

**CAPLA Boot Camp  
October 14, 2016**

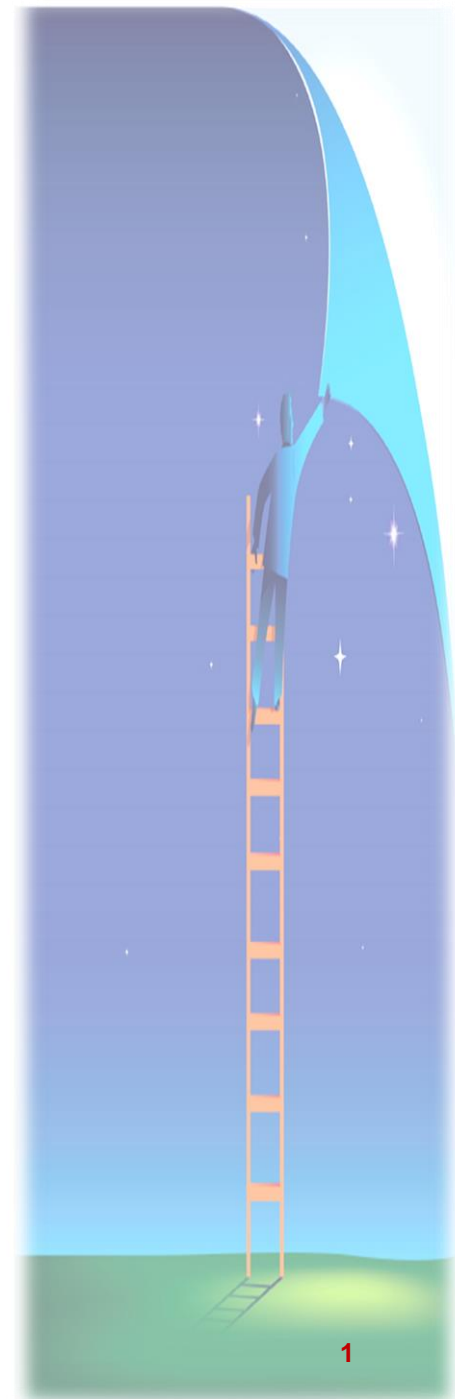
# The role of PLAR/RPL Advisor



***Presented by:  
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Loyalist College***

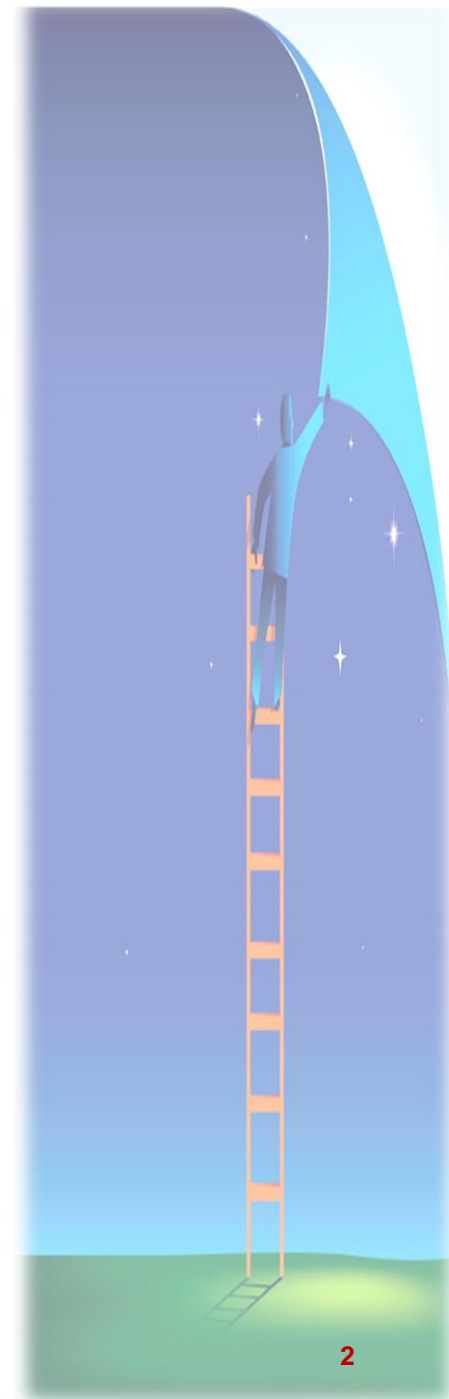
# Agenda

- a. Welcome and Introductions
- b. Goals of the Session
- c. Roles of RPL Advisor/Assessor
- d. Attitudes and Qualities of an Effective Advisor
- e. Responsibilities of an Advisor
- f. Mini-Case Studies
- g. Questions and Issues



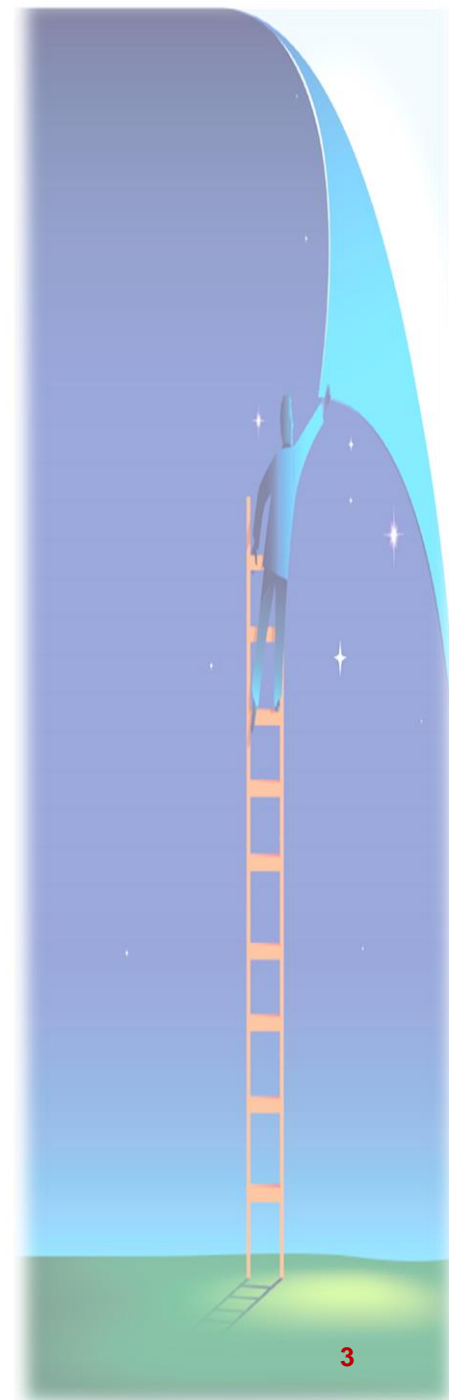
## Goals of the Session

- 1. Identify the attitudes, qualities and characteristics of an effective RPL Advisor.**
- 2. State the key functions of an RPL Advisor and the stages through which a candidate is guided.**

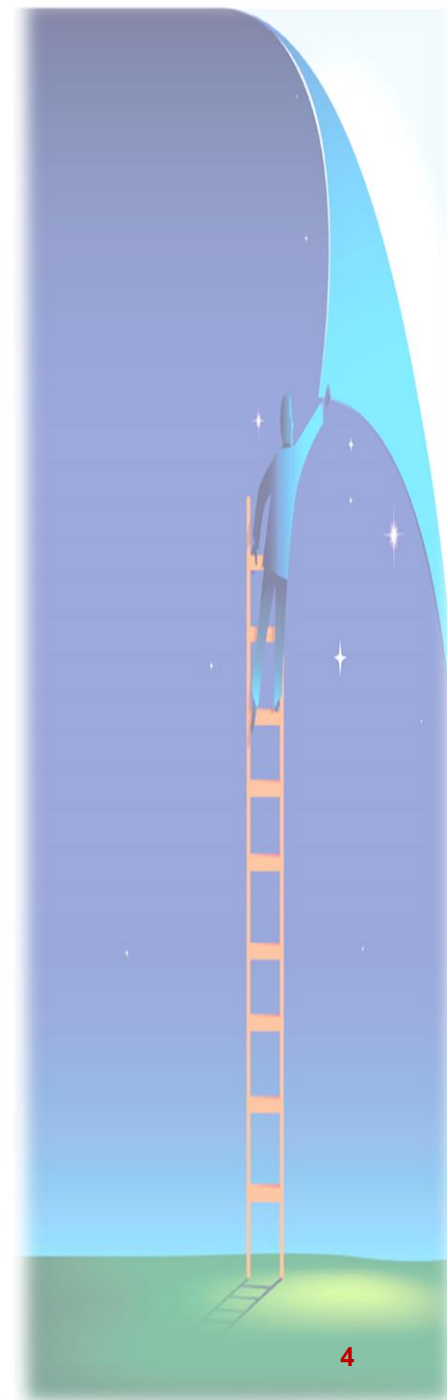


# KEY PURPOSES OF PLAR/RPL

1. Recognizes the education and training (learning) needs of employers/employees related to important workplace-based skills/knowledge.
2. Provides a formal assessment process to demonstrate competency against registered unit standards/qualifications.
3. Formally credits learning which demonstrates achievement of specific unit standards/qualifications/levels.
4. Identifies learning gaps and develops specific learning plans to fill them.

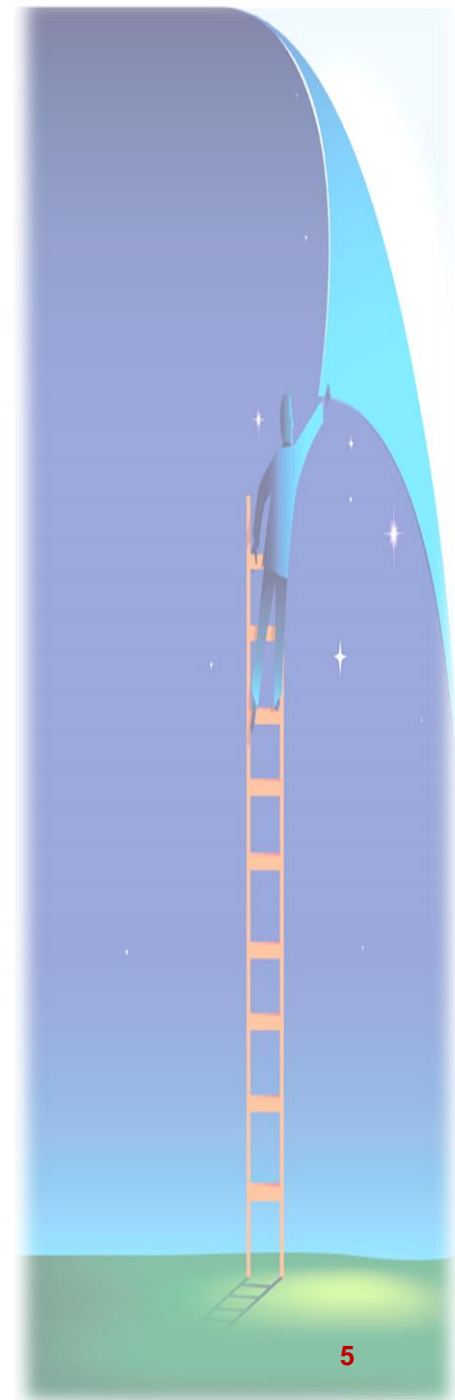


5. Increases access to wider variety of jobs and career path opportunities.
6. Facilitates post PLAR/RPL plans for specific training/ recruitment requirements to meet changing workplace needs.
7. Promotes lifelong learning/personal responsibility for need identification and goal-setting by unemployed and employed adult learners.

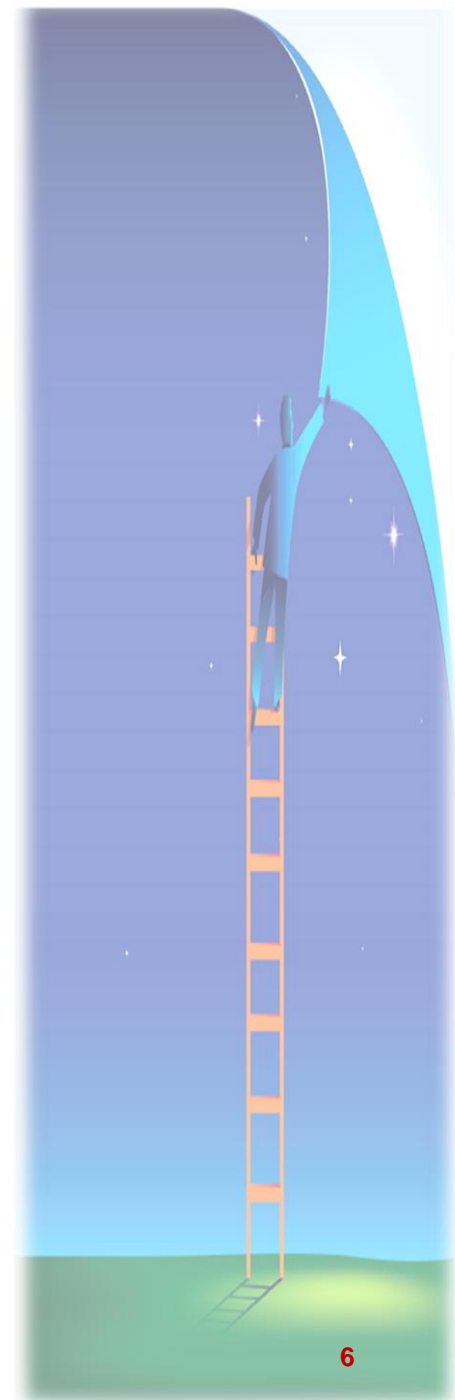
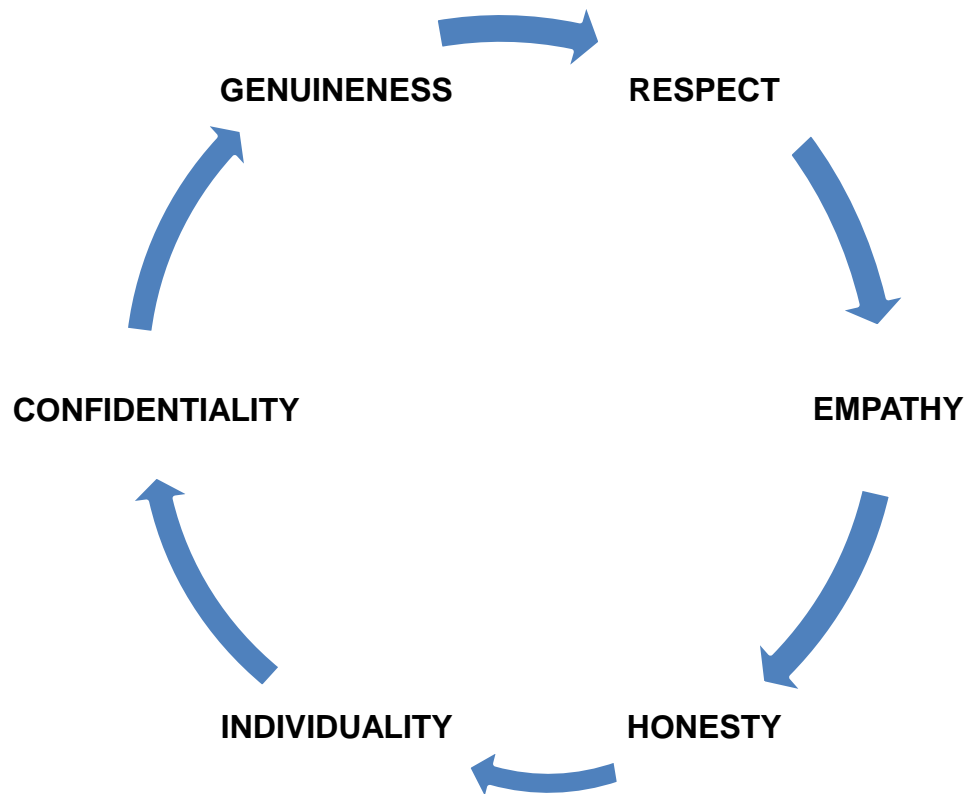


# WHAT ARE THE QUALITIES AND CHARACTERISTICS OF AN EFFECTIVE RPL ADVISOR?

**Brainstorm**



# THE QUALITIES AND CHARACTERISTICS OF AN EFFECTIVE PLAR/RPL ADVISOR

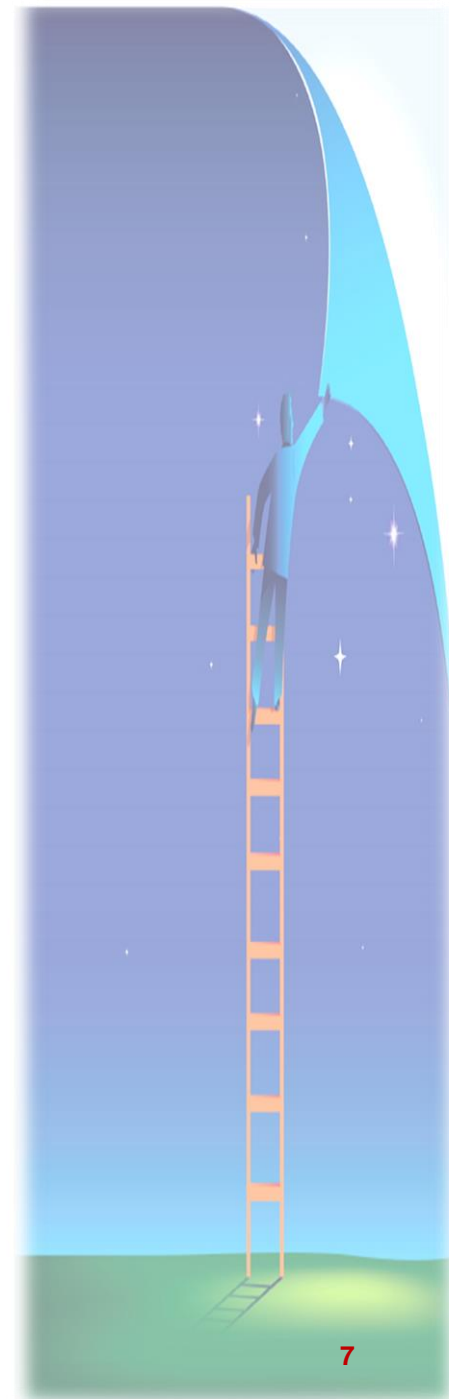


# THE ROLES AND RESPONSIBILITIES OF THE PLAR/RPL ADVISOR AND ASSESSOR

The Advisor –  
helps the  
individual to  
prepare and  
present evidence  
for assessment



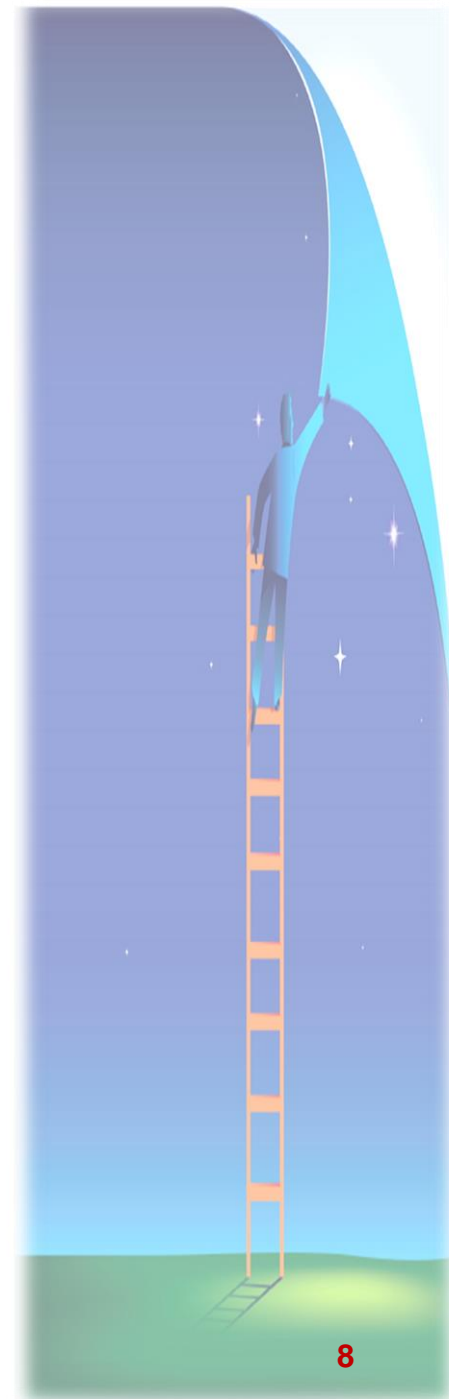
The Assessor –  
provides formal  
recognition,  
credit



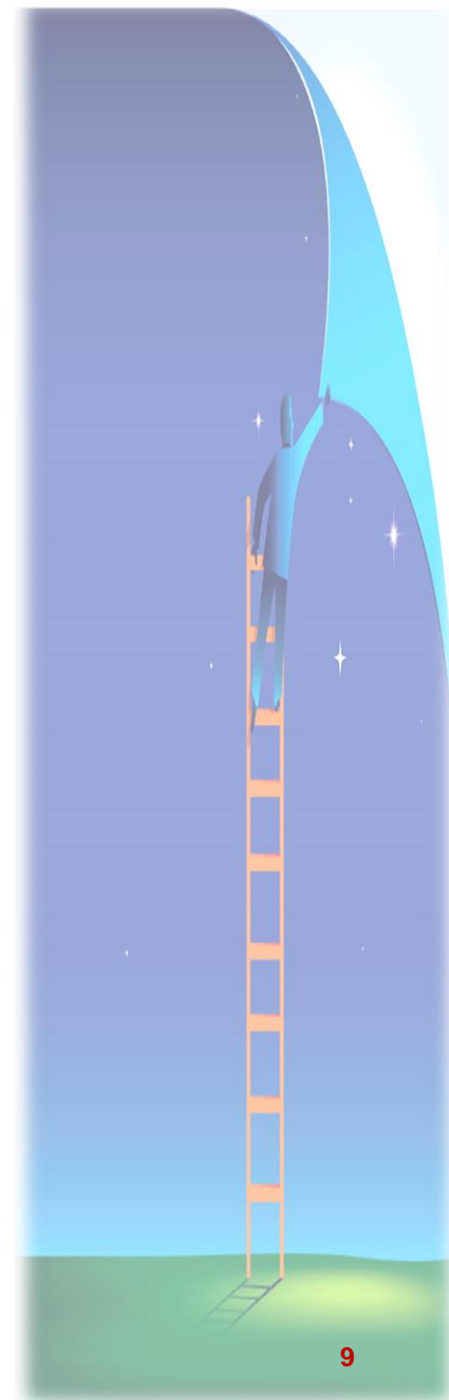


# ADVISOR RESPONSIBILITIES

1. Explore with them what they need to do/know in order to pursue their personal, learning and employment goals.
2. Intervene when progress slows and suggests other ways of moving forward.
3. Help them see how their skills, knowledge and experience relate to their personal, learning and employment goals/choices.
4. Help them identify ways to demonstrate their skills, knowledge and attitudes related to these goals/choices.

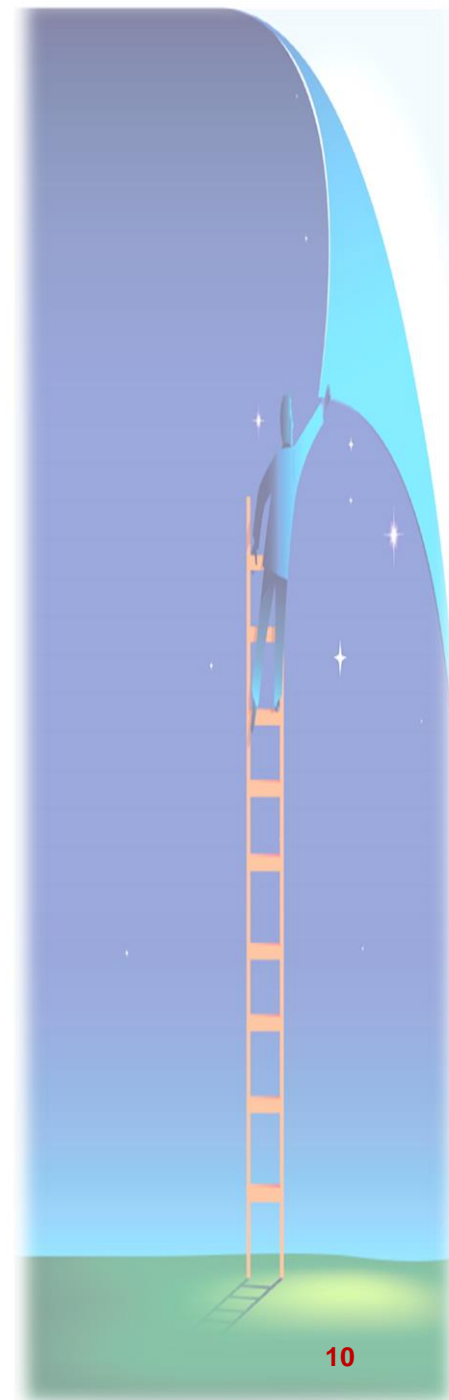


5. React genuinely to their efforts to assess their own skills/knowledge and help them to react in a similar fashion.
6. Encourage them to find their own answers even when it might be easier for you to supply solutions that seem obvious to you.
7. Become a learner with them admitting your own shortcomings – your own need for assistance or additional information at certain times in your life.



# METHODS OF ASSESSMENT

- Challenge exams
- Standardized tests
- Demonstration of a particular skill or skills set(s)
- Portfolio-assisted (comprehensive) assessment
- Performance testing
- Structured interviews
- Submission of products, assignments/material;
- Self-assessment
- Other appropriate types of evidence as determined by the assessor in collaboration with the candidate



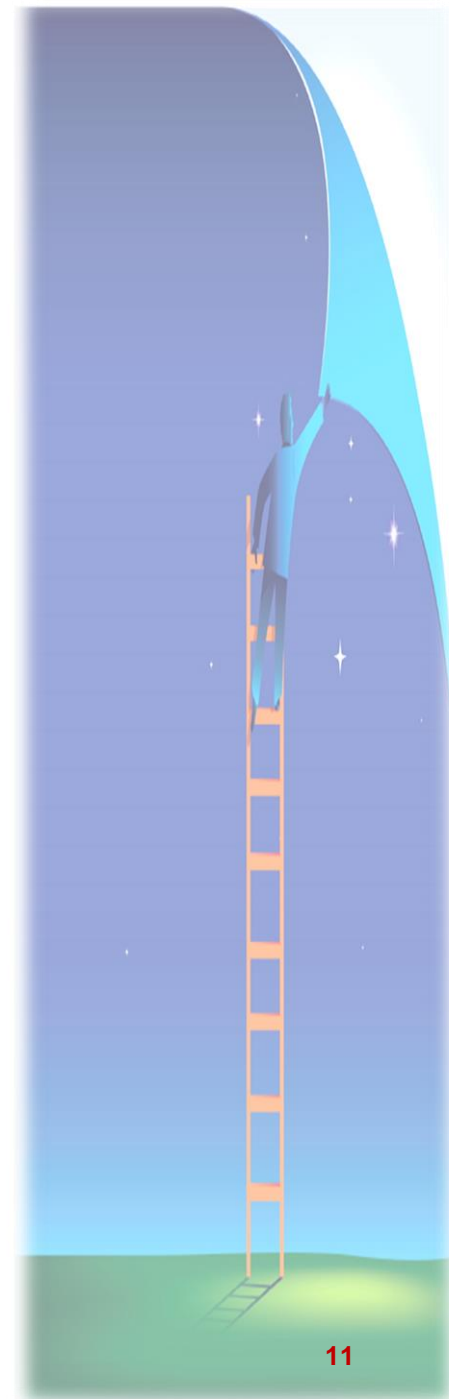
## CASE STUDIES

Review the case study given to you.

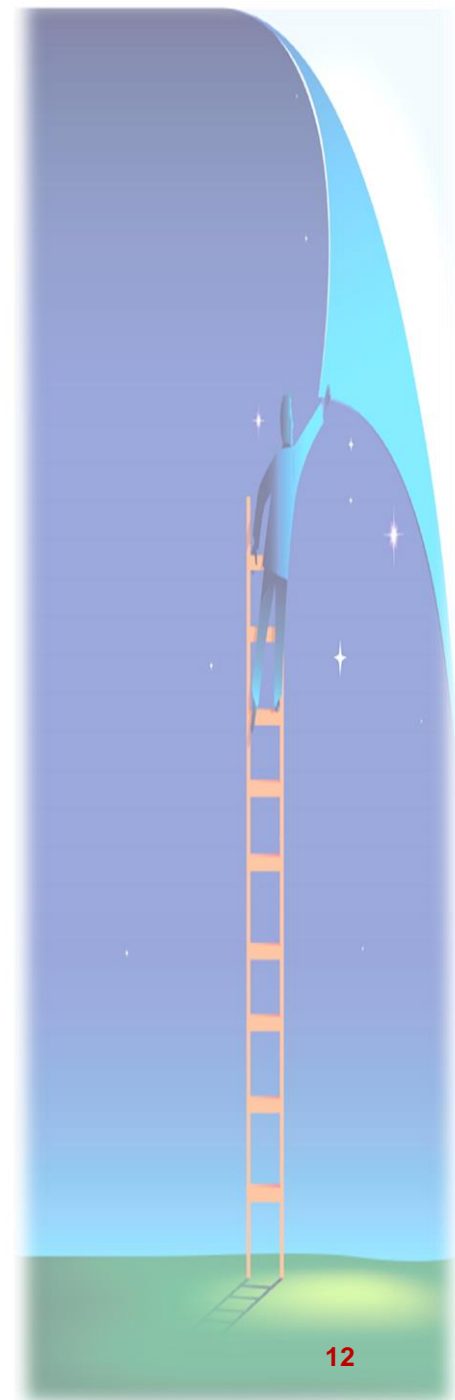
In small groups discuss how you might advise this individual.

What education and employment options would you explore with them based on their prior learning?

Report back to the larger group highlighting possible plans, strategies.



# ISSUES, COMMENTS AND QUESTIONS



*“What counts in life is not the mere fact that we have lived – it is the difference we have made to the lives of others that determines the significance of the life we lead.”*

Nelson Mandela

