PARTNERSHIPS: CREATING BRIDGES

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Purpose of this Session

- To explore types of partnerships that facilitate the development of PLAR.
- To identify the benefits of partnerships.
- To examine national and regional partnerships related to PLAR.
- To discuss solutions for potential PLAR partnership challenges.

Types of Partnerships

- Inter-College
- Community-Based
- College-University
- Intra-College

Group Activity

- What do you know or have experienced regarding the development of partnerships to facilitate PLAR?
- What do you want to know about the development of partnerships to facilitate PLAR?

Types of Partnerships

Inter-College Partnerships

- Shared Program Outcomes:

  Approval of early childhood education program skills set.
- Shared Resources:

  Yukon College shared pilot PLAR project resources such as forms, sample letters, procedures, outlines and policies.

Types of Partnerships

APCCC Activities

2003: Partnered with Nova Scotia Community College to host regional Portfolio Workshop in Truro for APCCC.

2004: Hosted regional PLAR Symposium in Charlottetown for APCCC.

2005: Offered APCCC PLAR Workshop in Summerside, PEI for APCCC.

EXIT

Types of Partnerships

Inter-College (continued)

- Shared Expertise:

  UCN, Yukon College and Holland College.

  UCN and Yukon College including travel from UCN to Yukon College to participate in facilitator/assessor training and additional resource for assessment of portfolios.

Types of Partnerships

Community-Based Partnerships

- Credentialing body, college, business.
- Approval of standards, PLAR, skill sets.
- Essential skills: employers, sector council, college, credentialing body, association, immigrant services – ECE.
- Colleges and Association: credential assessment, filling the gap, and granting equivalency.
- Grant credit for industry-based training toward degree completion such as Athabasca University and police sector.

Types of Partnerships

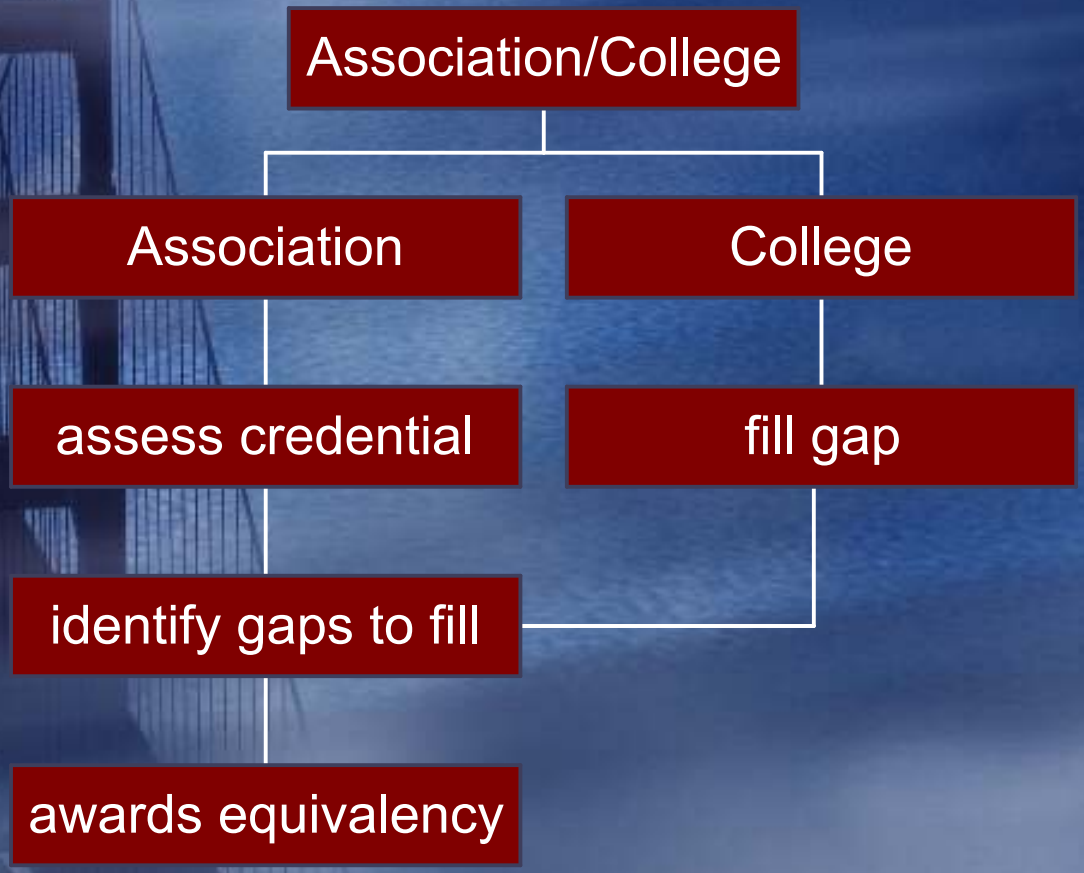
Community-Based Partnerships (continued)

- PEI Provincial Working Group.
- PORT Project.
- Career Development Services Support.
- Essential Skills support in the community.
- Provincial Trades Strategy.
- Holland College Transitions Project.

worksheet

Types of Partnerships

- Community-based partnerships



Types of Partnerships

College-University

- Holland College and the University of Prince Edward Island Joint B.Ed. (HRD) degree.
- University of New Brunswick and Holland College teacher education program.
- Holland College and Athabasca University Gateways project.

Types of Partnerships

College-University (continued)

- Credit Transfer: Athabasca University and a number of partners.
- PLAR: Shared assessors and facilitators of PLAR.
- Acceptance of PLAR.

Types of Partnerships

Intra-College

- Holland College Curriculum Planning and Implementation Model.
- Draft Policy and Process Development.
- Pilot Projects.

Types of Partnerships

Intra-College (continued)

- Meeting a Board of Governors directive by 2008 regarding curriculum capture.
- Ownership at all levels from senior leadership through faculty.
- Collaboration within multiple departments.
- PLAR education at multiple levels.

Benefits of Partnerships

- Greater choice for students.
- Fill gaps identified through PLAR from a number of institutions with a number of delivery options.
- Option to continue to work and obtain credential.
- Type of option for completion such as continuing education, distance, E-learning and face-face.

Benefits of Partnerships

- Shared resource development.
- Time saving.
- Cost saving.
- Shared expertise.
- Establishment of network.
- Increased quality of practice.

Group Activity: Pass the Problem

- Write a problem impeding the development of PLAR partnerships in your institution, region or community on the front of a folder.
- List creative solutions to the problem and place in folder.
- Pass the problem.
- Next group will list more solutions without reading content in the folder.
- Pass the folder, read all solutions, add ideas, and report on the two most effective solutions.

Perceived Problems Impeding the Development of PLAR in various Institutions and some Solutions – Audience Feedback

- Awareness of PLAR, training of staff and practitioners, resources (HR and monetary) and stability of resources
- Clear definitions of PLAR
- Awareness raising
- Continue to advocate for PLAR
- Sharing examples of success

Perceived Problems Impeding the Development of PLAR in various Institutions and some Solutions – Audience Feedback

- Transferability

- Establish national standards of recognition
- Establish standards of transcript recognition of PLAR
- Articulation agreements recognition
- No physical boundaries
- PLAR must be imputed on the transcript

Perceived Problems Impeding the Development of PLAR in various Institutions and some Solutions – Audience Feedback

1. Communication
2. Differing objectives – enrollment, transferability is and issue

1. Buy in – government, institutional, individual, professional, students
2. Funding - government

Perceived Problems Impeding the Development of PLAR in various Institutions and some Solutions – Audience Feedback

- Leadership problems – lack of leadership, competing interests, partnerships not leading to actions necessary

- Small steps
- Building partnerships
- Neutral coordination
- Find apostles

Perceived Problems Impeding the Development of PLAR in various Institutions and some Solutions – Audience Feedback

- Mentorship - - limited resources, and time to put PLAR policies in place
- Go to APCC asking for guidance in partnership building
- Join CAPLA and other valuable memberships
- Put strategic involvement management team together to review and implement