

Prior Learning Assessment & Recognition (PLAR) Practitioner DACUM February 2002

The Knowledge, Skills & Abilities required by PLAR Practitioners are identified here.

The DACUM was initiated to determine the knowledge, skills, and abilities of a PLAR Practitioner, in order that a two level training program could be developed by Red River College (RRC). The results of the DACUM process are being used to validate and revise the current RRC PLAR Foundation Training (Level 1) workshop series, and to develop a new PLAR Practitioner Training (Level 2) workshop series. These two levels will be developed for in-person, on line, and possibly mixed delivery options. DACUM participants included 17 PLAR Advisors, Assessors and Facilitators from Manitoba and one facilitator from Saskatchewan. The DACUM is not intended as a finished product on its own, but provides the basis for curriculum development of PLAR Practitioner training. It could also provide the basis for voluntary certification of PLAR Practitioners in the future. Both levels of PLAR training will incorporate the DACUM results, frequency of use responses from DACUM participants, and information from the national *Guidelines for the Canadian PLAR Practitioner*¹. The two levels (i.e. courses) of training developed from the PLAR Practitioner DACUM will have an assessment component and be articulated with college and university Adult Education programs.

The **PLAR Foundation Training (Level 1)** is basic PLAR training, with some application of skills as an expected outcome.

It is intended for:

- individuals new to PLAR;
- individuals who have minimal experience in PLAR;
- individuals who have PLAR included as a specific responsibility of their job; and
- individuals who may not have PLAR included as a specific responsibility of their job, but who need a basic knowledge of PLAR as it relates to or impacts their work/organization's objectives.

The **PLAR Practitioner Training (Level 2)** will focus on breadth and depth of skills, application of skills, and analysis of challenges and opportunities within the PLAR environment. It will include specific training options for PLAR Advisors, Assessors and Facilitators. It is intended for those who have experience with PLAR (minimum 6mo-1 year); and have either

- completed the PLAR Foundation Training; or
- could gain credit for the PLAR Foundation Training through a PLAR process.

¹ Developed by the Canadian Association for Prior Learning Assessment (CAPLA) in 2000

PLAR Practitioners will be able to:

APPLY PLAR PHILOSOPHY /KNOWLEDGE
A

CLEARLY ARTICULATE THE MEANING OF PLAR A1	EXPLAIN PLAR PHILOSOPHY A2	EXPLAIN PLAR PRINCIPLES A3	DEMONSTRATE PRINCIPLES OF SOUND ASSESSMENT A4	EXPLAIN USES OF PLAR IN DIFFERENT CONTEXTS & ENVIRONMENTS A5	IDENTIFY THE BENEFITS OF PLAR A6
DESCRIBE THE RELATIONSHIP BETWEEN PLAR AND OUTCOMES-BASED EDUCATION, and PLAR & THE WORKPLACE A7	EXPLAIN HOW PLAR IMPACTS EDUCATIONAL PROCESSES AND EMPLOYMENT A8	EXPLAIN HOW PLAR CONTRIBUTES TO CHANGE A9	DESCRIBE THE STAGES OF THE PLAR PROCESS A19	IDENTIFY ROLES AND RESPONSIBILITIES WITHIN POST – SECONDARY EDUCATION & EMPLOYMENT ENVIRONMENTS FOR- - CANDIDATES/INDIVIDUALS - ADVISORS -ASSESSORS - FACILITATORS - ORGANIZATIONS A11	DESCRIBE THE RANGE OF POSSIBLE FORMS OF EVIDENCE A12
IMPLEMENT PRINCIPLES OF COLLABORATIVE PRACTICE A13	REFLECT ON PLAR PRACTICE FOR CONTINUOUS IMPROVEMENTS A14	RECOGNIZE CHALLENGES AND ISSUES IN PLAR A15			

ADVISE LEARNERS
B

PROVIDE PLAR INFORMATION B1	DEFINE PROGRAM//PLAR PROCESS B2	ASSIST INDIVIDUALS TO IDENTIFY GOALS B3	ASSIST INDIVIDUALS TO IDENTIFY AND REFLECT ON LEARNING B4	ASSIST INDIVIDUALS TO ARTICULATE THEIR LEARNING B5	COLLABORATE IN THE DEVELOPMENT OF AN ACTION PLAN TO PROVE PRIOR LEARNING B6
GUIDE INDIVIDUALS IN PREPARATION AND PRESENTATION OF EVIDENCE, RELATED TO SPECIFIC TYPES OF FLEXIBLE ASSESSMENT OPTIONS B7	LINK INDIVIDUALS TO APPROPRIATE RESOURCES B8	PROMOTE INDIVIDUALS' INDEPENDENCE/OWNERSHIP OF THEIR ARTICULATION OF PIROR LEARNING B9	PREPARE INDIVIDUALS FOR ASSESSMENT PROCESS B10	MENTOR INDIVIDUALS B11	PROVIDE POST-ASSESSMENT GUIDANCE B12
ADVOCATE FOR INDIVIDUALS B13					

ASSESS LEARNING
C

IDENTIFY AND USE STANDARDS C1	STATE CRITERIA FOR ASSESSMENT C2	ENSURE CRITERIA ARE TRANSPARENT C3	RECOGNIZE EQUIVALENT LEARNING C4	COLLABORATE IN THE DEVELOPMENT OF AN ASSESSMENT PLAN C5	USE A VARIETY OF ASSESSMENT TOOLS C6
REVIEW THE EVIDENCE WITH THE INDIVIDUAL C7	VERIFY AUTHENTICITY OF EVIDENCE C8	VALIDATE EVIDENCE C9	APPLY ASSESSMENT CRITERIA C10	ASSESS TO LEVEL OF COMPETENCE FOR THE OUTCOME(S) C11	APPLY FLEXIBLE YET RIGOROUS ASSESSMENT PRACTICES C12
EVALUATE EVIDENCE AND PROVIDE CONSTRUCTIVE FEEDBACK C13	DOCUMENT INDIVIDUALS' RESPONSES AND RELEVANT OBSERVATIONS C14	MAKE REASONED JUDGMENTS ON EVIDENCE C15	PROVIDE AND DOCUMENT RATIONALE FOR DECISIONS C16	IDENTIFY LEARNING GAPS C17	DETERMINE CREDIT AWARDS C18
PROVIDE POST-ASSESSMENT GUIDANCE C19					

FACILITATE IMPLEMENTATION OF PLAR
D

DEVELOP A STRATEGIC PLAN D1	PROMOTE SYSTEMIC CHANGE D2	USE OUTCOMES-BASED MODELS OF EDUCATION D3	DEMONSTRATE WORKING KNOWLEDGE OF ORGANIZATION D4	PROMOTE INCREASED PLAR CAPACITY WITH PROGRAMS/DEPARTMENTS D5	MENTOR PROGRAMS/ DEPARTMENTS/ ORGANIZATIONS D6
SECURE RESOURCES D7	COORDINATE PLAR APPLICATION WITHIN AND ACROSS PROGRAMS D8	CREATE LINKAGES D9	BUILD AND MAINTAIN PARTNERSHIPS D10	DEVELOP COLLABORATIVE PLANS D11	REVIEW AND REVISE PLANS D12
LEAD TEAMS D13	DEVELOP RESOURCE MATERIALS AND PROCESSES D14	BUILD A SUPPORTIVE ENVIRONMENT FOR PLAR D15	LEAD POLICY AND PROCEDURE DEVELOPMENT FOR PLAR D16	INTERPRET POLICIES AND SYSTEMS D17	PROMOTE BEST PRACTICES D18
CREATE AWARENESS OF SUCCESSES D19	EMBED PLAR IN EXISTING STRUCTURES/PRACTICES D20	ENSURE QUALITY IN PLAR PROJECTS AND PRACTICES D21			

DEVELOP SYSTEMS & TOOLS

E

CREATE DEVELOPMENT TEAMS - FORMAL AND INFORMAL E1	APPLY ADULT LEARNING PRINCIPLES E2	APPLY PLAR PHILOSOPHY IN DEVELOPING CURRICULUM E3	CREATE SUSTAINABLE PLAR STRUCTURES AND PRACTICES E4	SELECT AND USE LEARNING TECHNOLOGIES E5	DEVELOP OUTCOMES-BASED CURRICULUM E6
DEVELOP TRAINING AND MATERIALS E7	REVIEW, EVALUATE AND REVISE TRAINING AND MATERIALS E8	DEVELOP NEW ASSESSMENT SYSTEMS IN COLLABORATION WITH STAKEHOLDERS E9	CREATE ASSESSMENT TOOLS E10	DEVELOP PLAR TRACKING AND ADMINISTRATIVE SYSTEMS E11	DEVELOP PROMOTIONAL MATERIALS E12

ADVOCATE FOR PLAR

F

PROMOTE PLAR F1	PARTICIPATE IN PLAR NETWORKS, ASSOCIATIONS, ORGANIZATIONS F2	PARTICIPATE IN ADVOCACY PLANNING AND IMPLEMENTATION F3	ADVOCATE FOR PLAR AS A POSITIVE CHANGE AGENT F4	ADVOCATE FOR FACULTY RECOGNITION OF GOOD PLAR PRACTICES F5	ADVOCATE FOR ADULT LEARNER FOCUSED INSTITUTIONS F6
RESPOND POSITIVELY TO RESISTANCE TO PLAR F7	RECOGNIZE AND PROVIDE POSSIBLE SOLUTIONS TO CHALLENGES AND ISSUES IN PLAR F8				

ADMINISTER SYSTEMS & PROCESSES

G

SET TIMELINES AND WORKPLANS G1	IMPLEMENT CONTINUOUS EVALUATION & ADJUST WORKPLAN AS REQUIRED G2	KEEP RECORDS G3	APPLY POLICY AND FOLLOW PROCEDURES G4	MANGAGE BUDGETS G5	COORDINATE TRAINING ACTIVITIES G6
DELEGATE AND SUPERVISE STAFF AND PROJECTS G7					

EDUCATE AND TRAIN
H

EXPLAIN PLAR H1	USE BEST PRACTICES H2	INCORPORATE FOCUSED ADULT LEARNING PRACTICES H3	FACILITATE GROUPS H4	CONDUCT PLAR TRAINING NEEDS ASSESSMENT H5	TRAIN PRACTITIONERS H6
TRAIN FOR ADVISING SKILLS H7	TRAIN FOR ASSESSING SKILLS H8	TRAIN INDIVIDUALS IN PLAR PROCESSES, INCLUDING PRESENTATION OF EVIDENCE H9			

RESEARCH
I

IDENTIFY SOURCES OF RESEARCH I1	USE RESEARCH TOOLS, E.G. INTERNET I2	USE SOFTWARE FOR RESEARCH AND DATA ANALYSIS I3	INTERPRET AND USE RESEARCH I4	PARTICIPATE IN RESEARCH I5	DEVELOP RESOURCES AND MATERIALS FOR RESEARCH I6
ASCERTAIN RESEARCH NEEDS I7	CONDUCT RESEARCH TO CREATE NEW PLAR KNOWLEDGE I8				

COMMUNICATE
J

USE EFFECTIVE INTERPERSONAL SKILLS J1	SHARE INFORMATION INTERNAL/EXTERNAL J2	NETWORK J3	WORK WITH A RANGE OF INDIVIDUALS J4	BE CULTURALLY SENSITIVE J5	USE GROUP DYNAMICS TECHNIQUES J6
USE EFFECTIVE WRITING SKILLS J7	RECOGNIZE AND UNDERSTAND ACRONYMS/TERMINOLOGY J8	USE TECHNOLOGY TO PRESENT INFORMATION J9			

PERSONAL ATTRIBUTES
K

BE ACCESSIBLE/WELCOMING K1	BE PATIENT K2	BE CREATIVE & ADAPTABLE K3	BE POSITIVE AND REALISTIC K4	MOTIVATE INDIVIDUALS K5	BE OBJECTIVE K6
BE PROFESSIONAL AND ETHICAL K7	MODEL VALUES OF LIFELONG LEARNING K8	WORK COLLABORATIVELY K9	MAKE DECISIONS K10	SOLVE PROBLEMS K11	

GLOSSARY: (Terminology usage in this DACUM)

1. PLAR refers to the full spectrum of awareness, advising, assessing, and facilitating the recognition of formal and non-formal learning for educational credit, career direction, employment opportunities, and workplace competency.
1. PLAR Practitioner includes those individuals who act in an advising, assessing or coordinating/facilitating role in regards to PLAR.
2. Individual is used in the context of a person at any stage of connection with a PLAR process; ie people exploring PLAR possibilities, and learners or candidates incorporating some PLAR in their process of assessment and learning.
3. Advocate is used to identify activities intended to promote, support, contribute to the growth and development or prosperity of, persuade, recommend, speak or argue in favour of, and rationalize through argument. It includes the concept of “acting as a champion for PLAR”
4. Learning technologies include any enabling resource which assists the individual to learn, including pen/pencil and paper, through to computer software and learning packages.