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 may want to contact the University of Regina RPL Centre to meet with the mentor. You can contact the RPL Centre

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

It is always a good idea to speak with an academic advisor or department head in your faculty or department before beginning to prepare a portfolio. The faculty advisor and the RPL mentor will help you to identify relevant learning to help determine what course(s) to apply for and help you to prepare and present evidence for assessment. In some cases, it could be recommended that students apply for a block of general or elective credit, but usually students challenge existing UofR courses via PLAR.

While you are putting a portfolio together, the RPL mentor can give you some initial feedback on your portfolio before you submit it for assessment. While contacting the PLAR mentor is not required, it is highly recommended to ensure your best chance of being approved for PLAR credit.

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.

The portfolio allows you to demonstrate and present your prior learning in the context of specific courses or learning outcomes 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.

While this Guide provides you with guidelines and suggestions, you are welcome to diverge from the structure presented here, though the following elements are good to include:

1. Portfolio Declaration Page
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

Portfolios are only accepted electronically. Electronic portfolios may be submitted by email in a Word or PDF document, in a .zip file (for multiple separate documents), or hosted on a password-protected blog, via Google Docs, DropBox, etc.

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 portfolio, and must contain the following information:

- A title (What course/credit you're applying for)
- Your full name
- 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 first page of the portfolio. The cover page allows for, but does not require, a more creative touch (eg. 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 separate documents or clearly marked sections of the document. Two sample tables of contents are presented below.

Sample #1 is a good choice for students who are challenging a particular course or courses via PLAR. Sample #2 is a good way for students to display their learning for general or elective credit.

Table of Contents (Sample #1)

Resume	Page 1
Education Plan and Career Goals	Page 3
Autobiographical Essay	Page 4
Critical Reflection on Learning Essay	Page 8
Verification of Learning Chart	Page 18
Supporting Documentation	Page 20
Letters of Attestation	Appendix A
Job Descriptions	Appendix B
Certificates of Achievement	Appendix C
Transcript	Appendix D

Table of Contents (Sample #2)

Resume		Page 1
Autobiographical Essay		Page 4
Career goals and Education plan		Page 8
Critical Reflection on Learning Essay		Page 9
Criterion 1	Ability to work in teams (Learning statements) Support letters A and B Published newspaper articles and photography samples Research Skills for Writers course online	Appendix 1
Criterion 2	Ability to plan and execute projects (Learning statements) Advanced Reporting course outline Support letter C Published newspaper samples	Appendix 2
Criterion 3	Ability to act on own initiative (Learning statements) Writing sample Support letter D Supporting published newspaper article	Appendix 3
Criterion 4	Ability to develop and maintain good working relations (Learning statements) Job description with supporting published article Support letter E	Appendix 4
Criterion 5	Ability to think clearly and arrive at logical conclusions (Learning statements) Five published newspaper articles Support letters F, G and H	Appendix 5
Criterion 6	Ability to develop and attain professional goals (Learning statements) Written evidence outlining goal development Support letter I Faculty development certificate Support J and K	Appendix 6
Criterion 7	Ethical conduct (Learning statements) Explanation of ethical conduct Membership in Canadian Association of Journalists Support letter L	Appendix 7

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: https://www.uregina.ca/careercentre/ses/students/resume/resumes-cvs.html. There are also many good resources online such as the Purdue Writing Centre at http://owl.english.purdue.edu/owl/resource/719/1/

5: Career Goal and Educational Plan

A short **two- or three-paragraph** statement of your immediate goal and the reasons that you chose 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. 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 my degree program 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.

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 personal journey to where you are now is a good way to start 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). The personal narrative should be **directly related** to how you ended up with the knowledge and skills you have now as they relate to this portfolio and your program of study. 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.

This section is not required, but provides you with a way to explain how you ended up on the career and study path you have. It is an opportunity for you to discuss learning that has occurred for you outside of work or volunteer experience or other professional development.

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 were some major events or changes that you experienced in your personal life that led you to working in your field? How did you approach difficult problems or decision making? Were you involved in other relevant 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?

June's Story - Critical Personal 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.

Putting it Together

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 is one of the most important parts of the portfolio. It 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.

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

How to Write your Own Critical Reflection

1. From your work experience, volunteer experience, and other professional development, select several meaningful critical incidents that you can further elaborate on. These incidents should highlight the kind of work you do and display your learning and knowledge.
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. Measure these things against the learning objectives for the course you are challenging. You may look for further hints throughout the course syllabus.
3. Ensure that you make connections between the significant events that you describe and their relationship to the expected learning of someone who has taken the course you are challenging.
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 against the expected learning outcomes for the course or program.
- It will present a high-level, overarching view of your learning.
- It will pull together the past, present, and future.
- It will place your experiential learning in the context of the academic conversations of the discipline you are studying.



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.

8: Verification of Learning Chart

The verification of learning chart is a good summary 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.

Course learning objectives/outcomes	**Learning statements**	**Origin of learning** (where/when learning occurred)	**Supporting documentation**
Each course should have a list of learning objectives that are clearly stated on the course syllabus. Those learning objectives should be placed in this column.	Learning statements are succinct and to the point. The section below details how to write effective learning statements.	Identify the place and time of the learning. Any location or date can be used more than once in your verification of learning chart	Hint: wherever possible, make reference to supporting documentation that provides evidence of the learning that you have claimed. You can refer to any parts of your portfolio that will give the assessor more information, even your Autobiographical Essay or your Critical Reflection.

See Appendix A for a sample Verification of Learning Chart.

Developing Your Learning Statements

Your learning statements should be accurate statements of your experiential learning that are clear and consistent and bear a similarity to educational objectives. Remember, though, you do not want to rely heavily on learning that has taken place in other university-level courses you've taken. You should connect your prior learning to theoretical concepts, but you are not going to be awarded credit for classes you've already taken.

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 example, 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. Counselled 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. Demonstrated 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 supporting 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**.



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. If you have many of these, consider just including a list.
- ☐ 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, 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 should be a short segment showing each particular learning or skill
- The information 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, colleague)
- 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”
- Be signed by the writer, and include any credentials

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

Portfolios:

- Can be submitted by email in a Word doc or PDF or, if you have several documents, in a .zip file
- Can be submitted via DropBox, Google Docs, etc
- Can be hosted on password-protected blog platforms

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 in important. 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. Organization and clear labelling are key. To help the assessors move efficiently and easily through your work, your portfolio should be

- Double-spaced, as with any academic paper
- Spell-checked
- Neat, clear and concise
- Organized in a logical, chronological way (i.e., earliest to latest material)
- Attractively formatted
- Clearly labelled with headings separating the different sections, or in separate documents named appropriately
- 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. Keep one copy of the portfolio for your records, for possible revisions or for future use. Email your portfolio to CPD@uregina.ca.

Please ensure that you have sufficient postage and that your return address is clearly visible on the outside of the package.

12: PLAR Fee

There is a fee for assessment. The fee is currently $288 (as of Spring 2021). Once you submit your portfolio for assessment, the fee will be applied to your account in UR Self Service, just like tuition.

13: Portfolio Assessment and Assessor 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

- 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.



Applicants should be clear about what they are asking of the assessor. Usually there is a statement that the student hopes 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.

Practicum Learning Objectives	Learning Statements	Origin of Learning	Supporting Documentation
The statements in this column are taken directly from the list of learning objectives in the course syllabus you are challenging via PLAR: Broadening human service experience by engaging with and assisting social workers in direct practice.	1-3 sentences to summarize your learning in relation to each objective. See PLAR guide for more information.	Where the learning occurred. For example: Ranch Ehrlo, Team Lead Volunteer Work, Carmichael Outreach Life Experience	Where the reader can find more information in your portfolio. For example: See Job Description, Appendix A. See Autobiographical Essay. See Critical Reflection on Learning.
Demonstrate an understanding of the effective use of self.			
Examining personal value biases, emotional reactions and the impact they have on others.			
Apply reflective and critical thinking to the self and the			

practicum experience within the context of the placement, client population and emerging practice issues.			
Apply reflective and critical thinking to social policies and their influence on the agency, clients and community.			
Apply reflective and critical thinking to theories of social work practice.			
Apply reflective and critical thinking to diversity and forms of oppression.			