

# WPLAR Initiatives 2001-2007

## Project Catalogue

For more information, please contact:  
WPLAR Coordinator: [Sandi.howell@gov.mb.ca](mailto:Sandi.howell@gov.mb.ca)



## ***WPLAR Initiatives 2001-2007***

### **Articulating Workplace Outcomes**

*2001 – 2003*

This project was undertaken to determine the outcome of Essential Skills workplace training and to develop a system to relate those outcomes to credit given for high school equivalency at Adult Learning Centres. During Phase 1 and 2, considerable work was done with Adult Learning Centres to identify the outcomes of school initiated course which are predicted to have the greatest relationship to workplace Essential Skills training. Phase 3 saw a greater focus on the workplace itself, including the identification of potential connections and preparing workplace Essential Skills instructors for this type of system. The project partners included the National Literacy Secretariat, Industry Training Partnerships, and Adult Learning and Literacy.

### **BALC Apprenticeship Dual Credit Program: Developing a PLAR Process to Link the Trade of Carpenter and the Mature Student Diploma**

*2005*

This project compared the outcomes of the Apprenticeship curriculum for the trade of Carpenter with the S1-S2 Language Arts and Math curricula to determine opportunities for Prior Learning Assessment and Recognition (PLAR), developed a trades-related PLAR process, and identified training gaps and possible remedial actions that could ease completion of the Mature Student Diploma for mature student apprentices in urban, rural or northern areas.

### **Boeing Competency Identification**

*2004 – 2006*

A quality audit at Boeing required that the company create competency profiles for all job categories and a system to better determine training needs and development based on the competencies. Boeing chose to adopt the principles of PLAR and was supported to develop the technical and Essential Skills competency statements, as well as the assessment and documentation process.

### **Bristol Aerospace: Competency-Based Training Framework**

*2002 - 2005*

In Phase 1, aerospace manufacturing competencies were identified by process and a model was developed to create the assessment tools and criteria to document competency in compliance with ISO (International Standards Organization) requirements. In Phase 2, this project documented the competencies of each of 112 manufacturing processes in 8

main manufacturing areas in preparation for assessing the workforce's skill and knowledge against the stated competencies and for developing a Competency Based Training Framework for focused and documented on-the-job training.

### **Development of Certificate in Adult and Continuing Education (CACE) Consortium-Wide Program and Core Course Outcomes**

*2003*

This project oversaw the development and adoption of an outcome-based model for the Certificate in Adult Continuing Education program. Identified program outcomes provide a natural curriculum review process, inform developmental issues and strategic planning, and ensure transferability and portability of credentials across the Western provinces.

### **Certificate in Management (CIM) Feasibility Study**

*2002*

This project was designed to investigate the feasibility of developing and implementing a PLAR system to give credit against the Certificate in Management (CIM). Manitoba's participation in CIM is the highest in the country and it is becoming a standard in many workplaces for supervisory to management levels. It is reported by graduates that their work history has resulted in enough learning that there is duplication of learning in some of the courses. At the same time, it is anticipated that some of the courses serve learners well in terms of onsite participation for collegial interaction. Thus, the PLAR system is envisioned as a partial program challenge only. Partners to the initiative were the Manitoba chapter of the Certificate in Management, several industry partners, the University of Manitoba Continuing Education, and Industry Training Partnerships.

### **College of Midwives of Manitoba (CMM) - Prior Learning and Experience Assessment (PLEA) Project**

*2002 – 2006*

In May 2002, the College of Midwives of Manitoba (CMM) requested assistance to determine the feasibility of implementing and sustaining a rigorous PLAR system for midwives wishing to register. When it was determined that PLAR development and sustainability appeared feasible, the Workplace Prior Learning Assessment and Recognition (WPLAR) Committee funded the further definition of CMM's core competencies and the initial identification of assessment criteria.

In December 2002, WPLAR funded the development of long-term competency review processes and tools, pre- and post-advisory processes for applicants (including referral process for language benchmarking and upgrading), and training programs for advisors, assessors, and examiners. Later phases of the project revised the PLEA tools, processes

and materials based on the pilot, offered the revised pilot program over a longer timeframe, and developed an outreach strategy and communication process with employers.

As the project drew to a close, two nationally funded projects, The Aboriginal Midwives Program and the National Midwives Pilot Project, have caused CMM to want to expand their competency definitions. In the expansion of competencies it is necessary to further define multiple routes of entry including the nursing route. As such it became necessary to explore related competencies and examine feasibility. There were two main areas that required further development and testing: Exam Revision for Manitoba Jurisprudence and the Exam Orientation session. In addition, this project pilot-tested the partnership process with Settlement Branch for internationally trained midwives.

This prior learning assessment process, which was developed with the assistance of the WPLAR Committee and now receives on-going funding support from Manitoba Health, is the only mechanism for registering new midwives who have not received their education through a Canadian midwifery baccalaureate program, which Manitoba does not currently have.

### **Community Justice Workers: Certification and Assessor Training** *2007*

In partnership with The Centre for Education and Work (CEW), Manitoba Justice, and Manitoba's Northern communities, this project created a system of certification and training for Community Justice Workers which Manitoba Justice can use on a long term basis to ensure that communities have well-trained workers. This phase of the larger project developed an assessment protocol for initial certification, entered into negotiation on workplace certification agreements with governments, established certificates, identified Community Justice Workers for certification, conducted certification with initial candidates and awarded certificates. This project also developed an Assessor Training Package in conjunction with aboriginal elders, held a train-the-trainer workshop with certified Community Justice Workers, certified the trained Community Justice workers as Assessors, and entered into negotiations on PLAR credit with University College of the North.

### **Designing and Implementing Workplace Prior Learning Assessment and Recognition** *2006 –2007*

*Designing and Implementing Workplace Prior Learning Assessment and Recognition* was a course aimed at workplace representatives who need to understand the fundamentals of creating and implementing the recognition of prior learning for business –related use, such as recruitment, internal progression, occupational profiling for regulation and certification, and training and development. The training methods used included

selection of six individuals from businesses with complementary needs, needs assessment to customize the training, and presentations of WPLAR projects by company representatives involved in development. The course was delivered on five Fridays over a number of months with onsite mentorship in between.

**The Dufresne Group (TDG) Employment Initiative: Labour Market Strategy for Immigrants Initiative—Industry Liaison Position**

2007

This project augmented an existing project sponsored by the Prov of MB Labour and Immigration and Competitiveness Training and Trade entitled *The Dufresne Group (TDG) Employment Initiative: Labour Market Strategy for Immigrants Initiative* by providing for an individual to do bench-marking and to increase capacity within Dufresne's Human Resources Department to conduct intake for immigrants using PLAR principles.

**Early Childhood Education Program**

2001 – 2002

This project developed a system allowing skilled, experienced child care employees to gain Early Childhood Educator II classification based on evidence of their competency. The project included developing materials and processes and training assessors/advisors. The project resulted in a 90% completion rate by participants. Manitoba Child Care office subsequently assigned a half-time staff year to continue to offer PLA to candidates.

**Engineers Stakeholder Consultation**

2002

WPLAR hosted a half-day facilitated discussion of barriers to certification for foreign qualified engineers and possible solutions. Participating in the discussion were foreign qualified engineers and representatives from industry, the Association of Professional Engineers and Geoscientists of the Province of Manitoba (APEGM), the University of Manitoba and the provincial government.

**ePortfolio Project: PLAR Needs Assessment for Electronic Portfolios for Manufacturing, Northern Development and Immigration**

2003 - 2005

In partnership with industry, electronic portfolios for PLAR needs were researched and analyzed with key stakeholders. A strategy document was developed identifying related implementations in other jurisdictions, emerging standards, and funding options. In Phases 2 and 3, the identified strategies were implemented.

### **Employment Projects for Winnipeg (EPW)**

*2002*

The intent of this project was to assist Employment Projects for Winnipeg (EPW) in their research into the development and appropriate use of career portfolios. EPW created a portfolio development guide for clients that can be used independently or during facilitated group work, and taught clients the measured use of portfolios during the job application process, based on their research with employers as to what employers consider to be appropriate evidence. EPW also continues to raise awareness with employers about portfolio use as evidence of competency.

### **Employment Projects for Winnipeg (EPW): Diversity Booklet for SMEs**

*2002*

This project was developed out of recognition that small and medium sized businesses need assistance integrating employees from diverse backgrounds. This booklet will provide information and resources to support behavioural matching hiring techniques related to hiring a diverse workforce in support of foreign qualifications recognition. This project is one piece of a much larger Heritage Canada project: EPW received considerable federal funding for developing onsite diversity tools and programs for small business, potentially including PLAR methodologies for recruitment and Qualification Recognition. WPLAR is a partner on the larger project.

### **Feasibility Study: A Laddering Process for Mental Health Positions in the NOR-MAN Region**

*2007*

In partnership with NOR-MAN Regional Health Authority and Employment Manitoba – The Pas, this feasibility study reported on the scope of practice for Licensed Practical Nurses (LPNs); skills, knowledge and standards of practice required within key occupations; recommendations for pathway options for LPNs wishing to practice in an institutional setting or community practice particularly in the mental health field in the North; and recommendations for gap training.

### **Fisher River Human Resource PLAR Project**

*2005*

This project developed and piloted a PLAR model that provides individuals, trainers and the community with an approach to successfully matching individuals with training opportunities that lead to successful employment. Participants in training programs should be able to conduct a successful job search, replicate that job search when needed, and maintain ongoing workforce attachment. In order to do this, they need skills and knowledge related to the four elements in an Employability Model - Labour Market

Relationships, Workplace Skills, Employer Expectations, and Job Search Strategies. Based on the employability model, participants need to be able to reflect on and evaluate their skills, knowledge, and experiences, identify strengths as well as learning needs and possible learning paths, and learn and apply new skills. This project developed an assessment process that addresses the four elements of the Employability Model; conducted individual needs assessments with students in the current training programs; worked with participants to develop individual learning plans; and provided recommendations for how needed content can be incorporated into current and/or future training. The resulting model will benefit other communities and organizations, and is also available to be incorporated into a longer-term strategy to support labour force attachment.

### **Foreign Credential Recognition**

2003

This project conducted research into the current industry practices and attitudes of employers with regards to foreign credentials.

### **Getting Ready for PLA Assessment by Distance**

2003

The goal of this project was to develop on-line self assessment tools for PLAR for Distance Learning. Three guides were developed: *What PLA Candidates Need to Know about Preparing PLA Assessments over Distance*; *What Employers/Accrediting Bodies/Educators Need to Know about Designing PLA Assessments over Distance*; and *What PLA Assessors Need to Know about Conducting PLA Assessments over Distance*.

### **Heavy Equipment Operators: Essential Skills Initiative in the North**

2006

A series of related projects undertook to complete the Heavy Equipment Operator (HEO) competency statements to the degree where they can be used to assess and document the knowledge, skills and abilities of HEOs, ultimately to identify focused training requirements and for HEOs to gain and retain employment successfully. The holistic package achieved the following deliverables:

- Feasibility analysis of industry acceptance and, thus, gap training potential
- Set of options for providing documentation to HEOs once assessed
- Documentation of HEO competencies (technical skills, Essential Skills and employability skills) with criteria for assessment for the purpose of assessment and documentation, showing the degree of knowledge, skills and attitudes required to do the job for the proposed Level 1 and Level 2 HEO clusters
- Assessment process including referral process

- Documentation template to record and communicate results of HEO assessments which can be used by an HEO and will be received by a number of key stakeholders who may wish to recognize HEO competencies for the purpose of hiring, certification, or training
- Guidelines for the purchase of training
- Learning outcomes framework for training
- Piloted curriculum
- Certification framework
- Guidelines to support the collection and sharing of data and documentation

### **Igniting the Power Within**

*2005 – 2011*

*Igniting the Power Within* is a unique, four-level certification series of workshops on Essential Skills and Prior Learning Awareness and Recognition (PLAR) specifically designed for community advisors, counselors and educators from Aboriginal communities. Developing their understanding of the nine Essential Skills is a critical component in addressing the goals of their clients, whose own goals relate to entering the workforce or advancing in their existing career.

The workshops' content draws heavily on Aboriginal traditions and principles to identify, verify and document skills, knowledge and gifts that otherwise would not be fully recognized through traditional mechanisms of credential assessment, credit transfer, articulation or accreditation. Adaptation or original creation of training materials with relevant Aboriginal context and educational integrity has been critical to acceptance by participants, Elders, community leaders and initiative partners. Also key has been production standards for communication and training materials that convey an appropriate sense of worth and relevance to participants.

*Igniting the Power Within* thus provides access to much-needed training for Aboriginal front-line workers working in both rural and urban communities that is grounded in the principles of respect and consultation.

### **Integration of Essential Skills and PLAR within Northern Community Efforts**

*2006*

Two week-long sessions in Transformational PLAR with Diane Hill were delivered to Split Lake advisors. A strategic plan was written. In addition, an Essential Skills assessment based on PLAR principles was completed for Business Administrator for Nelson House to be used by the instructor prior to the 10 month certificate course.

**Iron Workers Trades Qualification Certification Refresher Course**  
2005

In partnership with WEMSC, this project developed a list of Essential Skills required for technical training in the ironworker trade, and developed and delivered a 120 hour credit refresher course addressing upgrading skills, resulting in unprecedented TQ pass rates.

**KitchenCraft: Phase 1: Job Reclassification using PLAR Principles**  
2007

Kitchen Craft (KC) has been actively pursuing modifications to its Job Classification System to address issues that management and associates have identified, such as safety; flexibility of the work force; perceived favouritism, and the future state of the business. In a strongly competitive North American market with an increasing Canadian Dollar, successfully addressing the issues is critical to the overall health and profitability of the business and therefore also the ability to continue providing thousands of jobs to Manitobans. Reducing the number of job descriptions and grades would be a key component in their System. Therefore, analyzing the jobs is crucial to accomplishing the goal. This project completed Occupational Analyses for all 6 job families.

**Kraus Global Project: PLAR Through Occupational Competency Development**  
2003 – 2004

This project documented the unusually extensive competencies and assessment criteria for three shop-floor job classifications at Kraus Global Inc, a world leader in the design and manufacture of transportation refueling systems. Since the company uses a Skill Based Compensation System, two essential elements are criteria against which to assess individuals and valid and reliable assessment processes. This project therefore made recommendations for internal assessment processes and for linking employee skills with external recognition. This project also identified priority skills for cross-training employees, developed prototype training materials to support on-the-job training functions, developed a process for employees to obtain external recognition, and developed internal capacity to provide PLAR advisory services to employees.

**Life Experiences Transformed into Learning Leading to Employment and Training**  
2007

This project developed and produced a Portfolio Samples Manual designed for aboriginal communities. The Manual has been successfully used in conjunction with *Igniting the Power Within*.

**Linking the Partners: Workforce Development through Industry-based PLAR**  
*2004*

In partnership with Manitoba Apprenticeship, Motor Coach Industries, the manufacturing sector and labour groups, a PLAR tool/process for workforce development was developed. This project piloted the model with unemployed individuals, identified the elements of the model that would need to be in place for it to be broadly implemented, and began developing the partnerships required for implementation to be possible. As well, a prototype generic skills portfolio was developed, along with a report identifying gaps and recommendations regarding the development of services and partnerships.

**Manufacturing Technology Program**  
*2001*

This initiative enabled individuals from the workplace to challenge for credit across the entire Manufacturing Technician Diploma Program at Red River College.

**Millwright Apprentice Initiative**  
*2002 – 2003*

A PLAR process was developed to identify the prior learning of employees employed long-term as millwrights. This determination allows the creation of more focused trade qualification training for journeyman status reducing the contract training hours by two-thirds based on what the learners already know and can do. This initiative involved a number of unions and companies as well as ITP and Apprenticeship.

**Minding the Gap: A Study of Gap Training Models in Canada**  
*2005*

This project researched a variety of models for gap training after a PLAR process has been completed. The research documents processes currently in use at several provincial and national post-secondary institutions, workplace/industry and community-based learning centres

**Manitoba Tourism Education Council (MTEC)**  
*2001*

MTEC provides a PLAR process for the Hotel and Restaurant Administration Diploma.

### **Needs Assessment for Micro-Business Operators**

*2006 – 2007*

This project was designed to identify the Essential Skills needs of micro-business owners across multiple sectors province wide to guide future curriculum development and learning delivery for this client group.

### **New Flyer Industries: Production Worker Skills Passport**

*2002 – 2004*

The Production Worker Skills Passport project developed the definition of core and specialised production worker skills, identified clear assessment criteria, developed a clear and objective assessment process, developed a personal skills passport for employees, and developed a method for the company to track assessment results and training requirements. Phase 1 identified competencies and skills for production, and developed a prototype Skills Passport. Phase 2 validated the Skills Passport process, piloted it, trained assessors, and developed a detailed implementation plan for a full roll-out. A project was funded by Human Resources and Skills Development Canada for \$100,000 related to Essential Skills needs which were identified as a result of putting employees through the Skills Passport process.

### **New Flyer Industries: Skills Passport Model Completion**

*2005*

One of the critical factors in Skills Passport implementation is the capacity to collect, store, organize and report on the data collected by the Skills Passport process. Therefore this adjunct project worked with the IT developers in the design and testing of database requirements. This work brought the ongoing Skills Passport project at New Flyer to the point of installation by (1) developing database reports capable of sorting information in a manner which is useful to the client, (2) designing and testing the printed passport with client data in order to produce a passport prototype based on the assessment data tracked in the software, and (3) building the final deployment package for installation of software at the client site. A half day training session was also included in this activity to train the end user of the software at the client site.

### **North West Company: Cashier Competencies**

*2002*

The North West Company continues to develop a culturally-appropriate PLA system for hiring, internal transfer and external training credit for its employees. This project is building on systems developed in previous projects which identified core competencies and Essential Skills training for supervisors. The previous projects developed a training system within the company which is sustainable and transferable and readily allows the

addition of other components. This project focused tightly on the development of competencies for front line clerks/cashiers, as well as a process for assessing and documenting their competencies. A pocket-sized skills checklist was developed. Gap training needs and methods were identified. The recognition focus of the project was largely about internal recognition within the company's own training and internal movement system; however, a crossover to community college training and opportunities for employees was identified.

### **North West Company: Work to School, School to Work**

*2003*

This project was designed to identify learning outcomes that can be used in developing curriculum for the workplace and the classroom according to a process versus functional job description. The process reflected the operational manual directions and standards of the company for meat cutting. It also identified the requirements for a partnership to articulate training between the North West Company, Frontier School Division and participating communities. Common learning outcomes and an articulation process assists participants in gaining school credentials while learning the skills to succeed in a retail environment.

### **PLAR Assessment Tools for the Profession of Practical Nursing**

*2004*

This project developed a Prior Learning Assessment and Recognition process and assessment tools for the Practical Nursing career using the College of Licensed Practical Nurses of Manitoba (CLPNM) "Scope of Practice Entry-Level Competencies" document. The assessment tools identify the knowledge, skills, and/or experience that candidates would be required to demonstrate or obtain in order to receive the CLPNM Licensed Practical Nursing credential. The PLAR process and tools were to be tested on a sample group early in 2004-05 as a separate project.

### **PLAR Evaluation—Survey of Companies**

*2007*

This project undertook to review/evaluate the major PLAR projects of WPLAR's partner companies and organizations. The report identifies the current status of PLAR within the company/organization, the specific components of the PLAR process being utilized, the impact that participation in PLAR had on the organization, and the unintended outcomes, if any, of participation in PLAR.

## **PLAR Competencies for Adult Learning Centres**

*2003 - 2005*

In partnership with the Manitoba Adult Learning and Literacy Branch and the Adult Learning Centres (ALCs), PLAR Resource Packages were developed for specific courses offered through more than 70 ALCs. Materials include course outlines, learning outcomes and elements of performance, the PLAR process, a self-assessment tool for learners, and criteria for assessing learning. Adult Educators were consulted for feedback on content. As well, a minimum of one information session for each course was provided to outline the application of the PLAR Resource Package. PLAR Resource Guides were developed and introduced for English Language Arts Comprehensive Focus 40S; English Language Arts Transactional Focus 40S; Automated Office 40S; English 40S – Language and Technical Communication; Accounting Principles 30S; Accounting Systems 40S; Management 40S; Consumer Math 40S; and Systemes de comptabilite 40S

## **PLAR for Aircraft Maintenance Engineers**

*1999 – 2004*

An industry/government/labour partnership through Manitoba Aerospace Human Resources Coordinating Committee (MAHRCC) developed a Prior Learning Assessment and Recognition process that is recognized by Transport Canada for the certification of Aircraft Maintenance Engineers (AME) License ‘M’ and ‘S’, according to established Apprenticeship and Transport Canada standards. The partners included Stevenson Aviation and Aerospace Training Facility, Air Canada, Canadian Auto Workers, Bristol Aerospace, Apprenticeship Branch, Transport Canada, Industry Training Partnerships, and the Manitoba Aerospace Human Resources Coordinating Committee. In Phase 1, the outcomes for both licenses were developed, as well as a proposed PLAR process. The assessment system for ‘M’ license was validated. Phase 2 continued the work by validating the assessment system for the ‘S’ license. Further refinements were made to the Candidate’s Manual, the Assessor’s Manual and the self-assessment process according to the outcomes of the validation efforts from Phase 1. During Phase 2, continued PLA advising and pre-assessment development for all candidates was provided. In addition, new assessors from the workplace were recruited and trained to serve on the Assessment Committees. A training component was included as part of the overall design of an end-to-end system. An appropriate training plan for individuals seeking to achieve the AME ‘M’ and ‘S’ licenses was identified. Candidates were advised on their training gaps and work placements were provided for incomplete experience credits. Transport Canada’s approval was obtained throughout. The final report documents the PLAR model, its pilot application and its ongoing application as an employment development and transition tool in the aircraft maintenance and overhaul industry as well as the effectiveness and costs of assessment for future sustainability of the PLAR process.

### **PLAR for Boeing Technical Writing**

*2004 - 2005*

This project developed a process for and assessment of recognition of prior learning against the WEMSC-funded 40S Technical Writing and Communication course, which utilized authentic Boeing workplace tasks and materials incorporated into the English Language Arts 40S (Technical Communications) course - Mature Student Diploma Program.

### **PLAR for Certified Technicians and Technologists of Manitoba (CTTAM)**

*2000 – 2002*

In partnership with Manitoba Hydro, Bristol Aerospace, Red River College, Industry Training Partnerships, Labour and Immigration, and the Certified Technicians and Technologists of Manitoba (CTTAM), the project was designed to develop a performance-based alternative form of assessment for the certification of engineering and applied science technicians and technologists.

This Prior Learning Assessment System enables eligible individuals who have not attended Canadian Technology Accreditation Board (CTAB) accredited programs to have their relevant knowledge, skills and abilities assessed by qualified assessors against CTTAM standards for certification with CTTAM. This could apply to professional technicians and technologists who have acquired credentials from other countries or settings not currently recognized by CTTAM as well as individuals who have acquired engineering and applied science knowledge, skills, and abilities through the workplace, and/or non-traditional or alternative education and training routes.

Overall, the project evaluated occupations within three major disciplines: Electronic, Electrical and Manufacturing at both technologist and technician level. Employees at Manitoba Hydro and Bristol Aerospace were involved in the project both as Subject Matter Experts, i.e., those determining the assessment criteria and as candidates requesting certification.

### **PLAR for Farm Women in Transition**

*2004*

Responding to the needs of Farm Women looking for employment as a result of a crisis in the agricultural sector, this project developed curriculum and delivered training: "Marketing Your Skills for Employment". In addition to training in oral communication and preparing and presenting to potential employers, the project developed a template for documenting evidence of prior learning/experience gained as a Farm Woman. This project was designed to create a model which can be replicated in other communities in the Parkland region.

## **PLAR Process for Human Resource Professionals at Manitoba Hydro** *2002 - 2003*

When the entry qualification was changed to require a Bachelor of Commerce degree, research, development, and implementation of a PLAR process ensured that a continuous supply of qualified candidates was established, maintained, and trained for the Human Resource positions. This process allowed long-term employees to identify what they know and can do against a clear definition of the requirement. Manitoba Hydro allowed employees until 2007 to gain further education based on their PLAR results so that they are not disadvantaged by the new standard. Phase 1 completed the Research portion of this project. Phase 2 was a comprehensive Needs Assessment. Phase 3 was the Implementation, with applications from thirty-six HR Advisors. Phase 4 involved Re-assessment for candidates who have been given the opportunity to submit additional evidence.

## **PLAR at Manitoba Hydro - Five Years Later** *2007*

This project documents the impact of the successful 2002 project entitled *PLAR Processes for Human Resource Professionals at Manitoba Hydro*, which was undertaken to deal with certification and succession planning issues.

## **Portfolio Plus: Portfolio for Immigrants** *2005*

WPLAR contracted with the Centre for Education and Work (CEW) to deliver a 24 hour portfolio course to a selected group of 12 -15 immigrants who indicate an interest in building a portfolio. The CEW tracked participants in the portfolio course as to the effectiveness of the portfolio and the “reading the culture” sections for obtaining and retaining work. A report was compiled which outlines the effectiveness of the ‘portfolio plus’ approach for recruiting and retaining highly skilled immigrant workers.

## **Industry PLAR Practitioner Mentorship** *2002 - 2003*

Development of Competency-Based Training materials for identified manufacturing processes as per ISO requirements by two mentees under the mentorship of an experienced PLAR practitioner.

## **Production Welder Competency Project**

2002

In Manitoba there is no journeyman trades training for welders, however in Canada there are more welders than any other trade. Development of competency profiles and application of the competencies to specific industry-related markets was predicted to create more consistent training with more accountability as well as to help to identify the continuum of competency levels and possible career progression to other trades such as steel fabricator.

## **Project Management Framework for Workplace Practitioners**

2003

This project developed and delivered a professional development workshop for workplace practitioners, presenting a project management framework, illustrating a practical workplace intervention with real examples and strategies for application by participants.

## **UFCW Security Officer Training Initiative**

2003 - 2006

Responding to new mandatory security officer training demands, this project researched national, provincial and local trends in the security sector, identified competencies for training standards purposes, reviewed current training available in Manitoba, and made recommendations for an overall Security Officer PLAR process. Phase 2 developed a PLAR process for security officers that included an accreditation process with testing and gap training including 12 curriculum modules on topics such as *Professionalism and Public Relations*, *Patrol Procedures*, and *Legal Authority, Duties and Responsibilities* and support materials such as examinations, comprehension questions, vocabulary, and study and test-taking tips. The development work on the competencies and related training curriculum was vetted through a coordinating committee representative of business and unions. Phase 3 developed assessment processes and flexible assessment methods, typically associated with PLAR, and piloted all development.

## **Software Development Diploma Program**

2001 – 2003

PLAR was built into the design of the Red River College's new part-time Software Development Diploma with the intent of making it easier for those already working in the field to gain diplomas. PLAR candidates would be assessed against whole-program outcomes. Products included an applicant guide and self-assessment checklist. Phase 1 addressed the statement of outcomes, training for assessors, advisors and other participants, and recruitment of test candidates. Twenty candidates were assessed and gap training was initiated. The pilot ran with 18 students. Phase 2 was intended to

complete the documentation of processes, establish the diploma itself, refine the PLAR process and fully implement it.

### **Workplace Informal Learning Matrix**

*2007*

Based on extensive research with industry, the Centre for Education and Work (CEW) developed a series of matrices, the Workplace Informal Learning Matrix (WILM), which provides in-depth potential for assessing the Essential Skills that people learn on the job. In this project, CEW and WPLAR partnered to identify sectors and specific companies to approach in order to link them with the content and possibilities of the WILM. Research data will be collected to confirm how companies can use the WILM in different ways. In addition to allowing greater numbers of companies and sectors access to the WILM, this project will provide additional data on how to approach companies when marketing new HR tools.

### **Work-Ready Skills Passport**

*2004 - 2005*

This project researched the necessary Essential Skills, employability skills and core technical skills required in the construction sector in Manitoba. A Skills Passport was created specific to construction ensuring workers can be hired into entry-level positions. This project resulted in a profile of the skills needed to work in entry-level construction occupations that can be used as the basis for pre-employment, employment, training or Apprenticeship programs; generic, flexible assessment methods for determining the work-readiness of individuals applying for entry-level construction jobs; a piloted prototype of a tool that job-seekers can use to provide evidence of their skills and knowledge and employers can use to make informed selection decisions; a model suggesting a process for providing "Work-Ready" workers for large projects and supporting hiring of Northern residents for Northern project; and a practical software tool for tracking the skills development of seasonal workers and facilitating their labour force attachment.