Northern COLLEGE

Prior Learning Assessment and Recognition

Resource Guide
May 2012
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INTRODUCTION

Northern College is committed to providing opportunities for lifelong learning. It is also committed to Prior Learning Assessment and Recognition (PLAR), a process to evaluate learning that has taken place outside formal educational programs.

Through PLAR, Northern College is improving access to college programs and services for adult learners.

PLAR is the *"process of identifying, assessing and recognizing what a person knows and is able to do for the purpose of awarding academic credit"* in a course or program. (Canadian Labour Force Development Board. 1999)

This Resource Guide was developed in consultation with Northern College PLAR staff and faculty assessors. It will be useful to students who may have prior experiential learning gained through working, training on-the-job or non-formal study as well as to PLAR staff and faculty assessors during the PLAR process. The guide includes forms for faculty and student use.

A PLAR home page with links to detailed PLAR information is available on the Northern College website (www.northernc.on.ca/advanced-standing-forms/)

For further information on PLAR process at Northern College, please contact your PLAR Advisor at:

Kirkland Lake	rangerj@northern.on.ca
Haileybury	sheas@northern.on.ca
Timmins	foys@northern.on.ca
Moosonee	jbec@northern.on.ca

WHAT IS PLAR

Prior Learning Assessment and Recognition **(PLAR)** is the process of "identifying, assessing and recognizing what a person already knows and can do, for the purpose of awarding academic credit."

(Canadian Labour Force Development Board, 1999)

The **PLAR** process will evaluate **learning** acquired through a variety of ways including but not be limited to:

- Industry/workplace training and/or experience
- Independent study or non-college courses
- Travel and residency or teaching in foreign countries
- Military training and service
- Community and volunteer work
- Life experiences, culture and heritage.

The PLAR system evaluates experiential learning and relates it to formal college-level courses and programs and is intended for students who are resuming their education rather than those continuing directly from secondary school.

The PLAR process

- *Identifies* a mature learner's previous experience-based learning
- *Compares* that learning to the learning outcomes of a particular course or program as found in course outlines
- *Assesses* the learner's knowledge and skills
- *Recognizes* the learning by granting academic credit in a course or program if the candidate meets the required criteria.

A maximum of 75% of the requirements for a Northern College credential may be completed through the PLAR process. A learner must earn a minimum of 25% of the required credits through regular study at Northern College.

Benefits to Students

- Reduces time spent earning a credential*
- Builds self-confidence and improves motivation for learning*
- Enhances the integration of better prepared students*

Benefits to the College

- Improves the college's services to applicants
- Enhances the integration of better prepared students*

Benefits to Business/Industry and Community

- Provides appropriate services to adult learners
- Recognizes previously acquired skills and knowledge no matter how they are obtained

* Aarts, S. et al (1999). A Slice of the Iceberg: Cross-Canada Study to Prior Learning Assessment and Recognition. Toronto: Cross-Canada Partnership on PLAR.

WHAT IS THE PROCESS

Students review course outlines and learning outcomes to determine if there is a match between their existing knowledge and what is to be taught. If they believe they have achieved a high percentage of the course learning outcomes, they may apply for PLAR.

Role of Students in Preparing for PLAR

- Identify the specific Northern College credit course(s) in which you are interested in obtaining credit through the PLAR process
- Contact Student Services who will direct you to the site-designated PLAR staff
- Obtain appropriate course outlines and pay applicable fee at Student Services
- Review course learning outcomes for possible matches to your own learning. A significant majority of the outcomes, as found in the course outline, should be met prior to application.
- Collect evidence to support your experience-based, college-level knowledge, i.e. resume, work samples, letters from employers, performance appraisals, etc.

If you wish to pursue the PLAR process to obtain academic credit, you will need to:

- Visit Student Services, complete the Request for Advanced Standing Form and pay the PLAR fee by the date stated in the Academic Calendar – Last Date to Apply for Advanced Standing
- Consult with the PLAR staff member for referral to appropriate faculty assessor
- Consult with a faculty assessor.

Academic credit is not awarded for experience; it is awarded only for verifiable learning at the college level. Though all learning is valuable, credit award is not automatic.

NOTE: **Students are advised to attend classes in the course until a decision is made.**

For questions or inquiries contact us at pathways@northern.on.ca

Role of PLAR Staff

- Help students become aware of the purpose and nature of PLAR, including the process and roles and responsibilities of all members
- Help students clarify goals in seeking PLAR
- Respond to questions
- Help students prepare for PLAR
- Help students identify appropriate sources and types of evidence
- Liaise with faculty assessors
- Provide support and guidance after the assessment.

PLAR staff may also facilitate group workshops on PLAR.

Role of Faculty Assessors

- Determine, in concert with the student, appropriate PLAR assessment option
- Assess the student's experience-based knowledge and skills for the purpose of awarding academic credit
- Ensure the evidence meets validity, reliability, sufficiency, currency and authenticity requirements
- Communicate with the student and give feedback on the acceptability of evidence and any further evidence requirements
- Grant academic credit in a course if the student meets the required criteria
- Communicate approval or denial of credit to the program coordinator who will forward the Record of Amendment to the Registrar's Office or Student Services
- Provide support to the student and liaise with PLAR staff
- Maintain records and forward them as required.

Simoska, Susan (1997). PLA Training Modules Centre for Curriculum, Transfer & Technology, Ministry of Education. British Columbia.

HOW EXPERIENTIAL LEARNING IS DOCUMENTED AND ASSESSED

Various methods may be used in combination, including:

- Tests or exams (verbal and/or written)
- Structured interviews
- Portfolio of evidence
- Case study assignments, essays
- Performance observation, skill demonstration, product assessment, simulation
- Review of non-college transcripts, licenses, certifications
- Letters of validation confirming skills and experience

The faculty assessor may ask for additional documentation or work samples from the student and request permission to contact former employers to confirm experiential learning. (Application forms may include written authorization from the student.)

NOTE**:**   Students who have successfully completed courses at other postsecondary institutions may be eligible for _transfer credits_. (Refer to the Student Handbook or Academic Policy A-4 Advanced Standing.)

PORTFOLIO DEVELOPMENT

What is a Portfolio

Most of us think of artists, designers, and financial traders as having portfolios to market their talents.

The work portfolio comes from a Latin word *port* meaning to move. The second syllable, *folio*, means paper or artifacts. Thus a portfolio is a moveable collection of papers and/or artifacts or samples.

Because people often move through several different careers, it makes sense for students and potential job seekers to document work related skills and learning.

A portfolio is a collection which contains documentation/samples related to training, work experience, contributions and special accomplishments. It helps to provide insight into life/work history, and is useful in planning for the future or gaining insights from past experiences.

Kimeldorf, Martin (1997). Portfolio Power, Peterson's. Princeton, New Jersey.

You may choose to <u>develop a portfolio</u> or take a <u>portfolio development course</u>.

How to Develop a Portfolio

A prior learning portfolio is a carefully organized document that describes and documents learning accomplishments, and competencies as they relate to credit courses. College credits are awarded for college-level learning, not for the experience itself. The goal of a portfolio is to <u>describe</u> and <u>document</u> relevant learning.

A prior learning portfolio should enable faculty assessors to:

- Identify how the learning was acquired
- Measure/quantify the learning
- Verify the learning
- Evaluate the learning against the predetermined course learning outcomes.

The PLAR portfolio should contain:

1. A title page with name, address, phone number, fax number (if applicable) and email address.

2. A cover letter indicating the specific course(s) for which credit is requested.

3. A Table of Contents with page numbers if the portfolio is lengthy.

4. An Educational Plan/Career Plan. (Include a brief description of educational plan to pursue a certificate or diploma if appropriate.) Indicate which courses are to be challenged through PLAR methods.

5. A current resume.

6. A work history paper, emphasizing skills and knowledge in a narrative description.

7. Description of learning. Obtain a course outline for the course being challenged, review the learning outcomes, and describe how your experiential learning meets the requirements of the learning outcomes for each course. Include an index to document which skill covers which learning outcome from the course outline.

8. Other Documentation. This section of the portfolio verifies a candidate's knowledge and skills for the faculty assessor. In consultation with the faculty assessor you may choose to include:
   - Work samples, <u>letters of validation of work experience</u>, a job description verified by a supervisor.
   - Performance appraisals, letters from clients, evidence of public presentations, etc.
   - Proof of membership in professional associations, community service organizations, proof of certification, licensing, etc.
   - Transcripts of formal academic courses (if applicable) or copies of non-credit certificates.
   - A bibliography of self-study materials which briefly summarizes each book or article.

Obtaining Letters of Validation

Employers, work associates or community leaders have first-hand knowledge of a candidate's involvement and abilities and may be asked by the candidate to verify learning in a letter of validation. Because these letters can be critical to the success of a candidate's portfolio, these should be requested early enough to allow time for delivery.

The candidate needs to be specific about identifying the skills/learning outcomes the employer needs to confirm or any other information required to validate experience. The candidate should also let the employer or work associate know when the letter is needed, and be prepared to follow up with a second request, possibly in written form, to serve as a reminder.

When requesting a letter of validation, be sure the employer/work associate:

- knows that the purpose of the letter is a <u>verification of learning</u> rather than a character reference or recommendation
- explains the nature of the work relationship and the length of time it continued
- specifies what was expected and how well tasks or projects were accomplished
- specifies his/her qualifications for commenting on activities and expertise
- comments directly and separately on the skills/experience to be verified.

Source: Portfolio Assessment Handbook, Thomas A. Edison State College

Portfolio Development Course

The purpose of the portfolio development course is to:

- guide participants through a process of deep reflection and analysis of their past experience, current situation and future aspirations;

- thoroughly document past learning skills and competencies;

- organize and present 'evidence' of past learning achievements that demonstrate individual skills and competencies;

- develop a portfolio to be used as a base for exploring employment (including self-employment) opportunities, further career development, renewed, and/or continued education and training, personal development.

INFORMATION FOR FACULTY ASSESSORS

This resource guide is intended for use by students; however, it also provides faculty assessors with information to advise and direct students on how to prepare for PLAR and other advanced standing techniques.

Prior Learning Assessment and Recognition is one part of an overall framework for academic assessment. Its inclusion in a learning organization assists in the demonstration of learning pathways for students at multiple entry points.

By evaluating learning gained through experience against the performance outcomes expected of students already in programs, Northern does not expect a higher level of achievement from PLAR candidates. Northern provides an accessible yet comprehensive process for assessing this prior learning by utilizing academic experts in the relevant subject area.

PLAR policies and procedures, including the college appeal procedures, will be documented, fully disclosed and easily accessible.

Academic Policy A-4 – Advanced Standing

A student may qualify for advanced standing through one of the following means:

(a)   Course already completed at Northern College;
(b)   Transfer Credit;
(c)   Challenge by Examination;
(d)   Prior Learning Assessment (PLA).

Note: Students must complete a minimum of 25% of the program at Northern College.

*The full policy on Advanced Standing is available at www.mynorthern.ca/docs/ap/ A-29PR2AdvancedStandingProcedure.pdf.

Guidelines for PLAR Implementation

1. **Eligibility for PLAR**
   Prior Learning Assessment and Recognition is available to all persons who have an Ontario Secondary School Diploma (OSSD) or are 19 years of age or older. Additional course-specific requirements may be specified where relevant (e.g. workplace experience for a field placement).

2. **Application Process**
   PLAR candidates complete a PLAR Request for Advanced Standing form (see Appendix 2), submit documents, and pay a PLAR fee at Student Services for each course for which a credit is sought. Student Services will direct the application to the on-site designated PLAR staff, with a copy to the coordinator. The PLAR staff will meet with the candidate to discuss documentation and processes and, in concert with the coordinator, will select a faculty assessor.

3. **Assessment Process**
   The faculty assessor reviews documents submitted and arranges with the student for supplementary processes as required. The assessor may verify the documentation with the PLAR candidate. The assessor may contact employers/references as submitted for the purpose of clarification.

4. **Notification of Outcome**
   Results of the assessment process will be communicated to the Coordinator who will inform the candidate of the outcome of his/her PLAR Request. If the credit was awarded, the Coordinator will prepare and forward a Record of Amendment form to the Registrar's Office.

5. **Appeal Process**
   PLAR candidates may appeal the assessment decision using the college academic appeal process (Academic Policy A-5 – Appeal of Grades). Thus, the Request for Advanced Standing form and submitted documents should be kept by the faculty assessor pending appeal of the decision. Students are advised to keep copies of all documents submitted in the event an appeal is undertaken.

6. **Residency Requirements**
   Students must successfully complete, at Northern College, a minimum of 25% of the courses required for the Northern College certificate or diploma.

7. Requirements for Graduation

A student who left the college prior to graduation may be able to use PLAR to receive credit for the courses necessary to complete his/her diploma/certificate (please refer to policies A-29 PR-4 Interruption of Studies http://www.mynorthern.ca/docs/ap/A-29PR2AdvancedStandingProcedure.pdf and A-29 PR-7 Timelines for Program Completion http://www.mynorthern.ca/docs/ap/A-29PR7TimelinesforProgramCompletionProcedure.pdf). The student will be assessed against the current curriculum – not the one in existence when the student began his/her studies. The student will be asked to document involvement in related learning experiences.

NOTE: PLAR is not intended to replace supplementary exams for enrolled students. If a student has failed a course he/she may apply for PLAR only after 1 semester and on demonstration of additional relevant learning experiences.

Summary of Assessment Methods

This section describes various assessment methods and may assist students to prepare for PLAR and other advanced standing techniques.

Assessment Method #1: Exams & Tests

   1.1   Challenge Exams (for a course or series of courses developed to assess prior experiential learning)
   1.2   Course Exams (exams currently in use in a course)
   1.3   Standardized Exams

Assessment Method #2: Equivalencies

   2.1   Program Evaluation (primarily block evaluation of non-collegiate programs, certificates and designations)

Assessment Method #3: Individual Assessments

   3.1   Product Assessment (work sample)
   3.2   Interviews & Oral Exams
   3.3   Simulations / Performance Assessment
   3.4   Demonstration
   3.5   Portfolio Assessment

Advantages and disadvantages of a range of PLAR assessment methods are described in the following tables.

Assessment Approach #1: Exams and Tests

1.1   CHALLENGE EXAMS

Advantages	Difficulties	Suggestions
• relatively quick • encourages cross-faculty discussion of course content (what should be taught/learned), prior learning assessment, and collaboration in assessment • inexpensive to administer and assess • requires minimal preparation by faculty once developed • assesses knowledge of content	• may be text-specific, dependent on jargon • assess student ability to take college level exams as much as subject knowledge • slanted to specific department, institutional point of view & subject biases • little support to students who have trouble with objective tests • little support to students whose learning is not compartmentalized • intimidating for many students • puts those who did not sit in the classroom at a disadvantage • may be a weak indicator of a student's true knowledge of subject matter • initial development costs may be high • no record to suggest cost of maintaining currency, soundness & confidentiality of exams	• useful in a limited format • should be developed as generically as possible testing only the most commonly accepted and taught material in the field • should be used only when appropriate • should be made as non-idiosyncratic to instructor, department, or institution as possible • good option for some students & courses • set up process to monitor validity & reliability of exams

Assessment Approach #1: Exams and Tests (continued)

1.2 COURSE EXAMS

Advantages	Difficulties	Suggestions
- very easy and inexpensive to administer and assess - measure specific match of student learning to specific course/classroom content - assesses student content knowledge	- assess student ability to take college level exams as much as subject knowledge - slanted to specific faculty member's point of view & subject biases - little support to students who have trouble with objective tests - little support to students whose learning is not compartmentalized - intimidating for many students - puts those who did not sit in the classroom at a disadvantage - may be a weak indicator of a student's true knowledge of subject matter	- useful in a very limited format - should be developed as generically as possible testing only the most commonly accepted and taught material in the field - should be made as non-idiosyncratic to instructor, department, or institution as possible

Assessment Approach #1: Exams and Tests (continued)

1.3 STANDARDIZED EXAMS

Advantages	Difficulties	Suggestions
• generic • cross-culturally normed • once widely used & reliability/validity established, then accepted • easy to access and administer for faculty and students • cost-effective	• little support to students who have trouble with objective tests • little support to students whose learning is not compartmentalized • intimidating device for many students • limited subject area availability	• good option to make available for students • should be used only when appropriate • would require cross-college working teams • this method requires extensive work & will be a longer term goal for PLA in Ontario

Assessment Approach #2: Equivalencies

2.1	**PROGRAM EVALUATIONS**	
Advantages	**Difficulties**	**Suggestions**
• respectful of business/industry & employee learning and culture • provide assessment for many individuals with minimum of evaluation • can lead to long-term business/education partnerships • cost-effective • provide faculty assessment experience • provide faculty opportunity to see state of the applied art in training & in the subject matter • respects prior, often rigorous, learning	• complex methodology • requires significant up-front preparation of faculty for evaluation • difficulty for institutions to do well without training or other background experience with PLA • focus more on input than individual outcomes • wide range makes it difficult to understand all elements	• goal to provide program evaluations as service • visit other institutions with program evaluation services in place to get information • requires comparison of non-collegiate programs to college programs, including their method of assessment/evaluation • non-collegiate program needs to have included an evaluation of the student • this will probably be a longer term goal than some of the other assessment methods • need to use specific faculty experts who are familiar with the field • as quickly as possible develop an equivalency list which is available to the students and faculty

Assessment Approach #3: Individual Assessment

3.1 PRODUCT ASSESSMENT – WORK SAMPLE		
Advantages	**Difficulties**	**Suggestions**
- very direct - good opportunity for students with writing difficulties - useful when student's skills or knowledge is difficult to observe in the creation of a product - necessary to the assessment of learning in the arts	- difficult to authenticate - risk of plagiarism, doesn't demonstrate knowledge of theory - difficult to administer and evaluate in an unbiased, objective manner - receive only the end product, do not see the process	- clear standards & criteria for assessment, evaluation & measurement should be established prior to the evaluation - best done in conjunction with other assessment methods (e.g. interviews) - verify interviews or letters from employer etc.

Assessment Approach #3: Individual Assessment (continued)

3.2   INTERVIEWS AND ORAL EXAMS

Advantages	Difficulties	Suggestions
• personal contact, no plagiarism, flexibility, helpful for people who have trouble writing • commonly used technique • quite student-focused • interviews may be used for a variety of purposes e.g. counseling as well as assessment. It is important that the student is aware of the purpose to permit preparation	• expensive, potentially stressful, risk of cultural bias, may favour people with good presentation skill but little content • require skill to administer and assess in an unbiased, objective manner • danger of becoming side-tracked from simple assessment of learning • intimidating for students who are not verbally articulate, have difficulty pronouncing, projecting, or who do not think well on their feet	• often best used in conjunction with other assessment methods • use faculty experts in the field • be cooperative, flexible and tolerant • establish & follow guidelines • establish questions & rating in advance • conduct the session privately with as few distractions or interruptions as possible

Assessment Approach #3: Individual Assessment (continued)

3.3 SIMULATIONS / PERFORMANCE ASSESSMENT		
Advantages	**Difficulties**	**Suggestions**
- very practical - clearly demonstrates skill levels & problem-solving - process is able to be assessed "real world" is replicated as much as possible, but not identical	- hard to set up, narrow, no guarantee that it can be repeated - may be expensive faculty & material costs	- develop clear standards & what exactly is to be assessed & what the performance criteria are - guard against external influences

3.4 DEMONSTRATION		
Advantages	**Difficulties**	**Suggestions**
- quick & observable - often can be done in college lab with no additional preparation	may be affected by the surroundings & students' familiarity with equipment	- determine what equipment the student used in the past and try to replicate or, if possible, may conduct demo at student's practice site - clear standards, performance criteria & rating scales are necessary in advance

Assessment Approach #3: Individual Assessment (continued)

3.5 PORTFOLIO ASSESSMENT		
Advantages	**Difficulties**	**Suggestions**
- extremely student-centred - enables the development of attributes, skills & understandings beyond simple assessment - prepares & socializes students to higher education conventions	- expensive process for an institution - dependent upon writing skills of student, biased toward writing articulate students - complex methodology	there is a section in this manual about portfolio assessment

Course Analysis Tools

Included are forms to assist in the analysis of courses and critical learning outcomes and for determination of appropriate PLAR methods. Remember that most adult learners would prefer to demonstrate acquired competencies through methods other than exams.

Course Analysis Worksheet (see Appendix 2)

The two-page worksheet will assist in recording critical competencies and learning outcomes for a course.

Portfolio Assessment Worksheets (see Appendix 2)

Form I - PLAR Checklist for Documentation – This checklist helps to validate documentation submitted in a portfolio. Portfolios need not contain all of these types of documentation. As the subject expert, the faculty assessor will determine the appropriate depth, breadth and currency of learning.

Form II – PLAR Portfolio Assessment Form – If evaluating a portfolio, this form may assist you in focusing your analysis and reaching a decision on whether to grant or deny credit.

Form III – PLAR Credit Denied – Provincial guidelines recommend that PLAR candidates not be required to achieve a higher level than traditional learners (a passing grade is 60%). Mature learners are responsible for gaps in learning if the course is a prerequisite for another course.

APPENDIX 1

FREQUENTLY ASKED QUESTIONS

Frequently Asked Questions (FAQs)

1. What is PLAR?

Prior Learning Assessment and Recognition (PLAR) is a formal process to **evaluate learning** that has taken place outside college or university programs through:

- Industry or workplace training/experience
- Independent study or non-college courses
- Travel and residency or teaching in foreign countries
- Volunteer and community activity
- Military training and service
- Life experiences, culture and heritage

PLAR is the process of:

- *Identifying* a mature learner's previous life or workplace learning
- *Comparing* that learning to the learning outcomes of a particular course or program
- *Assessing/evaluating* the learner's knowledge and skills
- *Recognizing* the learning by granting academic credit in a course or program

2. Who is eligible to apply for PLAR?

A candidate must be at least 19 years of age or have an Ontario Secondary School Diploma or equivalent. International candidates for whom English is a second language must demonstrate proficiency in both spoken and written English by taking the Test of English as a Foreign Language (TOEFL) to demonstrate they meet college admissions requirements.

International students may access the PLAR process for pro-rated fees but should be aware of possible consequences of a reduced course load on their visa and/or funding.

3. Is there a fee for PLAR?

A PLAR fee is applied to each course to be assessed for academic credit. Fees are charged for the assessment process and not determined by the amount of credit awarded.

Fees for PLAR are determined according to Provincial guidelines. Fees are non-refundable, and may be eligible for income-tax, as tuition for OSAP purposes if the student qualifies for OSAP, and applies to all PLAR candidates. For PLAR fee information, please refer to the Ancillary Fees located www.northernc.on.ca/noncompulsory-ancillaryfees/.

4. **When is the best time to apply for PLAR**

   Students must complete the Request for Advanced Standing form and pay all applicable fees by the date stated in the Academic Calendar – Last Date to Apply for Advanced Standing. The Academic Calendar is available in the Student Handbook.

5. **Is PLAR the same as transfer credit?**

   Traditional exemption policies and procedures for a <u>transfer credit</u> are based on an equivalent course taken at another recognized institution. PLAR takes place when assessment of learning is required (because learning did not take place in a recognized academic setting, transcript does not provide adequate information, or if transcript course content does not match the current Northern College course). The onus is on the candidate to provide the necessary documentation.

6. **How many course credits can be received through PLAR?**

   A maximum of 75% of the requirements for a Northern College credential may be completed through the PLAR process. A student must earn a minimum of 25% of the required credits through regular study at Northern College.

7. **How does PLAR appear on transcripts?**

   Credit obtained through PLAR is recorded as "CR" on the student's transcript and is not factored into the GPA.

   If credit is denied based on the assessment of prior learning, nothing will appear on the official transcript.

8. **Can PLAR be used to make up failed courses?**

   PLAR is not intended to replace supplementary or challenge exams for enrolled students. If a student has failed a course he/she may apply for PLAR only after one full academic semester and on demonstration of additional relevant learning experiences.

9. **Where do I start?**

   Visit Student Services who will direct you to the site-designated PLAR staff. (Refer to page 5, Role of Students in Preparing for PLAR, and to page 12, Application Process, for more details).

Please Note: Receiving course credits through the PLAR process may affect course-load, eligibility for OSAP, and other sponsorships. It is the student's responsibility to check with OSAP or their sponsor.

APPENDIX 2

FORMS

PLAR FORM - REQUEST FOR ADVANCED STANDING
PRIOR LEARNING ASSESSMENT RECOGNITION

N Northern COLLEGE

Student First Name

Phone Number

Student Last Name

Email

Student Number

Campus

Address

Prior Learning Assessment Recognition Application (to be completed by the student)

Knowledge and skills gained through life experiences may be assessed for credit through the process of PLAR. Assessment may take form of written portfolios, demonstrations, testimonials, tests, projects, etc. To apply:
- Complete the Request for Advanced Standing (PLAR) form and submit it to Student Services Office at your campus. Use only one form for each PLAR you are requesting.
- Pay required PLAR fees to the Student Services Office.
- Student Services will then direct the student to the College designated PLAR staff member.
- Credit obtained through PLAR will be recorded as "CR" on the student's transcript and will not be factored into the GPA.

I hereby apply for advanced standing in the following Northern College course (ONE form per course request):

Course Name

Program

Course Code

Program Code

I have read and understand the details about the Prior Learning Assessment Application. Official transcripts, detailed course outlines and/or other required documentation are attached to this application.

Student Signature

Date Submitted

NOTE: The Request for Prior Learning Assessment Recognition Form must be submitted by the date stated in the Academic Calendar.
Fully completed forms must be received by the Registrar's Office within three weeks of the date.

PRIOR LEARNING ASSESSMENT EVALUATION (College Use Only)

PAYMENT (to be completed by Student Services Staff)

Payment Received ($)   Date   Staff Signature

PRIOR LEARNING ASSESSMENT DETAILS AND RESULTS (to be completed by Program Coordinator or designate)

Portfolio Documentation Complete   ☐ Yes   **Portfolio Assessment**   ☐ Approved ('CR' will be on transcript)
                                        ☐ No   ☐ No

Faculty (if necessary)   Date   Department

Coordinator   Date   Department

Forward signed form to pathways@northern.on.ca. Program Coordinator will notify the student.

TRANSCRIPTING (to be completed by Registrar's Office)

Transcripted by   Date

Revised: February 13, 2020

PLAR Client Description Form

Please complete and return this form to the faculty assessor.

To be completed by the applicant (one per course)

Student Name:	**Student #:**
Course number and course name for which you are seeking PLAR:	
Diploma or Certificate you are working toward:	

Please describe your prior learning as it relates to the specific learning outcomes listed in the course outline.

Date: _____

Course Analysis Worksheet

Course Title			
Most Important Intended Learning Outcomes (summary of the critical knowledge, skills, attitudes)	**Weight or Relative Importance %**	**Criteria for Success (How do we know that the student has been successful?)**	**Assessment Methods**

Course Analysis Worksheet (continued)

Assessment Process
Assessment Tools
Supports for students preparing for a challenge (e.g. text, course outline)
Requirements for successful completion of course
Comments:

COURSE ANALYSIS WORKSHEET - SAMPLE

Course Title: HOTL 199 FRONT OFFICE OPERATIONS			
Most Important Intended Learning Outcomes (summary of the critical knowledge, skills, attitude)	**Weight or Relative Importance %**	**Criteria For Success (how we know the student has been successful?)**	**Possible Assessment Methods**
1) a) Identify the role of the Front Office in a hotel and its relationship to other departments and quantify the benefit. b) Ability to follow procedures for front office operations related to each stage of the guest cycle and use front office terminology.	40%	The student displays the ability to articulate their knowledge of front office operations.	1) Submission of portfolio including resume and work reference that details the work experience in front office positions for a minimum of two years on a full time basis. 2) Interview session: following an established set of open-ended questions the student will demonstrate their understanding of the guest cycle as well as the opportunity to explain and apply terminology.
2) Evaluate accommodation operations including guest pre-arrival, arrival and departure stages and recommend changes to improve efficiency and guest satisfaction	30%	Submission of a project that analyzes and presents recommendations on a guest service process at a hospitality company.	Case Study/Project: the student will submit a report that presents an evaluation of an existing hotel company's guest service cycle, as well as corresponding recommendations to improve their guest satisfaction. Note: A report from their portfolio will be accepted.
3) Perform front office/hospitality accounting and yield management procedures; Evaluate a front office's effectiveness in selling rooms	30%	Successful demonstration of skills in hospitality accounting and yield management techniques	Assessed through the competition of a custom designed test of front office accounting problems and yield management strategies including analysis and differentiation of techniques and scenario.

Assessment Process for PLAR:
1. Review of portfolio and resume submitted including reference check with employer to verify the work experience.
2. Successful completion of testing and submission of case study/project

Assessment Tools:
1. Submission of portfolio/resume, employer reference and personal interview
2. Case Study Project
3. Front Office Accounting/Yield Management Testing

Supports for students
Copy of course outline, opportunity to speak with assessor, access to textbook or supplementary class materials if necessary

Requirements for successful completion of course
A minimum standard of success is 60%

Comments:

FORM I – PLAR Portfolio Checklist for Documentation

An essential part of the Prior Learning portfolio is documentation that serves as evidence for the assessor that the student has acquired the skills and knowledge described in the portfolio. Students must be prepared to prove/demonstrate that the evidence or product is of their own creation. Several types of documentation might be appropriate, depending on the individual circumstances. This checklist is provided as an example only.

Documentation		Comments
Direct samples of work: - reports written - blue-prints produced - drawings, designs…. - A/V tape of performance - other		
Letters of validation that the experience took place (from supervisors, etc.)		
Letters of validation of the specific learning which resulted.		
Letters of validation or evaluation of the product.		
Proof of awards, commendations		
Official Job Descriptions		
Licenses		
Certificates		
Membership in professional organizations		
Course outlines, syllabi, assignments		
Books read on topic		
Other:		

FORM II – PLAR Portfolio Assessment Form (Faculty Assessor's Notes) PAGE _____OF _____

Student Name: _____Student Number: _____ Assessor's Name:_____

Course Title & Code: _____Program: _____ Date of Evaluation: _____

Please check

Course Learning Outcomes (to be completed by assessor)	Mastered	Not Mastered	Comments
			To what extent have the course topics been addressed? How has the student demonstrated mastery of the outcomes? To what extent does the student possess the knowledge, skills and attitudes covered in the course? Describe strengths/weaknesses.

Please check one of the following recommendations:

☐ Credit Award ☐ Credit Denial

Date: _____ Faculty Assessor Signature: _____

Copies: (1) To Student (2) Maintain copy

FORM III – PLAR Credit Denied

Student Name: _____Student Number: _____

Course Name: _____ Course Number:_____

Please check one of the following recommendations:

☐ Credit Denied   ☐ Unable to determine – follow-up required

Please check all of the following that apply:
(Please add any comments to the back of this page)

_____ Evidence is inadequate

_____ Narrative is too brief

_____ Evidence does not support knowledge of topics in course description

_____ Narrative is poorly written

_____ It is not clear how the knowledge was acquired

_____ Evidence supports only a limited portion of the course content, e.g. 25% or 50?

_____ Knowledge demonstrated

_____ Evidence is inadequate

_____ Student's knowledge lacks the breadth of the course

_____ Student's documentation is weak

_____ Please elaborate: _____

_____

_____

Date: _____   Faculty Assessor Signature: _____