

PRIOR LEARNING ASSESSMENT IN BRITISH COLUMBIA

# IMPLICATIONS FOR CURRICULUM



*module 6*



PRIOR LEARNING ASSESSMENT IN BRITISH COLUMBIA

## IMPLICATIONS FOR CURRICULUM

*module 6*

**Canadian Cataloguing in Publication Data**

Main entry under title:

Prior learning assessment : PLA training modules

"Produced by the Centre for Curriculum, Transfer & Technology for the  
Province of British Columbia Ministry of Education, Skills and Training."  
ISBN 0-7718-9509-7

1. College students - Rating of - British Columbia. 2. Academic  
achievement - British Columbia - Evaluation. I. British Columbia.  
Ministry of Education, Skills and Training.  
II. Centre for Curriculum, Transfer and Technology.

LB2351.4.C3P74 1997      378.1'664'09711      C97-960272-6

**Produced by the Centre for Curriculum, Transfer & Technology  
for the Province of British Columbia  
Ministry of Education, Skills and Training**

Copyright © 1997

Province of British Columbia

Ministry of Education, Skills and Training

Permission is granted to reproduce handouts and transparency  
masters provided that credit is given to the source and to the  
Province of British Columbia, Ministry of Education, Skills and Training.

**To order copies of this publication contact:**

Marketing Department  
Open Learning Agency  
4355 Mathisi Place  
Burnaby, British Columbia  
Canada V5G 4S8  
Telephone: 604-431-3210  
Toll-free: 1-800-663-1653  
Fax: 604-431-3381  
Email: [catalogue@ola.bc.ca](mailto:catalogue@ola.bc.ca)  
Order number: PLA001

**For further information regarding**

**Prior Learning Assessment in British Columbia contact:**

Centre for Curriculum, Transfer and Technology  
Sixth Floor, 1483 Douglas Street  
Victoria, British Columbia  
Canada V8W 3K4  
Website: <http://www.ctt.bc.ca>

# Table of Contents

---

Introduction to This Module .....	1
<i>Recommended Reading</i> .....	1
<i>Facilitation Plan</i> .....	2
<i>Warm-up</i> .....	3
Beliefs About Learning .....	4
Personal Learning Experiences .....	5
PLA & the Curriculum .....	6
Program Flexibility & Accessibility .....	8
Assessment Methods & Evidence Selection .....	9
New Opportunities for Learning .....	11
Plan for Change .....	12
Wrap-up .....	13
 <b>Appendix I: Handouts</b>	
H1—Clear Standards/Expectations .....	15
H2—Flexibility & Accessibility Checklist .....	17
H3—Considerations for Selection of Methods & Evidence .....	19
H4a —Case Study 1: Melissa .....	21
H4b—Case Study 2: Michel .....	23
H5—Opportunities for Learning .....	25
H6—Plan for Change .....	27
H7—PLA References .....	29
 <b>Appendix II: Transparency Masters</b>	
T1—Purpose .....	31
T2—Implications for Curriculum .....	33
T3a—Considerations for Assessment Methods .....	35
T3b—Considerations for Assessment Methods .....	37
T4—Why Clear Standards/Expectations? .....	39
T5a—Opportunities for Learning .....	41
T5b—Opportunities for Learning .....	43
T6—Plan for Change .....	45
T7a—Elements of Change .....	47
T7b—Elements of Change .....	49



This module provides participants with strategies to explore the challenges and opportunities of embedding prior learning assessment practices within the curriculum.

At the end of this module, participants will be able to:

- Review and evaluate the flexibility of their own learning programs for diverse learners
- Identify a range of strategies for providing flexible assessment and new learning opportunities that will accommodate candidates
- Develop a plan for introducing change within their own institutions

Participants should have completed Module 1: *Introduction*, or the equivalent. For the purposes of this module, the participant group should be comprised of faculty from educational institutions who are familiar or interested in providing flexible assessment and learning opportunities for learners. A maximum of 20 participants is suggested.

Participants are requested to bring course outlines or syllabuses from their programs and learning outcomes, course objectives or other criteria currently used for assessment of learning.

### Recommended Reading

\* Barr R.B. and Tagg J. "From Teaching to Learning: A New Paradigm for Undergraduate Education," *Change*, (Nov./Dec. 1995), 13–25.

Battersby, Mark. "Outcomes-Based Education: A College Faculty Perspective," *Learning Quarterly*, Feb. 1997, 6–11.

BC Labour Force Development Board, *Training for What?* Victoria: 1995.

British Columbia Ministry of Education. *Charting a New Course: A Strategic Plan for the Future of British Columbia's College, Institute and Agency Systems* Victoria: 1996.

Burke, R. Workshop at First National PLA Conference, Ottawa: 1995.

Centre for Curriculum, Transfer and Technology, *Learning Quarterly*. Victoria: 1996–1997.

Seneca College of Applied Arts and Technology, *PLA Training Manual*, 1995.

Simosko S. *Prior Learning Assessment and Educational Reform: A Vision for Now*, Centre for Curriculum and Professional Development, Victoria: 1995.

Simosko S. & Associates. *Assessing Learning: A CAEL Handbook for Faculty*, Columbia: CAEL, 1988.

Simosko, Susan and Cook, Cathy. *Applying APL Principles in Flexible Assessment: A Practical Guide*, London: Kogan Page, 1996.

\* *Participants are requested to read this article (or another one of your choice) and highlight one phrase or paragraph that reflects the essence of the article in preparation for the day's session.*

## **Facilitation Plan**

9:00 am:	Warm-up
9:30 am:	Beliefs About Learning
10:00 am:	Personal Learning Experiences
10:30 am:	Break
10:45 am:	PLA & the Curriculum
11:45 am:	Program Flexibility & Accessibility
12:15 pm:	Lunch
1:00 pm:	Assessment Methods & Evidence Selection
2:00 pm:	Break
2:15 pm:	New Opportunities for Learning
2:45 pm:	Plan for Change
3:30 pm:	Wrap-up

This module comprises many activities. The day is intensive so you may prefer to plan a two-day event to cover this material. Alternatively, you may wish to choose sections of this module that apply specifically to the needs of the participants.

You can introduce the schedule for the module based on your own ideas or patterned after the suggested plan. The timing for each part of the module is included as a guide. It can, of course, be adjusted to fit your circumstances. A full day is ideal, but the module can be adapted, depending on the needs and range of knowledge of workshop participants. Review the plan of the module with the participants, confirming when breaks will be, the time the day will end, and any other “housekeeping” details that are necessary.



## Warm-up

It is important to begin the day by having participants meet, introduce one another (this includes you, the facilitator), and have some interaction.



### **Activity**

---

Have participants pair up, introduce each other, and briefly discuss for five minutes their interest or motivation in attending this module.

Have each participant introduce his or her partner and motivation for attending the module, to the large group.

---



Discuss and clarify the contents and purpose of this module (**T1** and **T2**).

In the large group, ask each participant to speak to one expectation, issue or concern he or she may have about the module.

Capture the issues on flip-chart paper, and refer to them throughout the module and in the Wrap-up.

- ! *If participants have been involved with other PLA sessions, they are familiar with the Parking Lot. Review the concept of the Parking Lot sheet that is used for short-term storage of out-of-context or contentious ideas. At the conclusion of the day any items remaining in the Parking Lot should be analysed to determine how they should be addressed.*

This section introduces some general beliefs about learning and how people learn. It has two activities that will assist participants to explore current concepts and ideas about learning and to review their own learning experiences in light of these beliefs.



### Activity

Begin the discussion by reviewing the article, “From Teaching to Learning: A New Paradigm for Undergraduate Education.” Participants should have read this article or another article from the Recommended Reading in preparation for the workshop. Ask them to comment on the highlighted phrase or paragraph that reflected the essence of the article for them.

To facilitate further discussion, you may ask the full group:

*“What kinds of challenges, issues and questions has this article raised for you?”*

Record questions, concerns and issues in the Parking Lot, which was started in Warm-up. Through the course of the workshop, as questions, issues and challenges arise, you will assist the group to explore or record them for future reference.

## Personal Learning Experiences

**30 minutes**

Now you can turn the attention from a general philosophical focus to a personal focus.



### Activity

Begin by inviting participants to individually reflect on their best and their worst experiences as learners.

Then have participants form small groups of four to five people, or have people at a working table briefly share this information with one another. Ask participants to record, on the flip-chart, the features of the worst and the best learning experiences.

Gather the groups together for a discussion. Some possible questions that you may want to ask to facilitate discussion with the large group include:

- What were some of the features that your group identified?
- Where did you learn the most? Why?
- How did these experiences direct your practice as an educator?
- Thinking about the article we discussed, what would have made the biggest positive difference in your own learning experience?



### Break

**15 minutes**

The following activity is intended as an introductory session for exploring curriculum implications of PLA.



### Activity

Engage participants in a discussion around curriculum, first in general terms, and then focused on the implications of PLA to the curriculum. This session is organised around three questions that should help you focus the discussion.

#### *1. When you think about the word curriculum, what does it mean to you?*

As a facilitator, you will assist participants to explore their perceptions of curriculum, not provide answers. This is meant to be an “awareness-raising” question that shows participants that they have differing understandings, perceptions and values about curriculum. Emphasise that there are no right answers.

#### *2. How would you characterise your approach to curriculum development?*

You may wish to address or be asked to address the differences among competencies, objectives, occupational competency standards and learning outcomes as approaches to curriculum development. In BC and around the world, educators and employers are developing frameworks and strategies based on outcomes-based learning and occupational standards.

While this module will not address this work, the following definitions provide a brief overview for discussion. Notice that the direction of development is towards the identification of broader generic skills as the primary goals of learning. This reflects the recognition that students must be prepared to be lifelong learners in a changing world. Job-specific training is not sufficient to serve the long-term employment needs of students and society.

Note that the concept of learning outcomes is evolving from the definitions provided here:

**Competencies:** *usually described as expressions of abilities or performances required by the job or vocation. The emphasis tends to be on employer needs rather than on learner needs. Usually criticised for narrowness of application and non-transferability.*

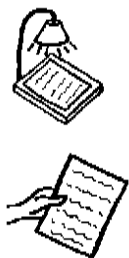
**Objectives:** *usually used to describe and define learning components and expectations. Widely used to direct content and activities, they tend to measure learning in specific, discrete skills and units of knowledge. Usually criticised for their simplicity, reductionist view, and prescription of what and how learning is to be demonstrated.*

**Occupational competency standards:** *usually described as essential benchmarks of performance at work. Emphasis is on knowledge, skills and abilities required in the workplace. Usually criticised that the general education requirements are missing.*

**Learning Outcomes:** *are usually described as essential goals of learning: the knowledge, skills, and attitudes needed by students and society. To assure that learning is relevant and meaningful, learning outcomes emphasise the integration and application of knowledge and skills. Primary learning outcomes centre on generic skills and widely useful knowledge. The intention of learning outcomes is to provide clear statements of curriculum goals and a clear basis for assessment. Assessment should be appropriate to the learning and focus on learners' ability to use their knowledge and skills.*

### ***3. Why would clarity of curriculum standards and expectations be important?***

In order for candidates to know if they have the required knowledge, values and skills for course credits, and in order for them to provide suitable evidence documenting that learning, they need to know the expectations of those particular units of study or courses. Clear expectations are helpful for instructors as well, in providing standards for assessment.



- ! *It will be important to emphasise with the group that development of learning outcomes will make PLA a much clearer and easier process for both candidates and assessors; however, participants need to be encouraged to engage in PLA even if the curriculum is not in perfect format. Encourage faculty to use and adapt their current curriculum for PLA purposes, even if it is expressed in terms of objectives, skills, competencies, or professional standards. Learning Outcomes will develop as PLA practice and services grow and evolve (H1, T4).*

In Prior Learning Assessment, the assessment methods that are used and the types of evidence generated are dependent upon the nature and type of learning to be assessed and the learner's style and preferences. In this session, participants will briefly review and evaluate their own programs for flexibility and accessibility for diverse learners.



### Activity

Participants were asked to bring samples of their program curriculum. If some participants did not bring samples, have them pair up or work in groups with those who did bring material. Ask participants to review their programs with this question in mind:

*"Is your program flexible and accessible to diverse learners?"*



Ask participants to evaluate their programs using the checklist on handout **H2**.

In the large group, ask participants to share information (if they wish) about their evaluation. For example, you may ask participants to indicate:

- *How many could answer yes to most of the questions?*
- *How many had five or more no's?*

Ask participants to consider what this indicates about future directions for their programs.

Ask participants to consider making a commitment to change one no to a yes over the next year. This will be a significant step.



**Lunch**

**45 minutes**

## Assessment Methods & Evidence Selection 60 minutes

Possible assessment strategies and sources of evidence need to be directed by the nature of the learning being assessed, as well as the individual talents, styles, needs and preferences of the learner. This section addresses a number of factors that could direct the choice of what assessment strategies are used and what possible sources of diverse evidence could be considered.

This particular session may be a review for some participants, especially if they have participated in Module 1: *Introduction*. When facilitating this session, you may wish to review some of the activities from Module 1 and adapt them for the purposes of this session. You may wish to have numerous resource materials (such as program evaluation tools, learner portfolios, oral questioning templates, examinations, and performance assessments) available in the room for participants to review during breaks.

In the large group, discuss the considerations to be made in choosing the assessment strategies that “fit” a specific type of learning, and how that choice is balanced and complemented by the diversity of the learner. Some questions:

- *When could you use written exams?*
- *When would performance exams be the best assessment of learning?*
- *What guides you in your choice of assessment strategies?*



Use transparencies **T3a** and **T3b** to guide participants.



Follow up by providing handout **H3**.

Discuss the idea of curriculum maps or matrices that describe the possible assessment methods to be used (such as portfolio-assisted evidence, challenge exams, performance demonstrations, role plays, products, reflective statements, and interviews) matched with the courses or units of study that are being assessed. Ask participants to consider how they could use this matrix to map out the effective assessment methods for the particular courses/units of study in their programs.



### Activity



Ask participants to form small groups and tell them they will have the opportunity to work on two case studies to try out their ideas.

Distribute handouts **H4a** and **H4b** to the groups. Explain that there are two parts to each Case Study. For this session, have participants answer Question 1 only. Have one participant in each group record the group's answers.

After 10 minutes of discussion, ask the groups to report on their findings. Write their suggestions on the flip-chart. How could participants apply these suggestions to their own discipline or program?

- ! *As facilitator, you may also wish to have large or small groups determine the kinds of assessment methods and selection of for evidence that the participants potentially could use in their own discipline or program.*



**Break**

**15 minutes**



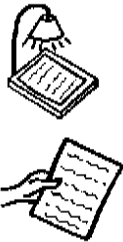
This session addresses the second part of the Case Study activity (Question 2). Participants may have voiced reservations in granting full course credits for the evidence supplied by Melissa and Michel of the Case Studies. Explain that it is not uncommon for assessors to request “top-up” learning for candidates to fulfill requirements.



### Activity

Ask participants to continue in their small groups and to refer to Question 2 in Case Studies. Assume that both Melissa and Michel have received some credit for prior learning; however, they have some learning gaps (they have not met all of the expectations of a particular course or unit). Ask the small groups to consider the following question:

*In order to access the learning required to complete learning expectations, what possible opportunities could be created?*



Ask participants to record possible opportunities and report back to the large group. Review what participants have developed, using the flip-chart.

Supplement the work of the group with the handout **H5** and transparencies **T5a** and **T5b**, asking for any additions to their lists or to the handout.

- ! *If possible, have available examples of “top-up” learning opportunities (such as learning contracts, modularised course outlines, distance-education materials and Internet courses) for previewing by the participants.*

This last session assists participants to draw on what they have learned throughout the day to plan their next steps.



### Activity

Have all participants consider this question (**T6**):

*"Where do we go from here? That is, if we want to offer a curriculum that is relevant to all learners and that encourages and fosters the use and application of PLA principles and tools, what do we have to do?"*



Ask participants to form faculty or staffing groups of the people with whom they work and ask them to map out how they will get to where they want to be. A question list may assist in focusing the Plan for Change (**H6**). Show **T7a** and **T7b**.

Ask groups to share with the large group one thing their group is going to do.

Distribute PLA References as a handout (**H7**).

Review the purpose of this PLA Module, and check whether expectations have been met.

Refer to the questions and concerns in the Parking Lot. Review the items that have been addressed through the course of the day. For those items not addressed, ask participants to suggest possible means of follow-up. Ask for an institutional commitment to type up the flip-chart paper and distribute the notes to the group members.

Thank participants for their active interest and involvement in this PLA session. Encourage the idea of promoting these ideas and concepts with colleagues and the use of the Plan for Change within and among departments and work groups.

Remember to distribute and collect the evaluation questionnaire, emphasising its importance to the improvement and effectiveness of education/training sessions involving prior learning assessment.



# Clear Standards/Expectations

---

Clear standards are important to PLA:

- **Assessment:** Facilitate flexible assessment
- **Accountability:** Document results
- **Effectiveness and Efficiency:** Clarify mission/purposes of learning organisations, and provide cost-effective education, while maintaining quality and standards
- **Transferability:** Recognise broad-based integration of knowledge, skills and values demonstrated in role performance
- **Equity:** Rely on achievement of results, not length of time or route that learning took to be achieved
- **Access:** Promote clarity and hence access for the candidate. The candidate sees clearly what he or she needs to know and demonstrate.
- **Quality:** Promote consistent quality across programs and systems with input from all stakeholders (graduates, faculty, employers, learners, etc.)



## Program Flexibility & Accessibility Checklist

	YES	NO
Is the philosophy of the program learner-centred?		
Do the learning experiences and assessments allow for flexibility according to learners' abilities, styles, talents, strengths and preferences?		
Are there opportunities for ongoing assessments and recognition of students' prior learning?		
Are there supports/considerations/flexibility for learners who have English as a second language, First Nations learners, learners on income assistance, etc.?		
Are there supports/considerations/flexibility for learners who are parents, caregivers to ageing parents, or have part- or full-time employment?		
Is there a balance of differing learning and assessment opportunities in the program (independent/group work, theory exams, interviews, presentations, reflective writing)?		
Are there courses/units of the program accessible to learners in a flexible way so as to accommodate learners who have a busy work and home life?		
Are there courses/units of the program accessible in a way that fills the "learning gaps" of the learner, without wasting time on repetitive information?		
Does program curriculum emphasise anti-bias and cross-cultural learning and assessment?		
Are materials, activities, practices and assessments free of stereotyping and bias?		
Is the program publicised and marketed so that all learners in the community have equal access to participation?		







## Considerations for Selection of Methods & Evidence

---

- Clear “fit” between the learning being assessed and the actual assessment method
- Flexibility for the learner
- Optimal and appropriate learner involvement in the assessment process
- Evidence required by the learner reflects learning outcomes/standards of the program course/unit/module
- Evidence required can be gathered without a lot of difficulty
- Assessment methodology is comprehensive (not piece-meal, detailed or time consuming)
- Assessment process is fair and enabling
- Assessment method could easily be used for students enrolled in the program course/unit/module of study
- Resource considerations are realistic





## Case Study 1: Melissa

---

Melissa Sam is a 35-year-old single parent of two teenage girls. She is of First Nations heritage. Melissa is the sole financial support for the family, and has been working full time for 12 years as a Licensed Practical Nurse. Melissa received her LPN Diploma from a BC Community College 12 years ago.

Melissa's work history is varied. She worked in Northern BC for 3 years as a Nursing Assistant on a First Nations Reserve. She was the sole health support for the people on the reserve most of the time (a travelling nurse and doctor would visit the Reserve twice a month). Following this experience Melissa worked for three years in a small 50-bed community hospital in the interior of BC. Her responsibilities varied; however, she usually found herself in leadership positions far exceeding that for which she had been prepared with her formal education. Recently, in the past six years, Melissa has been moved back to where her own extended family resides, and has been employed in a large intermediate-care facility, caring for the elderly in an urban area.

Melissa is very active in the affairs of her native community. Although she is very busy, she wants to return to school and enter the Registered Nursing Program. Melissa plans to seek credit for some of the learning she has acquired. She knows that she must continue working part time while she goes to school.

Melissa has looked at the learning outcomes of various courses of the nursing program and she believes she could receive credit for beginning courses in:

- Communication/working with others
- Teaching and learning
- Professional roles/responsibilities/issues
- Values and beliefs about self, people who are being cared for, the health profession
- Personal care/support skills

### Questions:

1. What are some possibilities of flexible assessment opportunities for Melissa?
2. What kinds of evidence might be possible or appropriate for Melissa to bring or generate to demonstrate her learning?

**H4a**





## Case Study 2: Michel

---

Michel Paquette is a 45-year-old husband, father of four children, and son to his ageing mother. His first language is French; however, he is able to converse well in English. Michel has now found himself unemployed after a being a logger for most of his life, and is caring for his ageing mother while his wife works part time in the community drug store. Michel is continually worried about how his family will survive financially while he is out of work. He has decided he needs to look at another line of work.

Michel has always been told that he has a knack for fixing and building things. He was the contractor for the two homes he and his wife built from scratch, and he was one of the volunteer builders for several community projects—the community hall and the school gym, which were constructed two years ago. Michel completed high school (by attending part time) when he was 40 years old and graduated at the same time as his eldest son. He completed his examinations in French. He was always regarded in his community as someone “who could put his hand to anything.”

Michel has always been interested in the electrical trades area, and has decided to investigate if there are possibilities for him to go back to school and get some credit for all that he has learned in the construction trade over the years. He knows that he will not be able to go back to school full time as he still has responsibilities for his mother. He worries about whether his written English will be at the required level.

Michel has looked at the BC Curriculum and knows that he has the entrance requirements and probably could get some credit for some of the competencies in the entry-level trades area. The competencies he believes he already has include:

- Safe work practices
- Use of common fastenings and fittings
- Basic computer skills
- Basic construction, mechanic, and metal-working tools/handtools
- Basic electrical circuits
- Ladders, scaffolds and lifting loads

### Questions:

1. What are some possibilities of flexible assessment opportunities for Michel?
2. What kinds of evidence might be possible or appropriate for Michel to bring or generate to demonstrate his learning?



**H4b**



## Opportunities for Learning

---

- Support strategies such as workshops, tutorials, peer support/working groups with self-directed modules and/or instructional discs, independent readings and projects
- Removal of scheduling barriers for learners to proceed at their own pace
- Curriculum redesign that provides smaller, workable units or courses to make them more accessible to people with time constraints
- Clear and meaningful units of learning that are flexible for various learning styles
- Flexible curriculum design that is less lock step and bound by prerequisites
- Learning contracts with one-on-one facilitation as required
- Internet or distance-education opportunities.
- “Top-up” or bridging strategies to accommodate learning gaps
- Delivery of the program/course/unit components at the worksite or in the community
- Integrated learning plans with educational institutions, employers and community

H5







## Plan for Change

---

If we want to offer a curriculum that is relevant to all learners and that encourages and fosters the use and application of PLA principles and tools, what do we have to do?

- What do we need to achieve? What is our vision?
- How do we get started?
- What do we need to know? How do we find out? What are the strategies for getting there?
- What are some of the obstacles, and how do we overcome them?
- What are the opportunities and incentives?
- Who needs to be involved? Who will lead/facilitate this initiative?
- What are the resource implications, and policy issues?
- What needs to happen practically and by when?





## PLA References

---

Barr R.B. and Tagg J., "From Teaching to Learning: A New Paradigm for Undergraduate Education," *Change*, (Nov./Dec. 1995), 13-25.

Battersby, Mark. "Outcomes-Based Education: A College Faculty Perspective," *Learning Quarterly*, Feb. 1997, 6-11.

BC Labour Force Development Board. *Training for What?* Victoria: 1995.

British Columbia Ministry of Education. *Charting a New Course: A Strategic Plan for the Future of British Columbia's College, Institute and Agency Systems*, Victoria: 1996.

Burke, R. Workshop at First National PLA Conference, Ottawa: 1995.

Centre for Curriculum, Transfer and Technology, *Learning Quarterly*. Victoria: 1996-1997.

Seneca College of Applied Arts and Technology, *PLA Training Manual*, 1995.

Shipley, D. Workshop on Transforming Community Colleges Using a Learning Outcomes Approach, Vancouver: 1995.

Simosko S. *Prior Learning Assessment and Educational Reform: A Vision for Now*, Centre for Curriculum and Professional Development, Victoria: 1995.

Simosko S. & Associates. *Assessing Learning: A CAEL Handbook for Faculty*, Columbia: CAEL, 1988.

Simosko, Susan and Cook, Cathy. *Applying APL Principles in Flexible Assessment: A Practical Guide*, London: Kogan Page, 1996.





# Purpose

---

**This session will provide participants with strategies to explore the challenges and opportunities of embedding prior learning assessment practices within the curriculum.**





# **Implications for Curriculum**

**At the end of this session,  
participants will be able to:**

- ✓ Review and evaluate learning programs**
- ✓ Identify a range of strategies for providing flexible assessment and new learning opportunities**
- ✓ Develop a plan for introducing change to curriculum**







# Considerations for Assessment Methods

---

- ✓ **“Fit” between learners and assessment methods**
- ✓ **Learner flexibility**
- ✓ **Learner involvement**
- ✓ **Little difficulty in gathering evidence**
- ✓ **Evidence reflects outcomes**

T3a



35



# Considerations for Assessment Methods

---

- ✓ Comprehensive methodology
- ✓ Fair and enabling process
- ✓ Transferable to students enrolled in the course
- ✓ Realistic resource considerations

T3b



37



# **Why Clear Standards/Expectations?**

---

- ✓ **Accountability**
- ✓ **Effectiveness and Efficiency**
- ✓ **Transferability**
- ✓ **Flexibility**
- ✓ **Equity**
- ✓ **Access**
- ✓ **Quality**

**T4**



39



# **Opportunities for Learning**

- ✓ **Support strategies**
- ✓ **Removal of scheduling barriers**
- ✓ **Curriculum redesign**
- ✓ **Flexibility to learning styles**
- ✓ **Learning contracts**







# **Opportunities for Learning**

- ✓ **Internet and distance education**
- ✓ **“Top-up” or bridging strategies**
- ✓ **Workplace delivery of courses**
- ✓ **Integrated learning plans**

**T5b**





# **Plan for Change**

**If we want to offer a curriculum that is relevant to all learners and that encourages and fosters the use and application of PLA principles and tools, what do we have to do?**

T2



45



# **Elements of Change**

- ✓ **Vision**
- ✓ **Achievements**
- ✓ **Leadership**
- ✓ **Policy Issues**
- ✓ **People involved**
- ✓ **Practical outcomes**
- ✓ **Timelines**

**T7a**



47



# **Elements of Change**

- ✓ **Information demands**
- ✓ **Resource implications**
- ✓ **Obstacles/strategies for obstacles**
- ✓ **Opportunities and incentives**

**T7b**









