

Recognizing Prior Learning

You live. You learn. It all counts.

RECOGNIZING PRIOR LEARNING COORDINATING GROUP

2008 ANNUAL REPORT

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INTRODUCTION

The Recognizing Prior Learning Coordinating Group (RCG) is made up of Saskatchewan stakeholders who work together to promote *Recognizing Prior Learning (RPL) in Saskatchewan: Provincial Policy Framework* (the Framework) goals. Recognizing prior learning benefits Saskatchewan's learners, job-seekers and workplaces.

KEY ACTIONS IN 2008

In December 2008, the RCG consisted of 24 active members with representation from various sectors that included education and training, professional/trade associations, regulatory bodies, labour, career development practitioners, community advocacy groups and government (*see APPENDIX IV*).

To advance the goals articulated in the Framework, the RCG engaged in the following activities:

GOAL A: DEMONSTRATE LEADERSHIP
KEY ACTIONS: <ol style="list-style-type: none">1. Identified resources needed to undertake RGC activities;2. Provided a forum for organizations to share information about RPL activities;3. Conducted a strategic planning session; and,4. Revised the Framework and the RCG Terms of Reference.
GOAL B: PROMOTE AND SUPPORT THE DELIVERY OF HIGH QUALITY, ACCESSIBLE, AND RELEVANT RPL SERVICES IN SASKATCHEWAN
KEY ACTIONS: <ol style="list-style-type: none">1. Participated in RCG working groups and provided the RCG with feedback;2. Hosted a conference, established a networking group and published an electronic newsletter; and,3. Hired a consultant to complete a Needs Assessment and Blueprint for Action.
GOAL C: DEMONSTRATE ACCOUNTABILITY
KEY ACTIONS: <ol style="list-style-type: none">1. Prepared an Annual Report to record progress in achieving the Framework goals.

KEY OUTCOMES IN 2008

RPL Conference, March 2008:

The conference held in Saskatoon on March 11, showcased progress in RPL in Saskatchewan.

- One hundred and seventeen registrants and twenty four speakers participated in the event;
- Forty conference participants signed up for the RPL Network;
- Participant feedback was very positive; and,
- Session summaries were posted to the website of the Ministry of Advanced Education Employment and Labour.

Strategic Planning Session held April 2008:

Participants in the strategic planning session identified RCG priorities and made recommendations regarding the structure and composition of the RCG. It was decided that the structure of the RCG needed to be updated in order to:

- Reflect changes in leadership for the RCG;
- Clarify roles related to the administration of RPL resources; and,
- More efficiently respond to the needs of the RCG working groups.

Governance Working Group established May 2008:

This working group responded to the need to update the structure of the RCG. In November 2008, draft revisions to the Framework, as well as the RCG Terms of Reference (the Terms of Reference) were recommended to the RCG. Key changes proposed by the Governance Working Group are summarized below:

➤ **Framework:**

- That the Framework be conceptual and foundational, resulting in needing less frequent revisions
- That detailed action statements be outlined in the Terms of Reference where they would be reviewed annually
- That the Vision Statement be included in both the Framework and the Terms of Reference

➤ **Terms of Reference:**

- That an Executive Committee of up to five members be established to allow for more responsive decision-making by the RCG
- That the Action Plan (previously included in the Framework), Workplan and Terms of Reference be reviewed and updated annually by the RCG
- That the RCG Executive make recommendations to the Minister of Advanced Education Employment and Labour about funding required for projects to support the RCG's strategic plan

The Framework and the Terms of Reference were officially adopted by the RCG in January 2009 and this Annual Report reflects these adopted changes.

Newsletter launched September 2008:

The Expertise Working Group published its inaugural *Network Newsletter* in September 2008. Distributed to over ninety people, the newsletter included information on:

- Adult Learner Friendly Institutions;
- Prior learning assessment process – University of Saskatchewan learner;
- Advanced Certificate RPL Practitioner Training at the Saskatchewan Institute of Applied Science and Technology (SIAST);
- RCG activity highlights;
- Proposed networking event questionnaire; and,
- Recently published reports.

Needs Assessment and Blueprint for Action published November 2008:

The Communications and RPL Centre Working Group hired Garven and Associates Management Consultants to complete a *Needs Assessment and Blueprint for Action* which highlighted the following themes:

- The opportunity to act is now;
- The benefits of RPL are known;
- Lack of awareness limits potential;
- There is a need for expertise and capacity to advance RPL;
- Workplace strategies are needed; and,
- Technology/ tools can support service delivery.

The report outlined the following priorities for action:

- Website development;
- Awareness building;
- Enhanced RPL tools;
- Capacity building; and,
- Networking.

APPENDIX I

INITIATIVES OF RCG MEMBER ORGANIZATIONS IN 2008

RCG member organizations were engaged in a wide range of initiatives in 2008. The following reports from member organizations provide examples of current RPL projects and services in the areas of qualification recognition, credit transfer, and prior learning assessment and recognition.

A. Career Development Practitioners and Employment Counsellors

Regina Open Door Society (RODS)

Saskatchewan Advanced Education and Employment funded the Enhanced Language Training and Immigrant Internship Program initiatives in 2008 which assisted immigrants to practice their chosen professions in Saskatchewan. Language levels, readiness criteria and support systems are assessed prior to participating in language training.

During 15 weeks of language training, participants identify and articulate their unique competencies and learn about the Canadian labour market, including labour regulations and workplace culture. They learn about the job application process: writing résumés and cover letters and conducting interviews. They also learn about the importance of networking, the hidden job market and licensing requirements for their profession. Many participants find it very useful to compile a personal portfolio – a new experience for most of them.

Language instruction is followed by a work-placement opportunity ranging from two to six months. Participants are matched with a mentor during this time. These experiences help them consolidate the knowledge attained in the classroom.

Following completion of the English Language Training program, immigrants are better able to obtain and retain positions in their chosen fields here in Saskatchewan. Two programs were delivered in 2008 and two more are planned for 2009.

B. Employers/Employers' Organizations

Saskatchewan Association of Health Organizations (SAHO)

Aboriginal Career Pathing Project

In 2007, after many years of collaboration and preparation, SAHO entered into a three year contribution agreement with the Federal Government, Human Resources and Skills Development Canada (HRSDC) Workforce Skills Initiative. In 2008, the SAHO Aboriginal Career Pathing Pilot Project focused on:

- professional development, workshops and seminars for Career Pathing Advisors;
- developing, testing and implementing appropriate tools, templates and policies to support career pathing services in the seven test sites;
- orientation and awareness sessions for health managers and employees; and
- monitoring the progress and success of participants

- Momentum is growing. The Career Pathing Advisors have reported a great level of interest by participants and have been asked to deliver presentations about the project at various meetings and conferences
- Attended by all of the project's partners and stakeholders, a very successful Career Pathing Symposium was held in October 2008. Susan Stromich, along with keynote speaker Andrew Sharpe, opened the symposium by noting the vision respecting the issues and events that led to this point. Other keynote speakers, Paul Zakos and Shauneen Pete, provided delegates with an opportunity to reflect on best practices and community needs. The Positive Culture Company facilitated a dynamic and interactive process that led delegates on a 'discovery tour.'

The project provided an opportunity to learn from its challenges. It required our partners to adapt and evolve to best meet the needs of the project and career pathing participants in efforts to develop a model for career pathing that will address succession planning and the creation of a sustainable, responsive and representative workforce.

Visit www.careerpathingsymposium.ca for more information about the project.

Internationally Educated Health Professional (IEHP) Career Pathing Project

The goal of the IEHP Career Pathing Project is to develop and implement activities that will facilitate and allow advancement and retention of internationally trained health care workers and also identify how many IEHPs require support to eliminate barriers that prevent them from working at the professional level for which they were trained in another country.

To improve our ability to gather data on IEHPs, an internal database was developed. One hundred and eight IEHPs have been identified and are looking for ways to get licensed and find meaningful employment in Saskatchewan. Out of 108 individuals, 32 are participating in the IEHP Career Pathing Project.

Some of the activities implemented in 2008 include:

- Internationally Educated Nurse (IEN) Information Session: 83 people registered for two sessions (one in Regina and one in Saskatoon) and provided very positive feedback from the participants.
- An IEHP Video was developed and a brochure is being developed to help inform the target audience.
- Capacity Building for Internationally Educated Nurse Assessment (CBIA) is a pilot project being implemented at SIAST. The competencies of a number of Internationally Educated Nurses (IENs) have been assessed in 2008. This is an initiative involving seven jurisdictions within the Western & Northern Health Human Resources Planning Forum, using a model developed by Mount Royal College in Alberta. The initiative is overseen by a provincial steering committee including representatives from SAHO, SIAST, the College of Nursing (U of R), the Saskatchewan Registered Nurses Association, the Saskatchewan Association of Licensed Practical Nurses, and the Ministries of Health and Advanced Education, Employment and Labour.

- Canadian English Language Benchmark Assessment for Nurses (CELBAN Test) was offered in Saskatoon and Regina at the end of October 2008. Assessors were brought from Manitoba to evaluate eighteen people (15 of which are IEHP Career Pathing project participants).
- In collaboration with SIAST, SAHO offered an intermediate level English language proficiency course for nurses. Eight participants took the course.

C. Trade/Professional Regulatory Bodies/Associations

Saskatchewan Tourism Education Council (STEC)

STEC is a non-government, non-profit, industry-driven and award-winning division of Tourism Saskatchewan. The organization works with and on behalf of the tourism industry in the province to:

- improve human resource management and training practices;
- reduce employee turnover;
- improve the image of tourism as a viable career choice and as a sector that develops essential workplace skills;
- increase the knowledge and skill levels of the tourism workforce;
- encourage greater relevance of existing post-secondary education and technical training for tourism;
- support a professional tourism workforce by developing, promoting, coordinating and evaluating industry managed standards, certification, career awareness and training; and,
- contribute to greater representation of the Saskatchewan tourism industry workforce.

There are a variety of ways STEC actively employs RPL.

Standards

STEC partners with the Canadian Tourism Human Resource Council to coordinate Saskatchewan's participation in developing Tourism Occupational Standards. These standards have been developed for 47 occupations and can be used by employees and employers to measure knowledge, skills and attitudes against nationally validated industry standards. The Tourism Occupational Standards are also excellent resources for educators in developing curricula. STEC delivers and administers *emerit* National Certification for over 20 of the 47 occupations, offers training materials and resources and delivers workshops on various topics.

This work supports RPL by ensuring industry representatives from the various occupations identify and validate the knowledge, skills and attitudes required for competence within each occupational standard and certification program developed in Canada.

emerit National Certification

emerit National Certification is the pinnacle industry credential for tourism professionals in Canada. Certification is awarded when an employee masters required skills and meets the standards of their profession in a practical job setting.

This process supports RPL by:

- recognizing previous industry occupational experience toward Certification, upon verification;
- embracing a competency-based challenge model with everything, except the knowledge exam, completed in the workplace; and,
- recognizing Certification nationally, allowing cross jurisdictional mobility.

Ready to Work

Ready to Work (RTW) is a program that offers classroom instruction, hands-on skills training and on-the-job mentoring to individuals making the transition from unemployment to the tourism workforce. Participants who successfully complete the 12-week program earn several industry recognized certificates. This, along with an up-to-date resume assists participants to create a portfolio that can be expanded as they acquire new skills and knowledge. The RTW program includes occupation skills-specific training to ensure individuals are gaining hands-on experience. For example, Entry Level Cook and Food & Beverage Server trainees spend time cooking and/or serving in a mock restaurant under the direction of industry certified experts. When participants enter the workforce, mentors regularly follow up to determine if any skill gaps exist that require additional training. Each individual receives a minimum of 40 hours of mentor support.

This supports RPL by:

- training individuals to meet national industry standards;
- providing portfolios that can be used by educational institutions in assessment toward credit for post-secondary programs; and,
- providing portfolios that can be used by employers during the recruitment process.

Apprenticeship

Apprenticeship programs offered through STEC include Guest Services Representative and Food and Beverage Person. To receive a Journeyman certificate, participants must have 3600 hours of trade experience as an apprentice and have completed the requirements noted below.

This supports RPL by:

- training individuals to an industry developed standard;
- recognizing skills developed both in the workplace and through community provided training; and,
- providing a credential recognized by the Apprenticeship system.

Saskatchewan Teachers' Federation (STF)

The Saskatchewan Teachers' Federation (STF) participation on the RCG has created opportunities for shared learning and shared understandings for each of the groups represented. Internally, the STF continues to support the principles of RPL in its human resource management practises.

As the professional organization of approximately 12,000 teachers, the STF has a legislated mandate that includes supporting the cause of public education, promoting and safeguarding the interests of teachers and securing conditions that support professional service. The recent amendment to the Agreement on Internal Trade (AIT) negotiated by provincial and territorial leaders is intended to smooth the way for professionals to move among jurisdictions within Canada. As a result, any professional certified by a regulatory authority in a province or territory shall be certified in the other provinces or territories without requiring any additional training, experience, examinations or assessments. This provision is intended to address shortages in certain areas. Saskatchewan does not currently have a teacher shortage; however, the implications for such an agreement has the potential to erode Saskatchewan education in at least two ways:

- Whether intentional or not, Trade and labour agreements have a tendency to foster the standardization of services and gloss over the significant differences that are valued within each provincial jurisdiction.
- Trade and labour agreements such as this pose risks to the current quality of education and, in the long term, to the provincial government's authority and accountability for education including teacher certification.

While formal agreements and recognition of prior learning practises are intended to reduce or eliminate barriers for citizens of Saskatchewan, the STF remains unconvinced that education should be included. The STF continues to look for evidence that Saskatchewan students, the quality of our publicly funded education system, or teacher professionalism stand to benefit from the agreements and practises mentioned.

D. Education/Training Providers

Regional Colleges

In the summer of 2007, AEEL approved a proposal to extend the Regional Colleges Recognition of Prior Learning Project for a second year. The 2008 project enhanced initiatives from the 2006-07 project and implemented recommendations from College stakeholders. Staff training events and resources were developed to assist in creating and adopting a Recognizing Prior Learning system-wide culture.

Summary of 2008 Activities:

- Presentation to the Organization for Economic Co-operation and Development detailing the different program areas and services the colleges' offer in support of use and practice of Recognition of Prior Learning;
- KUDOS (Office Administration) Project conceptualization completed;
- Developed a non formal database and continued the Regional College Resource Recognition of Prior Learning Web Portal;
- 2008 Provincial Recognition of Prior Learning Conference presentation: The Missing Link, Employment, Recruitment and Retention Strategies.
- Saskatchewan Regional College Staff Validator Training: An invitation was extended to all of the colleges to participate in a Validator Workshop. The workshop assisted Office Administration content experts in understanding assessment methods, including portfolio and transfer credits.

- Colleges identified a need for further training. By request, the following workshops were developed and delivered to Regional College staff in 2008:
 - Introduction and Update: Recognition of Prior Learning
 - Developing a RPL Culture
 - Uses for RPL
 - Exploring Knowledge, Skills and Attributes (KSAs) and their Uses
 - Facilitating Portfolio Pathways
 - Introduction to Portfolio Development
 - The Path to Portfolio Development
 - Introduction to the KUDOS (Office Administration) Project
 - Introduction to Authentic Assessment
- A workshop was developed and delivered at the 2008 Saskatchewan Regional College Conference entitled: Imagine: Creating a Recognition of Prior Learning Culture.

SIAST

SIAST continues to provide leadership in the field of RPL and advance RPL systems and processes provincially, nationally and internationally. SIAST conducted 1,090 prior learning assessment and recognition (PLAR) assessments last year, an increase of 16% from the previous year. This represents a continual increase in the number of students who received recognition for their prior learning over the past nine years.

Information from a national study, *Taking Account: A report on the Number of PLAR Assessments Conducted by Post-Secondary Institutions in Canada*, indicates that only two other Canadian post secondary institutions that participated in the study conducted more PLAR assessments than SIAST. Data from the report also indicates that in 2006-07 (*the most recent year statistics available*), SIAST conducted more PLAR assessments than collective efforts of institutions and colleges in Alberta, as well as in the provinces of Prince Edward Island, New Brunswick and Newfoundland and Labrador.

The following table highlights SIAST’s significant PLAR capacity and its continual growth. (*Note: SIAST has 160 programs in total*).

SIAST PLAR Capacity	2006-07	2007-08
Programs with some level of PLAR	101	106
Programs with block challenge options	17	36
Programs with the option of entire program level PLAR	8	9
Total requests for PLAR challenges	936	1090

Significant to SIAST’s PLAR achievement is developing a variety of tools and resources that support ongoing development of PLAR capacity within programs and online information for those wishing to attain recognition for their prior learning, including a database listing 836 courses which are eligible for PLAR challenges. SIAST adopted a new policy on RPL in September of 2008 which combines both transfer credit and PLAR under recognition of prior learning.

Along with The Canadian Institute for Recognizing Learning, Ryerson University, and the University of New Brunswick, SIAST engaged in an applied [research project](#) to examine quality assurance in PLAR in Canada. This research formed the basis for the beginning of a national discourse on the challenges and opportunities of quality assurance in PLAR. The project was completed in the 2007-08 academic year and resulted in developing the following three documents:

- Quality Assurance in PLAR: Issues and Strategies for Post-secondary Institutions report – [Volume I](#).
- Quality Assurance in PLAR: A Guide to Institutions – [Volume II](#) (also available in French).
- Quality Assurance in PLAR: Annotated Bibliography – [Volume III](#).

As a follow-up to the original quality assurance research project, SIAST applied the strategies recommended in the report to the Continuing Care Aide (CCA) program. The review indicated that the CCA program provides a PLAR friendly environment with technically sound assessment methods. SIAST continues to build capacity for PLAR within its programs and strives to ensure quality of the PLAR process and assessment methods.

SIAST continues to expand its capacity in transfer credit. With recently acquiring a Transfer Credit Facilitator, SIAST is able to increase its collaboration and liaising with other post secondary institutions in Saskatchewan and also identify potential areas for transfer credit. In recent months, 29 programs at SIAST have been identified as having potential for articulation agreements with 7 colleges at the University of Saskatchewan. There are currently 411 courses from other institutions that are considered precedent setting and are automatically recognized for credit for students enrolling in SIAST programs. A database was developed in 2008 which lists 136 articulation agreements between SIAST and other Saskatchewan post secondary institutions. SIAST continues to increase articulation agreements with other post secondary institutions in Saskatchewan and across the country.

With support from SIAST's RPL department, the Business Development and International Partnership department of SIAST is initiating a project to assist Saskatchewan employers to recruit skilled tradespersons from overseas. The project involves conducting PLAR assessments on workers overseas and matching them to the skill requirements of Saskatchewan employers to help fill gaps in their workplaces. Overseas assessment centers have been established in both Kyiv and Manila.

A new initiative to assist employees in transition is being undertaken by SIAST in partnership with the Mining Industry Human Resource Council. SIAST with its highly developed expertise in PLAR and well developed PLAR resources, will assist unemployed miners prepare for transition to new jobs. SIAST facilitators will train faculty at the New Brunswick Community College to develop PLAR assessment tools and resources to assess miners' skills and provide qualifying individuals with a SIAST underground mining certification, a nationally recognized credential in this industry.

A marketing campaign initiated in 2007 to increase public awareness about PLAR continued in 2008. The campaign involved a number of strategies including mailing information to labour market and educational partners and to agencies and organizations involved in assisting individuals in employment transitions. Large advertisements were posted in bus shelters and on busses in both Saskatoon and Regina. Informational advertisements were placed in all daily newspapers in Saskatchewan as well as in numerous weekly publications.

The Recognition of Prior Learning Practitioner Program (RPLP) will be completely developed by the end of the current academic year. The RPLP was developed with extensive practitioner input and was based on national benchmarks for RPL practitioners designed to address all aspects of the field of RPL practice. RPLP courses were offered on a limited basis during the 2007-08 academic year. Next year will see an increase in courses offered which will be aggressively marketed. RPLP courses are offered through distance education making them available for practitioners across the province and the country. The modularized format makes the courses PLAR ready and adaptable to workshop situations for specific needs when required. The advanced certificate program is the first of its kind in Canada and SIAST has received interest from across the country.

E. Saskatchewan Council for Admissions and Transfer (SaskCAT)

SaskCAT is a partnership of institutions and organizations from Saskatchewan's education system. SaskCAT operates as a committee of Campus Saskatchewan. The mission of the SaskCAT is to enhance student mobility by maximizing the portability of educational credits and facilitating access to post-secondary programs and institutions. To date, SaskCAT has established seven Articulation Committees that work to develop new inter-institutional agreements that enable students to more easily move between institutions in seven subject areas: Business Programs, Computing Sciences, English, Engineering, Geography/Geology, Kinesiology, and Social Work and Human Services. SaskCAT also maintains the Online Transfer Credit Guide. More information is available at www.saskcat.ca.

Inter-provincially, SaskCAT is an active member of the Pan Canadian Consortium on Admissions and Transfers and a participant in tri-council discussions with our western colleagues from the Alberta Council on Admissions and Transfer and British Columbia Council on Admissions and Transfer. These efforts are aimed at facilitating enhanced student mobility across provincial boundaries in accordance with the principles articulated in the CMEC Protocol on Credit Transfer.

F. Saskatchewan Labour Market Commission (SLMC)

The SLMC hosts the annual *Training for Excellence Awards Luncheon*. One of the awards acknowledges the application of RPL and/or Qualification Recognition principles and practices within industry to assist employers with Human Resource issues, and individuals in attaining recognition for their prior learning. The SLMC believes there is great potential for the use of RPL within industry and that we must increase our attention to this area. As the number of immigrants from other Canadian regions and from other countries in our workforce rises, the need for effective skills assessment and RPL tools will also increase. To translate this potential into activity requires accelerated work towards the industry-led

development and provision of RPL tools and services within the context of a provincial labour market strategy.

G. Government of Saskatchewan

Ministry of Advanced Education, Employment and Labour and Ministry of Health

In 2008, the Ministry chaired the RCG and engaged in the following activities to support RPL in the province:

The **Adult Learning Branch** participated actively in all four working groups of the RCG and provided secretariat support to RCG meetings and the working groups. Targeted funding to enhance RPL capacity in the province was awarded through a competitive process to Briercrest College and Seminary, Northern Inter-Tribal Health Authority Incorporated, SIAST, the University of Regina and the University of Saskatchewan. A three year inter-provincial agreement with the International Qualifications Assessment Service (IQAS) was renegotiated in 2008. Branch staff provided RPL advice and expertise inside the Ministry and to external stakeholders.

The **Programs Branch** supported Adult Basic Education instructors and administrators to move towards acknowledging and giving credit for prior learning of adult learners. In Level Three (Adult 10) courses, learners can take part in a process to recognize previous credit or non-credit coursework so they can quickly move towards their academic and career goals. Level Four (Adult 12) learners can apply for the Prior Learning 30 credit, which recognizes knowledge, skills, and abilities obtained through employment and volunteer work, as well as non-formal learning (non-credit and work based training courses). The application form is based on the Workplace Essential Skills: the employer, volunteer supervisor, or trainer must observe the learner performing a minimum of six of the nine skills. Process and product portfolios continue to be an important evaluation tool in Adult Basic Education and literacy programs.

The **Saskatchewan Immigration Services Division** produced fact sheets about the licensing process for 22 non-health regulated occupations. Similar work is underway for the health occupations.

In July 2008, under the Internationally Educated Health Professionals (IEHP) initiative funded through a contribution agreement between Health Canada and the Saskatchewan Ministry of Health, the Ministry launched an on-line portal of information for internationally-educated health professionals that assists immigrants find information about becoming licensed and finding work in Saskatchewan (www.immigration.gov.sk.ca). Also under the IEHP initiative, a new tool was developed to assist regulators in reviewing their organization's credential assessment practices.

Saskatchewan continues to develop its new immigration portal to connect immigrants to the people, resources and services they need to stay and succeed in Saskatchewan. Information about licensing and other forms of credential recognition will be an integral part of the new portal.

Saskatchewan continued its partnership with the University of Saskatchewan's College of Medicine for a third year of funding to deliver program components to prepare internationally educated physicians to enter practice or residency training. An International Medical Graduate (IMG) coordinator provides information and support to non-licensed IMGs who register on a term by term basis with the College of Medicine. Registration provides liability coverage for IMGs participating in clinical preceptorships where they can have direct patient contact under the supervision of a practicing physician. The College of Medicine received funding in 2008-09 to make exam preparation information available on-line and to expand access and increase flexibility for delivery.

The Ministry continued funding the Enhanced Language Training program and the Immigrant Internship Project to assist immigrants learn about the local labour market and to help them gain work-related language skills and Canadian work experience as well as build occupational networks in their field of training. Both programs assist immigrants in identifying their prior learning and transferable skills. An evaluation of the programs was completed in summer 2008.

The Saskatchewan Association of Certified General Accountants delivered a program funded by the Ministry for internationally educated accountants, which resulted in eight immigrants successfully completing a key business communications course required for the CGA designation.

The Ministry funded a new organization of immigrants – the Saskatchewan Capacity of Internationally-trained Professionals (SCIP). Funding supported board training and membership outreach activities, including two roundtables for immigrants to obtain information on licensing processes and to share the challenges faced in labour market integration. The roundtables focused on the occupations of engineering (March 2008) and health occupations (October 2008) respectively.

For the second year, the Ministry partnered with the Saskatchewan Society of Occupational Therapists (SSOT), the Association of Canadian Occupational Therapy Regulatory Organizations (ACOTRO) and the College of Occupational Therapists of British Columbia to develop a competency based assessment process for immigrants coming to Saskatchewan with occupational therapy qualifications. The Government of British Columbia is also providing funding for this work. The Ministry continues to work with community based organizations, colleges and other agencies to improve access to quality English language training opportunities for immigrants across the province.

Recognizing Prior Learning

You live. You learn. It all counts.

APPENDIX II

Recognizing Prior Learning (RPL) in Saskatchewan

Provincial Policy Framework

“All learning is valued because it contributes to the social and economic well being and growth of Individuals and our communities.”

ACKNOWLEDGEMENTS

Recognizing Prior Learning (RPL) is part of the Government of Saskatchewan's mandate to ensure an effective and efficient education and training system in Saskatchewan. For employers, RPL can mean cost savings by identifying a greater number of candidates from within their current workforce who have the skills to fill vacant and/or new positions. By enabling people to apply what they already know and can do, RPL can reduce barriers and create opportunities that will lead to greater social and economic prosperity for the residents of our province.

Beginning in the mid-1990s, the Saskatchewan Labour Force Development Board (SLFDB) championed the advancement of RPL by building on the commitment of its reference group, the Forum for Racialized Canadians, to create fair and equitable learning and foreign credential recognition processes.

The Minister of Learning formally introduced the *Recognizing Prior Learning (RPL) in Saskatchewan Provincial Policy Framework* in the Legislative Assembly in June 2004, and charged provincial stakeholders with coordinating and monitoring the implementation of the Framework's goals through the Recognizing Prior Learning Coordinating Group.

The Framework continues to inform the strategic planning of Saskatchewan stakeholders as we work together to improve the learning recognition system in our province. The Government of Saskatchewan acknowledges the contributions of many individuals and organizations, and the leadership of the Saskatchewan Labour Force Development Board, in completing this important work.

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INTRODUCTION

While there are successful examples of learning recognition processes and practices in place across the country and in Saskatchewan, a major learning recognition gap continues to exist.

In September 2001 the Conference Board of Canada estimated that eliminating the learning recognition gap in Canada would enable Canadians to earn an additional \$4.1 billion to \$5.9 billion in income annually.¹ Without appropriate recognition of their skills and abilities, many highly skilled people remain unemployed or underemployed. As a result, they are inclined to move elsewhere (the “brain drain”) to increase their earning power and career prospects.

The Conference Board’s 2001 survey identified those individuals who have the most serious problems in getting their learning recognized and rewarded: immigrants, people with work-based training, and people who have transferred between educational institutions or provinces in licensed professions.

Closing the learning recognition gap is even more critical given the demographic and labour market trend projections in Canada:

- The ratio of retired to working and retired population to school age population is declining. Young Canadians entering the workforce will not fully replace number of retiring workers. By 2025, 20% of the Canadian population will be over the age of 65. By way of comparison, only 10% of the Canadian population was over the age of 65 in 1980. (Conference Board of Canada and Statistics Canada as cited by Bloom.²)
- A lack of skilled workers restricts business growth in many regions of Canada. Experiential learning and prior learning in general are undervalued by employers. Employers do not yet see recognition as a major solution to the skills shortage.³
- Employers will need to look beyond the traditional labour supply and find ways to attract and retain workers with a variety of backgrounds and experiences, including First Nations, Métis, immigrants and older workers.
- The workplace is changing, requiring workers to develop and apply new skill sets, often acquiring these skills on-the-job. Continuous learning is a growing expectation in the workplace, and Recognizing Prior Learning (RPL) is a means to support, encourage and reward that learning. Learning recognition enhances the performance of businesses, as it

¹ Brain Gain: The Economic Benefits of Recognized Learning and Learning Credentials in Canada. The Conference Board of Canada: 2001. P.1.

² Bloom, M. (2007, November 26). Broadening the Skilled Workforce: Recognizing Learning, Competencies and Credentials. CAPLA Fall Focus Workshop. Retrieved June 2, 2008, from http://www.capla.ca/2007_fall_focus/pre/Michael_Bloom.pdf

³ Bloom, M. (2007, November 26). Broadening the Skilled Workforce: Recognizing Learning, Competencies and Credentials. CAPLA Fall Focus Workshop. Retrieved June 2, 2008, from http://www.capla.ca/2007_fall_focus/pre/Michael_Bloom.pdf
Recognizing Prior Learning in Saskatchewan: Provincial Policy Framework
Approved June 2004, Updated February 2005, January 2009

encourages staff to improve their own skills and abilities by building on what they know — leading to innovation and improved productivity. Workers also seek to have transferable and portable skills, and RPL provides a means to do that.

- The demands placed by learners on the education system are changing and have resulted in the development of more learner-focused institutions that provide flexible and responsive programming. The growing trend of part-time and non-sequential learners, including learners enrolling in part-time programs while maintaining full-time employment, has created a need for RPL services that serve as a bridge to the recognition of workplace learning. Thus, finding ways to value and recognize prior learning is becoming increasingly important for educational institutions that promote and support a life long learning culture.
- RPL can also serve as a means to achieve a representative workforce, as it requires a competency-based approach to assessing an individual's skills and attributes and therefore is a more inclusive assessment than accepting only formal credentials. In this way, the learnings acquired through different cultural practices or traditions can be assessed and documented, then applied against the requirements of a job or educational program. An example would be the benefits of being able to assess and recognize an individual's proficiency in Cree as equivalent to a university language credit requirement.

A national call for improved RPL is clearly articulated in the “Halifax Declaration for the Recognition of Prior Learning”, a document produced as a legacy from the Recognizing Learning National Conference in October 2001 and in the Canadian Council on Learning Report “Achieving our Potential: An Action Plan for Prior Learning Assessment and Recognition in Canada” October 2008. The importance of RPL is referenced in key federal and provincial strategic policy, including the federal *Innovation Strategy: Knowledge Matters* paper and the provincial post-secondary sector strategic plan. The Council of Ministers of Education, Canada (CMEC), in its 2007 *Ministerial Statement on Quality Assurance of Degree Education in Canada*, recommends that degree granting institutions publish policies with respect to prior learning assessment and credit transfer. The CMEC further recommends that admission processes include prior learning assessment and credit transfer, and that learners be made aware of such processes.

Stakeholders have identified a number of barriers that will need to be addressed if a system of RPL services is to be successfully implemented, including:

- A concern that RPL may lead to a decline in quality or standards in a workplace or educational institution;
- Issues related to the resources required to support RPL services, including the implications of organizational change and adoption of new ways of recruiting and retaining workers;
- Existing funding models and capacity limitations at educational institutions that may hamper the development/implementation of RPL services;
- Costs of RPL to individuals, which may deter low-income individuals from seeking employment or further training;

- The timeliness of the assessment process. - some people express concern that it takes longer for the assessment than to re-take the training program;
- A lack of awareness, especially among small and medium businesses, about RPL services and benefits;
- A perception that RPL could lead to an increase in staff turnover due to enhancing skills portability;
- A perceived lack of coordination in the delivery of RPL services;
- Difficulty incorporating RPL processes into established qualification recognition practices; and,
- Concern around a lack of national RPL standards and portability of credentials or recognition.

This Framework is intended to serve as a mechanism to address learning recognition challenges and provide a plan to make progress on closing the learning recognition gap in Saskatchewan.

VISION STATEMENT

Saskatchewan's education and training sector, professional and trade associations, regulatory bodies, government, industry (business and labour), and communities work collaboratively to promote and support the recognition of *all* learning, while maintaining standards, contributing to a skilled, flexible, and responsive labour force, making Saskatchewan an ideal place to live and work. All learning is valued because it contributes to the social and economic well-being and growth of individuals and our communities.

GUIDING PRINCIPLES

In 1997, guiding principles were put forth by the Canadian Labour Force Development Board (CLFDB) as a framework for the development of an effective national system for the recognition of prior learning. The CLFDB set of guiding principles have been adapted and modified in the guiding principles listed below:

Accessibility: RPL must be accessible and recognize the unique needs and abilities of individuals. The delivery of RPL services must also be inclusive and respectful of the diversity of Saskatchewan's population. While the process is voluntary, all learners will be encouraged and supported in accessing RPL services, regardless of their place of residence, socio-economic circumstances, culture, or demographic characteristics.

Transparency: The RPL process and costs must be transparent. Criteria and standards of assessment, as well as RPL processes and outcomes, must be well-understood.

Effective Service: All personnel involved in RPL should have appropriate skills and knowledge, relevant to their roles and responsibilities in the RPL process.

High-Quality Assessment: Assessors are content specialists, and the assessment tools are valid and reliable. Learners will receive recognition and credit for demonstrated knowledge, skills and attributes, and not solely for experience.

Relevance: The RPL outcomes will be recognized by individuals, industry, education/training providers, professional regulatory bodies/associations, and credit awarded will be transferable between different organizations.

Flexibility: Different assessment mechanisms and procedures are necessary to accommodate the needs of different individuals (for example, academic credentials, employment, career advancement, lifelong learning).

Efficiency: RPL processes are efficient and timely by making the best use of resources.

Right of Appeal: If a person is not satisfied with the RPL assessment, an appeal process must be available.

GOALS AND OBJECTIVES

The Recognizing Prior Learning Working Group (the RCG) established the following goals and objectives to guide their decision making for learning recognition actions in Saskatchewan.

GOAL A: DEMONSTRATE LEADERSHIP
OBJECTIVES
A.1 COORDINATE PLANNING AND SUPPORT FOR RPL SERVICES
A.2 CONDUCT AND SHARE RESEARCH ON BEST PRACTICES AND THE BENEFITS OF RPL
A.3 INCREASE AWARENESS OF RPL SERVICES AND BENEFITS
GOAL B: PROMOTE AND SUPPORT THE DELIVERY OF HIGH-QUALITY, ACCESSIBLE AND RELEVANT RPL SERVICES IN SASKATCHEWAN
OBJECTIVES
B.1 INTEGRATE RPL PROCESSES INTO EMPLOYERS' HUMAN RESOURCES MANAGEMENT PRACTICES
B.2 ADOPT RPL AS A SERVICE PROVIDED BY SASKATCHEWAN EDUCATIONAL INSTITUTIONS/TRAINING PROVIDERS
B.3 USE RPL AS A MEANS TO SUPPORT LABOUR MOBILITY FROM OTHER PROVINCES AND COUNTRIES
B.4 INCORPORATE RPL INTO THE CAREER AND EMPLOYMENT SERVICES PROVIDED BY COMMUNITY-BASED ORGANIZATIONS AND GOVERNMENT MINISTRIES/AGENCIES
GOAL C: DEMONSTRATE ACCOUNTABILITY
OBJECTIVES
C.1 EVALUATE RPL SERVICES AND OUTCOMES

ROLE OF STAKEHOLDERS

The Framework was developed based on the input of many individuals, groups and organizations, whose participation reflected a variety of perspectives. A collaborative approach to the management and delivery of RPL services is required to achieve the vision and successfully implement the Framework. The partnership of stakeholders includes: individuals, education and training providers, industry, community-based organizations, professional and trade associations, regulatory bodies, and government.

Each stakeholder has a role to play, supporting actions and initiatives that aim to achieve a series of goals and objectives. The implementation of this Framework respects the individual mandates and/or terms of reference of stakeholders.

TERMS OF REFERENCE

The *Terms of Reference*, developed by the RCG, is reviewed and updated annually to articulate what is to be achieved by the RCG stakeholders, how it will be achieved, and who will take part.

WHAT IS THE RECOGNITION OF PRIOR LEARNING?

Learning does not always take place in the classroom: it also happens on the job, at home, and in the community — through hands-on experience, volunteer work, military service, independent study, even leisure activities and travel. Often the skills acquired through these experiences can be applied to the skills or knowledge required in the workplace, at school, or elsewhere.

The recognition of prior learning is a reliable process that takes into consideration ALL learning. It is a practical process that looks at what a person knows and can do, and may lead to recognition for skills and knowledge — regardless of how they were acquired. It is a way to address the challenges of skills identification and assessment in a knowledge-based economy where continuous learning must be encouraged and supported.

DEFINITIONS

Recognizing Prior Learning

The term “Recognizing Prior Learning” (RPL) is a broad “umbrella concept” that includes recognition practices undertaken in the fields of qualification recognition (QR), credit transfer (CT), and prior learning assessment and recognition (PLAR). Although terminology in the RPL field may vary according to a range of contexts and perspectives, the development of a general understanding of key terms is essential to facilitating communication among diverse stakeholder groups in the province. The following section outlines several working definitions of important concepts in the field of RPL and it is anticipated that these definitions will continue to evolve.

Prior Learning is comprised of three commonly understood categories including:

- Formal Learning – Learning which is structured and intentional, is achieved through credit-based programs/courses at accredited educational institutions (e.g., certificate, diploma or degree) or recognized by a regulatory body/professional organization for certification.
- Non-Formal Learning – Learning which is intentional, gained through participation in organized workplace-based training, non-credit courses and workshops but does not receive formal credit (e.g. certificates of participation or attendance).
- Informal Learning – Learning which is the incidental learning resulting from life experience, workplace-based tasks, volunteer activities, self-directed learning, hobbies, family responsibilities, etc.

Qualification Recognition (QR) practices involve the fair, credible, and standardized assessment of credentials to assist employers, educational institutions and professional regulatory bodies in making informed decisions. QR includes, but is not limited to international credential recognition. The process of QR involves the assessment of credentials obtained at a recognized institution, to determine the degree of comparability with the level of education and standards of an educational institution or professional regulatory body/association. QR processes can lead to, but does not necessarily include, the determination of equivalency of subject matter.

Credit Transfer (CT) is defined as the process by which credit is granted towards a credential by one institution for programs or courses previously completed at a recognized institution. The granting of credit is based on the evaluation of equivalencies of subject matter.

Prior Learning Assessment and Recognition (PLAR) is a systematic process that assesses and recognizes an individual's knowledge and skills regardless of where or how the learning was acquired. A PLAR process generally involves the assessment of experiential learning for a variety of purposes including: career development planning, promotion in the workplace, and obtaining educational credit or occupational certification with reference to the standards of the credential granting body. Experiential learning can be non-formal (e.g., workplace-based training, non-credit courses) or informal (e.g., learning resulting from life experience, workplace-based tasks, hobbies, volunteer activities, family responsibilities, etc.).

The PLAR process includes four key steps:

1. **Identification:** An individual identifies what he/she knows and can do; often an advisor will guide the individual through this process.
2. **Documentation:** Evidence is gathered that demonstrates the individual's knowledge and skills. There are many forms of evidence, such as letters of validation, work samples, course outlines, performance appraisals, and portfolios. Individuals can also demonstrate

their skills and abilities through role plays, interviews, completing an assignment, taking a test, preparing a case study, etc.

3. Assessment: A trained and experienced Assessor will review evidence and determine if it meets the established requirements for recognition.
 4. Recognition: Recognition is awarded, and can take various forms, such as educational credit(s), occupational certification, employment, workplace advancement, or self-recognition.
- * In addition to the four steps listed above, an ideal PLAR process will also provide candidates with adequate pre and post-assessment guidance, as required.

WHY IS RECOGNITION OF PRIOR LEARNING IMPORTANT?

RPL has a variety of benefits for individuals, workers, education and training providers, employers and industry, and professional regulatory bodies and professional associations.

RPL can help individuals/workers:

- Identify personal strengths and abilities and set career and life goals;
- Demonstrate skills and knowledge to do a specific job;
- Work toward achieving academic credits or occupational certification;
- Improve their job marketability and mobility; and,
- Clarify employment goals.

For example:

Cindy needed to obtain occupational certification in her field of Early Childhood Education to keep her job due to regulatory changes. Since she had several years of work-based experience in the field, she decided to challenge the practicum for PLAR credit at SIAST. Cindy demonstrated that she had acquired knowledge and skills from her work experience that matched the practicum's learning outcomes by providing work samples and participating in an interview. She received a PLAR credit for the practicum and is currently taking other courses on a part-time basis to complete her credential. Cindy was very satisfied with the process because she didn't need to duplicate her learning and it saved her time and money. She's also pleased because she can continue to work in her field while attending school.

RPL can help education/training providers:

- Increase recruitment and retention of adult learners;
- Make better use of resources;
- Broaden the range of assessment tools for learners;
- Provide more lifelong learning and career development opportunities;
- Provide flexible and responsive training and education programs that meet the needs of learners and industry; and,
- Forge strategic partnerships with the industry and community.

For example:

Diane acquired most of her welding knowledge and skills on the job, but didn't have her journey person's certificate that would make her more employable and increase her earning power. The company she worked for went through a major reorganization and her welding crew was "downsized".

The company's Employee Relations manager met with Canada-Saskatchewan Career and Employment Services to discuss employment/training options for the welders who would soon be out of work. They decided to find out how many of the welders wanted to work towards a journey person's certificate and discovered that the majority of them wanted this certificate.

These welders participated in a prior learning assessment and recognition process provided by the Apprenticeship and Trade Certification Commission (ATCC) to identify the knowledge/skills they already had and to determine individualized knowledge/skills gaps. After participating in the ATCC evaluation process, the welders were awarded credits and exemptions towards applying for their examinations. SIAST provided the "top-up" training and over half of the trainees were successful in obtaining their certificate through the ATCC.

ATCC and SIAST enhanced their reputations for providing effective "made-in-Saskatchewan" solutions to industry training needs by incorporating RPL through working collaboratively to meet these individuals' training needs in a very efficient and timely way. Diane and her colleagues easily found work with their new journey person certificate.

RPL can help industry:

- Maximize the skills and knowledge of everyone in the workplace;
- Gain a better understanding of employees' skills, knowledge and training needs;
- Recruit, develop and retain a skilled workforce;
- Promote efficiency by eliminating unnecessary repetitive training;
- Define, document and verify employees' skill/knowledge sets through a systematic process;
- Increase morale and productivity through the recognition of employees' skills/knowledge; and,
- Create job descriptions and expectations to help in hiring and training processes.

For example:

A Band Council posted an employment opportunity for a deputy returning officer. Darren believed that he had acquired the necessary knowledge and skills from his combined work experience as a firefighter, harvester of wild rice and wood-cutter and so he applied for the position. In the interview, Darren demonstrated how his work-based knowledge and skills were transferable by providing copies of the forms, policies/procedures he followed in the different workplaces, explaining how he delegated authority and showing that he had acquired math skills on-the-job as well. Although Darren did not have the formal educational requirements for the position, the Band Council recognized the transferability of Darren's prior learning and he was hired. As a result of this experience, the Band Council has incorporated competency-based interviewing into their hiring process and values the integration of a RPL process in their overall recruitment and retention strategy.

For example:

Ron owns a company in the oil and gas sector with many locations across Canada. Due to growing competition for a smaller pool of skilled workers and the need to begin succession planning in the face of anticipated retirements, Ron instructed his HR manager to explore how the recognition of prior learning could be a potential solution. So, the HR manager worked with staff representatives and senior management to design and implement a human resources management strategy that incorporated RPL.

All employees had the opportunity to participate in a prior learning assessment to identify knowledge/skills they already had. The assessments were facilitated by industry experts and documented electronically. An analysis of the knowledge/skills set inventory was closely linked to individualized training plans. This allowed the company to plan how they would develop their employees both "horizontally" and "vertically" to tie in with succession planning (especially at the senior management levels) and position the company to secure new contracts.

The HR manager also engaged in discussions with the local regional college and universities to negotiate how the employees could obtain academic credit for prior learning gained through work experience and industry-based training. The company's goal is to create mechanisms and flexible learning pathways for employees to obtain desired credentials at the college or university. Ron recognizes that his staff have valuable experience and are interested in moving up, which is a tremendous asset to the company, as many of his existing senior managers are close to retirement. Ron is keen on facilitating an arrangement whereby the company's in-house administration and management training is recognized as equivalent to components of a high-quality business administration program in order to encourage existing staff to pursue promotion and advancement. From Ron's perspective, the return on the investment required to develop and implement a RPL process is very high due to the competitive edge it gives him as an employer who is successful in recruiting and retaining the best talent in the field.

RPL can help professional regulatory bodies/associations:

- Identify competencies required to practice in the profession, and benchmark those competencies against established standards elsewhere (for example, other jurisdictions);
- Create competency-based assessment tools and practices;
- Create fair and equitable access for all prospective applicants; and,
- Meet the needs of their members and prospective members by supporting an efficient qualification recognition process and maintaining high-quality standards for entry to practice in their profession.

For example:

Kim was trained and worked as an electrical technologist in Southeast Asia for many years and now lives in Saskatchewan as a landed immigrant. He contacted the Saskatchewan Applied Science Technologists and Technicians (SASTT) to find out what the provincial regulations were for practicing in the field. Although professional membership in SASTT is voluntary, it is highly recommended because its members are recognized across Canada and internationally (in seven other countries) since the competency standards upheld by SASTT are developed in accordance with the Canadian Technology Standards. Kim decided it was in his best interest to become a member of SASTT to enhance his employability prospects and so he submitted his official documents for evaluation.

SASTT's Board of Examiners, in conjunction with a subject matter expert and international credential evaluator, reviewed his credentials and recommended that he receive credit for all the competency standards except computer-assisted design (CAD). A letter was sent to Kim indicating the Board's decision with recommendations for further training and a detailed outline of the competency standard he needed to complete. However, Kim believed that he already possessed the necessary knowledge/skills for the CAD component through a combination of prior learning on the job and work-based training. He followed an appeal process, submitted evidence of his CAD skills and knowledge, and was successful in his RPL challenge. He is now a SASTT member.

APPENDIX III

RECOGNIZING PRIOR LEARNING COORDINATING GROUP (RCG) TERMS OF REFERENCE

Vision

Saskatchewan's education and training sector, professional and trade associations, regulatory bodies, government, industry (business and labour), and communities work collaboratively to promote and support the recognition of *all* learning, while maintaining standards, contributing to a skilled, flexible, and responsive labour force, making Saskatchewan an ideal place to live and work. All learning is valued because it contributes to the social and economic well-being and growth of individuals and our communities.

Purpose

The Recognizing Prior Learning Coordinating Group (the "RCG") was tasked by the Minister of Learning in June 2004 to engage a wide range of Saskatchewan stakeholders in working together as active partners to advance the implementation of the goals and objectives outlined in the *Recognizing Prior Learning (RPL) in Saskatchewan: Provincial Policy Framework* (the "Framework").⁴

Goals, Objectives and Action Plan

The RCG works to advance learning recognition for the benefit of learners, job seeker and employers in Saskatchewan. The work of the RCG is guided by three overarching goals articulated in the Framework. These goals are further broken down into a number of objectives, supported by proposed actions that contribute to enhanced learning recognition in the province.

The goals and objectives are identified in Appendix A of this document, together with proposed actions that the RCG will undertake to further the implementation of the Framework goals and objectives. The Action Plan informs the strategic planning of the RCG and guides the establishment of the annual workplan for the RCG. The Action Plan, as part of the Terms of Reference, is reviewed and updated annually.

RCG Structure

Executive Committee

The Executive Committee shall consist of:

1. A Co-Chair representing the Government of Saskatchewan;
2. A Co-Chair, representing industry, appointed for a two year term by the RCG members;
and
3. Up to five members of the RGC, appointed for a two year term by the RCG members, representing the following groups:

⁴ First Session - Twenty-Fifth Legislature of the Legislative Assembly of Saskatchewan, Debates and Proceedings N.S. Vol. XLVII No. 57A Tuesday, June 15, 2004, 1:30 p.m.

- Industry
- First Nations
- Métis Nation
- Designated Groups, as defined in the Employment Equity Act (Canada)⁵
- Education/Training Providers

Members

Members of the RCG represent key stakeholder groups that are an integral part of a province-wide system for learning recognition. The RCG consists of representatives from a wide range of stakeholder groups representing a broad array of perspectives. A description of the knowledge, skills and attributes of members is included in Appendix B.

The RCG is comprised of representatives from a variety of key sectors, including:

- Career Development Practitioners and Employment Counsellors [Career and Employment Services (Advanced Education Employment and Labour) Saskatchewan Association of Immigrant Settlement and Integration Agencies (SAISIA), Saskatchewan Career and Work Educators Association (SCWEA) - 3
- Client Advocacy [e.g. Immigrants/refugees, Racialized Canadians, First Nations, Métis, Persons with Disabilities, Women, Persons with Low Income, Youth] – 8
- Education/Training Providers [e.g. credit granting and non-credit granting including: First Nations University, University of Regina, University of Saskatchewan, Gabriel Dumont Institute/Dumont Technical Institute, Saskatchewan Institute of Applied Science and Technology, Saskatchewan Indian Institute of Technologies, Apprenticeship and Trade Certification Commission (ATCC), Regional Colleges System, Saskatchewan Association of Career Colleges (SACC), Saskatchewan Association of School Boards] – 10
- Employers/Employers’ Organizations [e.g. Chamber of Commerce, Canadian Federation of Independent Business (CFIB), Saskatchewan Association of Health Organizations (SAHO)] – 3
- Federation of Saskatchewan Indian Nations [e.g. Education and Training and Economic Development] – 2
- Government of Saskatchewan [e.g. Advanced Education, Employment and Labour; Adult Learning and Immigration, First Nations and Métis Relations, Health] - 5
- Human Resources and Social Development Canada – 1
- Human Resources Professionals [e.g. Saskatchewan Association of Human Resource Professionals (SAHRP), Public Service Commission, Crown Investments Corporation] – 3
- Labour and Labour Organizations [e.g. Saskatchewan Federation of Labour,] – 3
- Métis Nation of Saskatchewan [e.g. GDI Training and Employment] – 2
- Saskatchewan Council for Admissions and Transfer - 1
- Saskatchewan Labour Market Commission - 2
- Trade/Professional Regulatory Bodies and Associations [e.g. Network of Inter-Professional Regulatory Associations (NIRO), Saskatchewan Tourism Education Council

⁵ Employment Equity Act (Canada) 1995 c.44 <http://laws.justice.gc.ca/en/ShowFullDoc/cs/e-5.401///en>

(STEC), Saskatchewan Applied Science Technologists and Technicians (SASTT) Saskatchewan Teachers' Federation] – 4

- Western Economic Diversification Canada – 1

Working Groups and Sub-Committees

The RCG establishes Working Groups and Sub-committees to carry out specific actions to achieve its mandate. Working Group and Sub-Committee members may be recruited from outside the RCG membership. On behalf of the RCG, the Executive Committee will prioritize the recommendations provided by the Working Groups, and will request resources from the provincial government to support the work of the RCG.

Each Working Group:

- Is headed by a chairperson appointed by the RCG;
- Develops a work plan, which is submitted to the RCG for approval, and
- Carries out the work approved by the RCG, and reports back to the RCG on the progress of the work.

Working Groups and Sub-Committees currently carrying on work on behalf of the RCG are:

- The Communications Working Group;
- The Capacity Building Working Group; and,
- The Industry Engagement Working Group.
-

Accountability, Roles and Responsibilities

The Minister of Advanced Education, Employment and Labour oversees the implementation of the RCG Action Plan to support the realization of the vision of RPL in Saskatchewan. The Minister makes decisions, taking into account the recommendations of the RGC, regarding financial resources to be allocated to support the work of the RCG and its Working Groups.

The Co-Chairs:

- schedule and develop the agenda for each meeting of the RCG;
- provide to all members a *Record of Actions & Decisions* following each meeting of the RCG; and
- provide an annual report of RCG and stakeholder activities (progress, outcomes and recommendations) to the Minister of Advanced Education, Employment and Labour and to the members of the RCG.

The Executive Committee:

- conducts RCG-approved business and engages in decision-making to support the execution of the RCG workplan between meetings of the RCG;
- attends to administrative matters that must be addressed between RCG meetings;
- represents the RCG in providing leadership to support the vision for enhancing learning recognition in Saskatchewan;

- identifies and makes recommendations to the Minister of Advanced Education, Employment and Labour regarding resources needed to undertake priority actions to support RPL in the province ;
- facilitates an annual strategic planning session of the RCG that includes:
 - a review of the Terms of Reference; and
 - the development of a workplan that outlines clear objectives, priorities for action, outcomes, timeframes and accountability.

The Members:

- **participate actively in the RCG;**
- **serve as a communications channel with their home organizations and/or institutions;**
- champion the multi-sectoral advancement of learning recognition in Saskatchewan;
- encourage the development of an integrated system-wide delivery of learning recognition services in Saskatchewan;
- identify, examine and seek solutions for issues affecting the advancement of learning recognition;
- share and co-ordinate learning recognition-related information from a variety of perspectives (i.e. policies, funding, evaluation, best practices, expertise and research data);
- provide a mechanism to share and seek input for advancing learning recognition with member organizations and various key stakeholders undertaking learning recognition-related initiatives within the province and across Canada; and
- collaboratively identify the resources needed to strategically undertake priority actions to implement the Framework and the RCG Action Plan;
- **participate in the annual review of the Terms of Reference and the development of the annual workplan.**
-

The Ministry of Advanced Education, Employment and Labour provides secretariat support to the Executive Committee, the RCG and its Working Groups and Sub-Committees.

General Operations

Meetings:

- The RCG will meet at least twice each year. Ideally, senior officials from the Ministry of Advanced Education, Employment and Labour will take part in at least one meeting each year. Additional meetings may be held at the discretion of the Co-Chairs.
- Meetings will be held primarily in Regina, and every second year a meeting will be held at a location in Saskatchewan which is convenient to the members, based on a poll of preferred meeting location.
- Decisions will be made by consensus, and all members will be encouraged to identify concerns. If consensus cannot be reached, the matter will be directed to the RCG Co-Chairs for resolution. Any matters that the RCG Co-Chairs are unable to resolve will be referred to the Assistant Deputy Minister for the Ministry of Advanced Education, Employment and Labour for resolution.
- Areas of dissent will be noted.

Expenses:

- Members are volunteer and do not receive honoraria.
- Expenses for travel and provision of meeting rooms will primarily be covered by the in-kind contributions of participating organizations.
- The Ministry of Advanced Education Employment and Labour will cover the general expenses for meetings of the RCG (e.g. refreshments and lunches).

Alternate Representatives/ Guests:

- Members are encouraged to attend all meetings. However, if a member is unable to attend a meeting, he/she may send an alternate to attend meetings with the understanding that the member will brief the alternate in advance of the meeting.
- Additional parties may be invited to participate to provide advice and assistance on specific issues as agreed upon by the RCG.
- With the approval of the Executive Committee, guests may be invited to attend meetings.

Appendix A: RCG Action Plan

Acronym Guide for the Action Plan:

AEEL	The Ministry of Advanced Education, Employment and Labour
ATCC	Apprenticeship and Trade Certification Commission
CBO	Community-Based Organizations
EO	Employers' Organizations
ETP	Education and Training Providers
GMA	Government Ministries/Agencies
IND	Industry
PRBA	Professional Regulatory Bodies and Professional Associations
RCG	Recognizing Prior Learning Coordinating Group
SaskCAT	Saskatchewan Council for Admissions and Transfer
SLMC	Saskatchewan Labour Market Commission

GOAL A: DEMONSTRATE LEADERSHIP	
OBJECTIVE 1	LEAD
A.1 COORDINATE PLANNING AND SUPPORT FOR RPL SERVICES	
A.1.1 Develop and maintain a Provincial Framework for RPL that is endorsed and adopted by stakeholders, and reflected in their respective RPL policies.	AEEL
A.1.2 Through a provincial coordinating group, monitor the implementation of the Framework, provide a forum for on-going strategic planning, and identify resource requirements needed to achieve the goals articulated in the Framework.	AEEL
A.1.3 Support a central collection of RPL resources and materials available to stakeholders and the public that can be used to support the promotion, planning and delivery of RPL services in Saskatchewan, including information on other Canadian and international assessment services.	AEEL
A.1.4 Create and maintain a publicly accessible provincial electronic credit transfer guide, which is built upon institutional credit transfer agreements.	SaskCAT
A.1.5 Incorporate results of annual progress reports from stakeholders, with recommendations for improvement, into the RCG strategic planning process.	RCG
A.1.6 Develop and maintain an on-line forum for RPL practitioners in Saskatchewan that facilitates information and expertise sharing and dialogue.	AEEL
A.1.7 Support the provision of labour market information and forecasted demand to identify those program areas where RPL may be beneficial in increasing the number of people with the requisite skills to meet labour market demand.	AEEL
A.1.8 Develop and deliver accredited training for RPL practitioners.	ETP
A.1.9 Support the development (start-up) of RPL expertise with various stakeholders, encouraging new models for implementation that may serve as examples for others.	RCG
A.1.10 Collaborate with industry, other provinces and territories, and the federal government to develop and adopt national standards for RPL that support the portability and transferability of skills.	RCG
A.1.11 Develop options to provide funding to individuals who require RPL assessment services and demonstrate financial need to do so, and ways to provide financial incentives and assistance for learning recognition and credentialing.	AEEL

OBJECTIVE 2	LEAD
A.2 CONDUCT AND SHARE RESEARCH ON BEST PRACTICES AND THE BENEFITS OF RPL	
A.2.1 Highlight and recognize excellence in the delivery of RPL services through the annual SLMC Training for Excellence Awards.	SLMC
A.2.2 Contract with a private sector firm to undertake an assessment of the costs and benefits of RPL to small, medium and large businesses in Saskatchewan.	AEEL
A.2.3 Promote best practices through organized events, e.g., promote industry best practices at labour conferences, or through business events, at educational conferences, etc.	AEEL,ETP, EO
A.2.4 Support on-going opportunities that allow RPL practitioners to share information, expertise, stay networked, and provide updates to each other on RPL activity.	ETP, IND
A.2.5 Undertake periodic reviews of RPL initiatives in other jurisdictions and distribute to stakeholders, in order to help improve the planning and delivery of RPL services in Saskatchewan.	RCG
OBJECTIVE 3	LEAD
A.3 INCREASE AWARENESS OF RPL SERVICES AND BENEFITS	
A.3.1 Publish and promote the Provincial Framework and the RCG Action Plan to the public and stakeholders.	AEEL
A.3.2 Develop and implement a coordinated communications strategy that promotes the benefits of RPL services to stakeholders and promotes the value of recognizing acquired competencies in addition to credentials.	RCG
A.3.3 Develop and maintain a “one-stop” website that provides an overview of RPL processes in Saskatchewan, with contact information and/or links to the various stakeholders.	RCG
A.3.4 Promote portfolio approaches to high school students as part of career development curriculum and guidance services.	IND, AEEL, ETP
A.3.5 Promote RPL services and portfolio approaches to employers.	CBO
A.3.6 Promote partnerships between training institutions and employers in recognizing RPL and thus enhance the efficiency of training/education.	AEEL
GOAL B: PROMOTE AND SUPPORT THE DELIVERY OF HIGH-QUALITY, ACCESSIBLE AND RELEVANT RPL SERVICES IN SASKATCHEWAN	
OBJECTIVE 1	LEAD
B.1 INTEGRATE RPL PROCESSES INTO EMPLOYERS’ HUMAN RESOURCES MANAGEMENT PRACTICES	
B.1.1 Develop expertise on how to incorporate RPL into the HR systems of businesses of all types.	IND
B.1.2 Enter into partnership agreements with educational institutions to recognize industry-based training and assessment for academic credit, where applicable.	IND
B.1.3 Conduct regular reviews of skills/competencies of staff and incorporate into strategic plans and succession plans that forecast medium to long term business needs.	IND
B.1.4 Conduct portfolio-assisted interviews.	IND
B.1.5 Provide prospective employees/applicants with access to information about international credential recognition and assessment (e.g., IQAS), and support, where applicable, the assessment process and costs.	IND

B.1.6 Help employees prepare a portfolio and access RPL services in the community.	IND
B.1.7 Through provincial or local business associations, develop common tools and resources that help small to medium size firms (that may lack the dedicated HR resources of large firms) to implement RPL activities.	AEEL/EO
B.1.8 Identify and articulate occupational competencies and learning standards expected in the workplace.	IND
OBJECTIVE 2	LEAD
B.2 ADOPT RPL AS A SERVICE PROVIDED BY SASKATCHEWAN EDUCATIONAL INSTITUTIONS/TRAINING PROVIDERS	
B.2.1 Develop an integrated RPL service for learners.	
B.2.1.1 <i>Establish a first contact at each institution/organization (e.g., phone number, website, etc.) for individuals with questions about RPL.</i>	ETP
B.2.1.2 <i>Develop and make available information materials for learners, including international students, on RPL services provided and related fees.</i>	ETP
B.2.1.3 <i>Train student services staff as RPL advisors (knowledge of basic information on RPL and referral services).</i>	ETP
B.2.1.4 <i>Encourage and promote portfolio approaches into employment services provided to students.</i>	ETP
B.2.1.5 <i>Integrate RPL into apprenticeship system student in-take and assessment.</i>	ATCC
B.2.1.6 <i>Incorporate RPL processes into adult basic education assessments (e.g., challenge to exams, equivalency assessments, portfolios, etc.).</i>	AEEL
B.2.1.7 <i>Provide pre and post-assessment guidance and support services for the learner to explain RPL assessment outcomes and identify next steps for the learner.</i>	ETP
B.2.2 Build capacity to provide RPL services.	
B.2.2.1 <i>Develop and adopt RPL policy and procedures for the institution/organization, and by program area, where applicable.</i>	ETP
B.2.2.2 <i>Develop mechanisms to acknowledge RPL credit on official academic transcripts.</i>	ETP
B.2.2.3 <i>Develop and collect information materials for staff (not limited to advisors and assessors) on RPL processes and benefits.</i>	ETP
B.2.2.4 <i>Provide referral services to international credential assessment services (IQAS) and/or provide in-house international credential assessment expertise.</i>	ETP
B.2.2.5 <i>Provide RPL training and on-going professional development opportunities for advisors and assessors, and secure external RPL expertise where required.</i>	ETP
B.2.2.6 <i>Develop RPL assessment tools or methods, (e.g., interview questions, role-play exercises, challenge exams, portfolio/evidence file expectation, etc.) that will assess the prior learning against the achievement levels required by the particular credential to be awarded.</i>	ETP
B.2.2.7 <i>Share information and expertise on RPL processes with other institutions/organizations and interested stakeholders.</i>	ETP
B.2.2.8 <i>Encourage faculty to communicate expectations and standards more clearly by the articulation of learning outcomes in program areas.</i>	ETP
B.2.2.9 <i>Develop and make available an appeals mechanism for learners who are unsatisfied with the result of the RPL process.</i>	ETP
B.2.2.10 <i>Based on labour market demand/forecasts, enter into partnerships with employers and regulatory bodies to provide RPL services to employees or</i>	ETP

<i>prospective employees.</i>	
B.2.2.11 <i>Develop and maintain credit transfer agreements with other institutions and/or organizations to facilitate the efficient use of RPL.</i>	SaskCAT/ETP
B.2.2.12 <i>Regularly monitor, review, evaluate and revise RPL policies and practices to maintain and improve standards.</i>	ETP
OBJECTIVE 3	LEAD
B.3 USE RPL AS A MEANS TO SUPPORT LABOUR MOBILITY FROM OTHER PROVINCES AND COUNTRIES	
B.3.1 Develop an integrated RPL service for membership candidates.	
B.3.1.1 <i>Establish a first contact for prospective candidates (e.g., phone number, website, etc.) who have questions about how to become licensed in Saskatchewan.</i>	PRBA
B.3.1.2 <i>Develop and make available information materials on how prior learning (including international learning) will be assessed by the regulator and any related fees.</i>	PRBA
B.3.1.3 <i>Provide pre and post-assessment guidance and support services for the prospective candidate to explain RPL assessment outcomes and identify next steps for the learner.</i>	PRBA
B.3.2 Build capacity to provide RPL services.	
B.3.2.1 <i>Develop and adopt RPL policy and procedures.</i>	PRBA
B.3.2.2 <i>Develop mechanisms to acknowledge RPL credit for licensure requirements.</i>	PRBA
B.3.2.3 <i>Develop information materials for staff and professional members (not limited to advisors and assessors) on RPL processes and benefits.</i>	PRBA
B.3.2.4 <i>Enter into partnerships with educational institutions to provide RPL services to prospective members, where applicable.</i>	PRBA
B.3.2.5 <i>Provide referral services to international credential assessment services (IQAS) and/or provide in-house international credential assessment expertise.</i>	PRBA
B.3.2.6 <i>Provide RPL training for advisors and assessors, with on-going professional development opportunities to continue to develop RPL expertise, where applicable.</i>	PRBA
B.3.2.7 <i>Develop RPL assessment tools or methods, e.g., interview questions, role-play exercises, challenge exams, portfolio/evidence file expectations; etc., where applicable.</i>	PRBA
B.3.2.8 <i>Share information and expertise on RPL processes with other provincial regulators and interested stakeholders.</i>	PRBA
B.3.2.9 <i>Articulate skills and competencies required for licensure.</i>	PRBA
B.3.2.10 <i>Enter into arrangements with other provincial regulators to recognize the skills and competencies of prospective members acknowledged in other jurisdictions through the licensing process (e.g., Mutual Recognition Agreements).</i>	PRBA
B.3.2.11 <i>Develop and make available appeals mechanisms for prospective members who are unsatisfied with the result of the RPL process, where applicable.</i>	PRBA
OBJECTIVE 4	LEAD
B.4 INCORPORATE RPL INTO THE CAREER AND EMPLOYMENT SERVICES PROVIDED BY COMMUNITY-BASED ORGANIZATIONS AND GOVERNMENT MINISTRIES/AGENCIES	
B.4.1 Promote Saskatchewan RPL services as part of career counseling advice provided to clients.	
B.4.1.1 <i>Develop and make available information materials for clients on RPL services provided in Saskatchewan.</i>	CBO

B.4.1.2 <i>Train counseling staff as RPL advisors (knowledge of basic information on RPL and system-wide referral services).</i>	CBO/GMA
B.4.1.3 <i>Encourage and promote portfolio approaches and the documentation of learning “on-the-job” into employment services provided to clients.</i>	CBO/GMA
B.4.1.4 <i>Provide non-credit RPL assessment services for the purposes of facilitating employment for clients (e.g., work placements).</i>	CBO/GMA
B.4.1.5 <i>Provide pre and post-assessment guidance and support services for the client, in partnership with the RPL assessor (e.g., educational institution or regulatory body) to explain RPL assessment outcomes and identify next steps for the client.</i>	CBO/GMA
B.4.1.6 <i>Provide support for individuals who may have requisite knowledge/skills but have difficulty expressing/demonstrating them. Focus especially on the needs of women, First Nations, Métis, youth, immigrants, refugees, visible minorities and people with disabilities.</i>	CBO/GMA
B.4.1.7 <i>Support immigrants/refugees in Saskatchewan by providing services to individuals that will help facilitate the RPL process, where applicable.</i>	CBO/GMA
B.4.1.8 <i>Stay well-connected with other stakeholders in order to provide effective RPL advising and referral services to clients.</i>	CBO/GMA
B.4.2 Build capacity to provide RPL services.	
B.4.2.1 <i>Develop information materials for staff (not limited to advisors) on RPL processes and benefits.</i>	CBO/GMA
B.4.2.2 <i>Provide referral services to international credential assessment services (IQAS), where applicable.</i>	CBO/GMA
B.4.2.3 <i>Provide RPL training for advisors, with on-going professional development opportunities to continue to develop RPL expertise.</i>	CBO/GMA
B.4.2.4 <i>Share information and expertise on RPL processes with other CBOs and interested stakeholders.</i>	CBO/GMA
GOAL C: DEMONSTRATE ACCOUNTABILITY	
OBJECTIVE 1	LEAD
C.1 EVALUATE RPL SERVICES AND OUTCOMES	
C.1.1 Establish a common (minimum) set of output and outcome indicators that measure province-wide RPL activity and the impact of RPL in Saskatchewan.	RCG
C.1.2 Individual stakeholders develop additional indicators, if useful to do so, to track and report on RPL activity internally, using the information to improve service delivery.	RCG
C.1.3 Develop an evaluation strategy for the Framework and RCG Action Plan that will include a long-term evaluation of the retention, graduation and employment outcomes of learners who have accessed RPL assessment services.	RCG
C.1.4 Stakeholders collect and analyze data on RPL activity, and report progress to the public and stakeholder groups.	RCG

Appendix B: Member Profile: Knowledge, Skills and Attitudes

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RCG members will champion the province-wide advancement of RPL to support the realization of the Framework's vision. The RCG will ensure that the membership includes members with direct experience in the delivery of learning recognition services. Decision-making and resource allocation authority within an organization will be considered an asset. RCG members shall model their behaviour, actions and plans on the Guiding Principles as listed in the Framework and the RCG Terms of Reference, insofar as relevant. Organizations will be asked to consider the following selection criteria to identify their designated representative(s).

Prospective members should demonstrate a commitment to:

- Working collaboratively to realize the Framework's vision of RPL in Saskatchewan;
- Planning across sectors and exploring new uses of available resources;
- Working in partnership with government, the private sector and non-government organizations; and
- Being available and willing to attend meetings and undertake activities related to achieving the desired outcomes of the RCG.
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- Prospective members should value:
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- Direct, transparent communication;
- Proactive, thoughtful and considerate participation which encourages the expression of differences of opinion;⁶ and
- The integrity of the RCG governance process and the legitimate roles and responsibilities of all RCG members and other provincial stakeholders.

⁶ Chait, Richard.P., Holland, T.P. and Taylor, B.E. 1996 *Improving the Performance of Governing Boards*. Phoenix: The Oryx Press.

APPENDIX IV

LIST OF ACTIVE RCG MEMBERS AT DECEMBER 31, 2008

Organization/Institution	Name	Working Group Participation
Career Development Practitioners and Employment Counselors		
Saskatchewan Association of Immigrant Settlement and Integration Agencies	Regina Open Door Society Employment Services Manager Leah Sharpe or Richard Krahn	Communications WG
AEEL Career and Employment Services	Vacant	
Saskatchewan Career Work Educators Association	Saskatoon School Division Shelley Hosaluk	Expertise WG RPL Centre WG
Private Consultant	Lori Petruskevich	Expertise WG
Client Advocacy	Vacant	
Education/Training Providers		
Apprenticeship and Trade Certification Commission	Vacant	
Regional Colleges	Great Plains Regional College Teresa Doucette Sheryl Prouse	Expertise WG
First Nations University of Canada	Department Head for Indian Communication Arts and Assistant Professor Shannon Avison	
Saskatchewan Indian Institute of Technologies	Vacant	
Gabriel Dumont Institute/Dumont Technical Institute	Vacant	
SIAST	RPL Coordinator Grant MacTavish	RPL Centre WG
University of Regina	Associate Registrar Brad Colin	
University of Saskatchewan	Manager of Admissions and Transfer Credit Lisa Shepard	
Saskatchewan Association of Career Colleges	Vacant	
Saskatchewan Association of School Boards	Vacant	

Organization/Institution	Name	Working Group Participation
Employers/Employers' Organizations		
Saskatchewan Chamber of Commerce	2 nd Vice President Holly Hetherington	
Canadian Federation of Independent Business	Vacant	
Saskatchewan Association of Health Organizations	Dianne Barrow Career Pathing Coordinator	Communications WG
Human Resources Professionals		
Saskatchewan Association of Human Resource Professionals	Past President Lynda Murray	Communications WG
Crown Investments Corporation of Saskatchewan	Strategic Project Manager JoAnn Buhr	
Labour and Labour Organizations		
Saskatchewan Federation of Labour	Vacant	
Trade/Professional Regulatory Bodies/Associations		
Saskatchewan Applied Science Technologists and Technicians	Vacant	
Network of Inter-Professional Regulatory Organizations (2)	SRNA - Cheryl Hamilton- SALPN - Sandy Tokaruk	
Saskatchewan Tourism Education Council	Training Manager Diane Cohoon	Governance WG
Saskatchewan Teachers' Federation	Shelly Tootoosis	
Western Economic Diversification Canada	Vacant	
Métis Nation of Saskatchewan (2)	2 Vacancies	
Saskatchewan Council for Admissions and Transfer	Executive Director Philip Cameron	
Saskatchewan Labour Market Commission	Brendan Reding Ron Torgerson	RPL Centre WG

Organization/Institution	Name	Working Group Participation
Government of Saskatchewan		
Chair		
Ministry of Advanced Education, Employment and Labour	Chair, RPL Coordinating Group Ann Lorenzen	Governance WG
Secretariat		
Ministry of Advanced Education, Employment and Labour	Policy Analyst Natalie Shorten	Communications WG Expertise WG Governance WG RPL Centre WG
Ministry of Advanced Education, Employment and Labour -Career and Employment Services	Vacant	
Ministry of Advanced Education, Employment and Labour -Immigration Branch	Recognition of International Training and Experience Carolyn Hubble	
Ministry of Health	Consultant, Workforce Planning Branch Jean Bellegarde or Dastageer Sakhizai	RPL Centre WG
Ministry of First Nations and Métis Relations	Victoria Gubbels	RPL Centre WG Governance WG
Ministry of Industry and Resources	Vacant	

Advisors to the RCG

Organization/ Institution	Name	Working Group Participation
SIAST	Cristal Glass PLAR Facilitator	Communications WG Expertise WG
Ministry of Advanced Education, Employment and Labour	Sarah Cameron Consultant, Recognition of International Training and Experience	RPL Centre WG