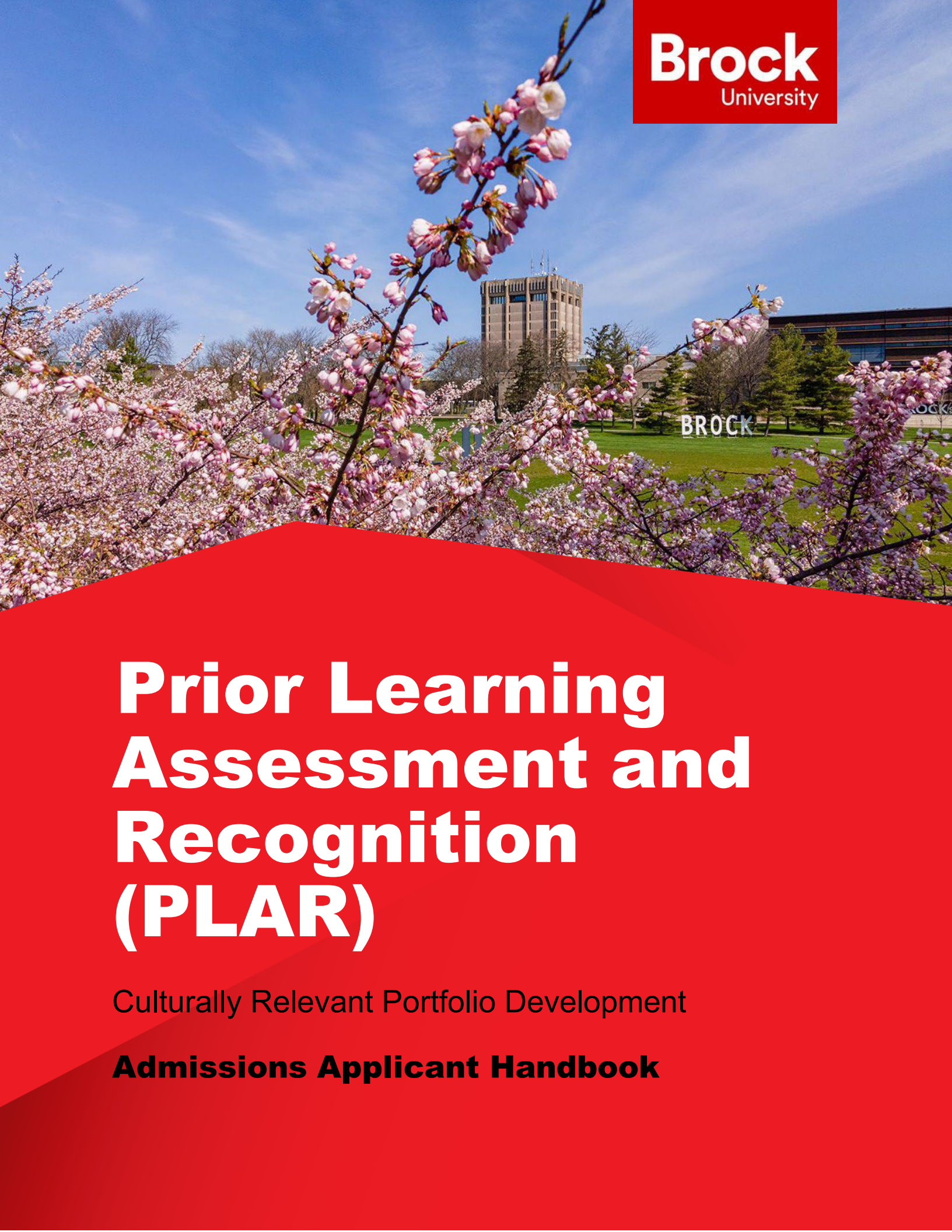




Prior Learning Assessment and Recognition (PLAR)

Culturally Relevant Portfolio Development

Admissions Applicant Handbook

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Application steps



Office of
the Registrar

Prior Learning Assessment and Recognition Application Steps

Step One

PLAR Consultation and Self-Assessment

Meet with the PLAR manager and see if our PLAR process is right for you. This involves a meeting about your self-assessment results and what to expect during the PLAR process.

Step Two

Application and Fee Submissions

Apply to a PLAR eligible program choice and pay the application fee.

Step Three

Create and Submit your Portfolio

Our team will help you along the portfolio creation journey. Review the PLAR Guidebook for recommendations on how to create a strong portfolio for admission assessment.

Step Four

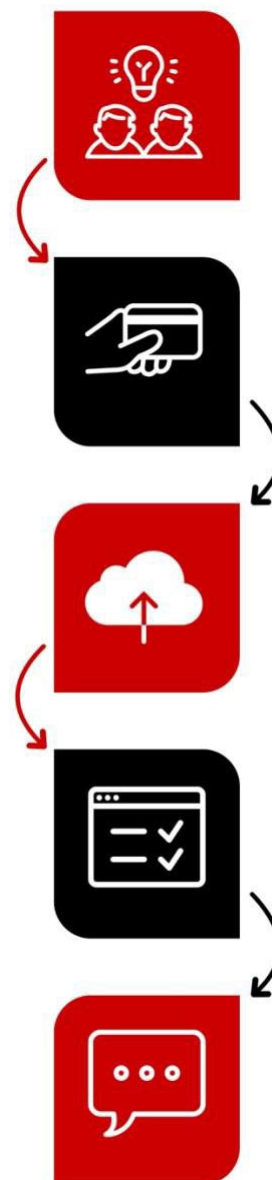
Assessment of Portfolio

An assessment professional will review your portfolio submission and provide feedback.

Step Five

Assessment Result and Student Notification

If your portfolio meets the Brock PLAR standard for admission, you will receive an offer for review in the Brock portal.



Introduction and overview

This handbook offers a step-by-step introduction to portfolio development for candidates wanting to gain admission into Brock University based on their prior learning.

Prior Learning Assessment and Recognition (PLAR) for Admission

Prior Learning Assessment and Recognition (PLAR) for Admission is a pathway for applicants who are not eligible for regular admission to an undergraduate program. These applicants may be considered for admission through recognition of competencies (knowledge and skills) developed through their prior learning and experience. Prior Learning Assessment and Recognition (PLAR) applicants will be considered based on a comprehensive review and evaluation of their learning portfolio which demonstrates clear preparedness for learning at the undergraduate level. It is important to note that not all courses offer the PLAR process. Please visit the [PLAR website](#) to learn more about PLAR at Brock.

PLAR for Advanced Standing (Course Credit)

Brock University grants university credits for prior learning through the prior learning assessment and recognition process (PLAR) for advanced standing. Students can gain credit for relevant prior learning, provided it meets Brock's established standards of achievement. Applicants eligible for regular admission to an undergraduate program may be considered for advanced standing in their degree in recognition of their prior learning. Prior Learning may be assessed up to one year after the offer of admission for advanced standing in a degree. It is important to note that not all courses offer PLAR assessment. Please visit the [PLAR for Advanced Standing website](#) to learn more about this process.

Walking in Two Worlds

This guidebook is for learners seeking admission by recognizing the knowledge they carry from life, work, and community experiences. For Indigenous learners, this process validates Indigenous knowledges and ways of knowing, disrupting historical exclusions in higher education. This guidebook promotes culturally relevant assessments that are usable by all learners.

The Two-Eyed Seeing Approach

We utilize **Two-Eyed Seeing (Etuaptmumk)**, learning to see from one eye with the strengths of Indigenous knowledges and from the other eye with the strengths of Western knowledges. By using both eyes, we create an "ethical space" much like a gathering place where different knowledge systems can understand and cross-validate each other (Hatcher et al., 2009).

Components of a Learning Portfolio

A portfolio is a collection of materials prepared to document and validate a request for recognition for previously acquired learning. E-portfolios (electronic/digital) are the required format for PLAR admission portfolios at Brock. The PLAR Manager will **confirm the submission process** for your completed portfolio during the consultation process. The following are some components that may be required in a Portfolio:

1. Resume
2. Competency Statements with Supporting Artifacts (includes letters of attestation)
3. The Canoe of Life: Your Narrative Journey
4. Declaration Statement

1. Resume

Your portfolio must include an up-to-date resume. Include previous employment, volunteer and community experience in your resume, ensuring that it is factual and organized. Strong resumes include accomplishments and/or impact statements. Do not include references. For examples and assistance on resume creation, you may want to use the resources located in the Portfolio Builder. It is recommended that you review the resume of Anna Badger in the example portfolio for Tourism Studies.

2. Competency Statements and Supporting Evidence Selection

The Brock PLAR for Admissions pathway uses a competency-based assessment approach to evaluate an applicant's readiness and potential for success in their chosen field of study. Competencies, defined as combinations of attitudes, skills, and knowledge that individuals develop and apply for successful learning, living, and working are integral to the admissions process for undergraduate studies at Brock (University of Victoria, n.d.).

Review the Admission Criteria Competency sheet for your program of study. This document will list the competencies that your program of study has approved. Some programs have different PLAR competencies. During your consultation the PLAR manager will outline process and requirements for your program. For example, if you are applying for the B.Ed. in Indigenous Adult Education, you will choose 3 from the 11 competencies that you will provide evidence for, demonstrating that you have the necessary prior experiential learning in those competency areas. The assessor will evaluate your evidence and determine if you are ready for post-secondary learning. You will be familiar with these competencies as they are described in the self-assessment document.

Writing Effective Competency Statements for a PLAR Portfolio

Writing competency/ (learning) statements is a key step in the Prior Learning Assessment and Recognition (PLAR) process. These statements allow you to demonstrate and articulate the knowledge and skills you've gained through prior experiences – whether in work, life, or volunteer settings. These statements form the core of your PLAR portfolio and will be closely examined by assessors to evaluate the breadth and depth of your learning.

Below are four steps with tips providing detailed guidance on how to craft strong, clear, and reflective competency statements.

Understanding Competency Statements

Competency statements are precise, descriptive statements that showcase the learning you have achieved from your prior experiences. These statements must demonstrate that the learning is relevant to the educational objectives or program criteria you are addressing. In essence, they should reflect your understanding, skills, and competencies, not just the experiences from which you learned (Athabasca University, n.d.).

To create strong competency statements, you need to:

- **Focus on learning, not just experience** – Your statements must describe what you have learned, not just what you did.
- **Be specific** – Your statements should detail the skills, knowledge, or competencies you've gained, avoiding vague language.
- **Generalize beyond the context** – You need to express how your learning can apply to different contexts, not just the environment in which you gained it.

Organize Your Experience into Competency Clusters

The first step in creating effective statements is to re-examine your learning. Look at the experiences you've had (work, life, volunteer roles) and group them into clusters. These clusters should match up with the **competencies** that you choose to address.

Cluster Experiences by Competency Areas: Organize your experiences into clusters based on the 3 competencies you choose to be assessed on. For example, if the competency is "Communication Skills," you might group experiences related to business writing, public speaking, and client communications.

Writing Your Competency Statements

When writing competency statements, clarity, specificity, and accuracy are key. You should use language that clearly demonstrates your level of understanding. You might find [Bloom's Taxonomy](#) useful as a source for wording, however this is not an expectation.

Tips for Writing a Strong Statement:

- **Focus on the Learning, Not Just the Experience:** A strong learning statement does not just list an experience but explains what you learned from it. For example, instead of saying "I managed a team of 5 people for two years," you could say, "I developed leadership and conflict-resolution skills by managing a team of 5 people, ensuring effective communication and project completion under tight deadlines."
- **Be Specific:** Provide details that clearly outline the depth of your learning. Instead of vague terms like "I have knowledge of economics," specify the areas you learned about, such as "I applied the principles of microeconomics to analyze supply and demand trends within a local market."
- **Link Learning to Broader Contexts/ Transferability:** Avoid being context-specific. While your learning may come from a particular job or situation, ensure that it can be applied more broadly. For instance, "I gained in-depth knowledge of organizational procedures specific to my company" could be expanded to "I developed a comprehensive understanding of organizational policies and procedures, which I can apply to any organizational setting."
- **Use Action-Oriented Language:** Use active verbs that describe the level of thinking and understanding you've achieved. Examples of action verbs for various levels of learning include:

Example: Instead of saying "I did financial analysis," you could write, "I analyzed financial statements to identify cost-cutting opportunities and presented actionable recommendations to management."

Revising and Refining Your Statements

Learning statements are a process of evolution. They will go through multiple draft stages, with each iteration improving in depth, clarity, and specificity.

Tips for Refining Learning Statements:

- **Ensure Your Statements Are Evidence-Based:** Each statement should be supported by specific examples from your experience. Whenever possible, use concrete results or outcomes to demonstrate the impact of your learning (e.g., "As a result of my leadership training, team productivity improved by 20%.").
- **Ask Yourself Questions:** After writing a statement, ask yourself:
 - Does this statement describe *what* I learned (the competency), not just what I did?
 - Is this statement specific enough to show the depth of my knowledge?
 - Does it clearly apply to a broader context or only the specific experience?

By following these steps, you will create statements that reflect your true knowledge, skills, and competencies. This thoughtful process of articulating your experiential learning will significantly improve your chances of admission through the PLAR process.

Here are three examples of specific, non-contextual learning statements for someone in the tourism industry.

Example 1: Customer Service and Communication Skills Competency Statement:

"I developed advanced customer service and communication skills by effectively addressing diverse client needs and resolving issues in a professional manner, using clear, empathetic, and culturally sensitive communication strategies. This experience enabled me to enhance client satisfaction and foster long-term customer loyalty in various customer-facing roles."

Example 2: Self-Management Competency Statement:

"I cultivated self-management skills by balancing multiple projects, prioritizing tasks, and maintaining composure under pressure. By setting clear goals and managing deadlines effectively, I successfully executed complex events while maintaining work-life balance."

Quality and Quantity

There is no set number of artifacts required for each competency. Instead of focusing on how many items to include, applicants should prioritize submitting evidence that clearly and directly demonstrates their learning. Typically, a portfolio may include two Letters of Attestation; however, the overall strength of your submission depends on the quality of your learning statements and the relevance of your supporting artifacts. A smaller number of well-chosen, clearly connected pieces of evidence is more effective than a large number of documents with little or no connection to the competency.

If you are unsure about how much evidence to include, the PLAR Manager can provide guidance.

How to Show Your Learning – Supporting Artifacts

A comprehensive portfolio will be filled with supporting documentation which provides the evidence of your prior learning. A strong portfolio for admission purposes will provide supporting evidence (called learning artifacts) for all the admission criteria competencies you choose. These artifacts support your claims of “I’ve learned this, I’ve demonstrated this.”

Think back to the “**Am I Ready?**” checklist. This checklist was designed to get you thinking about the artifacts that you include in your portfolio to showcase your learning/ competencies. You want to consider your claims as you select your artifacts to be included in your portfolio. Here are some artifacts you may want to consider, if they relate to the admission competency that you are trying to prove:

1. You may submit a letter from someone who can speak to your involvement, such as:

- An Elder or Knowledge Keeper
- A community member or cultural organizer
- A supervisor from community or cultural work
- A family or extended family member (where appropriate)

Letters can confirm things like:

- Your participation in cultural or community activities
- The length or consistency of your involvement
- The type of learning or responsibilities you took on

Letters do **not** need to be formal, long, or on letterhead.

2. Proof of Participation in Cultural or Community Activities

This may include:

- Event programs, flyers, or schedules
- Registration lists or sign-in sheets
- Certificates of participation (if available)
- Emails or messages confirming attendance or involvement

These items help show **where and how often** you have participated.

3. Photos or Visual Evidence

You may submit photographs or images that show:

- Participation in cultural or community events
- Land-based activities (e.g., harvesting, fishing, gathering)
- Cultural gatherings or workshops

Photos should be:

- Respectful of cultural protocols
- Shared only if appropriate and permitted
- Accompanied by a short description (what, where, when)

4. Cultural Items, Artwork, or Crafts

If relevant, you may submit:

- Photos of beadwork, regalia, carvings, paintings, or other cultural creations
- Descriptions of items you have made or helped create
- Evidence of participation in making or learning these practices

5. Community or Cultural Roles

You may provide evidence of roles such as:

- Helping organize or support cultural events
- Volunteering at community gatherings
- Supporting Elders, youth, or cultural programs

Evidence could include:

- Role descriptions
- Emails or letters confirming your involvement
- Community announcements or acknowledgements

6. Employment or Volunteer Records (if applicable)

If your work involved Indigenous culture or community, you may submit:

- Job descriptions
- Letters from employers or organizations
- Volunteer records or logs

These can help confirm **ongoing engagement**.

What Makes Strong Evidence

Strong evidence:

- Shows **real participation or involvement**
- Comes from **community or lived experience**
- Does not need to be perfect, complete, or formal
- Can be recent or from earlier in life

You do **not** need:

- Academic transcripts
- Research papers

If You Are Unsure What to Submit

If you are unsure whether something “counts,” you can include a supporting note explaining what it is. Admissions staff understand that Indigenous learning happens in many different ways, and they will review your evidence with care and respect.

Remember

This evidence is about **showing learning, connection, and participation**, not testing knowledge. Your experiences are valid, and everyday proof from your life and community is welcome.

Below you will find more evidence examples;

- Reports/ papers completed or presented
- Policies, procedures, or organizational goals I developed
- Emails, chats, or other communications demonstrating my leadership, collaboration, or complex thought processes
- Certificates of attendance at seminars or workshops
- Flyers or other promotional materials you designed
- Documents that can help demonstrate my competence, such as templates, databases, assessments, or spreadsheets
- Licenses or certifications obtained
- Positive evaluations from previous employers and/or teachers

- Documentation of leadership experience
- Screenshots of websites, graphics, social media or mobile app content I developed
- Meeting minutes, agendas or communications I was involved in from committees, boards, or fundraising work
- Schedules, performance evaluations, discipline measures, or human resource support I provided for others
- Newspaper or magazine clippings that highlight my competencies
- Video productions I participated in or helped develop
- Recorded performances including plays, songs, poems
- Evidence of awards
- Laboratory work
- Examples of artistic development
- Confirmation of grants obtained
- Coding, scripts, process maps, or software development demonstrating my scientific ability

Artifacts serve as proof of competencies/ learning, evidence linking past learning to the criteria being assessed (Athabasca University, n.d.). Strong portfolios include primary artifacts (direct evidence of your works) and supporting artifacts (secondary documents providing context). The artifacts you choose showcase your prior learning and achievements through various forms of documentation, including:

- **Written Work** (essays, reports, strategic plans)
- **Multimedia** (videos, presentations, digital content)
- **Professional Documents** (memos, manuals, training materials)
- **Certifications & Evaluations** (certificates, performance reviews)

Primary Source Artifacts

Primary source artifacts are materials you have written, developed, or created independently or collaboratively. These may include:

- Emails, memos, and strategic plans
- Sections of manuals
- PowerPoint presentations, brochures, and newsletters
- Reports, fiction or non-fiction writing, and other creative works

Primary source documentation is essential for demonstrating prior learning and should directly relate to the competency being assessed.

Secondary Source Documents

Secondary source documents provide supporting evidence but do not directly demonstrate your learning. These may include:

- Certificates
- Performance evaluations
- Resource materials

Secondary sources should be used **sparingly** in your portfolio. Their role is to **complement** primary source documentation rather than serve as standalone proof of learning.

Pairing Secondary Sources with Primary Sources

To strengthen your portfolio, secondary source documents should support and provide context for your primary source evidence. Below are examples of effective pairings:

Primary Source Document	Supporting Secondary Source	How They Work Together
A strategic plan you developed for a company project	A performance evaluation praising your leadership in project execution	The evaluation adds credibility to your role in creating and implementing the plan.

Using this approach ensures that secondary documents **enhance** rather than replace primary source evidence, making your portfolio more compelling and well-supported (**Author, Year**).

Artifact Requirements

If you would like to include an artifact in your portfolio, but it does not explicitly name you as the author or contributor, it must be submitted with a **Statement of Purpose (SOP)**. An example of a SOP looks like this.

Section	Details
Applicant Name	[Your Name]
Document Title	[Title of Document]
Date Created	[DD/MM/YYYY]
Role in Creation	(e.g., Author, Contributor, Editor)
Context & Purpose	(Briefly explain why this document was created and its intended impact)
Relevance to Portfolio Criteria	(Explain how this document demonstrates the competency being assessed)

This structured approach ensures clarity, credibility, and alignment with portfolio assessment standards

Letters of Attestation

A **Letter of Attestation** is a formal document obtained from individuals who can verify the competency claims made in your **Prior Learning Assessment and Recognition (PLAR)** submission. Assessors rely heavily on these letters to confirm that the learning described in your statements is valid.

A **Letter of Attestation** is **not** a reference letter. Instead, it must provide clear verification of your competencies by including the following details:

- Your full name
- The attestor's relationship to you (e.g., employer, supervisor)
- Their first-hand knowledge of the specific competencies they are verifying
- Their understanding of the duties, responsibilities, and tasks you performed
- Their assessment of your proficiency in the competency, using qualifiers such as average, above average, or exceptional

Additional Requirements for Attestors:

- Inform the **PLAR Manager** of their education, industry credentials, or community role. Help the assessor understand why you can attest to the applicant's learning
- Provide examples to illustrate how they evaluated your competency
- Use official letterhead (if possible)
- Focus on verifying your competency rather than predicting future performance (this is not a letter of recommendation).
- Sign the letter and send it directly to the **PLAR Manager**. (The attestor should copy you on the email so that you can upload a copy to your portfolio).

Following these guidelines ensures that your **Letter of Attestation** effectively supports your PLAR submission and provides assessors with the necessary evidence to evaluate your prior learning.

Completing the Admission Criteria Competency Page

Besides organizing the competency requirements with the corresponding learning statements, the admission criteria competency page also acts as a table of contents for your portfolio. This page lets the assessor know where to find the learning artifact that provides the support to your claim of learning. This page highlights where and when the learning was achieved and what the evidence of learning is and where to locate it in the portfolio. If an attestation is listed, the name of the attestor should also be listed. This page helps the assessor make the connection between your learning statements and the supporting documentation for the associated competency. This sheet is available for you to download in your portfolio builder.

PLAR Admission Criteria Competency Sheet MASTER

Student Name & ID# _____ Portfolio URL _____

Competency	Learning Statement	Origin of Learning (Identify time & place of learning)	Supporting Documentation (Name the evidence & where it's located in portfolio)
Communication	Developed strong communication skills by engaging with diverse clients, vendors, and stakeholders to ensure seamless event execution. By actively listening and tailoring messaging to different audiences, I enhanced customer satisfaction and strengthened business relationships	Luxury Niagara Resorts & Events 2018-Present	Employer Attestation #3, see Documents section, Dan Peterson. Centura Wines Event planner, see Artifacts section. Tourism impacts of COVID-19 Report, see Learning Statements section

The completed Admission Criteria Competency Sheet is likely to be the last document that you upload to your portfolio builder in the LMS.

3. Autobiographical Essay & Critical Learning Incident Framework: Canoe of Life Model

This guide helps you create a culturally grounded autobiographical narrative (4–6 pages) that honours identity, land, teachings, values, and lived experience. Using the Canoe of Life model, the final product will weave together; Who I Am, Where I Come From, Where I Am Going, and Giving Back.

Your completed piece will be a personal, reflective, culturally relevant account of your life journey, learning, identity, and growth.

The Canoe of Life: Teachings you will weave throughout your piece

1. WHO I AM — THE CANOE

Teachings include:

- Knowing yourself, your values, strengths, gifts, and purpose
- Recognizing learned strengths from challenges
- Self-discipline as the foundation for thoughtful, purposeful action
- Maintaining balance in your physical, emotional, spiritual, and intellectual life
- Understanding that balance = empowerment and resilience
- Reframing past hardships into sources of wisdom

Your narrative should show:

- What “materials” form your canoe
- How your identity has been shaped
- What keeps you balanced or unbalanced
- What you have learned from challenges, defeats, or turning points

2. WHERE I COME FROM — THE CEDAR TREE

Teachings include:

- Family as heritage, kinship, teachings, values, role models
- Community support: belonging, shared values, participation, mutual learning
- Cultural identity: traditional teachings, culture lived through practice, impacts of technology
- Integrity: living truthfully when no one is watching
- Gratitude: appreciating your strengths, experiences, and growth
- Land: your relationship with place and teachings from the land

Your narrative should explore:

- Who raised you? Who shaped you?
- What teachings, values, or stories formed you?
- How have culture and community shaped your worldview?
- What connection to land has influenced your identity?
- What role do integrity and gratitude play in your life?

3. WHERE I AM GOING — THE EAGLE

Teachings include:

- Setting direction through goals connected to your heart’s desire
- Building confidence, faith, and belief in your abilities
- Finding your voice: truth, clarity, confidence, connection

- Telling your story honestly and with purpose
- Knowing your talents, skills, and fears
- Personal development as the craftwork of shaping your canoe

Your narrative should include:

- Future direction (education, career, community involvement)
- What dreams or goals pull you forward
- How you found (or are finding) your voice
- How your gifts and strengths will guide your next steps

4. GIVING BACK — RECIPROCITY

Teachings include:

- Reciprocity and responsibility as core to balanced living
- Giving back to family, community, culture, land
- Expressing gratitude through action
- Understanding who gave to you and how you will give forward

Your narrative should answer:

- Who supported you on your journey?
- How will you share your gifts, knowledge, or strengths?
- What does reciprocity mean to you?

Structure Of Your Autobiographical Essay (4–6 pages)**FORMATS YOU MAY USE**

- Written essay (4–6 pages)
- Oral storytelling (10–15 minutes)
- Blended format (written + audio + images/teachings/artwork)

The Canoe of Life model is woven throughout the sections below using a written approach.

1. Introduction (½–1 page)**Introduce:**

- Key themes of your life story
- Your identity as a canoe: values, gifts, teachings
- Your connection to land and culture
- A preview of your critical learning incident later in the essay

Purpose: Help the reader understand the path your canoe has travelled so far.

2. WHO I AM — The Canoe (0.75–1.25 pages)**Write about:**

- Your values, personal qualities, attitudes
- Your inner strengths (both learned and inherent)
- Challenges that helped build resilience
- How you maintain balance
- How self-discipline shapes your behaviour
- How your identity has changed or expanded through experience

Prompts:

- What “materials” build my canoe?
- What strengths did I gain from difficult experiences?
- What keeps me balanced or unbalanced?
- What purpose guides me?

3. WHERE I COME FROM — The Cedar Tree (1–1.5 pages)

Include reflections on:

- Family, kinship, role models, lineage
- Community belonging and support
- Cultural teachings, traditions, and influences
- Your evolving cultural identity
- Your relationship with land
- Integrity and gratitude as guiding forces

Prompts:

- Who shaped me? What values did I inherit?
- What teachings or stories still guide me?
- How has community participation shaped my skills or knowledge?
- What cultures have influenced my identity?
- How do I show integrity when no one is watching?
- What am I grateful for?

Share stories, examples, memories—but avoid personal identifiers (names, exact places, sensitive details).

Critical Learning Incident (part of the autobiographical essay)

Choosing and Analyzing Your Critical Learning Incident

The critical learning incident is a key element of your overall essay. Reflective learning involves thinking deeply about one's experiences and analyzing how those experiences can inform future actions. According to Schön (1983), reflective practice allows individuals to "reflect-in-action," using past experiences to guide decision-making in the present. Reflective learning helps you better understand your strengths and weaknesses, adapt to new situations, and grow personally and professionally. This critical learning incident is the analytical core of your narrative. Choose one significant life experience that shifted your understanding, strengthened your canoe, or clarified your direction.

Identifying a Pivotal Learning Event

This incident should be a moment that had a significant impact on your personal or professional development. It can be a challenge you overcame, a mistake you learned from, or a situation that radically changed your perspective.

Some examples of critical learning incidents could include:

- A personal failure that taught you resilience.
- A moment of cultural or emotional realization that shifted your worldview.

Use a Reflection Model to analyze your experience and learning

After identifying the learning incident, reflect on it in detail. You can follow the **"What? So What? Now What?"** Driscoll (1994) model to guide your analysis:

WHAT?

Describe the event without identifying people or sensitive details.

SO WHAT?

Explain the meaning and impact:

- Did this experience uncover strengths?
- Challenge your sense of identity, balance, or values?
- Deepen understanding of teachings from family/community/land?
- Connect to your voice, integrity, gratitude, or self-discipline?

NOW WHAT?

Demonstrate future growth:

- How did the incident influence your path, choices, or goals?
- What have you changed or improved?
- How does this moment help guide your canoe forward?

5. WHERE I AM GOING — The Eagle (1 page)

Focus on your future direction:

- Education, career, or community goals
- Your dreams and sense of purpose
- Strengths and cultural teachings guiding your next steps
- How you are finding your voice
- Skills and abilities you want to grow

Prompts:

- Where is my canoe headed next?
- What goals feel meaningful to me?
- What supports my confidence and belief in myself?
- What does “walking in my strength” look like for me?

6. GIVING BACK — Reciprocity & Responsibility (0.5 page)

Explain:

- Who contributed to your learning
- What knowledge, skills, or teachings you want to return to others
- How you will give back to family, community, land, or future generations

Prompts:

- How will I honour those who supported me?
- What do I hope my contributions will be?

7. Conclusion (½–1 page)

Pull together the Canoe of Life teachings:

- Summarize your growth
- Reflect on how knowing who you are, where you come from, and where you’re going shaped your story
- Reconnect your critical learning incident to your canoe, cedar tree, and eagle
- End with a teaching, intention, or reflection about lifelong learning and balance

Final Checklist

Before submitting, make sure your narrative:

- ✓ Integrates all 7 sections
- ✓ Contains a clear critical learning incident analyzed using Driscoll's model
- ✓ Maintains cultural and personal reflection
- ✓ Avoids naming people or sharing sensitive details
- ✓ Connects identity, land, culture, learning, and future direction
- ✓ Demonstrates reflection and self-awareness
- ✓ Shows your voice and honours your teachings -write in the first person ("I")
- ✓ Revise and edit for cohesiveness, conciseness, grammar, spelling, and completeness

By following these guidelines, you'll craft an insightful and reflective autobiographical essay that not only tells your story but also demonstrates how reflective learning and critical incidents have shaped your personal development.

4. Declaration Page

The declaration page should be prominently displayed in your portfolio. This page attests that you created your portfolio, and that you created or contributed to the learning artifacts that are in the portfolio. The declaration must be dated, indicating that the portfolio has been completed and is ready for assessment. This declaration page also attests that after submitting your portfolio, you will not make changes to it during the assessment process. You will be able to make changes to the portfolio with permission, based on feedback from the PLAR Manager.

Dating the declaration page may be the last thing you do before publishing your portfolio (The Brock LMS also dates your submission).

Declaration Page Wording

This site was created for admission to the Brock University's _____ Department (or program). It will highlight what I have learned and the competencies I have developed that will meet the PLAR admission criteria for Brock University.

I attest that this published portfolio contains materials that are correct and have been completed by myself. I attest that I am the person named in the application, and I have created the learning artifacts and all the portfolio contents herein, unless otherwise signified. Upon submission of this portfolio for assessment, I agree to make no changes, additions, or deletions to the portfolio documents or organization during assessment. Changes to the portfolio will only be made with approval by the PLAR Manager. Altered portfolio versions will be timestamped and downloaded.

Anna Badger, September 30th, 2024 (Date required)

Final Suggestions

The Brock LMS Brightspace is used to submit your portfolio. Submission guidelines are included in the LMS portfolio instructions. The assessor should be able to find the artifacts easily with the aid of your admission criteria competency sheet as a navigation tool.

- Essays should be double spaced, written in a font size of 10 or larger, and should be checked for spelling, grammar and punctuation. (This does not apply to your attestation letters etc.) Use an easy-to-read font for example – Arial.
- Do not name other people in the essays or use personal identifiers including family, friends, colleagues, and instructors. For example, I would use, “My mentor advised me ” or “My neighbor” rather than “Mrs. Dawson”.
- Make sure to match the information you document on the admission competency criteria sheet the same way within the portfolio
- Review for completeness. Make sure you have submitted all the required documents as per the PLAR Admissions Requirements for your program. Consult with the PLAR Manager throughout the process to ensure that you are on track.

Appendix

Letter of Attestation Example



**Luxury
Niagara
Resorts
& Events**

123 Resort Drive, Niagara Falls, ON

905-123-4465

LuxuryNiagara.com

February 19, 2025

Admissions, Brock University

Dear PLAR Manager,

I am writing this letter to attest to the exceptional problem-solving skills demonstrated by Anna Badger, Senior Event Manager at Luxury Niagara Resorts & Events. As Anna's direct supervisor and the Director of this organization, I have had first-hand knowledge of her contributions and performance in this role over the past several years.

I hold a bachelor's degree in Tourism & Hospitality Management and have over 15 years of experience in the event planning industry. I have had the opportunity to evaluate Anna's work closely and can confidently attest that her problem-solving abilities are exceptional. Anna consistently performs at a level that is well above average, displaying a high degree of creativity and initiative when faced with challenges in event coordination and execution.

In her role, Anna is responsible for managing all aspects of event planning, including client interactions, vendor negotiations, budget management, and ensuring that every event runs smoothly from start to finish. Her duties require her to address complex and often unforeseen issues that arise, and Anna consistently approaches these challenges with a calm and methodical mindset. One notable example of her problem-solving capabilities occurred during a high-profile wedding event last year, when a key vendor canceled unexpectedly due to a personal emergency.

Anna immediately took charge of the situation, quickly sourcing a reliable alternative vendor without compromising the quality of the event. She communicated effectively with the client to ensure that they were reassured, all while keeping the event timeline intact. This swift and effective solution resulted in a seamless event, with the client expressing their gratitude for Anna's professionalism and resourcefulness.

Additionally, Anna's ability to troubleshoot and resolve technical issues during hybrid events has been crucial in ensuring that our clients receive the best possible experience. Her proactive approach to testing equipment and preparing for potential disruptions, such as connectivity issues during virtual segments, has minimized risks and ensured smooth event execution.

Throughout her tenure, Anna has consistently demonstrated an exceptional level of problem-solving, attention to detail, and dedication to client satisfaction. She approaches every challenge with a positive attitude and a solution-focused mindset, ensuring that issues are resolved efficiently and effectively.

I can confidently say that Anna's performance in problem-solving surpasses the expectations for her position, and she regularly performs at a level equal to or higher than employees with a degree in event management or a related field. Her ability to resolve complex issues and maintain a high standard of work is one of the key factors contributing to the success of our events and the satisfaction of our clients.

If you require further information or specific examples regarding Anna's performance, please do not hesitate to contact me directly. I am happy to provide additional details as needed.

Sincerely,

John Rodgers

John Rodgers

Director, Luxury Niagara Resorts & Events

905-123-4465

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Letter of Attestation (Community Member / Elder) Template

Submission Instructions:

Please send this letter directly to the PLAR Manager. Copy the applicant on your email so they can include it in their portfolio. If possible, use letterhead (not required).

Helpful Reminder:

This letter confirms what you have personally seen and know about the applicant's abilities. It is not a reference letter and should focus only on demonstrated competencies. The applicant will provide you with information about the competencies that they are asking you to attest to.

Date: _____

To: PLAR Manager

Institution/Organization: Brock University, c/o Admissions

Re: Attestation for [Applicant's Full Name]

1. My Relationship to the Applicant

Please describe how you know the applicant and for how long:

2. My Role and Experience

Please describe your role in the community and why you are able to speak to this person's learning and abilities:

3. My Direct Knowledge of Their Skills and Learning

Please explain how you have directly seen or experienced the applicant demonstrating their knowledge or skills:

4. Description of Competencies Observed

Please describe the skills, knowledge, or abilities you have seen. Include what they did, how they did it, and in what setting:

5. Examples

Please provide one or two specific examples that show how the applicant demonstrated these competencies:

6. Assessment of Their Skill Level

- ☐ Average
☐ Above Average
☐ Exceptional

If you are assessing more than one competency, rate them individually below:

7. Additional Comments (Optional)

8. Attestor Information

Full Name: _____

Community Role / Title (if applicable): _____

Organization (if applicable): _____

Phone Number: _____

Email Address: _____

Signature: _____

Date: _____

References

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PLAR Manager

Admissions, Office of the Registrar and Enrollment Services

Admissions@brocku.ca

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