Making CONNECTIONS
PLAR & Career Development
Knowledge Exchange Consultation

CAPLA Conference
Oct 2006
Today’s Session

1. Project Overview
2. Partners
3. Introductions
4. Competencies - Standards & Guidelines
5. Discussions:
   • Good practice examples
   • Resources & professional dev possibilities
   • Contacts
   • Competencies
6. Next steps
Some basic PLAR assumptions

• All learning counts – no matter how or where it was learned

• Individuals can be helped to identify their current Knowledge, Skills and Abilities/ Attitudes; how to state that learning; how to recognize the extent and depth of that learning, and how to prove that learning for their specific goal;

• Learners, educational institutions, counsellors and employers need tools- and training- to help them identify, assess, and recognize applicable learning through valid, rigorous, reliable, fair and authentic processes
Can Council on Learning Knowledge Exchange Project

- PLAR community
- Career Development community (CD)
- HR Management community (HR)

- Identify PLAR applicability to CD and HR activities
- Identify existing and potential connections and knowledge exchange priorities between communities
- Provide limited e-learning and online exchange
Key CD/PLAR Objectives
(Oct ‘06-Mar ’07)

- Conference focus group and online feedback/focus group (RFL) to id key resources & tools
- Make available key resources & tools through RFL
- Initiate knowledge exchange discussions online: 1 webcast, + podcasts
- Initiate consultation on common/transferable practitioner competencies
Welcome to RecognitionForLearning (RFL), an online community of practice dedicated to prior learning assessment and recognition (PLAR). Our goals are to advance the assessment and recognition of learning, and promote the improvement of PLAR practice in Canada. If you want to find out about PLAR and PLAR services or if you are preparing to have your learning assessed, our community can help you. If you are interested in the practice of PLAR or research into PLAR, we provide opportunities for you to share information with colleagues, extend PLAR knowledge, network and develop expertise.

Enter RFL by choosing one of the boxes below.

**Click here if** you want to find out about PLAR and PLAR services or if you are preparing to have your learning assessed.

**Click here if** you are interested in the practice of PLAR or research into PLAR.

Learner

Practitioner

© Canadian Association for Prior Learning Assessment
2 Menu Bars

- Some limited variation in Learner/Practitioner information
PLAR Awareness & Resources
For the Practitioner
Must Join (it’s free!) to see Discussion Forums & add Content

Join Recognition for Learning

Are you registered as a member?
Please Note: if this is your first visit, you must Register to join. It's free! Click here to Register.

Members login here
If you have previously registered, then log in below using the username and password you chose when you joined.

Please enter your username and password to log in:
Username: 
Password: 
Log me on automatically each visit: 
Login

As a member of this site, you can:

If not a member

If a member

Please Note: Cookies must be enabled to use MyRFL
## Discussions – Public and Private

(must be a member)

### Private Groups, or
Public Topics

### Practitioners

<table>
<thead>
<tr>
<th>Forum</th>
<th>Topics</th>
<th>Posts</th>
<th>Last Post</th>
</tr>
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<tbody>
<tr>
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<td>Discussion on research findings</td>
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<td>4</td>
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### All Learning Counts Workshop - Private

<table>
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<tr>
<th>Forum</th>
<th>Topics</th>
<th>Posts</th>
<th>Last Post</th>
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<tbody>
<tr>
<td>Next steps after PLAR</td>
<td>2</td>
<td>2</td>
<td>11 February, 2008 8:02 pm</td>
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<td>New happenings with PLAR</td>
<td>2</td>
<td>3</td>
<td>4 October, 2005 6:35 am</td>
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<td>1</td>
<td>4</td>
<td>22 November, 2005 0:17 am</td>
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</tbody>
</table>

Add topics

Respond to postings

Add polls
Discussions — keep up to date - easily
Add content to share or to ask for feedback
Link your content to a Discussion Topic you create
Webcast Focus Group

1. Focus Group Webcast (Video is 1 min 49 seconds)

Bill Munro says
9. President and vice president should be elected by delegates and directors at convention.
10. Training at board level for professional representation.
11. Let the executive do the day to day.
12. Grassroots need to understand they are critical but should support the board in the end.

How it Worked: The Ontario Federation of Agriculture (OFA) used GC Webcasting to conduct a province-wide focus group. A panel of experts in the OFA boardroom invited the audience to provide text feedback which the panel viewed on an overhead screen. The result? The Federation was able to obtain comments from all across the province used to help it improve its governing structure. Members were able to participate in the focus group process from the comfort and convenience of their home.
Webcasts - presentation

2. Conference Webcast (Video is 1 minute 11 seconds)

RETURN TO SHOWCASE PAGE

Webcast Resources
- CHECK TIME ZONES
- WEBCAST PRELIMINARY SCHEDULE
- WEBCAST TIPS

Slides and Handouts
- ENVIRONMENTAL SURVEY
- Relevant Links
- STEWARDSHIP CANADA

Conference Webcaster says
Mr. Vaughan could not make it... Consultant Graham Whitelaw is in his place.

Topic: Community-based monitoring.

www.icewatch.ca
www.plantwatch.ca
www.citizensenvironmentwatch.org

You are now listening to Isabelle Schmelzer,
Government of Newfoundland and Labrador:
isabelleschmelzer@gov.nl.ca

Conference Webcaster says
This is a live broadcast of the environmental stewardship
conference in Newfoundland.

Send

How it Works: This interface shows a typical conference webcast page including the event logo, resources and downloadable handouts. The video illustrates how the audience is able to interact with the experts on stage. Also shown are slides while we hear the speaker’s narration. If the web audience wants a copy of the slides, they can download them.

The interface can include logos and video greetings from conference sponsors. The sponsors can also show promotional videos before the webcast, during the breaks, at lunch and immediately following the live broadcast.
Project Partners

- CAPLA, through RFL
- CCDF (Canadian Career Development Foundation)
- CCC (Canadian Career Consortium)
- CCL (Centre for Canadian Language Benchmarks)
- IPMA-Canada (International Personnel Management Association- Canada)
CAREER DEVELOPMENT & PLAR

An Emerging Professional Partnership

L. Bezanson
CCDF
TRANSFORMATION

- learning goals, labour market goals, social equity goals
- expanded access
- innovative and streamlined methods
- evidence-base
CAREER DEVELOPMENT & PLAR

- build motivation, hope, confidence
- increase participation in learning, relearning
- reach the vulnerable
- are foundations for a coherent lifelong learning system
Introductions

• Name
• Organization
• Comments/exploration of exchange between PLAR and Career Dev
• Possible/desired connectors (aim high!)
Practitioner Competencies -Transferable-?

• National Career Development S&G
• Draft PLAR Practitioner competencies
• Common core?
• Transferable modules for specialties?
• Potential benefits and uses
Career Development S&G’s – UNDERLYING ASSUMPTIONS

- S&Gs are a voluntary code of practice
- S&Gs are based on what practitioners do
- There is a set of competencies needed for practice
- S&Gs embrace diversity of the field
- Multiple uses, both traditional and innovative, are possible
**S&C BUILDING BLOCKS**

**Competency Clusters**

**Core:**
- Professional behaviours
- Interpersonal competence
- Career development knowledge
- Needs assessment and referral

**Specializations:**
- Assessment
- Facilitated individual and group learning
- Career counselling
- Information and resource management
- Work development
- Community capacity-building
Areas of Competency

- Each Cluster is broken down into Areas of Competency that career development practitioners need

- Each Area has several Functions, and each Function has many Competencies identified
REFLECTING ON SKILLS AND LEARNING

For Details of the Career Development Practitioner Standards & Guidelines, go to:

A GUIDE FOR CAREER DEVELOPMENT PRACTITIONERS

www.career-dev-guidelines.org
Draft* PLAR Practitioner Competencies

Drawn from:

- *Developing Benchmarks for Prior Learning Assessment and Recognition – Practitioner Perspectives* (CAPLA, 2000)
- *PLAR Practitioner Competency Profile* based on the PLAR Practitioner DACUM Occupational Analysis (Red River College 2002).
- International literature search

*Developed through a CAPLA/RFL project led by Mohawk College

http://recognitionforlearning.ca/practitioner/aboutPLAR.php
Draft PLAR Practitioner Competencies

• Common core competencies
  +
  • Advisor competencies
  • Assessor competencies
  • Administrator/Facilitator/Coordinator competencies
PLAR Practitioner Competencies

About PLAR

Prior Learning Assessment and Recognition (PLAR) is a process in which uses a variety of tools to help learners reflect on, demonstrate learning for the purpose of gaining recognition from institutions, workplaces, credentialing organizations, or others.

Choose a topic...

About PLAR Practitioners

Across Canada, there are people applying PLAR knowledge resources in community agencies, in professional associations and in academic settings. In Canada’s 20-year history of developing and implementing a wide range of Prior Learning Assessment and Recognition services, the field of practice and the role it has evolved.

Northwest College, in partnership with RFL has developed individually created PLAR programs, and invite you to participate in feedback.

About RFL Discussion Forum. Volunteers and experienced people in the field from which RFL welcomes all to share their experiences and engage in a dialogue to improve the practice in PLAR institutions.

Key Outcomes for PLAR Advisors

- The individual is able to evaluate critically about his/her goals and objectives.
- The individual recognizes his/her PLAR advisor as an advocate.
- The individual is self-reliant in identifying achievements and claiming prior learning.
- The individual is fully prepared and qualified to present evidence.
- The Advisor is working with the individual.
- Teams of Advisors, Assessors and Administrators are collaborating effectively and efficiently for the benefit of both the individual and the organization.

Skills, Knowledge and Attitudes of the PLAR Advisor

In addition to the Common Competencies, the PLAR Advisor is able to:

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: assist individuals to evaluate 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.
PLAR Practitioner draft competencies

• Found at:

http://recognitionforlearning.ca/practitioner/aboutPLAR.php

(follow links at end of ‘About PLAR Practitioners’)
Discussions

1) Good practice/innovative practices & programs (+ contacts) of integrated PLAR Career Dev activities and professional development of practitioners

2) Identify key resources (or types) for knowledge exchange of PLAR for CD (or vice versa)
   – How best provided?
     (E-resources on RFL, e-workshops, webcasts, podcasts, other..)

3) Practitioner competencies – PLAR specialty for CD?
- more influential collectively than separately
- more effective & efficient collectively than separately
- More (?)* collectively than separately!

- * fill in the blank
Next Steps

• Steering Committee
• NB Consultation paper
• Broader consultation – online through RFL (& links)
• Add resources & contacts to RFL
• Webcast/podcasts
• Establish stronger linkages
• Develop plan for the future
What else would be helpful?

• For Career Dev Practitioners to use PLAR in your work
  • For PLAR Practitioners to know about Career Development
  • As resources for your clients

Contact us at
info@recognitionforlearning.ca
Gail Hall, Coordinator