

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	INDC180
Course Title:	Best Practices in Prior Learning Assessment & Recognition
Prerequisite Courses:	None
School:	Community and Social Justice
Division/Academy/Centre:	Centre for Leadership
Previous Course Code & Title:	N/A
Course First Offered:	June 2010

# of Credits:	1.0
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Course Description:

In this introduction course to Prior Learning and Assessment and Recognition (PLAR), the learner will become familiar with the field of PLAR practice in Canada, the practical and ethical considerations involved in PLAR processes, and the necessary skills and competencies of PLAR assessors. Learners will have a number of opportunities to apply newly acquired skills in simulated PLAR assessments as well as opportunities to design processes specific to their specific practice setting. Learners will be evaluated for course credit based on participation and an assessment of a simulated PLAR application.

Course Goal(s): Apply basic skills in PLAR systems design, PLAR advising and PLAR assessing.

Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

1. Define PLAR
2. Describe the development of PLAR in Canada and its current uses
3. Identify characteristics of high-quality PLAR processes.
4. Describe the three functional areas of PLAR processes: systems, advising and assessing.
5. Identify characteristics of effective and ethical practitioners and assess own strengths as a PLAR practitioners.
6. Describe motivations and challenges for PLAR candidates.
7. Apply PLAR principles to simulated applicant scenarios.

8. Make decisions on simulated PLAR scenarios consistent with high-quality PLAR assessment practices. including:
 - a. Evaluate application packages for completeness.
 - b. Match candidate evidence against required outcomes.
 - c. Decide whether application completely demonstrates sufficient evidence of outcome attainment, partially demonstrates sufficient evidence of attainment of required outcomes or does not demonstrate sufficient evidence of attainment of required outcomes.
 - d. Document assessment decision in writing.
9. Evaluate own strengths and areas requiring further development as a FMC PLAR Assessor.

Course Topics/Content:

- Definitions of PLAR.
- Competencies of PLAR practitioners.
- Characteristics of PLAR Candidates.
- Characteristics of the ideal PLAR advisor and assessor.
- PLAR in Canada – history, definitions, uses.
- Principles of PLAR processes.
- Designing PLAR systems.
- Competencies, Professionalism and Ethics in PLAR advising.
- Competencies, Professionalism and Ethics in PLAR assessing.
- PLAR practitioner resources.
- Next steps in professional development.

Text and Resource Materials:**Required:****Recommended:**

<http://libproxy.jibc.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=10714827&site=ehost-live&scope=site> .

Course Level:

	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe): Professional Path				

Equivalent Course(s) within the JIBC:
Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	14			

Comments on Delivery Methods:
Course Grading System:

	Letter Grades		Percentage		Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting: Participants must complete three simulations and receive a "pass" mark on the fourth and final simulation.

Other Course Guidelines, Procedures and Comments:

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.