

Recognition for Learning



Making CONNECTIONS PLAR & Career Development Knowledge Exchange Consultation

CAPLA Conference
Oct 2006

*Recognition
for Learning*



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)

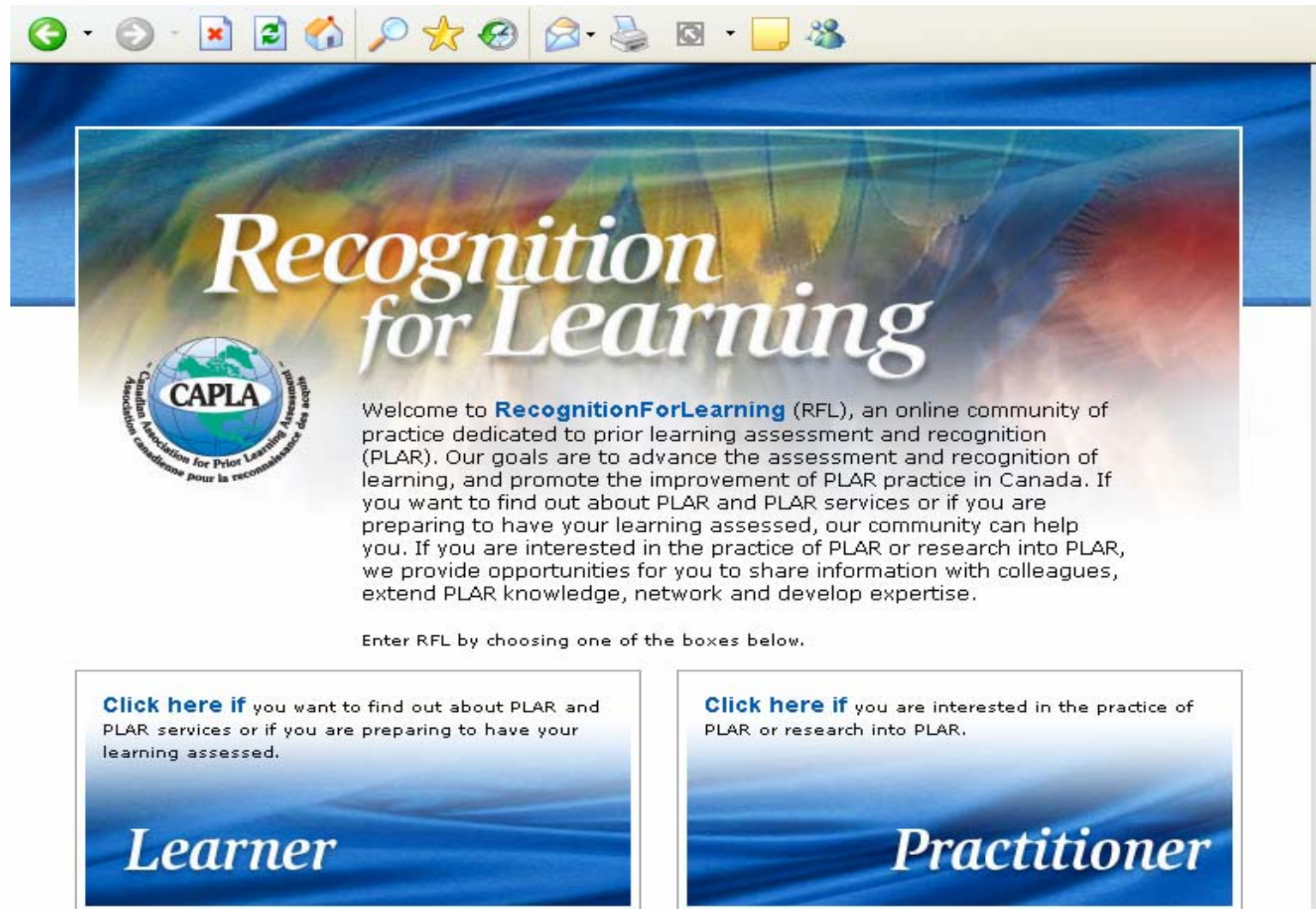
- Identify PLAR applicability to CD and HR activities
- Identify existing and potential connections and knowledge exchange priorities between communities
- Provide limited e-learning and online exchange

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/transferrable practitioner competencies

RFL – an Exchange HUB



The screenshot shows a web browser window with a toolbar at the top containing icons for back, forward, home, search, and other functions. The main content area features a large banner with the title "Recognition for Learning" in a stylized white font. To the left of the title is the CAPLA logo, which includes a globe and the text "CAPLA" and "Canadian Association for Prior Learning Assessment". Below the banner, there is a paragraph of text welcoming visitors to RFL and explaining its goals. At the bottom, there are two blue boxes with white text, each containing a link and a description of the user's role: "Learner" and "Practitioner".

Recognition for Learning

Canada Association for Prior Learning Assessment
CAPLA
Association canadienne pour la reconnaissance des acquis

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.

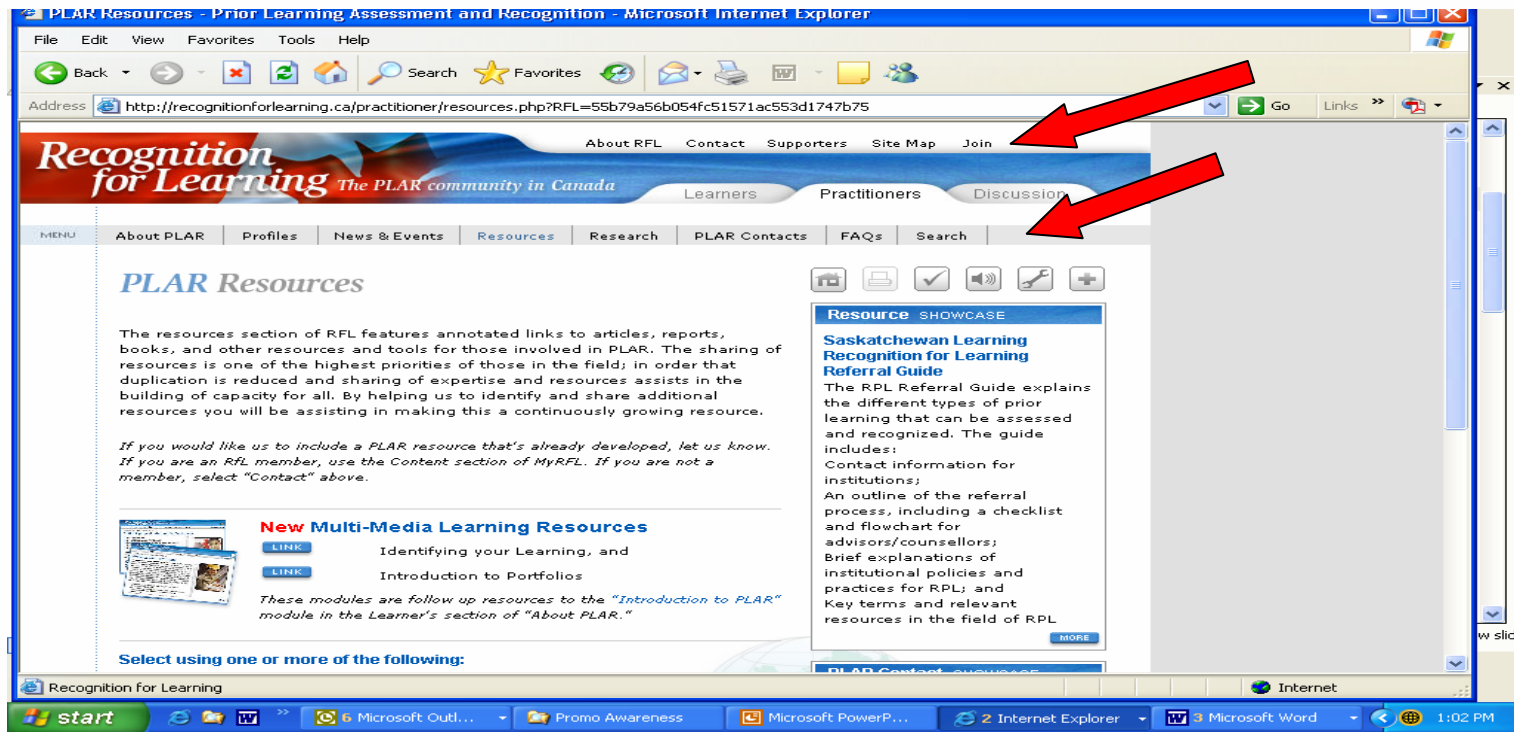
Click here if you want to find out about PLAR and PLAR services or if you are preparing to have your learning assessed.

Learner

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

Practitioner

2 Menu Bars



- Some limited variation in Learner/Practitioner information

PLAR Awareness & Resources

The image shows a screenshot of a computer screen displaying two web pages. Two large blue arrows point from the title 'PLAR Awareness & Resources' to the two pages. The left page is the 'About PLAR' page on the 'Recognition for Learning' website. The right page is a presentation slide titled 'How is PLAR Used?' from the same website.

About PLAR

PLAR stands for Prior Learning Assessment and Recognition. It's a process through which you identify, assess, organize, describe and validate your knowledge, skills and attitudes that have been developed

- through formal education and training, and
- informally — on the job, through independent reading and courses taken in your community, in volunteer work, and numerous other significant life experiences

Choose a topic...

A multi-media 'Introduction to PLAR'

Are you wondering what PLAR is all about and if you or someone you know could make use of? This multi-media presentation about PLAR and its benefits is available here...

[LINK](#)

Why PLAR?

Here are three good reasons to participate in PLAR:

How is PLAR Used?

You may have valuable knowledge and skills that could be assessed to further your life dreams and goals. If you are

- Wanting to enter or re-enter the workforce
- Striving for a promotion at work
- Wanting to explore new career options
- Needing personal or professional development
- Requiring recognition of foreign training and work experience
- Looking for academic credit for course learning you already possess

Then PLAR may be just what you need!

PLAR consultant Sandra Aarts explains PLAR (click image to open video).

Ana was able to use PLAR to gain credit in courses at the University level (Click image to read part of her story).

For the Practitioner



PLAR Contacts - Prior Learning Assessment and Recognition - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites RSS Feeds Print Mail

Address <http://recognitionforlearning.ca/practitioner/contacts.php> Go Links Norton Internet Security

Recognition for Learning The PLAR community in Canada

About RFL Contact Porters Site Map Join

Learners **Practitioners** Discussion

MENU About PLAR Profiles News & Events Resources Research PLAR Contacts FAQs Search

PLAR Contacts

Do you need to find information about PLAR? Do you want to know where PLAR services are available?

PLAR Contacts provides links to the websites of organizations and educational institutions that provide PLAR services and/or information about PLAR. Please use the following menus to locate the type of site you want. To help you decide which sites to follow up, we've provided a brief description of what you can expect to find at each one.

If you know of any websites which we should include in PLAR Contacts, let us know. If you are an RFL member, use the Content section of MyRFL. If you are not a member, select "Contact" above.

Recent additions

- SIAST Saskatchewan Institute of Applied Science and Technology
- Location: Moose Jaw/Prince Albert/Regina/Saskatoon, Saskatchewan.

Search for PLAR Policies & Procedures

Search our database to find Canadian post-secondary institutions that provide their PLAR Policies & Procedures online.

[LINK](#)

News/Event SHOWCASE

16 - 18 October, 2006
Live Webcasts from the Sixth International Forum on Prior Learning Assessment and Qualification Recognition

Can't make the conference in person? CAPLA is presenting one session in each time slot of the conference through live webcasting. You can sit at your own computer and see the speakers, hear the presentation, and even send in questions through live CHAT during Question and Answer sessions. If you can't make the conference in person, **don't miss this!** For more details, click the link.

Resource SHOWCASE

Guide to Terminology Usage in the Field of Credentials Recognition and Mobility in

Must Join (it's free!) to see Discussion Forums & add Content

The screenshot shows the Recognition for Learning website interface. At the top, a navigation bar includes links for 'About RFL', 'Contact', 'Supporters', 'Site Map', and 'Join'. A red arrow points to the 'Join' link. Below this, a secondary navigation bar has tabs for 'Learners', 'Practitioners', and 'Discussion', with another red arrow pointing to the 'Discussion' tab. The main content area is titled 'Join Recognition for Learning'. It asks 'Are you registered as a member?' and includes a 'Please Note' section stating that first-time visitors must register for free, with a red arrow pointing to the 'Click here to Register' link. Below this is a 'Members login here' section with instructions on how to log in using a username and password. A red arrow points to the 'Log in' button. To the right, a 'Resource SHOWCASE' box features a 'Saskatchewan Learning Recognition for Learning Referral Guide'. A 'Please Note' box at the bottom left states that cookies must be enabled to use MyRFL. The footer includes the site's name and an 'Internet' icon.

Recognition for Learning The PLAR community in Canada

About RFL Contact Supporters Site Map Join

Learners Practitioners Discussion

MENU About PLAR Profiles News & Events Resources Research PLAR Contacts FAQs Search

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: ☐

[I forgot my password](#)

Please Note: Cookies must be enabled to use MyRFL.

Resource SHOWCASE

Saskatchewan Learning Recognition for Learning Referral Guide

The RPL Referral Guide explains the different types of prior learning that can be assessed and recognized. The guide includes:

- Contact information for institutions;
- of the referral including a checklist
- art for advisors/counsellors;
- Brief explanations of institutional policies and practices for RPL; and
- Key terms and relevant resources in the field of RPL

[MORE](#)

As a member of this site, you can:

Recognition for Learning Internet

Discussions – Public and Private (must be a member)

RFL :: Index - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites RSS Mail Print TV

Address http://recognitionforlearning.ca/rfl_discuss/

Forum	Topics	Posts	Last Post
Research in Progress Allows people doing formal or informal research to ask questions of others in the field. Moderator Gail Hall	2	2	10 February, 2006 2:02 pm novakosa →
Discussion on research findings This forum allows you to make comments on current research findings displayed on the site. Possibly you have ideas about how the results might be used, related research you are aware of, or additional research that needs to be done as a result of findings.	2	4	3 October, 2006 9:51 am annp →

➤ **Practitioners**

Forum	Topics	Posts	Last Post
Next steps after PLAR This Forum is open for all to post questions they would like to discuss with others. Moderator Gail Hall	2	2	11 February, 2006 8:02 pm plarprac →
New happenings with PLAR This forum is an opportunity for people to post new projects, development activities or questions wondering if others are working on a topic of PLAR. Share what you are doing. This is a good way to develop some special interest groups within PLAR.	2	3	4 October, 2006 6:36 am UCLC →
PLAR Policies & Procedures An opportunity to ask questions or discuss specific policies or procedures, their rationale, challenges and opportunities	1	1	22 November, 2005 9:17 am Gail Hall →

➤ **All Learning Counts Workshop - Private**

Forum	Topics	Posts	Last Post
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Recognition for Learning

start MSN Mess... 3 Microso... 4 Microso... 7 Microso... 2 Interne...

Private
Groups,
or
Public
Topics

Add topics
Respond to
postings
Add polls

Discussions – keep up to date - easily

RFL :: View topic - Cost of PLAR in post-secondary programs - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address http://recognitionforlearning.ca/rfl_discuss/viewtopic.php?t=129&start=0 Go Links

Topic: **Cost of PLAR in post-secondary programs**

Return: [Forum Index](#) -> [PLAR Policies & Procedures](#)

[Start New Topic](#) [Reply to this](#) View posts since last visit

[Previous Topic](#) [Next Topic](#)

Should PLAR cost per course be the same cost as taking it in class?

☐ Yes
☐ No
☐ It depends

[Submit Vote](#)

[View Results](#)

Author	Message
Gail Hall Site Admin Joined: 16 May 2004 Posts: 54 Location: Winnipeg, Manitoba Back to top	<div>Posted: 22 November, 2005 9:17 am Quote Edit X IP</div> <p>Do you charge by course or by program, and is it variable? Why?</p> <div>Profile PM Email</div>

Display posts from previous: [All Posts](#) [Oldest First](#) [Go](#)

[Start New Topic](#) [Reply to this](#) All times are GMT - 6 Hours

Return: [Forum Index](#) -> [PLAR Policies & Procedures](#)

Page 1 of 1

Watch this topic for replies

You can start new topics in this forum
You can reply to topics in this forum

Recognition for Learning

start 5 Microsoft ... Fall 05 CAPL... Reference ca... Scoring Grid ... 2 Windows ... RFL :: View t... 9:26 AM

Add content to share or to ask for feedback

The screenshot shows the MyRFL website in a Microsoft Internet Explorer browser window. The address bar displays the URL: <http://recognitionforlearning.ca/practitioner/myRFL.php?RFL=dc4cdd67297dac98a728495b331627c5>. A red arrow points to this address bar.

The website header includes the MyRFL logo and navigation links: About RFL, Contact, Supporters, Site Map, MyRFL, Learners, Practitioners, and Discussion. A secondary menu lists: About PLAR, Profiles, News & Events, Resources, Research, PLAR Contacts, FAQs, and Search.

The main content area features a welcome message, a calendar for November 2005, and an announcement about multi-media learning modules. A red arrow points to the 'Add content to RecognitionForLearning.ca' link in the 'Here's what you can do...' section.

The 'Resource SHOWCASE' section highlights the 'Saskatchewan Learning Recognition for Learning Referral Guide', which explains the different types of prior learning that can be assessed and recognized. The guide includes contact information for institutions, an outline of the referral process, a checklist, and an introduction for parents/counsellors. It also provides brief explanations of institutional policies and practices for RPL, and key terms and relevant resources in the field of RPL.

The 'PLAR Contact SHOWCASE' section features the 'Canada Steel Trade and Employment Congress'.

The taskbar at the bottom shows the Windows XP interface with the start button and several open applications: Microsoft..., Fall 05 CAPL..., Reference ca..., Scoring Grid..., 2 Windows..., MyRFL - Prior..., and a clock showing 9:10 AM.

Link your content to a Discussion Topic you create

The screenshot shows the Recognition for Learning (RFL) website. The header features the RFL logo and navigation tabs for Learners, Practitioners, and Discussion. A secondary navigation bar includes links like About PLAR, Profiles, News & Events, Resources, Research, PLAR Contacts, FAQs, and Search. The main content area is titled "PLAR Research" and includes a welcome message for researchers. A featured article, "Canadian Adults' Interest in Prior Learning Assessment and Recognition (PLAR): A 2004 National Survey," is displayed with its development date, author(s), and a brief description. A blue button labeled "JOIN OUR DISCUSSION ON THIS" is positioned next to the article. A large blue arrow points from this button to a "News/Event SHOWCASE" section, which highlights a video of an opening panel introduction. Other sections visible include "Resource SHOWCASE" and "PLAR Contact SHOWCASE".

Recognition for Learning The PLAR community in Canada

Learners Practitioners Discussion

MENU About PLAR Profiles News & Events Resources Research PLAR Contacts FAQs Search

PLAR Research

Welcome PLAR researchers!

This is a place to locate PLAR research studies and research guides, discuss research with colleagues and plan research projects with peers. We need your help to make sure RFL Research meets your needs so please go to the Researchers section of our discussion board and join the "Planning RFL Research" discussion. This discussion is open to all PLAR practitioners with an interest in research.

If you want to work on a particular research project with colleagues, contact us and we'll set up a private discussion for your group. Select "Contact" above.

Search Results

Canadian Adults' Interest in Prior Learning Assessment and Recognition (PLAR): A 2004 National Survey

Development date: October 2005
Author(s): D.W. Livingstone (Dr), M. Raykov, C. Turner

This report indicates the findings of Canadian adults' interest in PLAR from a 2004 survey with a large representative national sample of the adult (18+) Canadian population (N=9,063).

The report describes findings related to the very high interest in PLAR, unmet demand for formal education through PLAR, socioeconomic factors related to interest in PLAR and informal learning and PLAR. The full survey, which provides unprecedented quantitative detail on learning and work activities and their inter-relations was done through the WALL (Work and Lifelong Learning) project of Ontario Studies in Education of the University of Toronto.

Centre for the Study of Education and Work (CSEW)
at the University of Toronto is a key partner with RFL in research on PLAR.
[LINK](#)

News/Event SHOWCASE
November 24, 2005
Videos of Opening Panel: Introduction to Workshop Themes
Recorded at the CAPLA Fall Focus Workshop, November 24, 2005, these Windows Media Player videos are of the remarks by the opening panel: Sandie Birkhead-Kirk, Joan McArthur-Blair, Christine Wihak, and L. Andrew Cardozo.

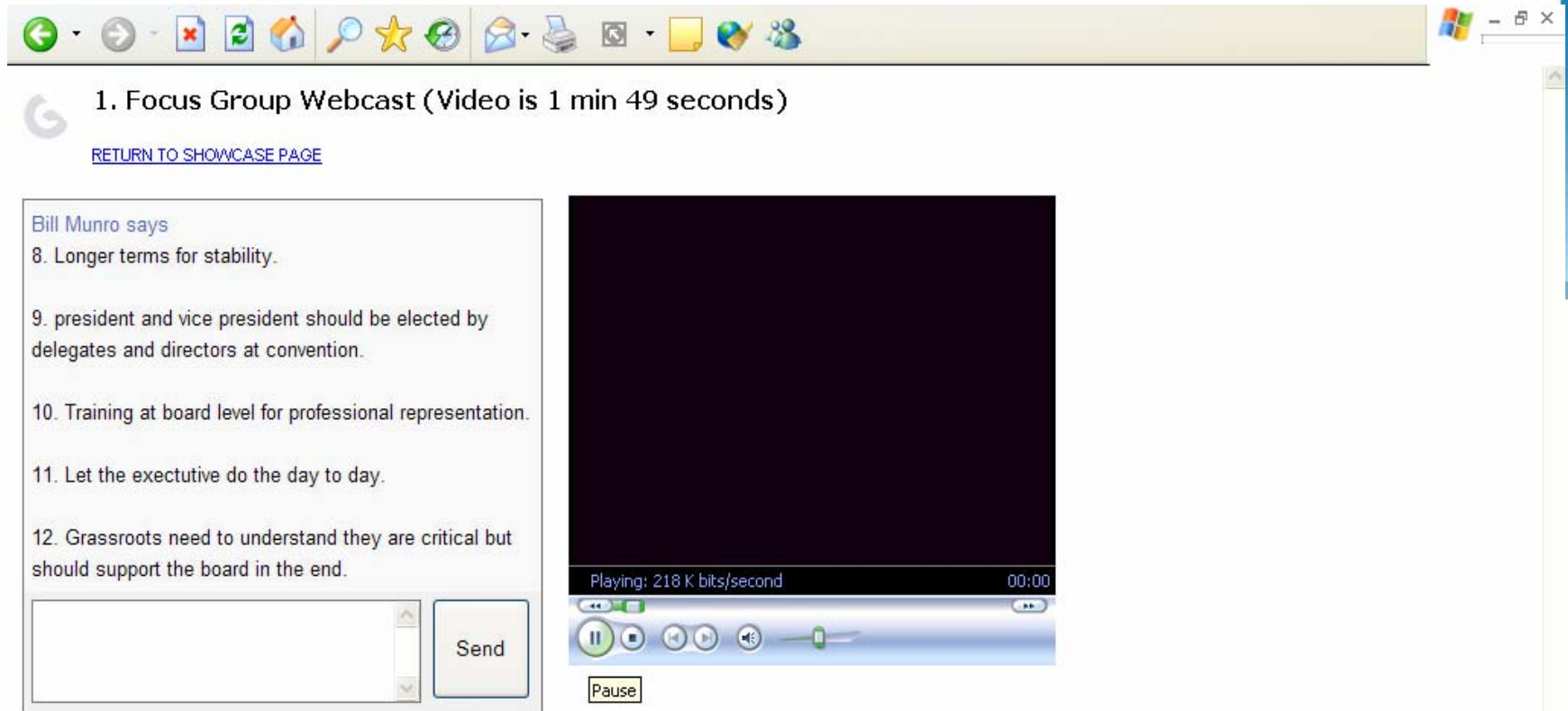
Resource SHOWCASE
PLAR Practitioner Competencies Listing and Self-Assessment Forms
Initial development of listings of PLAR Practitioner competencies for roles of PLAR Assessor and PLAR Administrator/Coordinator/Facilitator. Resource also includes self-assessment forms for reviewing skills and for help in developing learning plans.
[MORE](#)

PLAR Contact SHOWCASE
Forum For International Trade Training (FITT)
The site focuses on the process of certification as an International Trade Training Specialist.

[JOIN OUR DISCUSSION ON THIS](#)

Recognition for Learning

Webcast Focus Group



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

[RETURN TO SHOWCASE PAGE](#)

Bill Munro says

8. Longer terms for stability.

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.

Send

Playing: 218 K bits/second 00:00

Pause

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](#)



Valuing Nature
STEWARDSHIP & CONSERVATION IN CANADA 2006

Webcast Resources

[CHECK TIME ZONES](#)
[WEBCAST PLENARY 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.

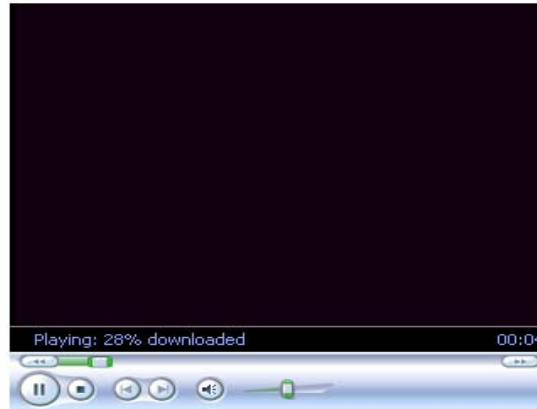
www.icewatch.ca
www.plantwatch.ca
www.citizensenvironmentwatch.org

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)

Recognition
for Learning



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

S&C BUILDING BLOCKS

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

The image shows two overlapping Microsoft Internet Explorer windows from the early 2000s. The left window is titled 'About PLAR - Prior Learning Assessment and Recognition - Microsoft Internet Explorer' and shows the 'About PLAR' page with a search bar and introductory text. The right window is titled 'PLAR Practitioners - Advisors - Microsoft Internet Explorer' and shows the 'Key Outcomes for PLAR Advisors' and 'Skills, Knowledge and Attitudes of the PLAR Advisor' sections. The taskbar at the bottom shows the Start button, several open applications (MSN Messenger, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Internet Explorer), and the system clock showing 1:22 PM.

About PLAR

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

Choose a topic...

About PLAR Practitioners

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

Mohawk College, in partnership with RFL has developed a program for individuals currently applying PLAR knowledge and skills who are interested in learning more. Information and links are available to PLAR practitioner competencies, self-assessment of practitioner competencies, about practice and lessons learned as well as opportunities for improvement and interaction among PLAR practitioners.

We hope this will be the start of national discussions on PLAR Competencies, and invite you to participate in feedback through the RFL Discussion Forum. Veterans and newcomers in the field can learn from each other. RFL welcomes all to share their experiences and engage in a dialogue to improve the practice of PLAR in institutions.

[LINK](#)

PLAR Practitioners - Advisors - Microsoft Internet Explorer

Address: http://www.recognitionforlearning.ca/resources/plar_ad.html

Key Outcomes for PLAR Advisors

- The individual is prompted to think 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 not for* 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 : 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.

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?

CAREER DEVELOPMENT & PLAR PROFESSIONALS

COMMUNITY CAPACITY BUILDING

- 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

Recognition
for Learning

