

Manitoba: Living Laboratory for RAC

RAC 2009

Paris - January 19, 2009

Agenda

- Introducing Manitoba
- Evolution of RAC in the province
- Current system
- Highlights from the past
- Current initiatives

....(*terminology*)

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Manitoba, Canada

- Challenging geography
 - 650 sq km (UKx2)
- Diverse demographics
 - 1.18 m (712K in Winnipeg)
 - Labour force 624K (2007)
 - Aboriginals, EAL speakers (>270K)
- Diverse economy
- Federal political structure



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History of RPL in Manitoba

- 1980: PLA at Red River College (RRC)
- 1995: PLA Facilitator at RRC
- 1995: MPLAN
- 1997 Council on Post-Secondary Education (COPSE)
- 1997-2001: PLA Centre
- 2001: PLAR Policy Framework
- 2008: RPL brochure

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Current System

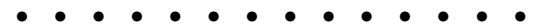
- 3 cornerstones:
 - PSE, Adult Learning, workplace
- Increased funding
- Linkage to Essential Skills
- Comprehensive PLAR practitioner training
- Ongoing liaison with MPLAN

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Essential Skills

(Literacy and more)

1. Reading text
2. Document use
3. Writing
4. Numeracy
5. Computer skills
6. Oral communication
7. Thinking skills
8. Working with others
9. Continuous learning



Provincial RPL Program Team (P3T)

P3T is a coordinating committee with the following mandate:

- Facilitate networking with other government departments
- Provide a venue to share approaches, expertise and program plans
- Act as an advisory group
- Ensures the department promotes & works within the policy framework document
- Coordinate the collection of information on RPL
- Liaise with Public Post-Secondary RPL providers
- Liaise with the Essential Skills Working Group
- Establish working groups to address particular RPL issues
- P3T supports the Department's PLAR Policy Framework

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RPL in Manitoba: Post-Secondary Institutions

- Council on Post-Secondary Education (COPSE) is a member of the Provincial PLAR Program Team (P3T) & MPLAN
- COPSE allocates \$65K to each public post-secondary institution as part of their operating budget on an annual basis (since 2005/06) for the development of RPL/PLAR

Adult Learning and Literacy: RPL Activity

- RPL plays a role in intake assessment at Adult Learning Centres (ALCs)
- RPL Advisory services
- Learning Plans
- Credits: Partial and full



<http://www.edu.gov.mb.ca/ael/all/>

Red River College

- One of the first colleges in Canada to implement PLAR (1980 - Nursing)
- Since 1993, close to 7300 assessments for 4250 learners across 60 programs
- High success: 86+% FT , 97+% PT
- National leader in delivering RPL training
 - > 500 have taken PLAR Foundation
 - Online delivery
 - RPL Practitioner Certificate



Red River College RPL Practitioner Certificate

The RPL Practitioner Certificate (300 hours) includes 6 courses:

RPL Foundation (40 hours)

Acquire the fundamental knowledge and skill to effectively implement RPL/PLAR. Learn about basic principles of RPL/PLAR; how to develop learning outcomes, sound assessment practices, the portfolio and other methods of assessment; the role of the Advisor, Assessor and Facilitator; and how to put RPL into context for development of a credible system. This course was formerly PLAR-1000 PLAR Foundation.

RPL Practitioner (Advanced) (60 hours)

Learn about adult learner focused organizations, innovation and quality in RPL, and how RPL supports adult learning and encourages organizational change. Explore the roles of the Advisor, Assessor, and facilitator and the processes and practices to maintain quality in RPL systems.

RPL Special Issues (40 hours)

Learn about the key issues in RPL practice and new innovative practices and trends in the RPL field. Gain experience with the development of project management skills, exploration of current research, implementation of RPL professional development, and qualification recognition. Explore additional related topics in the RPL field.

Train the Trainer: Portfolio Development (30 hours)

Learn about the development of a professional portfolio and the strategies for group facilitation of the portfolio development process. Learners will develop their own portfolios and learn key strategies to facilitate professional portfolio development with learners and clients.

RPL Independent Study (40 hours)

This course credit may be completed through the successful completion of relevant courses, workshops, seminars or other professional education related to RPL. Learners may choose a subject in their field of practice or interest, or may transfer in an approved credit from another post-secondary institution.

RPL Practicum (80 hours)

Gain hands-on experience through the 80 hr practicum.

or

RPL Capstone (80 hours)

Demonstrate learning from work and life experience (i.e., minimum 2000 hours/2+ years) in the RPL field through a Capstone project or complete a RPL process to prove prior learning for the Practicum/Capstone Project component of the Certificate.



Upcoming Courses 2008-09 (Classroom delivery = C, Distance delivery = D)

RPL Foundation Course

Fall 2008 (C/D)

Spring 2009 (D)

Summer Institute (one week - June 2009) (C)

Train the Trainer:

Portfolio Development Course

Winter 2009 (C/D)

RPL Special Issues Course

Summer Institute (one week - June 2009) (C)

For more information, please call **204.632.2065** or e-mail dblower@rrc.mb.ca
To register, please call **1.866.243.7073** or visit www.rrc.ca



Community Organizations and Initiatives

- Industry Training Partnerships (WPLAR)
- Working to Integrate Newcomers (WIN)
- Workplace Informal Learning Matrix (WILM)
- Learning Agents eStudios
- MPLAN

Workplace Prior Learning Assessment and Recognition (WPLAR)

- A committee of five:
 - 2 business, 2 labour, 1 government coordinator
- Oversee and guide the implementation of PLAR in industry
- Mandate for research, practitioner training, demonstration projects and awareness raising
- Funded by Industry Training Partnerships (MB Dept. of Competitiveness, Training and Trade)

www.wplar.ca



Some WPLAR Initiatives since 2001

- Early Childhood Education Program 2001 – 2002
- New Flyer Industries: Production Worker Skills Passport 2002 – 2004
- Boeing Competency Identification 2004 – 2006
- Heavy Equipment Operators: Essential Skills Initiative in the North 2006
- KitchenCraft: Phase 1: Job Reclassification using PLAR Principles 2007



Working to Integrate Newcomers (WIN) Pilot Project

- Collaboration of the Manitoba Sector Training Network (MSTN)
- Engage employers by building competency–based occupational profiles specific to employers/sectors
 - Technical skills, Essential Skills, language skills
- Assess skilled Newcomers – self, facilitated
- Provide gap training, re-assess
- Document competencies (hire)

Working to Integrate Newcomers (WIN) Pilot Project



Workplace Informal Learning Matrix (WILM)

- Research project by the Centre for Education and Work (CEW)
- Categorization of informal learning of:
 - Essential Skills, Workplace specific skills, Non-technical skills
- People evaluated their job, not themselves personally

WILM Example

C. Problem Solving

The position requires the employee to:

Factor	Level 1	Level 2	Level 3	Level 4
C1 Number of steps in a typical problem	1 step	Between 2 – 3 steps	Multiple steps	All steps have embedded sub steps
C2 Commonness of a problem	Problem is common and solutions regular	Problem has some unique factors	Problem is unusual	Problem is rare or unique
C3 Isolate source of the problem	Problem source easily identified; all factors identified	Most factors identified; however, some difficult to isolate	Few factors of the problem identified; difficult to isolate	Problem unique; factors difficult to isolate
C4 Recognize severity and urgency of problem	Severity and urgency immediately apparent	Severity and urgency needs some analysis	Severity and urgency may be uncertain	Severity and urgency is unknown
C5 Locate procedures	Procedures provided for problems	Procedures available if not readily accessible	Procedures may need to be modified	Procedure modification is essential to find solution
C6 Frequency of sequence	Sequence repeated regularly	Sequence sometimes repeated	Sequence rarely repeated	No sequence
C7 Recognize familiarity of sequence	Sequence highly familiar	Sequence familiar, but may need modification	Sequence familiar only through experience	Unfamiliar sequence



WILM Contents



CONTENTS

Working with Others	3
Oral Communication	5
Problem Solving	8
Decision-Making	11
Leadership Skills	14
Learning Skills	16
Workplace Culture	19
Accommodation to Diversity and Culture	22



WILM

www.wilm.ca

- Helps identify hidden learning
- Provides positive, clear information about jobs and job descriptions
- Guides HR management and training
- Provides avenues for thinking about workplace management structures
- Provides data for senior management about actual learning

Learning Agents eStudios



- Community Telecentre
- Collaborative Workshop Environment
 - Podcast Studios
 - Production & Facilitation Support
 - Mobile Capability



... *ePortfolio creation/enhancement platform*

Manitoba PLA Network (MPLAN)

- Community of Practice
 - informal networking for learning, performance support & work search
- Newsletter, mailing list, website
- PD and social events
- RPL champion: PEARL Awards, CAPLA
- Members participate in RPL research & implementation projects
- Community advocate, policy stakeholder, channel to the external world of RPL



MPLAN today

mbplar.ca

Our membership: 110-130 strong

– **Who are they?**

Education, community organizations, regulatory bodies, industry, government, sector groups, independent educators and consultants...

– **Where are they?**

- Winnipeg
- Rural Manitoba
- Saskatchewan

– **Next target for increased membership**

Industry, employers and HR professionals



“In conclusion...”

- RPL/PLAR (RAC!) has become the way we do business versus a “strategic initiative”
- Coordinating committee is critical to keeping up momentum and identifying gaps
- RPL/PLAR takes many different forms in response to need and comes to be seen as the recognition of prior learning
 - e.g. Career Development Initiative
- A motivated community of practitioners is crucial to making this policy work

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But wait, there's more...

CAPLA /RFL and the International Prior Learning Assessment Network (IPLAN)

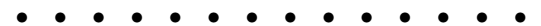
- To share ideas, experience and resources through a global network
- To support and champion a collaborative community and partnerships based on trust and mutual respect among colleagues
- To advance a common vision of recognizing all types of learning (experiential/informal, non formal and formal) on the individual and society

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IPLAN Goals

- Building a strong network of committed individuals to ensure that PLAR/RPL is viewed internationally as a key component of adult learning
- Identifying and openly sharing existing and emerging practices, strategies and resources.
- Developing a universal language for PLAR/RPL and adult learning practice
- Developing and agreeing upon principles of good practice in PLAR/RPL and adult learning that are symbols of quality practice

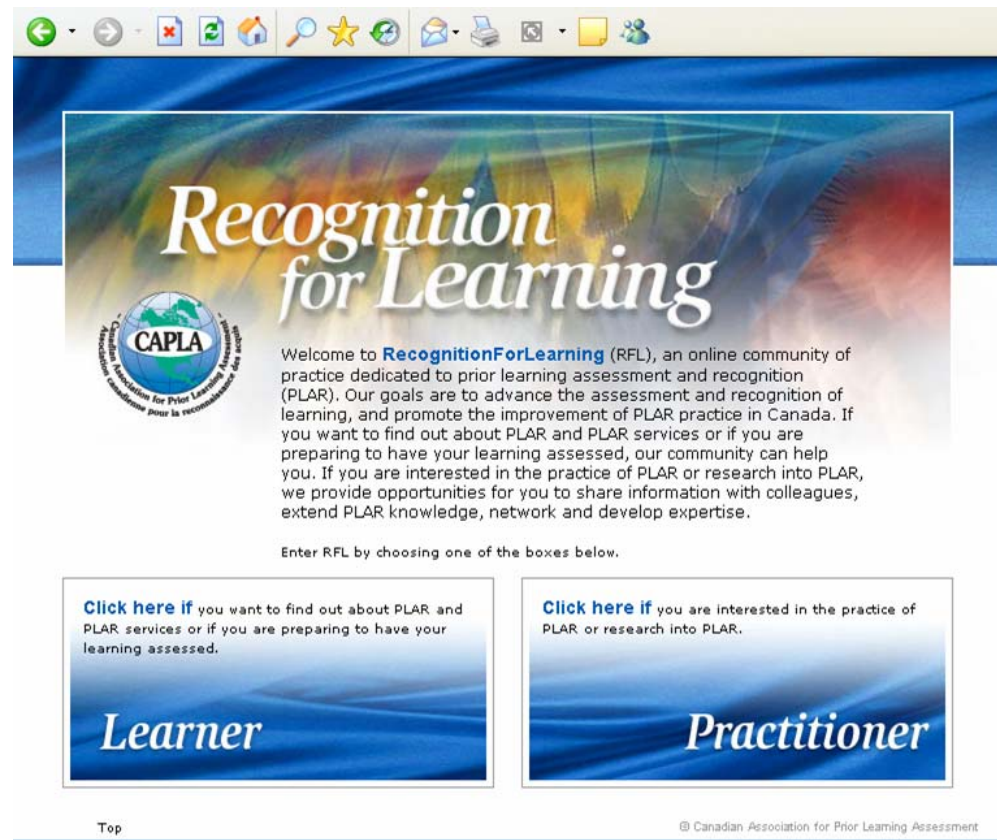
Contact gail.hall@recognitionforlearning.ca



RFL – an Exchange HUB

www.RecognitionForLearning.ca

(must join to participate in Discussion Forums)



The screenshot shows a web browser window displaying the homepage of Recognition for Learning (RFL). The page features a blue and white color scheme with a background image of a person's face. The main heading is "Recognition for Learning" in a large, white, serif font. To the left of the heading is the CAPLA logo, which includes a globe and the text "CAPLA Association for Prior Learning Assessment". Below the heading is a welcome message: "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." Below this message is a prompt: "Enter RFL by choosing one of the boxes below." There are two buttons: "Learner" and "Practitioner". The "Learner" button has a blue background and white text, and the "Practitioner" button has a white background and blue text. At the bottom of the page, there is a "Top" link on the left and a copyright notice "© Canadian Association for Prior Learning Assessment" on the right. A row of ten black dots is visible at the bottom right of the page.

Recognition for Learning

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

Top

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Links

www.plarinmanitoba.ca (www.rplinmanitoba.ca)

www.wplar.ca

www.edu.gov.mb.ca/ael/all/ (Adult Learning and Literacy)

www.copse.mb.ca

mbplar.ca (MPLAN)

learningagents.ca

wilm.ca

rrc.mb.ca (Red River College)

www.RecognitionForLearning.ca (CAPLA/IPLAN)



Manitoba: Living Laboratory for RAC

Don Presant

President, Learning Agents Inc.

Chair, Manitoba PLA Network (MPLAN)

don@learningagents.ca