

Assess your Skills as a PLAR Advisor

Assess yourself against the **common competencies** for all three roles in Prior Learning and then to rate yourself in the specific role of a **PLAR Advisor**.

The following rating is borrowed from *The Conference Board of Canada*.

Scale: 0 1 2 3 4 5	
Rating	
0 -	Have no experience with this.
1 -	Have observed this or been oriented to this.
2 -	Can participate in and assist with this.
3 -	Can do this with minimal assistance.
4 -	Can successfully do this without assistance.
5 -	Can successfully do this without assistance and can lead others in doing it.

If you self-assess at the lower range, please consider looking at the resources on **RFL** to learn more about PLAR practice at: www.recognitionforlearning.ca/practitioner/resources.php

If you rate yourself at 4 or 5, please consider sending **RFL** a reflection of how you demonstrate these competencies in a good practice or lesson learned story. Your story maybe published on **RFL** as part of the **PLAR Practitioner Profiles-Stories** series. The purpose of these stories is to encourage those working in PLAR to share and learn together in order to improve services in the Prior Learning field across Canada.

If interested in sending **RFL** your story idea, please contact us at: info@recognitionforlearning.ca

Note:

Competency statements in black have been reproduced with permission from the *PLAR Practitioner Competency Profile and Self-Assessment Tool based on the PLAR Practitioner DACUM Occupational Analysis*, Red River College of Applied Arts, Science and Technology, 2002.

Competency statements in royal blue represent a compilation from international resources and CAPLA's *Developing Benchmarks for Prior Learning Assessment and Recognition – Practitioner Perspectives: Guidelines for the Canadian PLAR Practitioner*, 2000.

#	Common Competencies PLAR Practitioner	1	2	3	4	5	Possible Evidence
A-1	Apply PLAR philosophy and knowledge.						
A-1.1	Clearly articulate the meaning of PLAR						
A-1.2	Apply adult learning principles						
A-1.3	Demonstrate reflective practice in PLAR						
A-1.4	Explain PLAR principles and processes						
A-1.5	Explain uses of PLAR in different contexts						
A-1.6	Identify the benefits of PLAR						
A-1.7	Explain how PLAR impacts educational processes and contributes to change						
A-1.8	Describe the stages of the PLAR process						
A-1.9	Identify roles and responsibilities of all involved in PLAR (individual , advisor, assessor, administrator , organization)						
A-1.10	Describe ranges of evidence						
A-1.11	Implement principles of collaborative practice						
A-1.12	Recognize and deal with challenges and issues in PLAR						
A-2	Maintain a learner- and/or client-focused approach.						
A-2.1	Appreciate different client sectors						
A-2.2	Tailor approach to align with the individual's goals and circumstances						
A-2.3	Respect the individual's need for information, commitment and confidentiality						
A-2.4	Recognize when plans need to be adapted and act accordingly						
A-3	Advocate for PLAR.						
A-3.1	Promote and market PLAR						
A-3.2	Participate in PLAR networks, associations, organizations						
A-3.3	Handle resistance to PLAR constructively and fairly						
A-3.4	Advocate PLAR as a positive change agent						
A-3.5	Create awareness of successes						
A-4	Demonstrate professionalism.						
A-4.1	Maintain a program of self-development to keep abreast of changes and development relevant to PLAR practice						
A-4.2	Engender co-operation by considering the perspective of others						
A-4.3	Conduct activities in a manner that will be constructive and positive to individuals, organizations and/or colleagues						

#	Advisor Competencies	1	2	3	4	5	Possible Evidence
B-1	Advise individuals with prior learning.						
B-1.1	Assist individuals to identify goals						
B-1.2	Assist individuals to reflect on what they know and can do						
B-1.3	Assist individuals to relate learning from education, work and life experiences to vocational or academic program learning outcomes						
B-1.4	Collaborate in the development of an action plan to prove prior learning						
B-1.5	Guide individuals to prepare and present evidence or demonstrate prior learning relevant to the outcomes or agreed upon criteria						
B-1.6	Link individuals to appropriate resources						
B-1.7	Promote individuals' independence/ownership of their articulation of prior learning						
B-1.8	Support individuals through an action plan (appointments, workshops, courses, videos, teleconferencing) to gather appropriate evidence						
B-1.9	Facilitate portfolio development						
B-1.10	Advocate for the individual or troubleshoot any system problems with the individual						
B-1.11	Liaise with the assessor(s) and/or administrator to ensure a smooth process						
B-1.12	Review the structure of the submission of evidence to ensure that the information is well organized and meets the institution's criteria						
B-1.13	Provide post-assessment guidance and opportunity to discuss results						