature students.
http://www.edu.gov.on.ca/extra/eng/ppm/ppm.html

Canadian Association of Prior Learning Assessment (CAPLA)

CAPLA – *Developing Benchmarks for Prior Learning Assessment and Recognition*, a CAPLA publication, defines PLAR as the following ; "A systematic process that involves identification, documentation, assessment and recognition of learning (i.e. skills, knowledge and values). This learning may be acquired through formal and informal study including work and life experience, training, independent study, volunteer work, travel, hobbies and family experiences. Recognition of prior learning can be applied to the requirements of education and training programs; occupational and/or professional certification; labour market entry, and/or organizational and human resource capacity building.

The goals of prior learning assessment and recognition include;
- identification of learning wherever it has taken place
- selection of specific learning that is relevant to a desired outcome, career or occupational plan
- demonstration of the validity and appropriateness of learning
- matching learning outcomes to those stated within a chosen accreditation or career/occupational framework
- assessment of evidence against pre-determined criteria to ensure the validity of the claims learning; and
- accreditation within an appropriate and recognized accreditation framework"

PLAR

Prior Learning Assessment and Recognition

RPL

Recognition of Prior Learning – a variation of PLAR
www.recognitionforlearning.ca

Recognition for Learning (RFL) is the Canadian Association for Prior Learning Assessment's (CAPLA) online community of practice dedicated to the recognition of prior learning (RPL) or prior learning assessment and recognition (PLAR). CAPLA is the national voice for prior learning assessment and recognition in Canada.

Our goals are to advance the assessment and recognition of learning, and promote the improvement of RPL/PLAR practice in Canada.

PLAR Resources

Title	Source/Author	Type of Reference Material
Assessing Learning – Standards, Principles and Procedures	Morry Fiddler, Catherine Marienau, Urban Whitaker	Booklet
Boomer Boon: Generating ideas about engaging baby boomers in the Nonprofit sector 2010	Document prepared on behalf of the HR Council by Gayle Farrell and Bohdan Zajcew of Siena Consulting Inc.	Stapled Photocopied Material ISBN: 978-926754-00-0 201-291 Dalhousie Street Ottawa, ON K1N 7E5
Building Essential Skills in the Workplace	Human Resources and Skills Development Canada	Print Booklet WP-044-08-07E
Career Portfolio Workbook	Frank Satterwaite	Workbook
Celebrating Adult Learners	www.unesco.ca Canadian Commission for Unesco	Brochure/website International Adult Learner's Week in Canada – April 2-9, 2011
Creating Your Career Portfolio	Anna Graf Williams, Ph.D., Karen J. Haly	Book/Disk
Developing Assessment Practices Keyed to Learning Outcomes (Self Study Guide…a faculty-driven process)	Humber College of Applied Arts and Technology	Book
Developing Benchmarks for Prior Learning Assessment and Recognition – Guidelines for the Canadian PLAR Practitioner	Written by Malcolm Day and Paul Zakos Copyright by the Canadian Association for PLA.	Booklet
Developing Benchmarks for Prior Learning Assessment and Recognition – Practitioner Perspectives	Written by Malcolm Day Copyright by the Canadian Association for PLA.	Booklet
Document Use Self-Assessment	Human Resources and Skills Development Canada	Leaflet WP-087-11-09E
Earn College Credit for What You Know	Fourth Edition Janet Colvin	Book Information referenced from page 134 forward during committee meeting.
Essential Skills Organizational Needs Assessment	Human Resources and Skills Development Canada	Booklet WP060-06-09E

Title	Source/Author	Type of Reference Material
Examples of Documents or Artefacts for Competency-Based Portfolios	Some Components Adapted from "The Career Portfolio Workbook", Frank Satterthwaite and Gary D'Orsi)	Print Material 4 Page Document Stapled together
Halifax Agency Success Stories – Would relate to Ontario Works recipients who are doing a portfolio.	Placentr.ns.ca	www.priorlearning.ca
Living and Learning Essential Skills Success Stores	Human Resources and Skills Development Canada	Print Booklet HIP-031-02-06
LOCS – Regional Literacy Network	www.locs.on.ca	CD/website
Mentoring and Essential Skills	Human Resources and Skills Development Canada	Booklet WP-092-07-09E
Most Important Essential Skills 2009	Literacy Ontario Central South – Employment Ontario	DVD
Numeracy Indicator A Guide for Employers	Human Resources and Skills Development Canada	Booklet WP-038-01-09-E
Numeracy Indicator A Guide for Employers	Human Resources and Skills Development Canada	Booklet WP-038-01-09-E
Office and Literacy and Essential Skills	Human Resources and Skills Development Canada	Calendar/Website WP-140-12-09
Office of Literacy and Essential Skills	Human Resources and Skills Development Canada	Website http://www.hrsdc.gc.ca/eng/workplaceskills/LES/OLES/oles.shtml
Office of Literacy and Essential Skills A(Portfolio)	Human Resources and Skills Development Canada	Print Material WP-036-06-09E
Office of Literacy and Essential Skills for Learning, Work and Life	Literacy and Essential Skills Tools	DVD WP-122-08-09
Office of Literacy and Essential Skills Literacy and Essential Skills Toolkit	Human Resources and Skills Development Canada	Pamphlet WP-094-01-09E

Title	Source/Author	Type of Reference Material
Prior Learning Assessment and Recognition – A Guide to Assist in the Preparation of a Portfolio for Education, Vocational and Career Planning	First Nations Technical Institute (FNTI) York Road Tyendinaga Mohawk Territory K0K 1X0	Stapled Booklet
Problem Solved! A Guide for Employers and Practitioners	Human Resources and Skills Development Canada	Booklet WP-063-03-08E
Reading Practice and Learning Exercises	Human Resources and Skills Development Canada	Booklet WP-101-1-12-09E
Recognitionforlearning.ca	Look under British Columbia modules	Website
Skills and Employment Office of Literacy and Essential Skills	Human Resources and Skills Development Canada	Print Material (Small Booklet) WP-037-11-09E
Taking Action – An Introduction Integrating Essential Skills Training into the Workplace	Human Resources and Skills Development Canada	Booklet WP-062-03-08E
Thompson River University PLAR sample	www.tru.ca/distance/services/plar-01/plar-advice/plar-sample	Website
Vocabulary Building Workbook	Human Resources and Skills Development Canada	Workbook WP-102-12-09E
What is the Essential Skills Research Project?	Human Resources and Skills Development Canada	Leaflet HIP-025-11-04
Workitech Portfolio Information	Workitech	Website was found by committee member from the internet
Writing Learning Outcomes	Prior Learning Assessment Centre 693 Taylor Avenue Winnipeg, MB R3M 3T9	Book
Writing Tip Sheet	Human Resources and Skills Development Canada	Booklet WP-109-1-02-09