RCIC-IRB PLAR Guide:
A Handbook for Preparing
a Portfolio

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Introduction

Prior Learning Assessment and Recognition (PLAR) is a systematic process to evaluate and give credit for learning that has been acquired through many means of formal and informal learning. ICCRC recognizes the lifelong learning experience of RCICs through the PLAR pathway of the Specialization Program. The Council recognizes that:

- Significant learning can and does take place outside formal academic settings;

- Learning can and should be assessed for credit or recognition by regulatory bodies; and

- Education and training practices that force adult learners to repeat learning that they have already acquired is inefficient, unnecessary and at odds with the fundamental principles of competency-based education.

This PLAR Guide has been designed to provide instructions on the PLAR pathway and portfolio requirements.

What is PLAR?

Prior Learning Assessment Recognition (PLAR) is a process wherein the RCIC prepares an individualized portfolio of their prior learning and experience that reflects on and demonstrates learning from their work.

Through the PLAR process, RCICs provide evidence of the prior learning they wish to be recognized and awarded. The PLAR portfolio components and associated documentation must provide evidence of how the RCIC has obtained competency in the Specialization Program Competencies found in Appendix 1.

An important distinction in the PLAR process is that PLAR recognizes and awards credit for prior learning, not experience. This distinction is important as experience alone does not guarantee learning.

Please note that PLAR does not include equivalency for:

- The number of years an individual has been registered as an RCIC

- The number of cases the RCIC has consulted on the Immigration and Refugee Board (IRB) related matters or the number of clients the RCIC has represented at a Tribunal

- The level of employment position held by the RCIC

- The effort or time the RCIC has invested in preparing the portfolio

PLAR Assessment Process

PLAR Reviewer Panel

When the RCIC's experiential learning has been captured through the PLAR portfolio, a PLAR Reviewer Panel will determine whether the RCIC has provided sufficient evidence for their prior learning to be formally recognized.

PLAR Decisions

The PLAR Reviewer Panel will make one of the following determinations:

1. **Recognition**: The RCIC has demonstrated sufficient evidence to be awarded prior learning.
2. **No Recognition**: Significant learning gaps were identified that require the RCIC to complete the entire Education Pathway.
3. **Partial Recognition**: Gaps in specific competencies for one or more IRB divisions were identified that require the RCIC to complete one or more of the Education Pathway courses.

PLAR Portfolio Requirements

The knowledge, skills, and judgment that PLAR candidates present must be supported by evidence. Evidence must be verifiable and reflective of your personal learning as it pertains to the IRB and Specialization Program competencies found in Appendix 1. These competencies are instrumental in the development of your PLAR Portfolio, and you will be assessed on whether you provide sufficient evidence to demonstrate your prior learning.

Your portfolio must contain the following components:

1. PLAR Portfolio Declaration attesting to the authenticity and ownership of the submission

2. Curriculum Vitae using the standard template provided

3. Autobiographical Sketch with appended Attestation Form

4. Critical Reflection Essay

5. Verification of Learning

Lastly, spelling, grammar and writing ability are core competencies of representing clients in front of the IRB and candidates will be assessed on these competencies.

Formatting Requirement

The following formatting specifications must be adhered to when submitting a portfolio:

- Paper size 8 ½ '' x 11'' portrait presentation with 2.54" margins (except for learning charts)

- Single-spaced, 12 pt., Times New Roman font

- File names of the uploaded documents must include the component name (see above) and your R number (ex. CV-R123456, Autobiographicalsketch-R123456)

- Page numbers must be placed on each page in the bottom right-hand corner, including supporting documents

- Please make note of any page limitation or specification for each submission

- Place your name and RCIC number within the header on each page, including supporting documents

- All supporting documents must be saved in one PDF file, no jpeg or camera images

PLAR Portfolio Templates

This guide has been designed to provide you with the required templates, guidelines, and resources for each PLAR Portfolio requirement.

PLAR Portfolio Declaration

The PLAR Portfolio Declaration is the first page of your PLAR Portfolio. This document attests to the veracity of your PLAR submissions, the date in which your portfolio was submitted and the IRB domains in which you are seeking recognition.

Please go to the next page and use the template provided to complete your declaration.

PLAR PORTFOLIO DECLARATION TEMPLATE

Sample only. Please do not submit this template. You will be able to complete this requirement via an online form as part of the Portfolio submission process.

Name: [fillable text]
RCIC number: [fillable text]

Address: [fillable text]
Telephone number: [fillable text]
Email address: [fillable text]

IRB domain(s) seeking prior learning assessment (select all that apply): [checkbox]

☐ Immigration Division

☐ Immigration Appeal Division

☐ Refugee Protection Division

☐ Refugee Appeal Division

☐ I, hereby, give notice that the material contained in this portfolio honestly and accurately reflects my life, learning, and work experience. I understand that the penalty for falsifying any information or documentation will result in withdrawal of the PLAR process and I will be subject to disciplinary action by ICCRC.

Date: [fillable text]

Print Name: [fillable text]

Signature: [fillable text]
By hand or using an authentic signature or Digital ID

Curriculum Vitae (CV)

An educational CV must capture a global view of your education and professional life. Using your professional resume or CV is a great place to start in the development of your educational CV. The educational CV helps PLAR reviewers understand your educational experience and goals by sharing your skills, expertise, and experience.

Instructions

As with your professional resume, your educational CV requires a chronological listing of your education, employment, learning experiences, volunteer work or other learning experiences relevant to the Specialization Program competencies.

Note: *You must use the template provided to submit your CV. You are permitted to add additional rows to the charts where required. All items listed on your CV must be related to the Specialization Program competencies found in [Appendix 1](#).*

CV TEMPLATE

Sample only. Please do not submit this template. You will be able to complete this requirement via an online form as part of the Portfolio submission process.

PERSONAL INFORMATION

Name	
RCIC Number	
Address	
Phone Number	
Email Address	

ACADEMIC EDUCATION

List your formal education beyond secondary school. This should include your formal post-secondary education that qualified you to practise as an RCIC.

Year Awarded	Name of Credential (e.g., Diploma, B.Sc., Certificate, etc.)	Institution Name	Location (i.e., country)

EMPLOYMENT

If you have worked in positions whereby you have demonstrated learning or competence related to the Specialization Program competencies, you should list them here and detail your responsibilities and accomplishments.

Duration	Name of Organization & Title/ Position	Location of Employment	Brief Summary of Key Responsibilities
Year – Year		*Place of employment, city, province/state, country*	• Description of role and responsibilities • List the type of cases that you consulted

OTHER RELEVANT TRAINING

List any training you may have received from other formal training programs, volunteer positions, other licences, or designations you may hold (e.g., paralegal, commissioner of oaths, translator, etc.).

Duration / Dates	Name of Credential / Course / Title	Institution Name and Location (i.e. country)	Description of the training

OTHER RELEVANT EXPERIENCE

Professional Membership and Associations

Duration	Name of Membership
Year – Year	

Formal Publications (e.g., contributions to peer-reviewed journals or books)

Date	Article Title	Author(s)	Publication / Journal Name

Conference Presentations

Date	Presentation Title	Facilitator(s)	Conference Name

Autobiographical Sketch

An autobiographical sketch is a narrative or personal statement that outlines in chronological order (by date) detailed various descriptions of the applicant's prior academic achievements, personal pursuits, and professional experiences as it pertains to the IRB and core competencies required to represent clients in front of the IRB.

The purpose of the autobiographical sketch is for you to communicate with the PLAR reviewers about your learning history, relevant personal history, and your professional development and growth as an RCIC as it relates to the Specialization Program competencies. PLAR reviewers want to understand how you became the person you are now (attitudes and behaviour), what actions you did to gain what you currently know (knowledge), and what you can do (skills).

Instructions

The autobiographical sketch enables the PLAR reviewers to get to know you and your story. The process of writing an autobiography sketch begins with remembering your work experiences and education relevant to your role as an RCIC, consulting on and representing clients at the IRB. Think about your past, present and future. Typically, an autobiographical sketch contains a description of what you have done, the date it occurred, where it took place, duration (how long). Contact information from those that can attest that you did what you described in your entry must be included in an appendix.

Examples of components you may wish to include in your autobiographical sketch, include the following:

- Employment and work history: Relevant RCIC, immigration or legal employment history in chronological order

- Volunteer activities: List of relevant volunteer activities in chronological order. Provide duration, location where the volunteer work took place and briefly describe your responsibilities.

- Extracurricular activities: List any relevant extracurricular activities in chronological order. Indicate the role, duration of your involvement, organization and describe responsibilities.

- Awards and accomplishments: Service awards, humanitarian awards, community awards/service, etc. Specify the year in which they were received.

- Other: Designed to capture additional meaningful experiences that do not fit into the previously listed categories.

Note: *Throughout this narrative, you should refer to the related Specialization Program competencies found in [Appendix 1](), how you developed these competencies throughout your career path and how your competence impacts your future practice and career goals.*

Formatting Requirements

The autobiographical sketch must meet the formatting requirements listed above.

In addition:

- Your work must not exceed a maximum of 2-4 pages

- Each example used to describe how you developed related competencies throughout your career must be numbered in superscript to allow for the PLAR reviewers to easily identify the referee on the Attestation Form (template provided below)

- You must use the Attestation Form template provided

Attestation Form

The Attestation Form (template provided below) must be attached to your autobiographical sketch that lists the contact information of those who can attest to the veracity of your narrative. The Attestation Form is not counted towards your 2-to-4-page limit maximum.

ATTESTATION FORM FOR AUTOBIOGRAPHICAL SKETCH TEMPLATE

Sample only. Please do not submit this template. You will be able to complete this requirement via an online form as part of the Portfolio submission process.

Declaration

☐   I declare that I have received formal consent to include the individuals listed below to attest to my Autobiographical Sketch.

☐   I declare that I understand that the individuals listed below may be contacted in regard to the veracity of my autobiographical sketch.

ATTESTATION INFORMATION

Provide the name and contact information of referees that can attest to the key components included in your autobiographical sketch. Each example in your autobiographical sketch used to describe how you developed related competencies throughout your career must be numbered in superscript (and this number must be listed in the "Narrative Reference" column).

Referees can be former bosses, colleagues, mentors, teachers, IRB board members, etc.

Narrative Reference	Referee Name	Organization	Role	Email Address	Phone Number

Critical Reflection Essay

A critical reflection essay is a process of identifying, questioning, and assessing your deeply engrained assumptions about your knowledge, skills, and judgment. This work allows PLAR reviewers to understand how you perceive events and issues, your beliefs, feelings, action, and application of critical thinking skills.

When you critically reflect, you use learning material and experiences to examine your biases, compare personal philosophies with your actual practice and identify the source of problems.

Instructions

Use the following headers and probing questions to help articulate your critical reflection essay. You must describe a case before the IRB. The case selected must meet the following parameters:

- You acted as the primary representative on the case

- The case must be no more than 5 years old

- The case must have posed a specific challenge to you

- Demonstrate prior learning of the Specialization Program competencies found in <u>Appendix 1</u>

Formatting Requirements

Your Critical Reflection Essay must meet the requirements listed above.

In addition:

- Your Critical Reflection Essay must be written in a first-person narrative

- Your essay must not exceed 4 pages

Headings and Probing Questions

Use the following headings and probing questions to analyze the case, issue, and your role in the example you have selected. While these headings and questions have been developed to aid in your thinking process, your final Critical Reflection Essay must clearly outline what you learned, and your thoughts must be organized so they are clear to the reader. You are not required to answer all probing questions – these are intended as a guide to lead you to an increasingly deeper reflection at each level.

What?

This is the descriptive level of your reflection. In this section, briefly describe your case, the challenge, your role, observations, and reactions.

- What happened? (e.g., client circumstances, division of the IRB, etc.)

- What is the issue I identified? / What was the challenging aspect of the case?

- What was my role in the case / situation?

- What was I trying to achieve?

- What actions did I take?

- What was the response of others?

- What were the consequences for the client, myself or others?

- What feelings did it evoke for the client, myself or others?

- What was good or bad about the case?

So What?

This is the knowledge building level of your reflection. In this section you should explain why the challenge you identified is significant or relevant. You should draw upon your previous learning, knowledge, and experience to think this through from a variety of perspectives (e.g., personal perspective, systems perspective, client perspective).

- So what did this teach me/mean about me/my client/others?

- So what was going through my mind as I acted? What options did I consider in managing the challenging aspect of the case?

- So what did I base my actions on?

- So what should I or could I have done to ensure a better outcome?

- So what is my new understanding of the case, situation, or challenge?

- So what broader issues arise from the case, situation, or challenge?

Now what?

This is the action-oriented level of your reflection. In this section you must explore what you learned and how the experience has shaped your future thinking.

- Now what am I going to do / have I done as a result of this experience?

- Now what knowledge did I use to explain / resolve the challenge?

- Now what do I need to do to improve my client's experience / resolve the challenge I identified?

- Now what broader issues need to be considered for this action to be successful?

- Now what might be the consequence of this action?

- Now what will I do to apply what I have learned?

Verification of Learning

A verification of learning lists examples of your experience and prior learning aligned to specific competencies. To complete the learning portfolio:

1. Complete the corresponding Verification of Learning chart for each IRB division you have experience with.
2. You may find the same competency is listed for several of the Verification of Learning charts for different IRB divisions. However, the evidence of learning should be specific to that division.
3. List the supporting evidence that you are including in the portfolio. You may find that the supporting evidence covers several competencies. If this is the case, you may list the same supporting evidence several times, ensuring that the support evidence is specific to that IRB division.

Instructions

Use the Verification of Learning chart(s) to provide evidence of your prior learning for the specific Specialization Program competencies found in [Appendix 1](#) as they relate to the IRB divisions you are seeking recognition for. See below for instructions on how to complete each column of the chart.

The PLAR applicant must demonstrate evidence of the competencies described in the following pages.

Competencies within the following Units have been attained:

- Foundational Knowledge (Unit 1)

- Case Management (Unit 2)

- Legal Research and Informatics (Unit 3)

- IRB and Administrative Tribunals (Unit 5)

- Communication, Advocacy and Counselling (Unit 8)

- Critical Thinking, Problem Solving, and Evidence-Based Practice (Unit 9)

Note: *All submissions must be de-identified to preserve client or RCIC privacy. This requires the removal of key identifiers, including but not limited to name, birth date, date of consultation, and location (e.g., city, office name, etc.). In some cases, even without these identifiers, a client could be identified by other information included in the case or consultation material (e.g., if the client case were unique). In these instances, de-identification may not be sufficient to ensure client privacy. In such exceptional cases it would be advisable to obtain client consent for the submission.*

Self-Assessment

For each competency, please rate your perceived level of competence using the following 5-point scale. When determining your level of competence, ask yourself:

- How do I currently apply this competency?

- What previous training have I had on this competency?

- What personal development or experiential learning do I have in this area?

Rating	Description
1	"I have no experience with the competency"
2	"I have little experience and I am developing skills and knowledge for this area"
3	"I have some experience and I need some assistance in applying the competency"
4	"I have good experience and I can work independently to apply the competency"
5	"I have extensive experience and I am able to demonstrate the competency well enough to teach it to someone else"

Origin of Learning

List your origin of learning for each competency. This may include:

- Formal education: institution name, time of learning, course title, degree title

- Workshops

- Case experience: Specific cases in which you consulted or represented a client, and/or co-counselling

- Employment setting

Note: *The same origin can be used for more than one competency.*

Learning Statements

Please write 1-3 sentences that explain, in a narrative format, how the origin of learning and supporting documentation aligns with the competency listed. You must briefly describe how you demonstrated the competency or what you learned related to the competency.

Supporting Documentation

Please reference the supporting documentation that demonstrates sufficient evidence for PLAR Reviewers to award prior learning. All documentation must be clearly labelled so that it can be easily referenced by PLAR Reviewers.

Supporting documents must be examples of "real work", such as:

- Case summaries

- CanLII (CA IRB) case number

- Witness notes

- Copies of submitted government forms

- Certificates of completion, degree, professional designations, etc.

- School transcripts

- Course outlines

- Learning plans/course materials developed by the RCIC

List the title of the supporting document and the page number where the supporting document can be found in the portfolio.

IMMIGRATION DIVISION (ID) VERIFICATION OF LEARNING CHART

Sample only. Please do not submit this template. You will be able to complete this requirement via an online form as part of the Portfolio submission process.

UNIT 1: FOUNDATIONAL KNOWLEDGE

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
1.1	Demonstrates knowledge of the Canadian legal system.	1 2 3 4 5			
1.2	Applies knowledge of the principles of administrative law.	1 2 3 4 5			
1.3	Interprets Canadian immigration, and refugee legislation, regulations, and policies.	1 2 3 4 5			
1.5	Synthesizes and applies case law to various immigration and citizenship cases.	1 2 3 4 5			
1.6	Analyzes the various grounds of inadmissibility and how the grounds are applied in a variety of contexts.	1 2 3 4 5			
1.7	Applies immigration enforcement legislation and related activities to client situations and issues.	1 2 3 4 5			

UNIT 2: CASE MANAGEMENT

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
2.1	Conducts a preliminary assessment of the client's profile and needs to determine the appropriate approach to the case.	1 2 3 4 5			
2.2	Engages in a process to ensure the client is fully informed and able to make a decision whether to proceed with the RCIC's professional services and enter into a retainer agreement.	1 2 3 4 5			
2.3	Acquires accurate and authentic documentation to support the application process.	1 2 3 4 5			
2.4	Conducts legal research to construct a legal argument and discuss options with the client.	1 2 3 4 5			
2.5	Completes and submits all required documents and materials in a timely manner.	1 2 3 4 5			
2.6	Demonstrates ethical behaviours when withdrawing from representation and terminating the retainer agreement.	1 2 3 4 5			

UNIT 3: LEGAL RESEARCH AND INFORMATICS

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
3.1	Identifies and prioritizes the legal issues to inform the required legal research.	1 2 3 4 5			
3.2	Determines and locates current and reliable information and applicable law or policies that address the objective of the research.	1 2 3 4 5			
3.4	Constructs a legal argument based on legal research on case facts and relevant immigration, refugee and citizenship laws.	1 2 3 4 5			

UNIT 5: IRB AND ADMINISTRATIVE TRIBUNALS

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
5.1	Applies the foundational knowledge required to competently advise and represent the client in an IRB procedure.	1 2 3 4 5			
5.2	Develops legal arguments and strategies for the IRB hearing.	1 2 3 4 5			
5.3	Prepares for the appearance before the tribunal.	1 2 3 4 5			
5.4	Prepares and presents opening statement, examination, re-examination and/or cross-examination, and closing submissions.	1 2 3 4 5			

UNIT 8: COMMUNICATION, COUNSELLING AND ADVOCACY

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
8.1	Demonstrates proficiency in oral and written communications.	1 2 3 4 5			
8.2	Uses effective counselling skills when interacting with the client.	1 2 3 4 5			
8.3	Uses communication and interpersonal skills to manage emotional situations.	1 2 3 4 5			
8.4	Actively advances the client's interests within the bounds of law and professional obligations.	1 2 3 4 5			
8.5	Manages client expectations through effective communications.	1 2 3 4 5			

UNIT 9: CRITICAL THINKING, PROBLEM SOLVING, AND EVIDENCE-BASED PRACTICE

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
9.2	Reflects on and evaluates options when faced with problems, issues, and challenges.	1 2 3 4 5			

IMMIGRATION APPEAL DIVISION (IAD) VERIFICATION OF LEARNING CHART

UNIT 1: FOUNDATIONAL KNOWLEDGE

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
1.1	Demonstrates knowledge of the Canadian legal system.	1 2 3 4 5			
1.2	Applies knowledge of the principles of administrative law.	1 2 3 4 5			
1.3	Interprets Canadian immigration, and refugee legislation, regulations, and policies.	1 2 3 4 5			
1.5	Synthesizes and applies case law to various immigration and citizenship cases.	1 2 3 4 5			
1.6	Analyzes the various grounds of inadmissibility and how the grounds are applied in a variety of contexts.	1 2 3 4 5			
1.7	Applies immigration enforcement legislation and related activities to client situations and issues.	1 2 3 4 5			

UNIT 2: CASE MANAGEMENT

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
2.1	Conducts a preliminary assessment of the client's profile and needs to determine the appropriate approach to the case.	1 2 3 4 5			
2.2	Engages in a process to ensure the client is fully informed and able to make a decision whether to proceed with the RCIC's professional services and enter into a retainer agreement.	1 2 3 4 5			
2.3	Acquires accurate and authentic documentation to support the application process.	1 2 3 4 5			
2.4	Conducts legal research to construct a legal argument and discuss options with the client.	1 2 3 4 5			
2.5	Completes and submits all required documents and materials in a timely manner.	1 2 3 4 5			
2.6	Demonstrates ethical behaviours when withdrawing from representation and terminating the retainer agreement.	1 2 3 4 5			

UNIT 3: LEGAL RESEARCH AND INFORMATICS

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
3.1	Identifies and prioritizes the legal issues to inform the required legal research.	1 2 3 4 5			
3.2	Determines and locates current and reliable information and applicable law or policies that address the objective of the research.	1 2 3 4 5			
3.4	Constructs a legal argument based on legal research on case facts and relevant immigration, refugee and citizenship laws.	1 2 3 4 5			

UNIT 5: IRB AND ADMINISTRATIVE TRIBUNALS

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
5.1	Applies the foundational knowledge required to competently advise and represent the client in an IRB procedure.	1 2 3 4 5			
5.2	Develops legal arguments and strategies for the IRB hearing.	1 2 3 4 5			
5.3	Prepares for the appearance before the tribunal.	1 2 3 4 5			
5.4	Prepares and presents opening statement, examination, re-examination and/or cross-examination, and closing submissions.	1 2 3 4 5			

UNIT 8: COMMUNICATION, COUNSELLING AND ADVOCACY

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
8.1	Demonstrates proficiency in oral and written communications.	1 2 3 4 5			
8.2	Uses effective counselling skills when interacting with the client.	1 2 3 4 5			
8.3	Uses communication and interpersonal skills to manage emotional situations.	1 2 3 4 5			
8.4	Actively advances the client's interests within the bounds of law and professional obligations.	1 2 3 4 5			
8.5	Manages client expectations through effective communications.	1 2 3 4 5			

UNIT 9: CRITICAL THINKING, PROBLEM SOLVING, AND EVIDENCE-BASED PRACTICE

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
9.2	Reflects on and evaluates options when faced with problems, issues, and challenges.	1 2 3 4 5			

REFUGEE PROTECTION DIVISION (RPD) VERIFICATION OF LEARNING CHART

UNIT 1: FOUNDATIONAL KNOWLEDGE

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
1.1	Demonstrates knowledge of the Canadian legal system.	1 2 3 4 5			
1.2	Applies knowledge of the principles of administrative law.	1 2 3 4 5			
1.3	Interprets Canadian immigration and refugee legislation, regulations, and policies.	1 2 3 4 5			
1.5	Synthesizes and applies case law to various immigration and citizenship cases.	1 2 3 4 5			
1.6	Analyzes the various grounds of inadmissibility and how the grounds are applied in a variety of contexts.	1 2 3 4 5			
1.7	Applies immigration enforcement legislation and related activities to client situations and issues.	1 2 3 4 5			

UNIT 2: CASE MANAGEMENT

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
2.1	Conducts a preliminary assessment of the client's profile and needs to determine the appropriate approach to the case.	1 2 3 4 5			
2.2	Engages in a process to ensure the client is fully informed and able to make a decision whether to proceed with the RCIC's professional services and enter into a retainer agreement.	1 2 3 4 5			
2.3	Acquires accurate and authentic documentation to support the application process.	1 2 3 4 5			
2.4	Conducts legal research to construct a legal argument and discuss options with the client.	1 2 3 4 5			
2.5	Completes and submits all required documents and materials in a timely manner.	1 2 3 4 5			

UNIT 3: LEGAL RESEARCH AND INFORMATICS

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
3.1	Identifies and prioritizes the legal issues to inform the required legal research.	1 2 3 4 5			
3.2	Determines and locates current and reliable information and applicable law or policies that address the objective of the research.	1 2 3 4 5			
3.4	Constructs a legal argument based on legal research on case facts and relevant immigration, refugee and citizenship laws.	1 2 3 4 5			

UNIT 5: IRB AND ADMINISTRATIVE TRIBUNALS

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
5.1	Applies the foundational knowledge required to competently advise and represent the client in an IRB procedure.	1 2 3 4 5			
5.2	Develops legal arguments and strategies for the IRB hearing.	1 2 3 4 5			
5.3	Prepares for the appearance before the tribunal.	1 2 3 4 5			
5.4	Prepares and presents opening statement, examination, re-examination and/or cross-examination, and closing submissions.	1 2 3 4 5			

UNIT 8: COMMUNICATION, COUNSELLING AND ADVOCACY

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
8.1	Demonstrates proficiency in oral and written communications.	1 2 3 4 5			
8.2	Uses effective counselling skills when interacting with the client.	1 2 3 4 5			
8.3	Uses communication and interpersonal skills to manage emotional situations.	1 2 3 4 5			
8.4	Actively advances the client's interests within the bounds of law and professional obligations.	1 2 3 4 5			
8.5	Manages client expectations through effective communications.	1 2 3 4 5			

UNIT 9: CRITICAL THINKING, PROBLEM SOLVING, AND EVIDENCE-BASED PRACTICE

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
9.2	Reflects on and evaluates options when faced with problems, issues, and challenges.	1 2 3 4 5			

REFUGEE APPEAL DIVISION (RAD) VERIFICATION OF LEARNING CHART

UNIT 1: FOUNDATIONAL KNOWLEDGE

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
1.1	Demonstrates knowledge of the Canadian legal system.	1 2 3 4 5			
1.2	Applies knowledge of the principles of administrative law.	1 2 3 4 5			
1.3	Interprets Canadian immigration and refugee legislation, regulations, and policies.	1 2 3 4 5			
1.5	Synthesizes and applies case law to various immigration and citizenship cases.	1 2 3 4 5			
1.6	Analyzes the various grounds of inadmissibility and how the grounds are applied in a variety of contexts. .	1 2 3 4 5			
1.7	Applies immigration enforcement legislation and related activities to client situations and issues.	1 2 3 4 5			

UNIT 2: CASE MANAGEMENT

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
2.1	Conducts a preliminary assessment of the client's profile and needs to determine the appropriate approach to the case.	1 2 3 4 5			
2.2	Engages in a process to ensure the client is fully informed and able to make a decision whether to proceed with the RCIC's professional services and enter into a retainer agreement.	1 2 3 4 5			
2.3	Acquires accurate and authentic documentation to support the application process.	1 2 3 4 5			
2.4	Conducts legal research to construct a legal argument and discuss options with the client.	1 2 3 4 5			
2.5	Completes and submits all required documents and materials in a timely manner.	1 2 3 4 5			

UNIT 3: LEGAL RESEARCH AND INFORMATICS

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
3.1	Identifies and prioritizes the legal issues to inform the required legal research.	1 2 3 4 5			
3.2	Determines and locates current and reliable information and applicable law or policies that address the objective of the research.	1 2 3 4 5			
3.4	Constructs a legal argument based on legal research on case facts and relevant immigration, refugee and citizenship laws.	1 2 3 4 5			

UNIT 5: IRB AND ADMINISTRATIVE TRIBUNALS

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
5.1	Applies the foundational knowledge required to competently advise and represent the client in an IRB procedure.	1 2 3 4 5			
5.2	Develops legal arguments and strategies for the IRB hearing. .	1 2 3 4 5			
5.3	Prepares for the appearance before the tribunal.	1 2 3 4 5			
5.4	Prepares and presents opening statement, examination, re-examination and/or cross-examination, and closing submissions.	1 2 3 4 5			

UNIT 8: COMMUNICATION, COUNSELLING AND ADVOCACY

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
8.1	Demonstrates proficiency in oral and written communications.	1 2 3 4 5			
8.2	Uses effective counselling skills when interacting with the client.	1 2 3 4 5			
8.3	Uses communication and interpersonal skills to manage emotional situations.	1 2 3 4 5			
8.4	Actively advances the client's interests within the bounds of law and professional obligations.	1 2 3 4 5			
8.5	Manages client expectations through effective communications.	1 2 3 4 5			

UNIT 9: CRITICAL THINKING, PROBLEM SOLVING, AND EVIDENCE-BASED PRACTICE

	Competency	Self-Assessment	Origin of learning	Learning Statement	Supporting documentation
9.2	Reflects on and evaluates options when faced with problems, issues, and challenges.	1 2 3 4 5			

APPENDIX 1: SPECIALIZATION PROGRAM COMPETENCIES

Below is the list of Essential Competencies that you are required to provide evidence to the PLAR reviewers to show you have demonstrated competence to safely practise before the Immigration and Refugee Board of Canada (IRB) and meet the minimum requirements of the Specialization Program.

Unit 1: Foundational Knowledge	
1.1	Demonstrates knowledge of the Canadian legal system.
1.2	Applies knowledge of the principles of administrative law.
1.3	Interprets Canadian immigration and refugee legislation, regulations, and policies.
1.5	Synthesizes and applies case law to various immigration and citizenship cases.
1.6	Analyzes the various grounds of inadmissibility and how the grounds are applied in a variety of contexts.
1.7	Applies immigration enforcement legislation and related activities to client situations and issues.

Unit 2: Case Management	
2.1	Conducts a preliminary assessment of the client's profile and needs to determine the appropriate approach to the case.
2.2	Engages in a process to ensure the client is fully informed and able to make a decision whether to proceed with the RCIC's professional services and enter into a retainer agreement.
2.3	Acquires accurate and authentic documentation to support the application process.
2.4	Conducts legal research to construct a legal argument and discuss options with the client.
2.5	Completes and submits all required documents and materials in a timely manner.
2.6	Demonstrates ethical behaviours when withdrawing from representation and terminating the retainer agreement.
Unit 3: Legal Research and Informatics	
3.1	Identifies and prioritizes the legal issues to inform the required legal research.
3.2	Determines and locates current and reliable information and applicable law or policies that address the objective of the research.
3.4	Constructs a legal argument based on legal research on case facts and relevant immigration, refugee and citizenship laws.
Unit 5: IRB and Administrative Tribunals	
5.1	Applies the foundational knowledge required to competently advise and represent the client in an IRB procedure.
5.2	Develops legal arguments and strategies for the IRB hearing.
5.3	Prepares for the appearance before the tribunal.
5.4	Prepares and presents opening statement, examination, re-examination and/or cross-examination, and closing submissions.

Unit 8: Communication, Counselling and Advocacy	
8.1	Demonstrates proficiency in oral and written communications
8.2	Uses effective counselling skills when interacting with the client.
8.3	Uses communication and interpersonal skills to manage emotional situations.
8.4	Actively advances the client's interests within the bounds of law and professional obligations.
8.5	Manages client expectations through effective communications.
Unit 9: Critical Thinking, Problem Solving, and Evidence-Based Practice	
9.2	Reflects on and evaluates options when faced with problems, issues, and challenges.