The terms in the glossary are meant to provide an explanation on how these terms apply to the CDHBC-PLAR Portfolio process.

**ADPIE** – The process of care involving: assessment diagnosis, planning, implementation and evaluation.

**Assessment (Formative)** – Developmental and ongoing, i.e., its purpose is to identify for and with the candidate, the areas in need of improvement.

**Assessment (Summative)** – Undertaken to judge a learner's knowledge, skills and abilities at a defined point in time against specific criteria for the purpose of awarding credit and/or recognition of competency.

**Assessor** – A subject-area expert in the area being assessed who is responsible for evaluating a candidate's prior learning in the form of a portfolio.

**Authentic assessment** –The measurement of an individual's ability to use previously acquired learning to perform tasks or solve problems by demonstrating meaningful application of essential knowledge and skills to real life situations (Mueller, 2005).

**Authenticity** – The candidate has demonstrated that evidence submitted for the portfolio is the candidates work.

**BC MoAE Foundational Abilities** – BC Ministry of Advanced Education required transferable abilities for a bachelor degree level inclusive of: application of knowledge, communication skills, awareness of limits of knowledge, and professional capacity/autonomy.

**Breadth** – Describes the extent of experience, knowledge, skills and abilities represented in a piece of evidence.

**Comparability (CDHBC-PLAR)** – The assessment tools adopted (i.e. portfolio and interview) must ensure that the prior learning is comparable in content and standards with the abilities(s) in which credit is sought. The standards applied in assessing prior learning should not be greater than those required to demonstrate competencies at a level equivalent to a bachelor degree.

**Competency based assessment** – The process of gathering evidence in a portfolio demonstrating how the candidate meets the required skills, knowledge and attitudes for each criterion and/or indicator within a module.

**Consistency** –The process must be able to be applied in a consistent manner that can be repeated over time by different evaluators. (i.e. PLAR assessors)

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

**Credibility** – PLAR is recognized by the CDHBC under the auspices of the *Health Professions Act* (HPA).

**Criteria** –A grading standard that provides details of what the portfolio evidence will be evaluated on in relation to the identified indicator the evidence aligns with.

**Currency** – Up-to-date knowledge, skills and information that the candidate is able to apply in their practice setting. Portfolio evidence should align with the current standards.

**Depth** – Is evidence in the portfolio represented at a baccalaureate degree level.

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

**Evidence** – Supporting documentation that demonstrates the candidate's abilities, knowledge, and/or skill in competently meeting the module competencies and/or competency indicators. The CDHBC-PLAR portfolio uses 3 types of evidence: narrative, product/outcome and verification.

**Evidence-based practice (EBP)** – The best available information that informs practice decisions. EBP is based on a practice question and the information found which together form a credible and reliable source that is subsequently applied in practice.

**Experiential learning** – Knowledge and skills acquired through experience.

**Indicator** – Statements that provide guidance on what constitutes proficiency related to the identified module competency statement.

**Learning outcome** – A statement that describes what a person should know and be able to do as a result of a learning experience.

**Module** – The CDHBC-PLAR portfolio process is made up of 3 modules. Each module focuses on a specific competency. Each competency has several indicators that elaborate on the competency requirements.

**Moodle** – The online learning management system used by Thompson River University (TRU) to organize online learning courses. This platform is used to house the CDHBC-PLAR Portfolio process. Once enrolled in PLAR, the candidate will be given a user name to log on to this learning platform.

**Narrative evidence** – The candidate's written description that provides the details of how product/outcome and verification evidence demonstrate competency for the module indicators.

**Online Learning Platform** – See Moodle

**PLAR** – Prior Learning Assessment and Recognition – provides the candidate the opportunity to demonstrate competency to set competencies and abilities through previously acquired knowledge and skill through a portfolio process.

**Product/Outcome evidence** – Evidence that demonstrates a candidates past experience in meeting a specific indicator within a module. Examples may include but are not limited to: clients' records, published articles, lesson plans, presentation notes and reports.

**Reliability**– Consistency of results over time, along with the degree to which an assessor's opinion may match that of another assessor.

**Rubric** – The grading criteria meant to assist the candidate in understanding the expectations related to a specific indicator within the modules.  The rubrics are used by the assessor when evaluating the final portfolio submission.

**Sufficiency** – Is meant to ensure adequacy of submitted portfolio evidence as being appropriate in demonstrating the candidates previous experience at a bachelor degree level.

**Transparency** – PLAR policies, procedures and practices are fully disclosed, open to scrutiny, and publicly available. Candidates have access to reasons for PLAR decisions.

**Valid and reliable process** –The process must measure what it intended to measure in a manner that is consistent over time.

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

**Verification evidence** – Supports the authenticity of a candidates work in the form of a testimonial, thank you note, letter or verification from an employer etc.