

In each issue of *PLAIO*, we include resources that we hope alert readers to the array of materials that touch upon the topics and questions taken up in that issue of the journal and, too, that continue to extend our awareness of research, theory, and policymaking relevant to our common work in prior learning assessment/the recognition of prior learning. What follows are some materials connected to the theme of this issue, competency-based education.

1.

Competency-Based Education Network. (n.d.). *Resource library*. <https://www.cbenetwork.org/resource-library/>

Competency-Based Education Network. (2017, May). *Quality principles and standards for competency-based education programs*. https://www.cbenetwork.org/wp-content/uploads/2017/05/CBE17_Quality_Standards_FINAL.pdf

C-BEN's "Quality Framework for Competency-Based Education Programs: Crosswalk to Other Standards" (2018) and "A User's Guide – Quality Framework for Competency-Based Education Programs" (2018) were developed in response to a growing need for definitions of quality relating to competency-based education (in the Resource Library under "Key C-BEN Resources," scroll to find these publications; or enter the titles below that section in the "Search" box). As the number of competency-based (CBE) programs continues to grow, many constituents are looking for guidance to identify high-quality CBE programs. This framework is foundational in enabling the ongoing innovation and growth of the CBE field. (Note: C-BEN asks readers to enter their name and email address to download this resource.) The guidelines provided in "Quality Principles and Standards for Competency-Based Education Programs" are universal enough to apply to all CBE programs, regardless of model variations.

2.

Council for Adult and Experiential Learning, & Competency-Based Education Network. (2022). *Partners in a new learning model: Competency-based education and credit for prior learning*. https://www.cael.org/hubfs/C-BEN%20CAEL%204-pager_2022.pdf

This white paper points to ways in which competency-based education and credit for prior learning can provide "the best of both worlds" on route to recognizing and valuing learning, whatever its origins. These two models "work well together," and yet "are distinct" approaches to identifying and assessing what learners know.

3.

Council on Higher Education. (2013). *The Higher Education Qualifications Sub-Framework*. https://nr-online-1.che.ac.za/html_documents/6.PUB_HEQSF.PDF

The document develops on efforts by the National Qualifications Framework of the South African [Council on Higher Education \(CHE\)](#). The HEQSF identifies key terms; builds upon established concepts; supports users' learning in the areas of qualifications, programming, and higher learning; and together seeks to outline "a single qualification framework for a diverse system."

- 4.
- Grann, J., & Klein-Collins, B. (2021, October 19). Competency transparency in our postsecondary systems. *CAEL*. <https://www.cael.org/news-and-resources/competency-transparency-1>
- Grann, J., & Klein-Collins, B. (2021, October 19). From degrees to competencies: What a shift to competencies could mean for employers and students. *CAEL*. <https://www.cael.org/news-and-resources/competency-transparency-2>
- Grann, J., & Klein-Collins, B. (2021, October 19). Competencies alone are not enough: The tools that put competencies to work. *CAEL*. <https://www.cael.org/news-and-resources/competency-transparency-3>
- Grann, J., & Klein-Collins, B. (2021, October 19). Digging in the competency sandbox: Is our post-secondary system ready to play? *CAEL*. <https://www.cael.org/news-and-resources/competency-transparency-4>

This is a four-part blog series by the Council on Adult and Experiential Learning (CAEL) and Credential Engine that explores a range of topics directly related to “competency transparency” in both the academy and the workplace. The first focuses on “revamping data systems” for “equitable and competency-based learning and hiring;” the second focuses on the shift “from degrees to competencies;” the third addresses the “tools” needed to “put competencies” to work;” and the final piece asks whether our postsecondary system is “ready to play” in our “competency sandbox.”

- 5.
- Kerr, T. (2018, Winter). Occupational confrontations: Regarding PLA development at the Van Arsdale Center. *All About Mentoring*, 51, 23-26. <https://www.esc.edu/media/ocgr/publications-presentations/all-about-mentoring/AAM-Issue-51-Winter-2018.pdf>
- Kerr, T. (2019). Developing iPLA requests with labour leaders using the Threshold Learning Model. *Work Based Learning e-Journal*, 8(1), 129-141. <https://wblearning-ejournal.com/uploads/currentIssue/4%20D&D%20-%20Kerr.pdf>

In these two essays, Thomas Kerr (SUNY Empire State College) describes his “Threshold Learning Model” of evaluating experiential learning. This is a model that he has developed based on many years working with labor leaders to help them articulate competencies they have gained through their work-based and personal histories.

- 6.
- Klein-Collins, R., & Travers, N. (2020). Learning recognition and the future of higher education – A vision for a post-pandemic learning ecosystem. *Prior Learning Assessment Inside Out: Recognizing Learning in the 21st Century: U.S. Perspectives, 2020*, 1-15. <https://www.plaio.org/index.php/home/article/view/189>

In this special issue of *PLAIO*, several articles point to the experience of college staff and students relevant to assessment practices and policies, and COVID-related themes. In particular, Klein-Collins (CAEL) and Travers (SUNY Empire State College) address the need for integration of the workplace with strategies of learning, increased use of technology, new ways to “codify and assess learning,” and, overall, how to leverage change within institutions.

- 7.
- National Adult Learner Coalition. (2017). *Strengthening America’s economy by expanding educational opportunities for working adults: Policy opportunities to connect the working adult to today’s economy through education and credentials*. <https://onlinelearningconsortium.org/wp-content/uploads/2017/02/Strengthening-Americas-Economy-National-Adult-Learning-Coalition-White-Paper-Final.pdf>

This white paper was published by the [National Adult Learner Coalition](#), which is made up of the [Council for Adult and Experiential Learning \(CAEL\)](#), the [Online Learning Consortium \(OLC\)](#), [Presidents Forum](#), and [University Professional and Continuing Education Association \(UPCEA\)](#). It focuses on “challenges,” “building blocks,” credentialing, and new “policy opportunities” relevant to the adult learner, including the importance of prior learning assessment and competency-based education.

8. Scottish Credit and Qualifications Framework. (n.d.). *About the framework*. SCQF. <https://scqf.org.uk/about-the-framework/>

The Scottish Credit and Qualifications Framework (SCQF) combines three elements to support the recognition of prior learning (RPL/RPL) with consideration of competencies in learning: An interactive framework identifies levels of learning; a database provides interaction between qualifications and learning programs among Scottish academic institutions and subject areas; and an RPL tool is designed to support employers, learners, educators, trainers, and advisors. The framework provides hypothetical scenarios demonstrating outcomes reflective of potential learning through summaries, informational resources, and links.