

# Work-Integrated Learning (WIL) PLAR Self-Assessment

The WIL PLAR Self-Assessment provides students with a way to self-assess their knowledge, skills and abilities and help determine if they have already met the WIL course learning outcomes.

Once you complete the self-assessment, your Program Coordinator (or designate) will review it to determine whether you should then take the next step of applying for WIL PLAR.

Note: Approval of a WIL PLAR application will result in a grade or pass/no-pass for the WIL component of the course, not an exemption.

## Overview

Prior Learning Assessment and Recognition (PLAR) is a process that uses a variety of tools to help learners reflect on, identify, describe, and demonstrate past learning that has been acquired through independent study, work, and other life experiences. PLAR allows the evaluation of past learning against established academic standards so that learning can be recognized and academic credit earned.

### What constitutes a WIL experience at GBC?

Work-integrated learning (WIL) is a model and process of curricular experiential education which formally and intentionally integrates a student’s academic studies within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization and a student. WIL can occur at the course or program level and includes the development of learning outcomes related to employability, personal agency, and life-long learning.

## How to complete your WIL PLAR Self-Assessment

The WIL PLAR Self-Assessment Form can be completed and submitted to your Program Coordinator (or designate) via email.

The Self-Assessment Form is a fillable form (see the Appendix to this document). The following instructions provide an overview description of the self-assessment and each column of the form. This information will assist you in completing the self-assessment form – specifically columns 2, 3 and 4.

## Structure of the WIL PLAR Self-Assessment:

The WIL PLAR Self-Assessment is organized into the four WIL outcomes:

1. Discipline-Specific Knowledge: Contribute to the practical application of discipline-specific concepts in a workplace environment. Your discipline is your program subject area.
2. Entrepreneurial Mindset: Take responsibility for one’s own learning and development.
3. Complex Thinking: Apply critical thinking skills to achieve desired outcomes.
4. Interpersonal Relationships: Develop effective relations within a team of professionals.

These WIL learning outcomes will help diagnose your prior learning and assist you in understanding where you have already had an opportunity to learn concepts defined in your program’s learning outcomes. Mapping these learning outcomes to examples of when you have interacted to gain prior experience is the first step in understanding if you still need WIL exposure to the material that you need to master.

The Self-Assessment Form is comprised of four tables to be completed – one table for each of the above WIL outcomes. Each table has the same five columns, as described below.

### Column 1 – Competencies

Column 1 breaks down the WIL outcome into competency area (shaded) and then further details specific competencies that need to be assessed. These specific competencies describe the knowledge, skills, and abilities that you may possess based on your prior experience.

#### Outcome #1: Discipline-Specific Knowledge

Contribute to the practical application of discipline-specific concepts in a workplace environment.

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| Discipline-specific knowledge and skills |
| Student applies discipline-specific knowledge and skills. |
| Student shows appropriateness of appearance and presentation according to workplace guidelines. |
| Student cooperates and works effectively with the manager. |
| Learning Objectives |
| Student reviewed learning objectives. |
| Student drafted measurable learning objectives. |
| Student clarified learning objectives and career goals throughout the work placement. |
| Strong knowledge of the company and work environment |
| Student shows effort to increase their knowledge of the organization, its mission, policies, rules, and regulations in relation to the work performed. |

#### Outcome #2: Entrepreneurial Mindset

Entrepreneurial Mindset: Take responsibility for one’s own learning and development.

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| Growth Mindset |
| Student shows interest and explores new and diverse ideas, approaches, and perspectives. |
| Fostering Equity, Diversity and Inclusion and Indigenization |
| Student values the perspectives of others with different backgrounds, identities, and life experiences. |
| Student is open to the diverse thoughts, opinions, and contributions of others to learn and grow. |
| Student contributes their strengths, skills, and experiences to the development and achievement of shared goals. |
| Use appropriate communication to build positive professional relationships and personal profile. |
| Creativity and Innovation |
| Student experiments with new ideas or solutions for better ways to improve outcomes. |
| Initiative |
| Student pursues goals beyond what is required or expected. |
| Adaptability and Flexibility |
| Student adapts quickly to change and adjusts direction as necessary to achieve desired outcomes. |

#### Outcome #3: Complex Thinking

Complex Thinking: Apply critical thinking skills to achieve desired outcomes.

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| Critical Thinking and Problem Solving |
| Student analyzes evidence using relevant and reliable information, data, or facts. |
| Student generates possible solutions or recommendations based on sufficient and relevant evidence and in consideration of context. |

#### Outcome #4: Interpersonal Capabilities

Interpersonal Capabilities: Develop effective relations within a team of professionals.

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| Self-Awareness |
| Student reflects on their past experiences to gain insight into their own thoughts, behaviours, strengths, and areas for improvement. |
| Professionalism and Self-Management |
| Student is dependable, ethical, honest, and trustworthy. |
| Student takes steps to improve the quality of their work based on self-reflection and feedback. |
| Student exhibits behaviour and actions that enhance their personal reputation and contribute positively to their success in the workplace. |
| Student holds themself accountable for the obligations and responsibilities they have undertaken or been given. |
| Effective Communication |
| Student writes clearly, concisely, and correctly in a manner that meets the communication purpose and needs of the audience. |

### Column 2 – Types of Measure

Your first step in the self-assessment process is to select outcome measures against each competency listed for each course. While learning outcomes competencies describe the knowledge, skills, and ability that you may possess based on your prior experience, outcome measures are the specific tools and methods that generate data and information about your performance relative to learning outcomes.

#### Types of Measure

There are three types of outcome measures you can select for each competency: direct measures, indirect measures, and self-evidence. Each serves an important function in assessment, and when used together, they provide a richer perspective on your learning by providing direct evidence and context to understand your performance.

* **Direct evidence –** what the applicant can demonstrate.
  + *Examples include**work samples, portfolios, performance samples, simulations, role plays, panel interviews one-to-one dialogues.*
* **Indirect evidence –** what others say or observe about the applicant.
  + *Examples include performance evaluations, references, special awards, letters of validation from employers or direct supervisors.*
* **Self-evidence –** what the applicant says about their knowledge and experience.
  + *Examples include self-reflection essays/journals, self-reported skills.*

#### Guiding Principles:

* As applicants begin the PLAR process, they will be advised if any evidence is required.
* Evidence must be valid, relevant and must match the learning outcomes/requirements identified for each course. It is the applicant’s responsibility to create, collect and compile relevant evidence if required.
* Learning must be current as defined by the institution’s policies and procedures e.g. advanced standing benchmarks.
* The evidence should demonstrate the skills, knowledge, and abilities from the applicant’s experience and where applicable, the learning must have both a theoretical and practical component.

### Column 3 – Evidence

This is your opportunity to provide evidence aligned with the type of measures selected in column 2. In this column, please describe how you have achieved the knowledge, skills, or abilities or attach any documents to this submission that you feel provide sufficient proof of the level of competency. If you attach a document, please make a reference in column 3.

Examples of documents can include: work samples, resumes, supervisor evaluations, survey results, reflection essays, etc.

### Column 4 – Self-Assessment Proficiency Scale

Every skill and learning outcome encompasses a broad range of ability – from beginner to advanced.

For each specific competency, please indicate the level of competency you feel you have achieved based on the following scale:

* **Beginner:** *I require help from others to perform the learning outcome successfully.*
* **Intermediate:** *I require little to no guidance to perform the learning outcome successfully.*
* **Advanced:** *I require no guidance and can coach, mentor, or train others to perform the learning outcome successfully.*
* **No Proficiency:***I do not possess the proficiency to perform this learning outcome.*

**Note:** In order to be successful in a PLAR assessment, your abilities must be at the intermediate or advanced level for the majority of the competencies in each of learning outcome learning outcomes.

Please submit your completed PLAR Self-Assessment to your Program Coordinator (or designate). The information you provide in the self-assessment will help you and your Program Coordinator (or desifnate) in determining your eligibility.

### Column 5 – Subject Matter Expert

This column will be completed by the George Brown Program Coordinator, Chair or designated PLAR contact in your program. This step will be completed after the formal PLAR process starts and will serve as the final assessment of your WIL credit.

## Appendix

**Work-Integrated Learning (WIL) Self-Assessment**

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| Course Code: | Click or tap here to enter Course Code |
| Course Name: | Click or tap here to enter Course Name |
| Date: | Click or tap to enter a date. |
| Student Number: | Click or tap here to enter Student Number |
| Full Name (Last, First): | Click or tap here to enter Full Name (Last, First) |

### Outcome #1: Discipline-Specific Knowledge

Discipline-Specific Knowledge: Contribute to the practical application of discipline-specific concepts in a workplace environment.

| (Column 1)  **Competency** | (Column 2)  **Type of Measure** | (Column 3)  **Evidence** | (Column 4)  **Self-Assessment Proficiency Scale** | (Column 5)  **Subject Matter Expert**  **Internal Use Only** |
| --- | --- | --- | --- | --- |
| **Apply discipline-specific knowledge and skills:** Student applies discipline-specific knowledge and skills. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |
| **Apply discipline-specific knowledge and skills:** Student shows appropriateness of appearance and presentation according to workplace guidelines. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |
| **Apply discipline-specific knowledge and skills:** Student cooperates and works effectively with the manager. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |
| **Learning Objectives:** Student reviewed learning objectives. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |
| **Learning Objectives:** Student drafted measurable learning objectives. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |
| **Learning Objectives:** Student clarified learning objectives and career goals throughout the work placement. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |
| **Strong knowledge of the company and work environment:** Student shows effort to increase their knowledge of the organization, its mission, policies, rules and regulations in relation to the work performed. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |

### Outcome #2: Entrepreneurial Mindset

Entrepreneurial Mindset: Take responsibility for one’s own learning and development.

| (Column 1)  **Competency** | (Column 2)  **Type of Measure** | (Column 3)  **Evidence** | (Column 4)  **Self-Assessment Proficiency Scale** | (Column 5)  **Subject Matter Expert**  **Internal Use Only** |
| --- | --- | --- | --- | --- |
| **Growth Mindset:** Student shows interest and explores new and diverse ideas, approaches, and perspectives. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |
| **Creativity and Innovation:** Student experiments with new ideas or solutions for better ways to improve outcomes. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |
| **Initiative:** Student pursues goals beyond what is required or expected. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |
| **Adaptability and Flexibility:** Student adapts quickly to change and adjusts direction as necessary to achieve desired outcomes. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |
| **Fostering Equity, Diversity, Inclusion, and Indigenization:** Student values the perspectives of others with different backgrounds, identities, and life experiences. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |
| **Fostering Equity, Diversity, Inclusion, and Indigenization:** Student is open to the diverse thoughts, opinions, and contributions of others to learn and grow. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |
| **Fostering Equity, Diversity, Inclusion, and Indigenization:** Student contributes their strengths, skills, and experiences to the development and achievement of shared goals. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |
| **Fostering Equity, Diversity, Inclusion, and Indigenization:** Use appropriate communication to build positive professional relationships and personal profile. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |

### Outcome #3: Complex Thinking

Complex Thinking: Apply critical thinking skills to achieve desired outcomes.

| (Column 1)  **Competency** | (Column 2)  **Type of Measure** | (Column 3)  **Evidence** | (Column 4)  **Self-Assessment Proficiency Scale** | (Column 5)  **Subject Matter Expert**  **Internal Use Only** |
| --- | --- | --- | --- | --- |
| **Critical Thinking and Problem Solving:** Student analyzes evidence using relevant and reliable information, data, or facts. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |
| **Critical Thinking and Problem Solving:** Student generates possible solutions or recommendations based on sufficient and relevant evidence and in consideration of context. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |

### Outcome #4: Interpersonal Capabilities

Interpersonal Capabilities: Develop effective relations within a team of professionals.

| (Column 1)  **Competency** | (Column 2)  **Type of Measure** | (Column 3)  **Evidence** | (Column 4)  **Self-Assessment Proficiency Scale** | (Column 5)  **Subject Matter Expert**  **Internal Use Only** |
| --- | --- | --- | --- | --- |
| **Professionalism and Self-Management:** Student is dependable, ethical, honest, and trustworthy. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |
| **Professionalism and Self-Management:** Student takes steps to improve the quality of their work based on self-reflection and feedback. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |
| **Professionalism and Self-Management:** Student exhibits behaviour and actions that enhance their personal reputation and contribute positively to their success in the workplace. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |
| **Professionalism and Self-Management:** Student holds themself accountable for the obligations and responsibilities they have undertaken or been given. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |
| **Effective Communication:** Student speaks clearly, concisely, and correctly in a manner that meets the communication purpose and needs of the audience. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |
| **Self-Awareness:** Student reflects on their past experiences to gain insight into their own thoughts, behaviours, strengths, and areas for improvement. | Choose a measure | Please enter example of prior experience | Self-assess your proficiency | Choose level of proficiency achieved |

### To Be Completed by the Subject Matter Expert (SME):

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| SME Evaluation Comments |
| Please enter SME evaluation comments |