



Continuing Care Assistant Prior Learning Assessment & Recognition Handbook

June 2007

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Adapted from PLAR Handbook, Prior Learning Assessment & Recognition: Continuing Care Assistant Program (2004-2005) Pilot Project, Elliott, S. (2005); Project Partners: Health Care Human Resource Sector Council, , NS Department of Education, NS Department of Health, Nova Scotia Association of Health Organizations, CCA Program Advisory Committee

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1.0 Introduction

This handbook has been revised from the PLAR Handbook March 2005 document that resulted from the Prior Learning Assessment & Recognition pilot project and the CCA PLAR Implementation Project Handbook January 2007. The current version of the handbook reflects the results of the both projects and incorporates additional operational aspects of the CCA PLAR process.

The handbook is a coordinated and collaborative document drawing upon the expertise of key industry stakeholders including employees, employers, educators, industry representatives, and government to develop a model for prior learning assessment & recognition (PLAR) process for the CCA Program. This process included the development, piloting, and implementation of a strategy in collaboration with the Continuing Care Assistant (CCA) Program Advisory Committee.

This policy handbook was developed for use in the delivery of Prior Learning Assessment and Recognition (PLAR) for the CCA Program. Although originally created specifically for the Continuing Care Assistant (CCA) program, this tool may be modified for use in a variety of sectors. This handbook is intended to outline the PLAR process for all involved, particularly Advisors and/or Assessors. The content of this handbook provides an in-depth overview of the process, and roles and responsibilities of those involved in the PLAR process.

2.0 CCA PLAR Program Goals

As of April 1, 2006, the Nova Scotia Department of Health implemented a new entry-to-practice standard that requires new hires to have provincial certification before employment.

The CCA Program Advisory Committee recognized the need for the development and implementation of a CCA PLAR process that will address the credential gap and potential resulting limited employment mobility of individuals working as direct care providers without provincially recognized credentials. PLAR will also contribute to the recruitment and retention of a qualified work force for continuing care. PLAR will provide a means to recognize out-of-province training and inter-provincial recognition of direct care provider courses thereby promoting a flexible national/international workforce. CCA PLAR is a means for persons who wish to gain recognition for the skills and knowledge they have acquired on the job and through other formal and informal educational experience as credit toward their CCA Certification.

2.1 Target Audience

- employees of the NS health care sector in the role of direct care and support services providers without a recognized credential
- employees of the NS health care sector not in the role as direct care and support service providers but wishing to move into that role
- persons with experience in the health care sector (in or out of NS) either in the role of direct care and support service providers or other health care provider roles
- persons with certificates as direct care and support service providers from out of the province of NS

3.0 Definition of Prior Learning Assessment & Recognition

3.1 Definition of PLAR

*P*rior learning assessment & recognition (PLAR) is defined as a systematic process that involves the identification, documentation, assessment and recognition of learning (i.e., skills, knowledge and values). This learning may be acquired through formal and informal study including work and life experiences, training, independent study, volunteer work, travel, hobbies and family experiences.

Day, M., & Zakos, P. (2000)

3.2 Terminology¹

Advisor²

An individual who provides support and access to relevant resources to PLAR participants.

Articulation

A system used to determine which courses are equivalent to one another.

Assessment

A method used to ensure a valid and reliable process that may include, but is not limited to: portfolio, interviews, performance testing, examinations, essay, demonstration, or workplace training program evaluation.

¹ Adapted from: Saskatchewan Institute of Applied Science and Technology. (2004). Guide to Prior Learning Assessment at SIAST; South African Qualifications Authority. (2001). Criteria and Guidelines for the Registration of Assessors.

² In the implementation of PLAR for the CCA program, the roles of Advisor and Assessor were combined into one Advisor/Assessor role.

Assessor³

Content expert in the discipline area for which credit is sought and/or knowledgeable in the prior learning assessment process.

Credit course

A planned education or training process with a defined set of learning outcomes that is part of an applied certificate, diploma, or advanced program.

Education/training

May include both formal and non-formal learning. Formal learning occurs through structured credit programming by accredited educational bodies. Non-formal generally refers to skills and knowledge acquired in situations other than formal studies. Non-formal courses are non-credit and usually do not involve testing or mastery demonstration.

Experience

May include work experience, self-directed studies, volunteer activities, and on-the-job learning.

Participant

An individual who is participating in the PLAR process with purpose of achieving credit for modules included in the CCA program. Participant may also be referred to as learner or applicant.

Reliability

A measurement that repeatedly produces the same results.

Validity

A measurement that authenticates the process, using the following criteria: consistency with part usage, consistency with alternate measures, internal consistency, and consequential predictability.

4.0 Standards and Principles for Quality Assurance

4.1 Academic Standards

*To learn is to acquire knowledge or skill. To assess is to identify the level of knowledge or skill that has been acquired. Acquiring learning and assessing learning are an interdependent process. Source: Whitaker, U. (1989). *Assessing Learning: Standards, Principles and Procedures*.*

³ In the implementation of PLAR for the CCA program, the roles of Advisor and Assessor were combined into one Advisor/Assessor role.

- (1) Credit will be awarded for learning that is relevant to the content and learning outcomes of the CCA program.
- (2) Credit awarded is based only on the learning (i.e., knowledge and skills) which has occurred and not on experience alone.
- (3) Credit will be awarded only for learning that has a balance between theory and application.
- (4) Methods used for assessing prior learning may include, but are not limited to:
 - a. portfolio
 - b. interview
 - c. performance testing
 - d. examination
 - e. essay
 - f. demonstration
 - g. workplace training program evaluation
 - h. role playing
 - i. case study
- (5) The assessment of prior learning and the determination of credit will be made by advisor/assessors who are knowledgeable in program content and prior learning assessment processes.
- (6) The assessment of competence levels and determination of credit will be made by the appropriate advisor/assessors. Final approval for credit will be the responsibility of the CCA Program Advisory Committee or its designate and will be based on advisor/assessor recommendations.

4.2 Administrative Standards

- (1) Policies and procedures applied to PLAR, including provision for appeal, will be fully disclosed and easily accessed.
- (2) All individuals seeking credit for prior learning must meet the established registration requirements.
- (3) Credit awarded through PLAR will be for demonstration of learning equivalent to the CCA program learning outcomes that are required.
- (4) Unsuccessful PLAR will be recorded as “Incomplete” (INC) on a transcript. Advisor/assessors will complete a Statement of Standing and notify the individual in writing.

- (5) An individual may be awarded credit for prior learning for up to twelve (12) of fifteen (15) theoretical modules and 80% of clinical skills in the CCA program. Consideration will be given for additional credit up to 100% based on demonstrated knowledge. This consideration will be granted or denied by the CCA Program Advisory Committee or its designate in consultation with the CCA Program Manager and the PLAR advisor/assessor. Any remaining program requirements must be earned in actual studies through a certified CCA program.
- (6) Fees charged for the assessment of prior learning will be based on services performed in the process and not by the amount of credit awarded. Fees are non-refundable and non-transferable.
- (7) All individuals involved in assessing prior learning activities will receive adequate training for the functions they perform.
- (8) The CCA Program Advisory Committee or its designate will act in an Advisory capacity to the advisor/assessors regarding prior learning assessment issues.
- (9) Assessment methods will be regularly monitored, reviewed, evaluated and revised as needed. This will be the responsibility of the CCA Program Advisory Committee or its designate.

The process of assessment and recognition of prior learning must be mindful of the importance of fairness and transparency in decision-making.

4.3 Principles⁴

The process of assessing prior learning is based on a number of principles.

Access

PLAR should be considered as a vehicle for enhancing access to education and training.

Authenticity

The participant has demonstrated the learning outcome that is being assessed.

Comparability

The assessment tools adopted must ensure that the prior learning is comparable in content and standards with the course(s) in which credit is sought. The standards applied in assessing prior learning should not be greater than those required to pass the course(s).

⁴ Adapted from: Saskatchewan Institute of Applied Science and Technology. (2004). Guide to Prior Learning Assessment at SIAST; University of South Australia. (1995). Guidelines for the Implementation of Recognition of Prior Learning

Consistency

The process must be able to be applied in a consistent manner that can be repeated over time by different evaluators.

Context

The activity is evaluated in the context of the program for which accreditation is sought.

Credibility

PLAR is recognized by the Nova Scotia Department of Health under the auspices of the CCA Program Advisory Committee or its designate, potential employers and educational institutions.

Equivalent rigor

Criteria for awarding credit should be as rigorous as criteria used in assessing learning acquired through formal educational programs.

Outcomes

Learning outcomes can be documented, validated and assessed against educational or employment standards.

Quality

The learning that is being assessed must reach the level acceptable to the curriculum of the CCA course or program.

Relevance

The learning that is being assessed must have relevance to the curriculum of the CCA course or program.

Valid and reliable process

The process must measure what it intended to measure in a manner that is consistent over time.

5.0 The Prior Learning Assessment & Recognition Process

5.1 Delivery Process

The CCA PLAR program can be delivered through multiple processes. One method of delivery will be centralized and managed through the CCAPAC and the CCA Administration. Another delivery process could be through approved education providers, a third through employers and a fourth through independent CCA PLAR advisor/assessors. All CCA PLAR delivery processes will follow the same policies, principles and assessment methods developed under the direction

of the Department of Health and CCA Program Advisory Committee in partnership with project partners in both the CCA PLAR Pilot Project 2005 and the CCA PLAR Implementation Project 2006/2007. All PLAR participants will receive the same opportunities, workshop process and assessment standards regardless of method of delivery. Only those advisor/assessors approved by the CCAPAC will be eligible for assessing participants in the CCA PLAR Program.

Method One: Coordinated under CCA Administration

- CCA Administration will initiate provincial deliveries of the CCA PLAR information sessions as need mandates. (Every attempt will be made to ensure that access to CCA PLAR information sessions are delivered around the provincial. Session locations will be determined based on participant interest.)
- Participant inquires at the CCA Administration level will be provided with summary information and invited to a CCA PLAR information session. (At this time other options can be discussed based on the learners access to other deliveries of CCA PLAR.)
- The CCA Administration contracts advisor/assessors, coordinates workshops and pays appropriate expenses related to the process. (Learner expenses are not covered.)
- The CCA Administration schedules and coordinates the PLAR workshops based on learner and advisor/assessor availability and location.
- Advisor/Assessor takes the learner through the PLAR process.
- Advisor/Assessor submits the assessment recommendations and learners Statement of Standing to the CCA Administration for final approval.
- The CCA Administration advises the learner of the assessment decision in writing.
- Learners is given direction and advise for filling education gaps
- Learner completes education gaps.
- Learners requests CCA provincial exam writing (request is in writing using CCA Provincial Exam request form see Appendix D). Learner includes proof of successful completion of education gaps from approved CCA education providers.
- Learner passes CCA provincial exam and is granted CCA Certification.
- Fees are paid to CCA Administration (\$800 plus HST: \$600 for PLAR and \$200 administration fee which includes exam). *Fees for workshop must be paid before attending workshop; however, \$200 Administration fee can be paid when submitting request to write provincial exam.*

Method Two: CCA Education Provider

- Learner contacts CCA education provider.
- CCA education provider has approved CCA PLAR advisor/assessor on staff or contracts services.
- Education provider informs CCA Administration of intent to delivery CCA PLAR (see Appendix E for intend to delivery CCA PLAR process form).
- Education provider gives information session to potential participants in collaboration with CCA Administration.
- Education provider gives CCA PLAR workshop (CCA Administration must be notified of all CCA PLAR workshops.)
- Participant Manuals will be forwarded upon registration of course.
- The education provider contracts advisor/assessors, coordinates workshops and pays

- appropriate expenses related to the process. (Learner expenses are not covered.)
- Advisor/Assessor takes the learner through the PLAR process.
- Advisor/Assessor submits the assessment recommendations and learners Statement of Standing to the CCA Administration for final approval.
- The CCA Administration advises the learner of the assessment decision in writing.
- Learners is given direction and advise for filling education gaps
- Learner completes education gaps.
- Learners requests CCA provincial exam writing (request is in writing using CCA Provincial Exam request form see Appendix D). Learner includes proof of successful completion of education gaps from approved CCA education providers.
- Learner passes CCA provincial exam and is granted CCA Certification.
- Fees for CCA PLAR is set by education provider
- CCA Administration fee is \$200 plus HST to be paid by learner (or in lump sum by education provider) when submitting request to write exam.

Method Three: Health Care System Employer

- Learner is sponsored by their employer.
- Employer has approved CCA PLAR advisor/assessor on staff or contracts services.
- Employer informs CCA Administration of intent to delivery CCA PLAR (see Appendix E for intend to delivery CCA PLAR process form).
- Employer gives information session to potential participants in collaboration with CCA Administration.
- Employer provides CCA PLAR workshop (CCA Administration must be notified of all CCA PLAR workshops).
- Participant Manuals will be forwarded upon registration of course.
- The education provider contracts advisor/assessors, coordinates workshops and pays appropriate expenses related to the process. (Learner expenses are at the discretion of employer.)
- Advisor/Assessor takes the learner through the PLAR process.
- Advisor/Assessor submits the assessment recommendations and learners Statement of Standing to the CCA Administration for final approval.
- The CCA Administration advises the learner of the assessment decision in writing.
- Learners is given direction and advise for filling education gaps
- Learner completes education gaps.
- Learners requests CCA provincial exam writing (request is in writing using CCA Provincial Exam request form see Appendix D). Learner includes proof of successful completion of education gaps from approved CCA education providers.
- Learner passes CCA provincial exam and is granted CCA Certification.
- Fees for CCA PLAR are set by employer.
- CCA Administration fee is \$200 plus HST to be paid by learner (or in lump sum by employer) when submitting request to write exam.
- The employer may sponsor non-employees through the process.

Method Four: Independent CCA PLAR Advisor/Assessor

- Learner is referred to PLAR advisor/assessor (could be through CCA Administration, education provider or employer).
- Advisor/Assessor informs CCA Administration of intent to delivery CCA PLAR (see

Appendix E for intend to delivery CCA PLAR process form).

- Advisor/Assessor gives information session to potential participants in collaboration with CCA Administration.
- Advisor/Assessor provides CCA PLAR workshop (CCA Administration must be notified of all CCA PLAR workshops).
- The advisor/assessor coordinates workshops and pays appropriate expenses related to the process. (Learner expenses are not covered.)
- Participant Manuals will be forwarded upon registration of course.
- Advisor/Assessor takes the learner through the PLAR process.
- Advisor/Assessor submits the assessment recommendations and learners Statement of Standing to the CCA Administration for final approval.
- The CCA Administration advises the learner of the assessment decision in writing.
- Learners is given direction and advise for filling education gaps
- Learner completes education gaps.
- Learners requests CCA provincial exam writing (request is in writing using CCA Provincial Exam request form see Appendix D). Learner includes proof of successful completion of education gaps from approved CCA education providers.
- Learner passes CCA provincial exam and is granted CCA Certification.
- Fees for CCA PLAR are set by employer.
- CCA Administration fee is \$200 plus HST to be paid by learner (or in lump sum by advisor/assessor) when submitting request to write exam.

The CCA Administration will be available to support the health care section and education providers with the in-take and delivery of the CCA PLAR Program. The CCA Administration will provide advice and guidance through any CCA PLAR delivery process, will conduct a CCA PLAR information session upon request, and will work with the CCA PLAR advisor/assessor to ensure quality delivery of the CCA PLAR Program through the various delivery methods.

NOTE:

- All CCA PLAR deliveries must be in cooperation with the CCA Administration and a CCA Program Advisory Committee approved CCA PLAR advisor/assessor.
- All education gaps must be provided by approved CCA education providers.
- Clinical placement demonstrations must be conducted as noted in Section 5.2.
- All additional CCA program certifications: First Aid/CPR, Food Handlers, WHMIS, ADODCC, introduction to Occupation Health and Safety Act (can be given through an employer) must be from the stated provider of certification. Exceptions can only be granted through the Certification's governing body.

5.2 Clinical Placement Credit

The CCA clinical placement competencies (those listed on the CCA Competency Assessment Tool) must be physically demonstrated in the same location of the CCA Program practicum as defined in the CCA Curriculum Standards regardless of where the experience was acquired. At this time that means within a Department of Health nursing home/home for the aged or a home

support agency providing services to Department of Health clients.

This means that either a PLAR participant provides evidence that the placement competencies have been gained in the venues set out by the CCA Curriculum Standards or they physically demonstrate that they have those competencies in those venues. It is appreciated by the CCAPAC that if a PLAR participant has the competencies from other venues the demonstration would not need to be to the extent of a CCA student, but to the satisfaction of a RN in those venues or a mentor pending the circumstances.

5.3 Process for Transfer Credits

Public and private educators have established academic policies and processes related to the transfer of credits. This refers to the situation where an education institution or private trainer (called the receiving organization) is being asked to accept a course or program from another education institution or private trainer (called the sending organization) to meet its requirements towards a specific certificate or diploma. This applies where the learner is seeking a credential from the receiving educational institution.

For the sector-wide CCA PLAR process, where the learner is seeking recognition of prior learning so that they can complete the requirements of eligibility to write a provincial certification exam, s/he would request a PLAR assessment via the CCA Administration. The advisor/assessor would review the learning objectives of the previous course, compare them with the NS CCA program, and determine whether the competencies have been achieved. The advisor/assessor may request a skills demonstration. As part of the maturation of the PLAR process, the CCA Program Advisory Committee will work to develop a database of courses/programs that meet Nova Scotia CCA Program equivalency.

The “transfer credit” for each program evaluated would be similar to the current Equivalency process for the NS Personal Care Worker, Home Support Worker, and NSCC Home Health Provider certification. As the PLAR process moves forward the list of CCA transfer credits will grow to include other relevant health care courses. Note: the evaluation and transfer credit of other health related courses will be based on full CCA Program modules as opposed to components of the module.

5.4 PLAR Process

Participants who meet eligibility requirements (see section 5.5 below) and have been accepted into the program will be guided through the PLAR process by an advisor/assessor. The diagram in Appendix A demonstrates the steps participants will follow when involved in the prior learning assessment & recognition process. For detailed information on the PLAR

Implementation Project (2006/07), please find the Implementation of Prior Learning Assessment & Recognition: Continuing Care Assistant Program report at www.novascotiaccia.ca under Reports and Forms or contact the CCA Program Advisory Committee for a copy of the project report.

5.5 Eligibility

The eligibility requirements are as follows:

- Grade 12, GED, or “demonstrated equivalency”. Demonstrated equivalency applies to those individuals who have already been accepted into post-secondary studies and are able to produce evidence to support this claim, which is deemed satisfactory by the CCA Program Advisory Committee. All Participants in this category are asked to contact the CCA Certification Coordinator for approved entry to the PLAR program.
- Clear Canadian Criminal Records check; and
- Relevant experience in the field.

NOTE: These requirements are for acceptance into the PLAR program. Educational institutions may have additional requirements necessary for entry into their programs.

NOTE: The CCA Program Advisory Committee has the right to refuse entry to the PLAR program as deemed necessary.

5.6 Consultation

All PLAR participants will receive a copy of the PLAR Participant Manual on the PLAR process and procedures.

The following information/services are to be provided to the participant through the CCA Program Advisory Committee or its designate (advisor/assessor):

- Advise the participant on where to access the PLAR process;
- Advise the participant on the PLAR process and challenge information;
- Assist the participant to determine eligibility of prior learning assessment;
- Advise the participant, in writing, of assessment decision; and
- Advise participant of appeal process (see Section 8.0 of this report for appeals process).
- The advisor/assessor is to provide the CCA Program Advisory Committee with Statement of Standing forms (see Appendix B) upon participants’ completion of the PLAR process.

5.7 Application

- Participants attend two (2) full day workshops, facilitated by advisor/assessors, which focus on self-assessment and group activities related to the identification, analysis and documentation of relevant skills, attitude and knowledge for recognition toward the goal of CCA certification. Participants are introduced to the CCA learning outcomes to inform the collection and/or development of sufficient and valid evidence.

- At the close of the final workshop, participants are tasked with the development of a draft Individual Demonstration Plan (IDP) for use in their continued collaboration with the advisor/assessor.
- Following the two (2) day workshops, participants continue to collect, develop and organize the evidence to be submitted for assessment and recognition.
- It is recommended that the IDP be submitted in advance of the first individual advising session allowing the advisor/assessor time to preview the document to ensure maximum use of the advising session. The second advising session is negotiated based on the outcome of session one.

5.8 Fees

- Fees are guided by the PLAR Administrative Standards which state, “Fees charged for the assessment of prior learning will be based on services performed in the process and not by the amount of credit awarded.”
- Participants will not pay an assessment fee for each module challenged.
- PLAR fees are determined by the organization delivering the CCA PLAR process (see Section 5.1 Delivery Process).
- No judgment and/or recognition of prior learning will be made until all required fees have been paid.
- Fees are non-refundable and non-transferable.

5.9 Duration/Time

- The participant will have up to six (6) months to complete the PLAR process. (An extension to this process may be granted under extraordinary circumstances through application to the CCA Administration.)
- The participant will receive notification of the advisor/assessor’s decision within two (2) months of receiving the complete application.
- The participant will receive official documentation based on the CCA Program Advisory Committee or its designate acceptance of the advisor/assessors’ recommendations within two (2) months of reviewing the decision.
- To attain CCA certification, completion of required modules/certificates (education gaps) must be completed within two (2) years of assessment.
- The participant can request, in writing to the CCA Program Advisory Committee or its designate, an extension at any time during the two (2) year completion period. If accepted, the participant will receive a six (6) month deferral in the completion of required modules/certificates; renewable two (2) times only. See Appendix F. Extensions will be addressed on an individual basis.

5.10 Assessment (also see Section 6.0)

- Prior learning will be assessed only by content advisor/assessors that have training in and knowledge of the CCA program, and who understand the prior learning process.
- Up to twelve (12) of fifteen (15) theoretical modules and 80% of clinical skills of the CCA program can be awarded through recognition of prior learning. Consideration by the CCA Program Advisory Committee or its designate to receive additional credit will be given on an individual basis.

- The CCA Program Advisory Committee or its designate will recognize prior learning by using a variety of assessment methods. The appropriateness of any one method or combination of methods will be determined by the module being challenged.
- It is the responsibility of the participant to prepare original evidence of prior learning. Demonstrated learning must be consistent with the learning outcomes required by the CCA program.
- Prior learning must demonstrate an appropriate balance of theory and practical focus.
- The advisor/assessor will be responsible for ensuring that the evidence and documentation provided meets the learning outcomes for the CCA program.
- The submission of evidence for assessment must address **all outcomes** although it is understood that the submissions will be at varying levels. For example, every learner must provide evidence that they can competently make a bed although some will do better job than others. It is not acceptable to provide evidence of only 4 out of 5 stated Outcomes.
- The results of the assessment are transcribed to the CCA PLAR Assessment Summary document (Appendix C) and completed Statement of Standing form (Appendix B), and forwarded to CCA Program Advisory Committee or its designate for review and processing.

NOTE: The Comments section of the Assessment Summary document must include sufficient detail in the description of the evidence submitted. For example, it is too vague to say that evidence was 'an assignment' or to list 'Video'. Rather, in the case of the latter, state if it was a 'constructed' or 'viewed' video.

5.11 Recognition

- Assessment of prior learning will be recognized by the Nova Scotia Department of Health under the auspices of the CCA Program Advisory Committee. This recognition is only valid for the attainment of credit toward modules of the CCA program.
- PLAR credits can not be applied towards courses other than the CCA program.
- PLAR credits may be applied towards the fulfilment of any required work experiences such as a practical component of the program, if appropriate.
- The participant will be notified by the CCA Program Advisory Committee or its designate of the results of the assessment within two (2) months of the evaluation. At this time, a Statement of Standing will be provided to the participant including a list of credits received as well as a listing of remaining modules and certificates required prior (education gaps) to writing the provincial certification exam.
- PLAR participants must successfully challenge complete modules. Credit will not be granted for part CCA modules.
- The **Certificates** included in the CCA Program and listed on the Statement of Standing are **not** to be 'PLAR'ed. To do so would require the approval of the bodies that issue the Certificates. The Statement of Standing is intended as a checklist of all requirements that precede the writing of the final exam.
- Clinical placement demonstrations must be conducted as noted in Section 5.2.

5.12 Obtaining Remaining Modules and Certificates (Education Gaps)

Several educators have been currently approved by NSAHO for delivery of the CCA program. The learner must contact each educator to obtain specific information about what they provide. A list of education providers can be found at www.novascotiacca.ca under Becoming a CCA. The learner should look to develop a learning contract with the education provider for her/his required modules. If demand is sufficient the education provider may offer the module(s) in a traditional classroom format. Another option would be self-study modules from Home Support Nova Scotia Association. More information about self-study can be found at www.novascotiacca.ca under Becoming a CCA. Also found at this location is a document called Options for Learners that provides a broader look at the options for filling education gaps identified through PLAR.

The participant can request, in writing to the CCA Program Advisory Committee or its designate, an extension at any time during the two (2) year completion period. If accepted, the participant will receive a six (6) month deferral in the completion of required modules/certificates; renewable two (2) times only. See Appendix F. Extensions will be addressed on an individual basis.

5.13 Writing Provincial Exam

Upon completion of all the components of the CCA Program the learner can register for the CCA Exam. There are various times and locations of exam settings every year. The learner can contact the CCA Administration to discuss the exam schedule before registering. See Appendix D for a copy of the CCA PLAR Exam Registration Form.

Learners will not be permitted to write the exam until all components of the CCA Program are successfully completed and proof of completion is submitted to the CCA Administration as noted on the registration form. Learners must also submit the CCA Administration fee upon registration for the exam.

All provincial examinations must be written under the direction of the designated CCA examination monitor. The pass mark for the provincial exam is 75%. An examination schedule will be forward to the program coordinator.

5.14 Appeals

If a participant does not agree with the final decision regarding the application for prior learning assessment, an appeal may be made (see Section 8.0 for the Appeal Process).

6.0 Assessment

The assessment method will measure an individual's learning achievement against CCA program learning outcomes.

As with any assessment method, advisor/assessors will need to establish the performance criteria or standards for each eligible module. Accomplishing this task will facilitate the actual assessment process. Assessment methods listed below are the ones most commonly used, but other forms of assessment may be considered. The methods may be used in combinations. Assessment methods will provide evidence of learning and documentation for the evaluation of prior learning.

6.1 PLAR Assessment Methods

Assessment methods will be determined by the advisor/assessor in consultation with the Participant during the PLAR Workshop. The methods to be used may include, but is not limited to:

- portfolio
- interview
- performance testing
- examination
- essay
- demonstration
- workplace training program evaluation
- letter of reference
- role playing
- case study

Through the knowledge and skills of advisor/assessors involved in the assessment of prior learning, the quality of assessments and the integrity of the assessment process are ensured. Source: SAQA. (2004). Criteria & Guidelines for the Implementation of the Recognition of Prior Learning.

6.2 Functions of PLAR Assessor⁵

6.2.1 criteria/qualifications

Assessors must have proficiency in the CCA role and the CCA program. The Assessor must be a registered nurse with current certification with the College of Registered Nurses of Nova Scotia.

⁵ Note that for the Implementation of PLAR project, the roles of Advisor and Assessor were combined into one role, that of Advisor/Assessor.

Assessors must also demonstrate in-depth knowledge of the specific standards, knowledge, and learning outcomes related to both the CCA role in the workplace and the education program. As well Assessors must have significant knowledge of PLAR, and be able to work from an adult education perspective.

Assessment should ensure that a true reflection of a candidate's skills, knowledge and values are identified. In terms of qualifications, this means that an Assessor should be a subject matter expert, but should also have the knowledge needed for an understanding of the occupational contexts within which the Participant may have gained learning. This requires that the Assessor be able to assess holistically and without bias (SAQA, 2004).

The submission of evidence for assessment must address all outcomes although it is understood that the submissions will be at varying levels. For example, every learner must provide evidence that they can competently make a bed although some will do better job than others. It is not acceptable to provide evidence of only 4 out of 5 stated Outcomes.

Assessors should:

- Understand the standards which the Participant has to meet.
- Understand what forms of assessment are appropriate and relevant to the Participant, as well as the CCA program.
- Have relevant occupational qualifications.
- Understand the language of the sector (i.e., including the technical terminology as well as the ways of thinking and doing tasks in the continuing care sector).
- Keep up-to-date with ongoing changes and expectations within the sector.
- Regularly request that the Participant provide feedback on the Assessor and the assessment experience to constantly monitor and improve their personal assessment skills.
- Know the curriculum and learning outcomes of the CCA program through regular contact with the CCA Program Advisory Committee or its designate and provide them with detailed feedback based on assessment findings.
- Be aware of, and accommodate whenever possible, other factors when conducting assessments such as language and special needs of Participants.
- Ensure that Participants understand what is expected of them.
- Treat Participants with respect and sensitivity.
- Provide constructive criticism and feedback on the standards and qualifications of the Participant to relevant stakeholders (e.g., Participant, CCA Program Advisory Committee or its designate).
- Have relevant planning and management skills.

- Be able to build a trusting relationship with Participant to ensure that:
 - The assessment is fair.
 - The Assessor acts with integrity.
 - The Assessor maintains confidentiality.
 - The assessment is conducted according to the principles of a good assessment and the requirements of the CCA program.

6.2.2 Roles and responsibilities

The roles and responsibilities of the Assessor are to:

- Inform the Participant about qualification requirements.
- Facilitate information sessions.
- Conduct a PLAR workshop session to identify which modules will be challenged for credit.
- Make recommendations to the Participant on their eligibility to challenge for credits toward CCA certification.
- Support and guide the Participant in the collection of evidence.
- Assist the Participant in planning for the assessment.
- Inform the Participant of assessment arrangements (i.e., dates, timing, etc.)
- Conduct assessments according to the relevant standards and principles.
- Provide feedback to the Participant.
- Complete, and submit, required documentation of assessment results to the CCA Program Advisory Committee or its designate.
- Recommend and implement changes to the PLAR process, as necessary and approved by the CCA Program Advisory Committee or its designate.
- Manage, carry out, and coordinate the assessment process for each Participant.
- Develop assessment tools (e.g., case studies, quizzes).
- Provide recommendations for ‘top-up’ education and training for each Participant.
- Communicate assessment methodologies, details, and expectations (e.g., timelines) to the Participant as soon as possible after receipt of the application form.
- Conduct assessment of prior learning in accordance to the learning outcomes of the CCA program.
- Maintain records of assessment for each Participant.
- Ensure Participant confidentiality, where appropriate.

Assessors may:

- Recommend or refuse to grant credit for all modules sought by the Participant.
- Recommend specific education components the Participant must complete to attain CCA certification.
- Request additional information is provided in whatever format necessary.

The CCA Program Advisory Committee or its designate defines the standards against which evidence presented by the Participant is to be judged.

6.3 Functions of PLAR Advisors⁶

6.3.1 criteria/qualifications

Advisors provide on-sight support to PLAR participants. Advisors must be a registered nurse with current certification with the College of Registered Nurses in Nova Scotia and in a supervisory role.

Advisors must also demonstrate in-depth knowledge of the specific standards, knowledge, and learning outcomes related to both the CCA role in the workplace and the education program.

6.3.2 Roles and responsibilities

The roles and responsibilities of the Advisor are to:

- Support and guide the Participant in the collection of evidence.
- Assist the Participant in planning for the assessment.
- Provide the Participant with guidance in gathering relevant resources.
- Provide emotional support to the Participant throughout the PLAR process.
- Be available to the participant as required.

7.0 Quality Assurance

The Assessor is responsible for ensuring that the documentation provided by the participant supports the claim of prior learning for credit. The ability to recommend the number of credits to be awarded will be made by qualified Assessors who have subject matter expertise.

If the Assessor has made the recommendation to accept the documentation for credit towards CCA certification the CCA Program Advisory Committee or its designate will make every effort to ensure reliability, validity, cost effectiveness, and competent assessment.

Participants are entitled to appeal decisions related to the assessment of documentation which was used to determine acceptance of prior learning for credit toward CCA certification. This process is outlined in Section 8.0.

7.1 Ensure Reliability

- Use a variety of samples of learning.
- Use a variety of assessment tools.
- Develop clear and detailed Assessor guidelines.

⁶ Note that for the Implementation of PLAR project, the roles of Advisor and Assessor were combined into one role, that of Advisor/Assessor.

7.2 Ensure Validity

- Use clearly defined learning outcomes.
- Identify performance criteria including any standards necessary to meet the CCA learning outcomes.

7.3 Ensure Cost Effectiveness

- Monitor value to participants.
- Evaluate cost/benefit on an annual basis.

7.4 Ensure Competent Assessment

- Provide training for the Assessor.
- An Assessor should have the knowledge needed for an understanding of the occupational contexts within which the Participant may have gained learning, but also an understanding of the principles and limitations of assessment techniques.
- Document results objectively.
- Specify appropriate documentation to meet the CCA learning outcomes.

8.0 Appeal Process

Participants are entitled to appeal decisions related to the assessment of documentation which is used to determine acceptance of prior learning for credit toward CCA certification. Participants may appeal a single module or all modules applied for recognition of prior learning.

- Participants must notify the CCA Program Advisory Committee of intent to appeal.
- Participants must submit a letter of appeal and all relevant documentation within three (3) months of receiving the results.
- Appeals will be examined by the CCA Program Advisory Committee and/or a second evaluator within two (2) months of submission of all letters and documentation.
- Decisions will be provided to the Participant in writing with a revised Statement of Standing, if applicable, within one (1) month of receiving all required appeals documentation.
- All decisions are final.

Participants may also appeal the rule that only 80% of modules and clinical hours can be PLAR'ed. An appeal can be brought forward to the CCA Program Advisory Committee on an individual basis from an individual who currently works in and has extensive experience in the field. Criteria for the appeal include a letter of justification from the Participant and written support from their current or most recent employer.

9.0 Attaining CCA Certification

The process of education is as important as the product or outcome... Source: Day, M. (2000). Developing Benchmarks for Prior learning assessment & recognition – Practitioner Perspectives.

To achieve CCA certification through PLAR, the Participant must:

- Have at least one (1) year of experience working in a health-related field.
- Submit completed tools for evaluation by a qualified advisor/assessor.
- Successfully complete any additional steps the CCA Program Advisory Committee or its designate requires (i.e., additional modules plus any outstanding certificate courses: Workplace Hazardous Materials Information System (WHIMIS), Alzheimer Disease/Other Dementia Care Course (ADODCC), Introduction to Occupational Health and Safety Act, Palliative Care Front Line, Food Handler's Course, and First Aid/CPR.
- Successfully complete Provincial exam.

10.0 References

Day, M., & Zakos, P. (2000). *Perspectives: Guidelines for the Canada PLAR Practitioner*. Belleville, ON: Canadian Association for Prior Learning Assessment.

Elliott, S. (2005). *PLAR Handbook, Prior Learning Assessment & Recognition: Continuing Care Assistant Program Pilot Project*, Health Care Human Resource Sector Council

Health Care Human Resource Sector Council, Nova Scotia Community College – Health and Human Service, PLA Centre, Halifax. (2007). *Prior Learning Assessment & Recognition in Continuing Care Sector Handbook*

Saskatchewan Institute of Applied Science and Technology. (2004). *Guide to Prior Learning Assessment and Recognition at SIAST*. SIAST: Author.

South African Qualifications Authority. (2004). *Criteria and Guidelines for the Implementation of the Recognition of Prior Learning*. SAQA: Author.

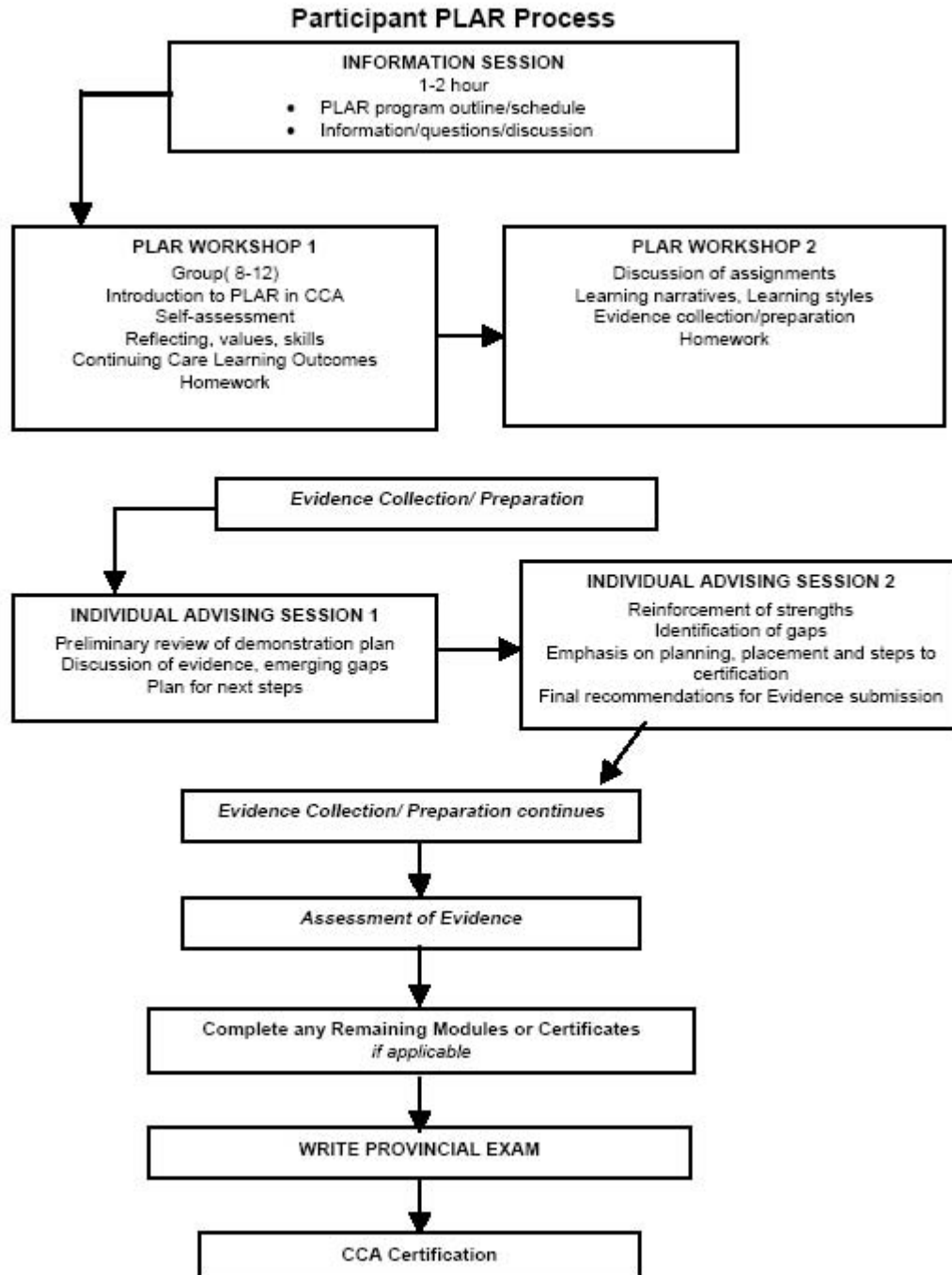
South African Qualifications Authority. (2001). *Criteria and Guidelines for the Registration of Assessors*. SAQA: Author.

University of South Australia. (1995). *Guidelines for the Implementation of Recognition of Prior Learning*. Retrieved from: <http://www.unisa.edu.au/adminfo/codes/prior.htm> [August 8, 2004].

Whitaker, U. (1989). *Assessing Learning: Standards, Principles, & Procedures*. Philadelphia, Pennsylvania: Council for Adult and Experiential Learning.

Appendix Section

Appendix A: PLAR Process



Appendix B: Statement of Standing Statement of Standing PLAR/CCA

Date:	Participant:
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The following outlines the course components that you have completed towards the **Continuing Care Assistant (CCA) Program** and the requirements you must complete to be eligible to receive your CCA certificate.

	<i>Mandatory Components</i>	Challenged	Credit Received	<i>Required to Complete</i>
1.	Intro to CCA Program			
2.	Intro to the Continuing Care Industry			
3.	Personal & Professional Development Roles & Resp.			
4.	Communication & Interpersonal Relations			
5.	Environmental Safety Personal Health & Well Being			
6.	Body Mechanics			
7.	Household Management			
8.	Growth & Development			
9.	Body Structure & Function & Medical Conditions			
10.	Personal Care & Special Treatments			
11.	Nutrition & Meal Preparation			
12.	Rest, Exercise & Meaningful Activities			
13.	Family Violence, Mental Health & Substance Abuse			
14.	Foundation Pediatrics			
	Alzheimer's & Other Dementias Care Course			
	WHMIS			
	Introduction to Occupational Health & Safety			
	Standard First Aid & CPR Level C			
	Food Handlers Course (Dept. of Agriculture or FST.)			
	Palliative Care Front Line Education CCNS			
	CAT (Competency Assessment Tool or acceptable equivalent)			
	Home Care Placement			
	Long Term Care Placement			
	Provincial Exam			
		Total	Total	Total

* All requirements must be completed within two years of the above date.

* For Appeals of decision, contact the CCA Program Advisory Committee.

Comments: _____

Assessor's signature: _____

Institution/Organization: _____

Date: _____

Appendix C: CCA PLAR Assessment Summary

**CCA PLAR
Assessment Summary**

PLAR Applicant:

Address:

Facility: (if applicable):

Contact Info:

Telephone/E-mail Address:

PLAR Advisor/Assessor:

Advisor/Assessor Phone number:

Date Submitted:

Module 1:***Introduction to the Program***

Learning Outcomes	Evidence Submitted	Credit Recommendation		Comments
		YES	NO	
1.1 <i>[Learners] will define their roles and responsibilities as learners.</i>				
1.2 <i>[Learners] will describe the Continuing Care sector's expectations for a CCA graduate such as professionalism, providing personal care, confidentiality issues and job scheduling.</i>				
1.3 <i>[Learners] will understand and express how a client-centered philosophy of care affects the quality of care provided by the CCA graduate.</i>				

Module 2:***Introduction to the Continuing Care Sector***

Learning Outcomes	Evidence Submitted	Credit Recommendation		Comments
		YES	NO	
2.1 <i>[Learners] will gain an overview of long-term care and home support in Nova Scotia.</i>				
2.2 <i>[Learners] will identify the role of government within the Continuing Care sector.</i>				
2.3 <i>[Learners] will describe the value and purpose of evaluation processes that ensure quality assurance in the industry.</i>				

Module 3:**Personal & Professional Development**

Learning Outcomes	Evidence Submitted	Credit Recommendation		Comments
		YES	NO	
3.1 <i>[Learners] will demonstrate an understanding of how the philosophy of care of the Continuing Care sector permeates all roles, responsibilities and actions of the Continuing Care Assistant.</i>				
3.2 <i>[Learners] will demonstrate the personal attributes required to work as a Continuing Care Assistant.</i>				
3.3 <i>[Learners] will work effectively and responsibly as a team member in long-term care and home support.</i>				
3.4 <i>[Learners] will understand and apply appropriate ethical and moral behavior for the workplace.</i>				
3.5 <i>[Learners] will have the tools to complete a job search.</i>				

Module 4:***Communication & Interpersonal Relations***

Learning Outcomes	Evidence Submitted	Credit Recommendation		Comments
		YES	NO	
4.1 <i>[Learners] will demonstrate respectful and clear communication with others in a variety of situations.</i>				
4.2 <i>[Learners] will have the ability to document to industry standards.</i>				
4.3 <i>[Learners] will develop a client-centered approach to care.</i>				
4.4 <i>[Learners] will provide appropriate and respectful prevention and intervention strategies when working with clients who display challenging behaviours.</i>				
4.5 <i>[Learners] will identify the needs of the caregiver.</i>				

Module 5:***Environmental Safety, Personal Health, & Well Being***

Learning Outcomes	Evidence Submitted	Credit Recommendation		Comments
		YES	NO	
5.1 <i>[Learners] will identify general safety and security regulations and precautions to be implemented in the workplace.</i>				
5.2 <i>[Learners] will know and demonstrate emergency and fire protocol.</i>				
5.3 <i>[Learners] will understand and demonstrate the CCA's role in maintaining a safe and secure environment.</i>				
5.4 <i>[Learners] will follow industry procedures to reduce the spread of infectious disease in the workplace.</i>				
5.5 <i>[Learners] will have the ability to implement a personal well-ness plan.</i>				

Module 6:

Body Mechanics (Positioning/Transferring)

Learning Outcomes	Evidence Submitted	Credit Recommendation		Comments
		YES	NO	
6.1 [Learners] will have the ability to ensure the safety of self, co-workers and clients while providing care.				

Module 7:***Household Management***

Learning Outcomes	Evidence Submitted	Credit Recommendation		Comments
		YES	NO	
<i>7.1 [Learners] will apply the principles and procedures to manage and maintain basic cleanliness of the home environment.</i>				
<i>7.2 [Learners] will demonstrate time management skills and priority setting to work efficiently with in the client's care plan.</i>				

Module 8:***Growth & Development***

Learning Outcomes	Evidence Submitted	Credit Recommendation		Comments
		YES	NO	
8.1 <i>[Learners] will understand and identify the human needs of the client.</i>				
8.2 <i>[Learners] will identify the basic principles of human growth and development and how these relate to their responsibility for their clients.</i>				
8.3 <i>[Learners] will demonstrate the importance of respecting clients' needs and their spiritual, cultural, moral and ethical values and preferences.</i>				

Module 9:**Body Structure: Functions & Medical Conditions**

Learning Outcomes	Evidence Submitted	Credit Recommendation		Comments
		YES	NO	
9.1 <i>[Learners] will define and explain the terminology of body structure, body functions, medical conditions and stages of care.</i>				
9.2 <i>[Learners] will identify and explain the basic functions of the body systems, and define their related medical conditions and illnesses.</i>				
9.3 <i>[Learners] will understand the CCA's role in caring for a client with a specific medical condition and discuss the care for which the CCA is responsible as it relates to the system and medical conditions.</i>				

Module 10:***Personal Care & Special Treatments***

Learning Outcomes	Evidence Submitted	Credit Recommendation		Comments
		YES	NO	
10.1 <i>[Learners] will identify the principles of safely delivering respectful and effective personal care and special treatments to their clients.</i>				
10.2 <i>[Learners] will demonstrate the ability to assist the client to meet his/her personal hygiene needs.</i>				
10.3 <i>[Learners] will demonstrate the ability to assist the client to meet his/her elimination needs</i>				
10.4 <i>[Learners] will demonstrate the ability to assist the client to meet personal skin care needs.</i>				
10.5 <i>[Learners] will identify measures required for the special procedures related to the specific conditions of clients.</i>				
10.6 <i>[Learners] will follow the procedures and guidelines as identified in the Home Care Nova Scotia Oxygen Service Procedures and Guidelines, Edition II, February 1999.</i>				

Module 11:***Nutrition and Meal Preparation***

Learning Outcomes	Evidence Submitted	Credit Recommendation		Comments
		YES	NO	
11.1 <i>[Learners] will have knowledge of nutrition basics.</i>				
11.2 <i>[Learners] will demonstrate the ability to plan meals for a diversity of clients.</i>				
11.3 <i>[Learners] will demonstrate the ability to prepare meals for a diversity of clients.</i>				
11.4 <i>[Learners] will demonstrate feeding with sensitivity.</i>				

Module 12:

Rest, Exercise and Meaningful Activity

Learning Outcomes	Evidence Submitted	Credit Recommendation		Comments
		YES	NO	
12.1 <i>[Learners] will understand the value of exercise, stimulation, promoting independence and keeping the client mobile.</i>				
12.2 <i>[Learners] will promote positive sleep and rest patterns for clients.</i>				

Module 13:***Family Violence Prevention, Mental Health & Substance Abuse***

Learning Outcomes	Evidence Submitted	Credit Recommendation		Comments
		YES	NO	
13.1 <i>[Learners] will recognize possible abuse of any form and demonstrate the ability to make appropriate referrals.</i>				
13.2 <i>[Learners] will discuss substance and gambling abuse.</i>				
13.3 <i>[Learners] will identify and understand the impact of mental illness on the client.</i>				

Foundation Pediatrics Module 14:

Growth and Development

Learning Outcomes	Evidence Submitted	Credit Recommendation		Comments
		YES	NO	
1.1 <i>[Learners] will understand and identify the basic principles of childhood growth and development and how these relate to the care of the pediatric client.</i>				
1.2 <i>[Learners] will demonstrate the importance of respecting the pediatric client's individuality.</i>				

Pediatrics:**Personal Care**

Learning Outcomes	Evidence Submitted	Credit Recommendation		Comments
		YES	NO	
2.1 [<i>Learners</i>] will understand and demonstrate personal care of the infant and child				
2.2 [<i>Learners</i>] will understand and demonstrate safe handling of the infant and child				

Pediatrics:**Nutrition**

Learning Outcomes	Evidence Submitted	Credit Recommendation		Comments
		YES	NO	
3.1 [<i>Learners</i>] will have an understanding of basic childhood nutrition				
3.2 [<i>Learners</i>] will demonstrate the ability to prepare infant and child meals				
3.3 [<i>Learners</i>] will have an understanding of food attitudes in children				
3.4 [<i>Learners</i>] will have an understanding of choking, burping, colic and food sensitivities in infants and children				

Pediatrics:**Infection Prevention and Control**

Learning Outcomes	Evidence Submitted	Credit Recommendation		Comments
		YES	NO	
4.1 [<i>Learners</i>] will identify the principles of infection control in the childcare setting				
4.2 [<i>Learners</i>] will demonstrate infection prevention and control principles in the childcare setting				

Pediatrics:**Health and Safety**

Learning Outcomes	Evidence Submitted	Credit Recommendation		Comments
		YES	NO	
5.1 [<i>Learners</i>] will understand and demonstrate the CCA's role in maintaining infant and child safety				
5.2 [<i>Learners</i>] will identify potential infant furniture and equipment hazards in the home care setting				
5.3 [<i>Learners</i>] will identify potential environmental hazards for infants and children in the home care setting				

Pediatrics:**Behaviour Guidance**

Learning Outcomes	Evidence Submitted	Credit Recommendation		Comments
		YES	NO	
6.1 [<i>Learners</i>] will understand and demonstrate the principles of childhood behaviour guidance				
6.2 [<i>Learners</i>] will understand how to promote positive childhood behaviour				

Pediatrics:

Common Childhood Illnesses and Diseases

Learning Outcomes	Evidence Submitted	Credit Recommendation		Comments
		YES	NO	
7.1 [<i>Learners</i>] will identify common childhood illnesses and communicable diseases				
7.2 [<i>Learners</i>] will understand and discuss the CCA role and responsibilities in caring for a client with a specific illness or communicable disease				

Appendix D

CCA PLAR Participant's Exam Registration

Upon completion of all the components of the CCA Program the PLAR participant must register for the CCA Exam. There are various times and locations of exam settings every year. The participant can contact the CCA Administration, Vanda Newton at vanda@nsaho.ns.ca or 832-8500 ext 249 to discuss the exam schedule before registering.

PLAR participant will not be permitted to write the exam until all components of the CCA Program are successfully completed and proof of completion is submitted to the CCA Administration as noted below. The participant must also submit the CCA Administration fee with this registration form. All provincial examinations must be written under the direction of the designated CCA examination monitor. The pass mark for the provincial exam is 75%.

Submit form and payment to: **NSAHO, CCA Administration**
 2 Dartmouth Road, Bedford, NS B4A 2K7

The following information will be kept in a database for the use of the Department of Health CCA Advisory Committee and CCA Administration. The purpose of this information is to maintain a registry of persons with CCA Certification. This information will be used to mail your certificate and with your permission industry studies. Your date of birth is for unique identification of your information.

Can we give your contact information to other government departments or health associations for industry studies? **Please check: 9 Yes 9 No**

Date _____ Signature _____

Name: First _____ Middle _____ Last _____

Address: _____

City/Province _____ Postal Code: _____

Phone: _____ Email: _____

Date of Birth: _____ (Please check) Female _____ or Male _____

Submit copies of the following certificates to the CCA Administration:

- 9 Statement of Standing
- 9 Proof of completion of all modules and certifications identified through the CCA PLAR process.
- 9 Certifications requirements
- 9 Administration fee of \$228 (\$200 + HST) - **Cheque or money order made payable to NSAHO**

NOTE:

- This is a PLAR CCA administration fee. This fee does not include any training costs.
- Allow 4 - 6 weeks for processing the CCA certificate.
- It is the responsibility of the applicant to ensure that the education institution has been approved to delivery the CCA equivalency modules.
- A CCA PLAR participant must complete all components within two years of being issues his/her Statement of Standing.

If you have any questions, contact Vanda Newton at 902-832-8500 Ext. 249.

Effective September 2007

Appendix E

**Continuing Care Assistant
Prior Learning Assessment and Recognition
Intend to Deliver CCA PLAR Process**

The CCA PLAR program can be delivered through multiple processes. One method of delivery will be centralized and managed through the CCAPAC and the CCA Administration. Another delivery process could be through approved education providers, a third through employers and a fourth through independent CCA PLAR advisor/assessors. All CCA PLAR delivery processes will follow the same policies, principles and assessment methods developed under the direction of the Department of Health and CCA Program Advisory Committee in partnership with project partners in both the CCA PLAR Pilot Project 2005 and the CCA PLAR Implementation Project 2006/2007. All PLAR participants will receive the same opportunities, workshop process and assessment standards regardless of method of delivery. Only those advisor/assessors approved by the CCAPAC will be eligible for assessing participants in the CCA PLAR Program.

Any organization wishing to offer the CCA PLAR Process must register with the CCA Administration by forwarding this application form to the CCA Administration.

Organization: _____

Mailing Address: _____

Contact: _____ Phone _____ Email _____

PLAR Advisor/Assessor: _____ Phone _____ Email _____

PLAR Advisor/Assessor: _____ Phone _____ Email _____

Date of Information Session: _____

Workshop Dates: Start _____ End _____ Number of Participants _____

The PLA Centre has copyrights to the CCA PLAR Participant Manual. The Participant Manuals will be reproduced by the CCA Administration with permission from the PLA Centre and forwarded to the above address.

Participants will be required to fill out an information form for the CCA Administration records. The form will be forwarded with the manuals.

Please fill out and forward form to

**CCA Administration
2 Dartmouth Road
Bedford, NS B4A 2K7
Fax: 902-832-8505**

**If you have any questions, please do not hesitate to contact Cailleagh Sharples at 902-832-8500 ext 275
csharples@nsaho.ns.ca or Pam Shipley at 902-832-8526 pams@nsaho.ns.ca .**

Intend to Delivery CCA PLAR

June 2007

Appendix F

Application for Extension to PLAR Education Gap

At times there may be events that prohibit the completion of your education gaps identified in the PLAR process within the two-year time frame. In exceptional circumstances an extension to the two-year period may be granted following application to the CCA Advisory Committee.

Please apply by filling out the following form and forwarding it to:

CCA Advisory Committee
c/o CCA Administration
2 Dartmouth Road
Bedford, NS B4A 2K7
Phone: Pam Shipley 832-8526 or Cailleagh Sharples 832-8500 Ext: 275
Fax: 832-8505

Name of Applicant (employee): _____

Contact Information: _____

Facility/Agency: _____

CCA Education Gaps Completed: _____

Reason for Extension: _____

Plans to Complete Education Gaps: _____

Length of Extension: _____

Applicant Signature:

NOTE: Copy of your Statement of Standing must be attached.