### PLAR Portfolio Guide Table of Contents

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Introduction

The University of Regina and the Centre for Continuing Education are committed to lifelong learning. We take pride in assisting individuals to enrich their lives through education. One of the ways in which the University of Regina increases access to programming for adult learners is through the Recognition of Prior Learning (RPL) program. The RPL process – also referred to as Prior Learning Assessment and Recognition (PLAR) or Prior Learning Assessment (PLA) – is designed for people who have acquired significant knowledge and skills outside formal university classrooms. RPL is a “process of identifying, assessing and recognizing what a person knows and can do for the purpose of awarding academic credit” (Canadian Labour Force Development Board, 1999). This learning may be acquired through formal and informal study, including life and work experience, training, independent study, volunteer work, travel, hobbies and family experiences. In some cases skills training and personal and professional development, which has not led to a credit degree, certificate, or diploma, can be recognized through RPL.

Initial Decisions

When you are ready to prepare a portfolio, a number of decisions will need to be made regarding how to put the portfolio together. This document contains a step-by-step procedure including checklists and tips about how to make an effective learning portfolio, but before you get started on your portfolio, you should contact the University of Regina RPL Centre to meet with a mentor. You can contact the RPL Centre

- By telephone: 306-585-5807
- By email: learnmore@uregina.ca

An RPL mentor will help you to identify relevant learning to help determine whether a course-based portfolio, program-based portfolio or a combination thereof will be required, and help you to prepare and present evidence for assessment. Assessors, who are usually faculty members or other subject-matter experts, will judge evidence and make an assessment decision using differing sources of evidence and provide feedback. The RPL mentor will communicate the assessor’s decision and feedback to you. The assessor usually remains anonymous.

Course-based portfolio: The course-based portfolio allows you to demonstrate and present your prior learning in the context of specific courses at the University of Regina. The RPL mentor can assist you in identifying which courses most closely match your learning. Once you have identified these courses, the RPL mentor will obtain the expected learning outcomes of each course for you. You will use these expected outcomes to target and focus the presentation of your learning.
Program-based portfolio: Some programs at the University of Regina may accept program-based portfolios. A program-based portfolio allows you to demonstrate your prior learning more broadly in terms of the competencies expected by your program. The expectations associated with each program are outlined in a set of criteria determined by the applicable faculty and Department.

Regardless of whether you choose a course- or program-based portfolio, the portfolio should include the following elements (which will be described in greater detail in the following steps):

1. Portfolio Declaration
2. Title Page
3. Table of Contents
4. Resume
5. Educational plan and career goals
6. Autobiographical essay
7. Critical Reflection on Learning Essay
8. Verification of Learning Chart
9. Supporting Documentation and Artifacts

**Hints From Assessors**

Applicants should be clear about what they are asking of the assessor. Usually there is a statement that they hope to secure PLAR credit at the U of R. It would be great if they could indicate up front what aspects of their experience (e.g., previous courses, continuing education, work experience, etc.) they see as qualifying for prior learning credit. Sometimes, it seems that some applicants tell us everything that ever happened to them, hoping that something sticks in our minds. It would be great if they could be a bit more direct and also speak of the issue of writing as an active learner.
RECOGNITION OF PRIOR LEARNING
Prior Learning Assessment and Recognition (PLAR) Submission

Name: ___________________ Student Number: ___________________

Address: ___________________ Telephone: ___________________

___________________ Fax: ___________________

Email: ___________________

COURSE(S):

University of Regina

Main Campus: 3737 Wascana Parkway
Regina, Saskatchewan S4S 0A2

College Ave. Campus: 2155 College Avenue
Regina, Saskatchewan S4S 0A2

Date: _________________ Signature: _________________
2: Cover and Title Page

The title page is the first page of the binder, and must contain the following information:

- A title (what it is)
- Your full name (who wrote it)
- Your UofR student number
- The name of your program and department
- Your address
- Your telephone number(s)
- Your e-mail address
- The date

Note that the title page is not numbered.

The Cover page should be inserted into the plastic overlay pocket on the front of the binder. The cover page allows for, but does not require, a more creative touch (e.g. in graphic layout, display of photos, etc.).
3: Table of Contents

The Table of Contents is a very important piece of the portfolio as it allows assessors to find their way easily through the document. A table of contents lists the various sections and their page numbers. The content sections should be separated with clearly labelled tabs or separators and numbered with Arabic numerals (e.g., 1, 2, 3, 4). Two sample tables of contents are presented below, which reflect the two different organizational styles outlined in the section above.

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4: Résumé

Your portfolio should include an up-to-date résumé. Your résumé should be clear, factual, concise, and well laid out. The information within each section of it should be presented in reverse-chronological order; that is, your most recent accomplishments should be stated first.

Your résumé helps the assessors trace your educational and career history and may help to put some of your learning claims into context. Designing an effective résumé is another way to help the assessors understand your learning history.

There are many acceptable résumé styles. Information on how to create an effective résumé and several samples of effective résumés in a variety of styles are available on the Internet. For assistance finding good resume guides, please contact the PLAR mentor or the University of Regina’s Career Centre: Room RC 163, Telephone 306-585-5161, e-mail: student.employment@uregina.ca.
5: Career Goal and Educational Plan

A short two- or three-paragraph statement of your immediate goal and the reasons that you have chosen it will help the assessors know your educational focus. This statement shows them that you have a plan and have considered the steps you will need to take to attain your goal. An excerpt from a statement of career goal and educational plan follows.

Career Goals and Educational Plan

I now have time to formally learn more about the origins of the labour movement and how better to advocate for social justice. It is my immediate goal to register with the Centre for Continuing Education at the University of Regina and to submit a portfolio of my prior learning for assessment toward credits in the Public Relations Certificate program. Then, I hope to complete this certificate by finishing the number of credits required. My ultimate goal is to become the provincial communication officer for our union. I feel that acquiring official recognition of my knowledge and skills through the UofR Centre for Continuing Education will help me realize this dream. My experience in producing the union newsletter has given me the desire to advocate for social justice in the workplace using this and other communication media. An informed membership is able to make better decisions on their behalf. I am excited that I am able to work toward this dream while staying in my home community with my family and friends, and while I continue working at my job. The opportunity to gain university credit for my prior learning by submitting a portfolio for assessment makes it possible to begin moving toward my goal.

Hints From Assessors

I encourage all applicants to write in active voice. I like to see the applicant say: “This is what I know and this is how I know it.” (Editor’s note: The active voice uses verbs like this: “I noticed that...” In contrast, the same statement in passive voice would begin: “It was noticed that...” The passive voice is not as powerful, straightforward or effective as the active voice.)
6: Autobiographical Essay/Personal Narrative

A short, two-to four-page summary of your life story begins your portfolio. It tells the assessor how you became the person you are now (attitudes and behaviour), what things you did to gain what you know now (knowledge), and what you can do (skills). It is important for the summary to show how you and your abilities are connected to the kind of work you are doing now and what work you hope to do in the future.

Drafting the Autobiographical Essay/Personal Narrative

Brainstorming

To begin the process of drafting this document, think about your life as having three stages: the past, the present, and the future. It is important to look backward to understand the future. Our personality traits, skills, and aptitudes, as well as the roots of our present ambitions and abilities often can be found in our childhood. Consider your past: what skills and preferences - those you were born with or that emerged early in life-surfaced in your early work experiences. What did you learn about yourself, for example, in the way you approached learning to ride a bike? Did you struggle to keep at it until you could do it in spite of scraped knees? Did you fall down and then ask the adults in your life to help you until you learned through group accomplishment?

What you are trying to achieve in making this personal review is a recognition of the type: “Yes, this is me. I’ve been like this from day one” or “Oh, I forgot I started being interested in that in my early teens.”

For example, some personal beliefs and values may centre on such things as the importance of strong family ties, learning as a top priority or an interest in human rights as well as racial, gender, and equality issues. The point is to record anything from your past that reveals something about who you are now: significant events, interests, activities, concerns, hopes, qualities and characteristics.

It may help organize your thinking about the past to break it into time segments, such as: age 0-5, 5-10, 10-15, 16-20, 20-30, 30-40, and so on. The following is an example of a set of questions you could ask yourself about your development within one time segment:

For each of the segments of your life, try to recall what kind of person you were. What was important to you? What were some major events or changes that you experienced during this period? How did you approach difficult problems or decision making? Were you employed or doing volunteer work, and how did these experiences say about what you now believe, how you approach a task and the kind of work
you choose to do? Were you involved in other activities? What kind of personal and social relationships did you have, and how did they affect you?

Don’t forget to consider your present. What is significant in your life right now?

Look to your future. What goals do you want to achieve in the next year, or the next five years or ten years? What life stages will you enter into? How do your past and your present influence your goals, and how will you achieve them?

Putting it Together

By reflecting on your past in this general way, you may uncover some details of how your past is connected to your present and to your future goals. Remember that the purpose of this exercise is to explore the ways that your past has created the person you are now. Don’t get bogged down in details of your past: while some parts of your past were critically important to your development, many will not be relevant to the story that you present in your autobiographical essay.

Hints From Assessors

Applicants need to find a balance in their personal chronologies between providing relevant information concerning their personal development and providing lengthy descriptions of events that may be tragic but of questionable relevance. For example, some applicants have included information, ranging from disclosures of past abuse to the documentation of family holidays, which was of questionable relevance to me as an assessor. If applicants think such information is relevant, then they need to demonstrate why.

To write your autobiographical essay, summarize the points that you just spent time brainstorming. Keep it brief but explain how you became the kind of person you are now (attitudes and behaviour). Describe your interests and how these influenced you to learn the knowledge and skills you have today. How did you decide to enter the kind of work you do now? Where do you want to go from here?
7: Critical Reflection on Learning Essay

The critical reflection should *frame the issue* of your learning; that is, it should extract from all other pieces of your portfolio the critical importance of your learning-to your understanding of your past, your present, your future and especially to your quest for credit toward a University of Regina credential. It allows you to set the tone for how you want the assessors to consider you as a learner. It does not have to be very long, perhaps only 500-750 words (two to three pages, double spaced in 12 point type).

Your critical reflection essay should contain several critical incidents. A critical incident is an important occasion that has created a memorable opportunity for learning. An example of critical incident learning follows.

*June’s Story - Critical Incident Learning*

June, age 24, who was enrolled in an education program at university planned to apply to graduate school to become a counselling psychologist. She wanted to work with children who were experiencing difficulty in their home lives. One evening, when she and her husband were at his ball practice, he hit a fly ball out of the park, and it struck a windshield of a car, shattering it. The driver was not in the car, so they left a note explaining what had happened and giving their contact information for follow-up. The owners of the car were very angry (although they had been parked in a no-parking zone, probably because of its proximity to the ball diamond) and threatened to sue June’s husband. As both June and her husband were at school, they were relatively poor and the thought of facing a legal battle terrified them. June had a summer job working with legal documents at the local university, and she began to research this kind of issue. The more she looked into her rights and the situation they were in, the more knowledgeable she became. Ultimately, June wrote a letter to the car owners, explaining the legal issues relevant to this incident. In the long run, after the incident was satisfactorily resolved, June changed her ambition and decided to become a lawyer. She applied to law school, got accepted and graduated with a law degree three years later. The broken windshield incident was obviously a critical incident for June. If she were to write about it today, she would discuss the feelings of upset and helplessness she felt in thinking about being sued. She would reflect on the strong and not always reasonable emotions that arise in the incidents of property damage. Even now, as a practicing lawyer, she tries to put herself in the position of injured clients when they first arrive in her office.
How to Write your Own Critical Reflection

1. From the brainstorming you did to create your autobiographical essay, select several meaningful critical incidents that you can further elaborate on.
2. Describe the impact and effect of these incidents on your growth. Keep focused on the effect of these incidents on your learning and your decision-making. Refer to the effects of these incidents on subsequent life events.
3. Ensure that you make connections between the significant events that you describe. For example, if the first job you ever held, when you were 17, was in a drugstore, and you learned a lot about interpersonal communication from your interactions with others during that time, make sure that you bring that learning forward and refer to the ways that that learning stayed with you or contributed to future learning.
4. Use your learning statements within the body of the essay to connect your incident to your learning. (For more on learning statements, see SECTION 8 – Verification of Learning Chart).

The Critical Reflection on Learning Essay will differ from the autobiographical essay/personal narrative in these ways:

- It will not tell your life story.
- It will not necessarily be written chronologically.
- It will focus on connecting, analyzing and interpreting your life’s critical learning incidents.
- It will present a high-level, overarching view of your learning.
- It will pull together the past, present, and future.

Hints From Assessor:

Portfolios which follow the tell-everything-hoping-something-sticks approach in every section are often repetitive. The best portfolios that I read find a way to make each section new and relevant to the issue at hand.

More about the Critical Reflection on Learning Essay

Critical reflections are difficult to write because they require a lot of thought and organizational ability. They draw from information already presented in other ways in other places in the portfolio. Not everyone will choose to take the time to write such a piece. You will not be penalized for not writing one, but including one can be advantageous if the critical reflection is well done. Taking time to write such a critical reflection can also be useful to you in thinking deeply about your life and about how or why you became the person you did.
8: Verification of Learning Chart

The verification of learning chart is an extremely important part of your portfolio, because it clearly lays out the requirements of the courses for which you are trying to gain credit, and how you have already met those learning requirements. Your verification of learning chart should be set up as shown below, with a separate row for each learning requirement.

<table>
<thead>
<tr>
<th>Course learning objectives/outcomes</th>
<th>Learning statements</th>
<th>Origin of learning (where/when learning occurred)</th>
<th>Supporting documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hint: Gather as much information as possible about the content of the course. Start with the course description or print calendar, but most useful is more detailed course learning objectives (what a student should know after taking the course).</td>
<td>Hint: Learning statements form the core for the portfolio. The section below details how to write effective learning statements.</td>
<td>Hint: identify the place and time of the learning. Any location or date can be used more than once in your verification of learning chart</td>
<td>Hint: wherever possible, make reference to supporting documentation that provides evidence of the learning that you have claimed. Using tabs and cross-referencing are useful tactics to make your supporting documentation easily accessible for the assessors.</td>
</tr>
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Documenting Your Learning by Writing Learning Statements

The learning statements are the heart of the portfolio. Through consideration of these statements, assessors will determine the breadth and depth of the knowledge that you are claiming. To create your learning statements, you must re-examine the experiential learning that you have identified and organize it into clusters that match up with course or program criteria. The following guidelines will help you understand what kinds of things you should include in your learning statements.

Developing Your Learning Statements

Your learning statements should be accurate statements of your experientially acquired knowledge that are clear and consistent and bear a similarity to educational objectives. The learning to be assessed must have been acquired prior to your involvement in your current university program. That is, the process focuses on learning gained outside and before the student entered the University of Regina.
Bloom’s Taxonomy

To help you in this task of describing your learning, you will find it beneficial to use a specific vocabulary that is based on the work of Benjamin Bloom, an educator who developed a classification of six levels of intellectual behaviours or educational objectives, with a list of words that describe the depth of understanding for each level.

**Level 1: Knowledge** (specifics, universals, abstractions)
Verbs: know, define, memorize, repeat, list, recall, name, relate

**Level 2: Comprehension** (translation, interpretation, extrapolation)
Verbs: restate, discuss, describe, explain, express, identify, locate, recognize, report, review

**Level 3: Application**
Verbs: apply, employ, illustrate, demonstrate, use translate, practice, operate, schedule, shop, sketch

**Level 4: Analysis** (of elements, relationships and organizational principles)
Verbs: distinguish, analyze, differentiate, appraise, calculate, relate, experiment, test, compare

**Level 5: Synthesis** (production of a plan or proposed set of operations, derivation of a set of abstract relations)
Verbs: compose, plan, propose, design, formulate, arrange, assemble, collect, construct, create, set up, manage, prepare

**Level 6: Evaluation** (judgements of internal evidence and external criteria)
Verbs: judge, appraise, evaluate, rate, compare, value, revise, score, select, choose, assess, estimate, measure

As you examine the taxonomy, you will notice that verbs such as *name, relate, and define* in level 1 describe what we may consider less sophisticated activities or than *evaluate, compare, or assess* in level 6. Whether your learning occurred at an advanced or introductory level, ensure that you have described it accurately.

**Assessing the Effectiveness of your learning Statements**

The strongest learning statements satisfy three criteria:

1. **Learning statements are stated in terms of learning rather than of experience.** If you wrote that you “did accounting for four years,” the readers of the portfolio could not judge what you learned from the experience.

2. **Learning statements contain an appropriate degree of specificity.** If you wrote that you knew accounting principles, your statement would distinguish your learning in accounting from learning in other areas, but it would not reveal to the readers of the portfolio which principles you know. From your learning statements, the readers should be able to judge,
for example, whether you know basic or advanced accounting or whether you are a
specialist in a particular aspect of accounting such as taxes or costing.

3. **Learning statements generalize learning outside the context in which it was learned.** For
elementary, you may know the personnel procedures of the company at which you work. In
the portfolio, you want to present this learning in a way that lets the reader know whether
your knowledge in this area is broad enough, or general enough, to be useful in another
company.

To test your understanding of what makes a strong learning statement, read the following pairs of
sample statements, and select the learning statement you think is stronger

**Sample Learning Statements**

1. a. Counselling both short- and long-term clients in an out-patient setting.
   b. Differentiated between clients needing short- and long-term counselling to determine
treatment plan
2. a. Demonstrate ability to fully utilize the computer keyboard.
   b. Knowledge of all the keys on a computer keyboard.
3. a. Organize lesson plans for days, units and semesters with the amount of detail related to the
   length of the plan.
   b. Develop lesson plans for elementary phonics program.
4. a. Have followed business trends through a two year subscription to The Wall Street Journal.
   b. Analyze business trends and determine their causes and how they affect the company.
5. a. Can work with diesels as well as carbureted and fuel-injected engines.
   b. Compare and contrast the functions of diesel, carbureted and fuel-injected engines.

**Answers**

1. Statement ‘b’ is stronger. It gives a better sense of the purpose for the counselling and
generalizes the person’s knowledge. It reflects a skill that can be applied somewhere other than
in an out-patient setting.
2. Statement ‘a’ is stronger. It uses a Bloom verb (demonstrate) to describe how the knowledge
can be applied (the behaviour that shows the knowledge).
3. Statement ‘b’ is stronger. Statement ‘a’ is unclear and fails to give a sense of the larger concept
of a lesson plan. In addition, organization and development are two different behaviours.
   Development is a more advanced process and may better describe the learning.
4. Statement ‘b’ is stronger. ‘Have followed’ describes experience, not learning.
5. Statement ‘b’ is stronger. Statement ‘a’ does not tell what one needs to know to ‘work with
diesels,’ etc.
9: Supporting Documentation and Artifacts

Your support materials will back up your learning statements with evidence, and you should approach this section with your learning statements in mind, to ensure that all the supporting material you provide is relevant to the credit you are trying to gain.

Hints From Assessors

Learners need to ensure that they understand what it means to demonstrate and what counts as providing sufficient evidence to illustrate the knowledge that they have instead of simply asserting that they do in fact have this knowledge. Offering some examples is always beneficial – it is a good idea to provide three or more relevant pieces of documentation for each competency, so that your evidence is triangulated.

To help you gather materials and brainstorm the types of materials which could be useful to your portfolio, complete the following checklist. Make copies of relevant materials and try to obtain materials you don’t already have if possible – for example, your employer or supervisor may have records from your job or volunteer position that would be useful.

Checklist for Gathering Materials

Non-Credit Courses

☐ Report cards, diplomas, certificates or attestations from educational institutions or other organizations you attended for non-credit programs
☐ Records from attending training or specialization programs for your jobs or volunteer positions
☐ Letters of verification from your teachers describing what you know and can do and your level of performance as a student, leader, or assistant
☐ Finished products, such as audio or video recordings or computer programs that show your achievements in courses

Paid Work (Full or Part Time)

☐ Job descriptions for the positions you occupied
☐ Files describing the nature of your work and the time you’ve spent doing this work
☐ Performance evaluations
☐ Letters of reference, recommendation, or other letters of verification from your employer, a supervisor or clients
☐ Newspaper or magazine clippings that mention your ability
☐ Documents that can help prove your competence
☐ Finished products, such as photographs, audio or video recordings or computer programs that prove our ability to do something

Unpaid Work (volunteer work, homemaking, etc)

☐ Job descriptions for the positions you held at volunteer organizations
☐ Descriptions of your work and the time you spent doing this work at volunteer organizations
☐ Performance evaluations
☐ Letters from the organization, your supervisor, colleagues or clients congratulating you on your work; letters of verification for your work
☐ Official commendations for your work
☐ Newspaper or magazine clippings that mention your ability

Leisure, Travel and Sports Activities

☐ A list of the prizes, awards, trophies or any other form of commendation that you received for your leisure activities
☐ Old or current passports
☐ Your travel journal (e.g., vacationing in another country to learn more about specific areas of interest)
☐ A list of the countries you visited
☐ A list of your interests and hobbies
☐ A list of the prizes, awards, trophies, medals or letters of congratulations received for your participation in recreational activities

Life Marker Events

☐ Records of anything that happened to you that sparked your interest in your proposed field of study
☐ Documentary proof of the events that had a significant impact on your life (For example, any special awards, medals, honours or certificates connected to your activities)

You can also present finished products as verification. If your supporting documentation includes finished products, such as video or audio CDs, each finished product must be accompanied by an information sheet. The following guidelines apply to submitting finished products:

- Each video or audio CD should be a short segment showing each particular learning or skill
• Each video or audio CD must be labelled with your name, the topic and the length in minutes
• The information sheet accompanying the product should include the date, the topic, the names of the people who participated in the creation of the product (producer, assistant, etc.) and the copyright number if any.
• You must be prepared to present the original product upon request

A Note on Letters of Attestation

The assessors rely heavily on letters of attestation, so they must speak clearly about your learning.

Know that this letter will be used for assessment of your learning. It is not a letter of recommendation or a reference letter – we are more interested in verifying your learning than in predicting your future performance.

Give the writers of your letters of attestation the following details, so they know what information to give the assessors to help you verify your claims. The writer of a letter of attestation must

• Know you and mention you buy your full name in the letter
• State his or her relationship to you (e.g., employer; supervisor)
• Write the letter on the official letterhead stationary of his or her company or organization
• Have first-hand knowledge of the particular activity or knowledge that he or she is writing about
• Explain the context of the experience – the who, what where, when (and for how long), and why of the activity
• Focus the letter on the duties, responsibilities, and tasks included in the activity
• Describe and explain your learning
• Be able to give his or her assessment of your learning using qualifiers such as average, above average, or exceptional
• Use examples whenever possible to illustrate the standards he or she has used to evaluate you and your performance, such as “performed at the same level as my other employees who possess a bachelor’s degree”

If you are using large documents as supporting documentation, insert only the pertinent aspects of these documents in the portfolio. Ensure that the original document is appropriately referenced. Please keep pictures to a minimum and use only if relevant to learning. Make sure that references to any individuals or pictures of individuals are accompanied by appropriate permissions. Alternatively, remove identifying information from the portfolio.
10: Assembling Your Portfolio

Physical elements:

- Use 3-ring binders
- Create 2 copies of your portfolio: one to submit for assessment and one to keep for yourself
- Use tabs to divide the sections of your portfolio. The tabs should be clearly visible and have identifying numbers or letters on the front and back of the tab
- Do NOT use plastic page protectors or paper clips
- Use an easy to read sans-serif font, such as Calibri, Arial, or Tahoma. Keep the text uniform, size 12, bolded only to identify categories.
- Please double-space your text.

You have some flexibility in choosing how to assemble your portfolio, but you have only one chance to make a good impression on assessors who do not know you. How your material is presented is important. The most popular styles are:

- **Course-by-course:** Put the sections together in a logical order, more or less following the order of the parts listed in this guide. In this model, all of the documentation is presented at the end of the portfolio. This style requires the assessors to flip back and forth the different parts of the portfolio, so organization and clear labelling are key. Divider pages should be clearly tabbed and colour-coded to make your organizational structure clear.

- **Program-based:** Assemble material related to each program learning criterion separately, so that the learning statements written in fulfillment of each criterion are accompanied by the relevant documentation. Some assessors prefer this method as it keeps related learning material together in one place. See the second sample table of contents in Section 3 of this guide for an example of how a portfolio might be organized in this way.

Whichever style you choose, to help the assessors move efficiently and easily through your work, your portfolio should be

- Double-spaced for easy reading
- Spell-checked
- Neat, clear and concise
- Organized in a logical, chronological way (i.e., earliest to latest material)
- Attractively formatted
- Clearly labelled with tabs separating the different sections
- Page numbered on each of the page excluding the title page and supporting documentation
- Labelled with your name and student ID# at the top of each page excluding supporting documentation
11: Reviewing and Submitting Your Portfolio

Before submitting your portfolio:

1. Do a final review of the entire document to check
   - Page numbering
   - Spelling
   - Grammar
   - Consistency of style
   - That the sections are in the correct order
   - That you have included all copies of necessary verification
   - That your signature is on the cover page

2. Make the appropriate number of copies (usually 2) of all parts of the portfolio

3. Keep one copy of the portfolio for your records, for possible revisions or for future use. Mail or drop off the other copies to:

   Recognition of Prior Learning (RPL) Centre
   Credit Studies Division, Centre for Continuing Education
   University of Regina
   College Avenue Campus
   2155 College Avenue
   Regina, Saskatchewan S4S 0A2

Please ensure that you have sufficient postage and that your return address is clearly visible on the outside of the package. The RPL Centre does not return portfolios.
12: Electronic Portfolios

Students have the option of creating and submitting an electronic portfolio. To find out more information about submitting your portfolio electronically, please contact the Recognition of Prior Learning Centre.

13: Portfolio Assessment and Assessors’ Feedback

When your portfolio arrives at the U of R’s Recognition of Prior Learning Centre it will be reviewed for completeness and appropriateness and a copy will be sent to the faculty to be assessed. A faculty member or other appropriate subject matter expert will assess your submission. In most cases, you will not know who is assessing your portfolio. The assessor will forward your submission to the Dean, Associate Dean, or Department Head for review and approval. When the assessment is complete, the RPL Centre will

- Receive and assemble the assessors’ comments
- Notify you of the outcome and forward assessor feedback
- Notify the Registrar’s Office to ensure that you are awarded the appropriate number of academic credits.

Following completion of this process, you may appeal the outcome if you are dissatisfied with it. Contact the director of the RPL Centre to enquire about the appeal procedure.