Recreation & Community Development

PLAR Candidate Guide

Prior Learning Assessment and Recognition (PLAR)
The Recreation and Community Development diploma program is dedicated to removing barriers and broadening the access to programs at Saskatchewan Polytechnic. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.
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**Why consider a PLAR assessment?**

PLAR refers to the combination of flexible ways of evaluating people’s lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Recreation and Community Development diploma program recognizes prior learning in a number of ways.

We recognize:

- Previous formal learning from an accredited training institution through transfer of credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

**What are the PLAR options?**

To be eligible for PLAR, an applicant must first register or already be registered as a Saskatchewan Polytechnic student.

**Option A: Individual course challenge**

If you have at least 2 years of successful experience in the Recreation and Community Development field, and have learned the skills and knowledge for one or more of the Recreation and Community Development courses, you may apply to be assessed for each applicable course.

**Fees:**

- There will be a charge for each individual course assessment.
- For a listing of the specific PLAR fees, check the PLAR database or call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Recreation and Community Development program at: 1-866-467-4278.

**How many courses can be challenged through PLAR in the Recreation and Community Development program?**

Currently we have 37 courses with PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.
### Recreation and Community Development Diploma Program Profile

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>PLAR Challenge(s) available through program</th>
<th>PLAR Challenge(s) not available</th>
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<td>COAP 171</td>
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<td>COMP 194</td>
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*Note*: Some courses common to multiple programs at Saskatchewan Polytechnic (i.e. computers, communications, math, and sciences) are managed by associated studies faculty. To see if these shared courses in your program are PLAR-ready, visit the PLAR homepage for links to Candidate Guides for Associated Studies/Communications and for Standardized Computers.

For assistance call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Recreation and Community Development at: 1-866-467-4278.

**Is PLAR available at any time of the year?**

PLAR challenges are currently being offered on an ongoing basis.

**Is it easier to challenge a course through PLAR or take the course?**

Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

PLAR is not an easy way to certification, rather a “different” way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.
Methods of assessing prior learning

Assessment methods measure an individual’s learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- product validation & assessment
- challenge exam
- standardized tests
- performance evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- interviews and oral exams
- equivalency (evaluations of learning from non-credit training providers)
- evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)

If I live out of town, do I have to travel to a main campus to do PLAR?

There will be times that you will need to meet with the program on campus. However, we will try to keep travel to a minimum.

What if I have a disability & need equity accommodations?

At Saskatchewan Polytechnic, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a Saskatchewan Polytechnic counsellor at a campus closest to you or refer to the Saskatchewan Polytechnic website: Saskatchewan Polytechnic - Counselling Services

Are there other methods to gain Saskatchewan Polytechnic course credits for prior learning?

Transfer Credit

Yes, Saskatchewan Polytechnic will grant credit for previous training that is similar in content, objectives, and evaluation standards to Saskatchewan Polytechnic training. Transfer of credit is different from the PLAR process. Transfer Credit guidelines may be found at: http://saskpolytech.ca/admissions/resources/transfer-credit.aspx

It is the student’s responsibility to check with Registration Services for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a Saskatchewan Polytechnic educational counsellor.

Equivalency Credit

Equivalency credit refers to the application of credit you may have earned in a previously taken Saskatchewan Polytechnic course to your current Saskatchewan Polytechnic course. Apply at
registration services for *equivalency credit*. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for *equivalency credit*, you may use these accredited courses as part of your evidence for your PLAR challenge.

**Contact us**

If more information is required, please contact a designated PLAR counsellor at a campus closest to you.

Saskatchewan Polytechnic in Moose Jaw
Counselling Services, Room 2.203
306-691-8311 or 306-691-8310
pallisercounselling@saskpolytech.ca

Saskatchewan Polytechnic in Prince Albert
Counselling Services, Room F203 (Technical Centre)
306-765-1611
woodlandcounselling@saskpolytech.ca

Saskatchewan Polytechnic in Regina
Counselling Services, Room 228
306-775-7436
wascanacounselling@saskpolytech.ca

Saskatchewan Polytechnic in Saskatoon
Counselling Services, Room 114
306-659-4050
kelseycounselling@saskpolytech.ca
Prior Learning Assessment and Recognition process

1. Consult with PLAR designated contact

2. Complete application to PLAR

3. Schedule PLAR audit meeting

4. Develop an action plan

5. Pay assessment fees

6. Prepare for prior learning assessment

7. Challenge facilitated by assessor

8. Challenge evaluated by assessor

9. Results submitted to Saskatchewan Polytechnic registration services

10. Candidate notified of results

**Successful:** see academic transcript

**Not successful:** letter sent
  ✓ consult with program head
  ✓ register for course
  ✓ grade appeal process available
Guiding principles for developing a PLAR evidence file

1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your action plan. Check with the PLAR designated contact before you begin to gather evidence.

2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
   • It is your responsibility to create, collect and compile relevant evidence – if required.

3. Learning must be current with at least 2 years of current, successful experience in a Recreation and Community Development related field.

4. The evidence should demonstrate the skills and knowledge from your experiences.

5. The learning must have both a theoretical and practical component.

Types of evidence

There are three types of evidence used to support your PLAR request:

1. Direct evidence – what you can demonstrate for yourself.
2. Indirect evidence – what others say or observe about you.

Ensure that you provide full evidence to your Recreation and Community Development faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):

- resource lists
- written descriptions and analysis
- experience (activity) outlines
- philosophy statement
- observations
- workplace validations
- work samples
- photos of environments
- videotapes
- prop boxes

All documents that are submitted to Saskatchewan Polytechnic may be returned to the student after the final results have been given and the grade appeal deadline of seven days has passed. A copy of transcripts and certificates may be included in your evidence file, but be prepared to show original documents at the PLAR audit meeting for validation.
How long will it take to prepare evidence for PLAR?

Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

Steps to complete a self-audit

1. Read through the levels of competence as listed below.

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<thead>
<tr>
<th>Mastery:</th>
<th>I am able to demonstrate the learning outcome well enough to teach it to someone else.</th>
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<tbody>
<tr>
<td>Competent:</td>
<td>I can work independently to apply the learning outcome.</td>
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<tr>
<td>Functional:</td>
<td>I need some assistance in using the outcome.</td>
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<tr>
<td>Learning:</td>
<td>I am developing skills and knowledge for this area.</td>
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<td>None:</td>
<td>I have no experience with the outcome.</td>
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Learning outcomes

For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column for each self-audit.

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.

3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.

4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:

   - How do I currently use this outcome?
   - What previous training have I had in this outcome: workshops, courses, on-the-job?
   - What personal development or volunteer experience do I have in this area?

   Be prepared to explain the reason you chose this level if asked by an assessor.

5. Bring the completed self-audit to a consultation meeting with the program head or faculty member in step 3 – PLAR process of the candidate process for prior learning assessment.
LEAD 180 – Leadership and Group Dynamics

Leadership and Group Dynamics is a foundation course. The course introduces you to the theory of leadership and focuses on group processes and the practical application of leadership techniques (including conducting meetings, doing presentations and leading discussions).

Credit unit(s): 3.0

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1. Explain the concept of group dynamics and development.
   - Define group dynamics
   - Identify core activities of an effective group
   - Articulate what a group is
   - Explain the development of groups over time

2. Explain how individuals and groups learn.
   - Explain action theories
   - Explain the purpose of experiential learning
   - State the difference between process and content
   - Explain the importance of group processing
   - Define what a co-operative learning group is

3. Discuss the importance of developing and maintaining trust among group members.
   - Openness
   - Sharing
   - Acceptance
   - Support
   - Co-operative intentions
   - Trustworthy behaviour

4. Examine effective meetings.
   - Define terms related to parliamentary procedures (Rules of Order)
   - Move and amend a motion
   - Explain the responsibilities of the chair and secretary
   - Plan an agenda
   - Conduct a meeting
### LEAD 180 – Leadership and Group Dynamics

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5. Explain the responsibilities of professional practice and ethical conduct.

- Explain the terms profession and professionalism
- Discuss the relationship of leadership to professionalism
- Explain professional image
- Discuss the term ethics
- Discuss the development of personal ethics

6. Discuss theories, approaches and styles of leadership.

- Discuss leadership techniques
- Describe what leadership is
- Explain the trait theories of leadership  
  - Charismatic
  - Machiavellian
  - Explain the influence theory of leadership
- Explain the role position/approach to leadership
- Explain situational theories of leadership  
  - Distributed actions
  - Fiedler
  - Hersey and Blanchard
- Explain the difference between the following leadership styles:
  - Automatic
  - Democratic
  - Laissez-faire
- Present one of the theories of leadership

7. Lead a group discussion.

- Use different questioning techniques to encourage individual participation
- Choose an appropriate discussion topic for the audience
- Use effective group facilitation skills
LEAD 180 – Leadership and Group Dynamics

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8. Apply the decision-making techniques in a group situation.

- Discuss the process of making a decision
- Describe the characteristics of an effective group decision
- Explain the methods of decision making
- Discuss factors that enhance or hinder group decisions
- Review the benefits of group decision making versus individual decision making

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Do not begin to gather evidence until you have met with the program head/instructor during the PLAR audit meeting in step 3 of the PLAR candidate process.

1. **Challenge exam**

   OR

   The applicant is required to prepare, deliver and facilitate the debriefing of a selected structured experience.

2. **Interview:** define recreation, leisure and tourism concepts in the context of a service using a benefits approach.

**Resources**

Discuss availability of resources with the assessor.
MKTG 170 – Marketing

Your studies will focus on the role, concepts and principles of marketing in a competitive environment. You will learn the importance of developing a marketing plan that includes a satisfactory marketing mix (product, price, place and promotion). You will understand the role of a marketer with respect to assessing customer needs.

Credit unit(s): 3.0
Equivalent course(s): MKTG 120

MKTG 170 – Marketing

Mastery: I am able to demonstrate it well enough to teach it to someone else.
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Functional: I need some assistance in using the outcome.
Learning: I am developing skills and knowledge for this area.
None: I have no experience with the outcome.

1. Discuss marketing and its environment.
   - Define marketing and describe its primary nature
   - Show how marketing bridges the gap between producer and consumer
   - Outline the functions of marketing
   - Outline the three orientations of business in the marketing domain
   - Explain how environmental factors affect marketing decisions: technology, social, cultural, economic, political, legal

2. Outline market segmentation.
   - Define market segmentation
   - Discuss and apply the five types of market segmentation in consumer markets
   - Explain the factors underlying market segmentation choices
   - Outline the stages in the market segmentation process
   - Explain the concept of positioning with market segments

3. Outline the importance of strategic planning for achieving competitive advantage.
   - Define corporate strategy and marketing strategy
   - Discuss the Strategic Marketing Planning Process
   - Show the connection between marketing strategy and the marketing plan
   - Explain the marketing mix
   - Explain the link between the marketing plan and the marketing mix

4. Explain how consumer behaviour impacts effective marketing.
   - Describe how consumer behaviour is affected by the following influences: environmental, individual, culture and reference groups
   - Distinguish between needs and motives
### MKTG 170 – Marketing

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- Explain perception and attitude
- Outline the steps of the consumer decision process
- Differentiate among routinized response behaviour, limited problem solving and extended problem solving

#### 5. Explain product strategy.

- Define product and product management
- Explain the role of brands, brand names and trademarks
- Explain basic brand management
- Define brand equity
- Explain the importance, role and functions of packaging
- Identify the classifications for consumer products
- Describe product lines
- Explain product life cycle
- Explain the consumer product adoption process
- Discuss the similarities and differences between goods and services
- Explain the four main characteristics of services

#### 6. Discuss the concept of pricing objectives.

- Define pricing objectives and their use
- Explain basic economic pricing principles
- Outline the major approaches to price setting
- Explain break-even pricing analysis
- Discuss pricing in the public sector

#### 7. Discuss place: channel and distribution strategy.

- Define channel strategy
- Explain the role of distribution channels in marketing strategy
- Describe the various types of channels of distribution
- Distinguish among merchant wholesalers, agents and brokers
- Discuss distribution for recreation and tourism services

#### 8. Explain promotion as part of a marketing strategy.
MKTG 170 – Marketing

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- Discuss the main advertising media
- Explain public relations and its functions
- Discuss public relations and publicity
- Discuss sales promotion

9. Explain non-profit marketing.
   - Explain the characteristics of non-profit organizations that make them different from profit-seeking organizations
   - Explain how marketing applies to non-profit organizations
   - Identify the main categories of marketing in non-profit settings

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Challenge exam**
   - Multiple choice – 75 questions

   PLAR Candidate must achieve a minimum of 60% in order to pass.

**Resources**

Discuss availability of resources with the assessor.
**PE 181 – Wellness and Lifestyles**

The course provides information on fitness/wellness as a lifestyle within the recreation and tourism field. Your studies will focus on the dynamics of fitness/wellness and its relationship to different target groups. You will also develop an overall understanding of how a fitness program is designed.

**Credit unit(s):** 3.0

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1. Discuss the determinants of health.
   - Discuss factors affecting longevity (lifestyle choices – activity, diet, substance abuse)
   - Discuss diversity issues and their impact on health
   - Discuss prevention as an individual responsibility

2. Identify the major elements of wellness.
   - Define health promotion
   - Define wellness.
   - Explain the dimensions of wellness
   - Explain the wellness wheel
   - Discuss the concept of wellness and your personal health

3. Discuss changing behaviour.
   - Describe the stages of change in the transtheoretical model of behaviour
   - Describe the processes of change
   - Describe S.M.A.R.T. goal setting strategy

4. Demonstrate physical fitness techniques.
   - Explain the importance of exercise
   - Describe the components of physical fitness
   - Describe the benefits of physical fitness on wellness dimensions
   - Describe fitness training principles
   - Demonstrate health related fitness assessments
### PE 181 – Wellness and Lifestyles

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- Explain cardio-respiratory training principles and guidelines
- Demonstrate different resistance and flexibility exercises

5. Discuss stress management.
   - Define stress
   - Explain the stress response – a three-stage process
   - Explain Type A behaviour and stress
   - List the common signs of stress
   - Explain building skills for stress management

6. Discuss substance abuse and addictive behaviour.
   - Define drug
   - Define addiction
   - Explain other addictive behaviours
   - Define alcohol
   - Discuss health and long-term effects of alcohol
   - Define fetal alcohol syndrome and fetal alcohol effect
   - Discuss health risks of smoking, psychoactive drugs and over the counter prescription drugs

7. Explain eating for wellness.
   - Define healthy eating
   - Explain nutrition basics
   - Explain the well-balanced diet
   - Analysis between complex and simple carbohydrates
   - Explain how to read food labels
   - List nutritional dietary considerations for vegetarians, pregnant mothers, the elderly and athletes
   - Explain body mass index (BMI) and basal metabolic rate (BMR)
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- Explain dieting and eating disorders

8. Discuss preventing common injuries/illness.
   - Identify main reasons injuries occur
   - List and explain the general recommended treatment for common injuries (P.R.I.C.E.)
   - Describe common injuries
   - Explain ways to avoid lower back pain

9. Describe maximizing your heart health.
   - Define cardiovascular disease
   - Identify the primary heart disease risk factors
   - Identify the secondary heart disease risk factors
   - Discuss how to maximize heart health

10. Describe the role of the recreation/leisure professional in promoting wellness for a lifetime.
    - Identify partners in prevention
    - Define quackery
    - Discuss campus, career and family wellness
    - Identify personal safety issues
    - Identify future challenges in wellness

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Challenge exam**
   - Multiple choice – passing mark is 60%.

**Resources**

Discuss availability of resources with the assessor.
**PSYCH 184 – Introductory Psychology**

The course provides an introduction to the field of psychology. The course is structured to provide you with an increased awareness of human behavior. Included in the course is a general introduction to psychology, learning, cognition, personality, motivation, and personality disorders.

**Credit unit(s):** 3.0  
**Equivalent course(s):** PSYCH 188

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1. Describe the scientific elements of psychology.
   - Define the study of psychology
   - Explain why psychology is a science
   - Define key characteristics of the five contemporary perspectives
   - Describe the scientific method approach in the study of psychology
   - Describe the key elements common to experiments
   - Describe ethical concerns involving human and animal participants in scientific research

2. Describe the concepts of sensation and perception.
   - Define sensation
   - Describe the sensory processes of vision, hearing, skin senses, and chemical senses
   - Define perception
   - Explain perceptual constancies
   - Describe perceptual illusions
   - Discuss the evidence for the existence of subliminal perception and extrasensory perception

3. Explain learning theories.
   - Define the concept of “learning”
   - Describe the major principles of classical conditioning
   - Describe the major principles of operant conditioning
   - Outline the schedules of reinforcement
   - Describe the social–cognitive learning concepts such as cognitive maps and observational learning
   - Discuss current learning topics such as the influence of television violence, cultural influence, and behaviour modification
### PSYCH 184 – Introductory Psychology

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**Competent:** I can work independently to apply the outcome.

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- Examine how learning theories may be applied to everyday situations

**4. Describe memory processes.**

- Define memory and its basic approaches
- Describe the characteristics of sensory, short term, and long term memory
- Explain the levels of processing model of information processing
- Define constructive processes of memory
- Discuss the roles of proactive and retroactive interference
- Describe the biological basis of memory
- Describe techniques for improving memory skills

**5. Describe the elements of cognition, language and intelligence and their relationships to one another.**

- Define cognition and the processes of thinking, mental imagery, and conceptualizing
- Discuss methods of reasoning
- Explain how heuristics influence our judgements and decision-making
- Discuss how efforts to develop solutions can be blocked by functional fixedness, mental set, and confirmation bias
- Describe the factors that contribute to creativity and the role of creativity in problem solving
- Describe the basic components of language and grammar
- Outline the developmental processes of language and language acquisition
- Identify issues related to animal language, linguistic relativity hypothesis, and bilingual education

**6. Describe human development over the lifespan.**

- Describe the framework of developmental psychology
- Discuss prenatal development
- Describe Piaget’s theory of cognitive development
- Describe the levels of moral development
- Describe adolescent development
- Describe the stage of adult development
- Examine the application of developmental theories
### PSYCH 184 – Introductory Psychology

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#### 7. Describe the role of motivation in human behaviour.

- Define motivation and emotion
- Discuss the role of motivation in behaviour
- Examine the application of theories of motivation
- Describe the theories of motivation
- Discuss the biological and social factors associated with hunger, sexual behaviour and aggression
- Describe the functions of emotions and the range of emotional expression
- Identify the key points of the theories of emotions. (James-Lange, Cannon-Bard, and Schachter-Singer theories)

#### 8. Describe personality development as explained by various psychological perspectives.

- Define personality
- Define the basic structure of personality as developed by Sigmund Freud
- Define and describe defense mechanisms
- Describe the trait theory approaches to personality development
- Describe the learning theory approaches to personality development
- Describe the biological and evolutionary approaches to personality development
- Describe the humanistic approaches to personality development
- Define the concepts of validity, reliability, and norms in regard to personality assessment

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Challenge exam

Multiple choice – 100 questions

PLAR candidate must achieve a minimum of 60% in order to pass.
Resources

Discuss availability of resources with the assessor.
RSCH 200 – Evaluating Research

You will be introduced to basic research and its relationship to operational decision making. You will learn the identification, selection and summary components of data processing, pose simple research questions and to design surveys.

Credit unit(s): 2.0
Equivalent course(s): THRC 188

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1. Explain the importance of research.
   - Define research
   - Explain why research should be undertaken
   - Identify different types of research

2. Recognize reliable research sources.
   - Explain how to access research
   - Use the internet or library to access a referred journal article
   - Identify parts of referred journal articles
   - Explain the importance of referred journal articles
   - Explain trilogy

3. Develop research questions.
   - Explain the purpose of a hypothesis (or research question)
   - Write a hypothesis
   - Explain the difference between descriptive, relationship and difference research questions
   - Explain dependent and independent variables involved in research

4. Describe basic data collection methods.
   - Explain methodology
   - Describe the importance of reliability, validity and usability
   - Describe appropriate sampling methods
   - Define triangulation
   - Explain different types of instruments
RSCH 200 – Evaluating Research

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5. Interpret research data.
   - Discuss research questions in the fields of recreation and tourism
   - Interpret the following areas within the data: criteria, evidence, judgment, reliability, validity, usability, recommendations

6. Design a simple survey.
   - Define a survey
   - Explain the importance of survey format
   - Explain the principles of good question writing
   - Identify the different types of surveys
   - Explain advantages and disadvantages of performing a written survey
   - Explain how to administer a survey
   - Develop a simple survey

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Do not begin to gather evidence until you have met with the program head/instructor during the PLAR audit meeting in step 3 of the PLAR candidate process.

1. **Demonstrate** an understanding of how to read, interpret and evaluate research.

Resources

Discuss availability of resources with the assessor.
RT 170 – Introduction to Recreation and Community Development

You will examine the fields of recreation and tourism and the various career opportunities available. The course will include an overview of knowledge, skills and abilities that the recreation and tourism industry require as a minimum to be successful in the field.

Credit unit(s): 2.0
Equivalent course(s): REC 286

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1. Describe the history of recreation and tourism development in Saskatchewan.
   - Recognize the governmental jurisdictions in Saskatchewan
   - Describe provincial and municipal development of recreation & tourism from 1950 – present
   - Recognize the primary non-profit organizations in recreation and tourism in Saskatchewan
   - Discuss why change is inevitable

2. Discuss the relationship between recreation and tourism in community development.
   - Define recreation, tourism, and community development
   - Identify relationships between recreation, tourism, and community development
   - Discuss the purpose of the regional system for recreation and tourism
   - Explain public/private sector roles

3. Describe current trends in recreation and tourism.
   - Discuss rural characteristics
   - Discuss demographic impact
   - Discuss factors impacting rural depopulation
   - Discuss First Nations and Métis involvement in recreation and tourism
   - Describe environmental issues impacting recreation and tourism
   - Explain how global issues impact recreation and tourism in Saskatchewan
   - Discuss joint ventures
   - Explain role of recreation/tourism manager

4. Discuss career options.
   - Discuss areas of employment
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- Explain what knowledge, skills and attitudes employers are looking for
- Explain why an employer is looking for the identified knowledge, skills and attitudes

5. Discuss the relationship between recreation and tourism in community development.
- Define recreation, tourism, and community development
- Identify relationships between recreation, tourism, and community development
- Discuss the purpose of the regional system for recreation and tourism
- Explain public/private sector roles

- Describe the preparation provided in a diploma program and a degree program
- Discuss how course materials provide required knowledge, skills, and attitudes
- Explain how to select volunteer work to enhance student employability
- Describe lifelong learning
- Describe the preparation provided in a diploma program and a degree program

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**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Do not begin to gather evidence until you have met with the program head/instructor during the PLAR audit meeting in step 3 of the PLAR candidate process.

1. Provide validated evidence in developing a leisure education program. Assessor will provide specific guidelines. Project will be discussed with PLAR candidate in step 6 of the PLAR process.

**Resources**

Discuss availability of resources with the assessor.
RT 185 – Program Planning

Your studies will focus on understanding concepts, theories, philosophies and benefits associated with recreation and tourism services. You will review and discuss the strategies used to deliver tourism and leisure services in communities. You will receive a comprehensive overview of the steps for planning and strategic development.

Credit unit(s): 3.0

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<td>▪ Define recreation, leisure and play</td>
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<td>3. Develop program goals and objectives. Explain the characteristics of goals and objectives.</td>
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<td>▪ Identify the factors involved in writing performance objectives</td>
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<td>▪ Define needs</td>
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### RT 185 – Program Planning

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- Define wants
- Define values
- Define attitudes
- Define needs assessment tools
- Explain a need typology

5. Follow the social program planning format.
   - Explain the program design model
   - Identify program areas
   - Identify program formats
   - Identify program content
   - Identify time factors
   - Explain facility requirements
   - Identify budget considerations
   - Explain activity analysis
   - Explain the importance of risk management

6. Identify the key components of delivering programs.
   - Identify the customer/leader interaction methods
   - Identify desirable behaviours in customer/leader interactions
   - Identify the roles and responsibilities of supervisors
   - Explain the importance of program flow

7. Explain the principles related to the delivery of special events, fundraisers and festivals.
   - Explain the purpose and benefits of special events, fundraisers and festivals
   - Identify components of the planning stages of festivals

8. Identify factors that influence customer decision making related to leisure.
   - Explain how decision making complexity and financial risk relate to a leisure purchase
   - Explain the variables that impact on customer decision making

9. Explain the forms of evaluation as it applies to program planning.
RT 185 – Program Planning

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- Define evaluation
- Identify the evaluation orientations
- Explain formative evaluation
- Explain summative evaluation
- Explain assessment
- Explain measurement
- Explain standards
- Explain evaluative research
- Describe the 5P’s of evaluation

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Do not begin to gather evidence until you have met with the program head/instructor during the PLAR audit meeting in step 3 of the PLAR candidate process.

1. **Challenge exam**
   - with passing mark of 60%
   - Write a two-page essay explaining the role of leisure and its benefits in contemporary society.
   - Describe each step in the program planning model and explain what’s involved in each step.
   - Delineate between the process of social planning and the community development model.

   OR

2. **Interview**
   - and/or provide a letter from your employer or other appropriate person describing your involvement(s) of program planning for an organization.

**Resources**

Discuss availability of resources with the assessor.
ENVR 151 – Environmental Education

In this foundation course, you will be introduced to the underlying philosophy of environmental sustainability and how literacy through education can contribute to sustainability. The relationship to recreation and tourism and the use of environmental education within these settings will be emphasized.

Credit unit(s): 3.0
Equivalent course(s): ENVR 145

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1. Discuss basic ecological principles.
   - Describe energy and matter as the basis of nature
   - Define ecology
   - Describe basic ecological principles including: biodiversity, components and structure of ecosystems, tolerance ranges, limiting factors, species interactions, energy and matter flow in ecosystems
   - Identify major terrestrial and aquatic biomes on earth
   - Identify and describe ecozones and ecoregions found in Saskatchewan

2. Describe the characteristics and importance of environmental sustainability.
   - Describe characteristics of sustainability and carrying capacity
   - Examine sustainability as it applies to ecology, society and economics as overlapping spheres of human activity
   - Describe the concept of Ecological Footprint
   - Relate role of environmental education to environmental sustainability
   - Examine a current issue of environmental sustainability

3. Relate environmental sustainability to the recreation and tourism industries.
   - Describe the impacts of tourism on the environment and culture
   - Relate sustainable tourism with environmental education for sustainability
   - Describe sustainable tourism code of ethics and guidelines
   - Examine best practices towards sustainability within the tourism and recreation industries
   - Identify main features of certification programs, environmental impact monitoring and environmental audits for sustainable tourism
   - Identify the principles of ecotourism as one approach to sustainable tourism
ENVR 151 – Environmental Education

### Mastery
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- I am developing skills and knowledge for this area.

### None
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#### 4. Discuss the similarities and differences among various fields related to environmental education.
- 
  - Identify environmental education terminology (environmental literacy, environmental learning, outdoor education, environmental interpretation and experiential education)
  - Review the stages in the development of environmental education

#### 5. Identify the elements of an environmental education program.
- 
  - Identify the objectives of environmental education
  - Describe the variety of learning styles and multiple intelligences
  - Describe the environmental education needs of people through the lifespan
  - Explain the variety of environmental education programs

#### 6. Demonstrate an environmental education activity relevant to a recreation or tourism setting.
- 
  - Prepare and deliver an environmental education activity that could be delivered in a recreation or tourism setting

### PLAR assessment methods

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1. **Validated evidence** of having experience (minimum of at least 2 years) in providing education/interpretation in an outdoor setting.

   AND/OR

2. **Challenge exam**
   - Multiple choice, true and false, matching, short answer – 60% passing mark is required

### Resources

Discuss availability of resources with the assessor.
## MGMT 203 – Volunteer Management and Partnerships

You will explore the issues and challenges in developing partnerships and managing volunteers.

### Credit unit(s):
2.0

### MGMT 203 – Volunteer Management and Partnerships

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### 1. Discuss the role and importance of volunteers.

- Identify the role of a volunteer
- Discuss how organizations rely on volunteers
- Identify the characteristics and motivations of volunteers

### 2. Apply the principles of volunteer management, recruitment, screening, training and recognition.

- Discuss how organizations manage volunteers/staff
- Identify how volunteers are recruited (prospect/select/screened)
- Discuss how volunteers are assigned to specific duties (structuring volunteers)
- Identify the methods used to train volunteers
- Discuss how volunteers are recognized

### 3. Explain the Volunteer Sector Initiative (VSI).

- Discuss the background, direction and scope of the VSI
- Discuss the results of the Provincial VSI Forums
- Identify key findings (in accordance with the importance and value of volunteers)

### 4. Explain the importance of inter-agency cooperation and partnership.

- Discuss the advantages of inter-agency cooperation
- Explain the term "partnership"
- Discuss the role of the Provincial VSI played in inter-agency cooperation and partnerships

### 5. Describe the characteristics of partnerships.

- Explain the voluntary arrangement of a partnership
- Explain how an organization and partner work cooperatively
- Identify the requirements of an organization and partner addressing compatible objectives, shared authority, responsibility and management, joint investment of resources, shared liability/risk taking and mutual benefit
MGMT 203 – Volunteer Management and Partnerships

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6. Review the types of partnerships.

- Explain Community-Based Partnerships
- Explain Rural, Northern and Urban Partnerships
- Explain Government Partnerships
- Explain Regional or national partnerships

7. Explain the process of establishing a partnership.

- Describe the steps to take in initiating a partnership
- Outline the degrees of involvement with partnerships

8. Identify common problems while working in a partnership.

- Explain the disadvantages of partnerships
- Discuss the challenges and common problems associated with partnerships

### PLAR assessment methods

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1. **Challenge exam**
   True & false, multiple choice, short answer, matching – total of 53 questions. PLAR candidate must achieve a minimum of 60% in order to pass.

### Resources

Discuss availability of resources with the assessor.
RT 186 – Inclusive Leisure

The course focuses on defining the concept of inclusive leisure as the norm for the delivery of leisure services for all persons (including persons with physical, cognitive and sensory limitations or disabilities). The exploration of attitudes, benefits, barriers and adaptations will emphasize the importance of inclusive leisure services to societal wellness.

Credit unit(s): 3.0
Equivalent course(s): THRC 182

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1. Discuss the meaning inclusion.
   - Define concepts of leisure, recreation, free time, intrinsic motivation, freedom and perceived freedom
   - Define inclusion
   - Define exclusion
   - Compare integration vs. inclusion

2. Discuss the concept of disability.
   - Describe the medical model of disability
   - Discuss the international classification of impairments, disabilities and handicaps
   - Define diversity within populations of persons who have been defined as disabled
   - Explore myths and attitudes about persons with disabilities
   - Define people first language
   - Describe the social model of disability as the opposing view of dominant ideology

3. Discuss the influence of attitudes and language supporting inclusion.
   - Discuss attitude development
   - Define key concepts related to negative attitudes associated with differences
   - Define labelling and its associated negative concepts
   - Define methods of influencing and improving attitudes
   - Discuss the use of sensitive terminology

4. Discuss the removal of barriers to inclusive leisure by exploring legislation and universal design.
   - Discuss barriers to inclusive leisure
RT 186 – Inclusive Leisure

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- Discuss pieces of legislation and declarations that protect the rights of persons with disabilities
- Explore concepts of accessibility and reasonable accommodations
- Define universal design

5. Review adaptations required for inclusive leisure participation.
   - Review the concept of adaptations
   - Discuss adaptations for persons with physical limitations
   - Discuss adaptations for persons with cognitive limitations
   - Discuss adaptations for person with sensory limitations
   - Discuss the use of assistive technology for inclusion

6. Discuss benefits of inclusive leisure.
   - Discuss benefits of inclusive leisure to individuals and their families
   - Discuss key concepts related to self-determination
   - Discuss the promotion of social interactions and friendships

7. Discuss the role of advocacy in supporting leisure participation.
   - Define advocacy and self-advocacy
   - Describe steps in the advocacy process
   - Explain the role advocates play in inclusive leisure delivery

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Do not begin to gather evidence until you have met with the program head/instructor during the PLAR audit meeting in step 3 of the PLAR candidate process.

1. Challenge exam
   Passing mark – 60%.

   OR

2. Write a two page essay discussing the concept of inclusive leisure.

3. Write a two to three page essay discussing the role of advocacy and the role a leisure service provider has with respect to advocating.
Resources

Discuss availability of resources with the assessor.
RT 187 – Applied Program Planning and Delivery

Building on the theory learned in RT 185 (Program Planning), you will be given the opportunity to apply the social planning model in an actual situation. You will also take the STEC Service Best program as part of the skill development in effective customer relations.

Credit unit(s): 4.0  
Equivalent course(s): TOUR 140  
Prerequisite(s): RT 185

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1. Demonstrate the social planning model.  
   - Discuss the social planning model  
   - Develop a philosophical framework  
   - Discuss a needs assessment  
   - Describe a plan for program delivery  
   - Describe how to implement a program  
   - Describe how to evaluate a program in a summative and formative format  
   - Describe the mechanisms for feedback/modification of a program

2. Describe the role of fundraising.  
   - Discuss the importance of fundraising  
   - Describe what makes the difference in fundraising  
   - Describe key factors in preparing to solicit funding  
   - Discuss corporate fundraising

3. Apply the social planning model to a fundraising activity.  
   - Plan, organize and implement a fundraiser  
   - Discuss and evaluate your fundraiser

4. Discuss the importance of hospitality skills in recreation and tourism.  
   - Discuss the behaviors and qualities associated with developing and maintaining the positive attitude necessary in the hospitality industry

5. Demonstrate hospitality skills needed to implement successful programs.  
   - Use the customer service skills associated with the delivery of service  
   - Demonstrate the skills for handling difficult situations with customer
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- Recognize the expectations associated with communicating
- Recognize your role in providing exceptional service to your customer
- Discuss the importance of being a Service best ambassador

6. Explain protocol requirements.
   - Define the term "Protocol"
   - Review the rule of "Flag protocol"
   - Discuss “making introductions”

7. Discuss the available support systems.
   - List support systems utilized in the recreation and tourism industries
   - Explain how to access support services

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Do not begin to gather evidence until you have met with the program head/instructor during the PLAR audit meeting in step 3 of the PLAR candidate process.

1. **Provide evidence** of being a principal planner of a special event or a fundraising event.

2. **Completed** the STEC Service Best program or equivalent.

3. **Define protocol** and explain the importance of using protocol at special events.

**Resources**

Discuss availability of resources with the assessor.
RT 191 – Introduction to Microeconomics

You will become familiar with how consumption and production decisions are made in a market economy. You will study the applications of supply and demand analysis, the theory of consumer behaviour and the impact of government regulations and intervention on market performance. The course content includes the basic theory of the firm under perfect competition, monopoly and monopolistic competition, and the principles of oligopoly.

Credit unit(s): 3.0
Equivalent course(s): ECON 120

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1. Define economics.

- Define economics
- Define Macroeconomics
- Define Microeconomics
- Reproduce graphs to illustrate economic principles

2. Explain the economic problem.

- Define the economizing problem, incorporating the relationship between limited resources and unlimited wants
- Explain the difference between full employment and full production
- Explain the production possibility curve
- Define opportunity cost
- Explain the concepts of allocative and productive efficiency and how they differ
- Explain how economic growth, unemployment and underemployment of resources, allocative and productive efficiency, and increasing costs are shown in a production possibilities curve graph

3. Explain the laws of demand and supply.

- Identify why price and quantity demanded are inversely related and why price and quantity supplied are directly related
- Explain the difference between demand and quantity demanded; and supply and quantity supplied
- List the major determinants of supply
- List the major determinants of supply
- Explain the concept of equilibrium price and quantity
- Explain the effects of changes in demand and supply on equilibrium price and quantity
### RT 191 – Introduction to Microeconomics

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- Explain the effects of price change for one good on the demand for its substitutes or complements
- Explain the rationing function of prices

4. Explain the market economy.
   - Outline the six characteristics of the market system
   - Explain the four questions that all economic systems must answer
   - Explain how a market system achieves economic efficiency
   - Explain the guiding function of prices
   - Explain the concept of the ‘invisible hand’
   - Explain the effects of spillover benefits and spillover costs
   - Explain a public good

5. Explain price elasticity of demand and supply.
   - Define price elasticity of demand
   - Explain the price elasticity coefficient
   - Explain elastic, inelastic, and unitary price elasticity of demand
   - Explain the total-revenue test
   - List four major determinants of price elasticity of demand
   - Define price elasticity of supply
   - Explain cross elasticity of demand as it determines substitute or complementary products
   - Explain income elasticity as it relates to normal and inferior goods

   - Define the income and substitution effects
   - Explain the law of diminishing marginal utility
   - Define total utility and marginal utility
   - Explain the four dimensions of consumer choice
   - Define the utility maximizing rule

7. Illustrate the costs of production.
   - Explain the difference between a plant, a firm and an industry
### RT 191 – Introduction to Microeconomics

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- Define opportunity cost
- Define explicit costs and implicit costs
- Explain the difference between normal profit and economic profit
- Define short run and long run
- Explain the short-run production relationships
- Explain the short-run production costs
- Explain the long-run production costs

#### 8. Explain pure competition.
- Define the characteristics of pure competition
- Define average revenue
- Define total revenue
- Define marginal revenue
- Explain profit-maximization in the short run
- Explain profit-maximization in the long run
- Define productive efficiency
- Define allocative efficiency

#### 9. Explain pure monopoly.
- Define the five characteristics of pure monopoly
- List the four barriers to entry
- Explain the three characteristics that compose the downward sloping demand curve
- Explain the MR = MC rule of monopoly pricing
- Discuss the economic effects of pure monopoly on price, quantity produced, allocation of resources, distribution of income and technological progress
- List the three conditions necessary for price discrimination

#### 10. Explain monopolistic competition.
- Define the five characteristics of monopolistic competition
- Explain the profit-maximizing price and output for a monopolistic competitor
RT 191 – Introduction to Microeconomics

Mastery: I am able to demonstrate it well enough to teach it to someone else.
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- Explain why a monopolistic competitor will realize only normal profit in the long run
- Explain the inefficiencies of monopolistic competition
- Explain the importance of product differentiation for monopolistic competitors

11. Explain oligopoly.
   - Define the five characteristics of oligopoly
   - Explain the concentration ratio
   - Explain the mutual interdependence of two rival oligopoly firms in relation to pricing strategies
   - List the advantages and obstacles of price collusion
   - Explain the price leadership model
   - List the positive and negative effects of advertising

**PLAR assessment methods**

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1. **Challenge exam**
   Multiple choice – 238 questions, 3 hours

   PLAR candidate must achieve a minimum of 60% in order to pass.

**Resources**

Discuss availability of resources with the assessor.
SOCI 170 – Sociology
You will be introduced to the field of sociology. The focus will be on patterns of social behaviour and the relation of the individual to society. The social forces influencing behaviour will also be examined. Topics include socialization, culture, family, deviance, economics, social change, population, and the sociological perspectives.

Credit unit(s): 3.0
Equivalent course(s): SOCI 282

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1. Describe the basic elements of sociology.
   - Explain the sociological perspective
   - Describe the sociological paradigms of structural-functionalism, social conflict, and symbolic-interactionalism

2. Describe the process and agents of socialization.
   - Recognize the theorists’ views of human socialization
   - Identify the agents of socialization

3. Describe the concepts of status and role as they relate to social structure.
   - Define ascribed and achieved status
   - Define role conflict and role strain

4. Describe deviance from the sociological perspectives.
   - Identify societal norms
   - Define deviant behaviour
   - Describe the functions of deviance
   - Describe the labelling theory of deviance
   - Describe the social conflict theory of deviance
   - Discuss the types of crime and reasons for punishment

5. Examine the concept of social stratification and its impact on Canadian society.
   - Define social stratification
   - Discuss inequality in Canada
   - Describe the social classes in Canada
   - Discuss the impact of social class
SOCI 170 – Sociology

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- Examine the issue of poverty in Canada

6. Discuss social change and the reasons why social change occurs.
   - Define social change
   - Describe the theories of social change
   - Describe the concepts of modernity and post-modernity

7. Describe how communities are structured and organized.

8. Describe the concept of family from the sociological perspectives.
   - Describe variations in the family structure
   - Discuss the functions of the family
   - List alternate family forms
   - Discuss the theoretical analyses of the family

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Do not begin to gather evidence until you have met with the program head/instructor during the PLAR audit meeting in step 3 of the PLAR candidate process.

1. **Challenge exam**
   - Multiple choice – 180 questions, 3 hours
   
   PLAR candidate must achieve a minimum of 60% in order to pass.

**Resources**

Discuss availability of resources with the assessor.
TOUR 287 – Community Tourism Management

You will receive the information required to function effectively in a regional tourism setting. You will learn about tourism regions and how to promote tourism development.

Credit unit(s): 3.0

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1. Explain regional tourism management.
   - Describe the regional tourism system in the province
   - Define regional tourism management
   - Describe the benefits and impact of tourism on a region
   - Identify Destination Marketing Organizations (DMOs)

2. Describe the unique structure and function of the Regional Board of Directors.
   - Examine the relationship of a Regional board to its members
   - Describe the roles of Board members
   - Identify examples of conflict of interest situations
   - Identify past, current and planned board activities
   - Describe characteristics of potential board members
   - Describe how to effectively represent a Tourism Region
   - Describe ways staff can respond to the needs and requests of a board
   - Identify benefits of belonging to a Tourism Saskatchewan
   - Identify legislative, licensing and insurance requirements of a Tourism Region office

3. Describe the challenges/benefits of diversity to the tourism industry.
   - Describe the concept of “multiculturalism”
   - Define “First Nations” and “Metis”
   - Define racism
   - Describe “persons with special needs”
   - Identify workplace adjustments to accommodate staff. and clients with special needs
   - Identify special needs/visible minority populations
   - Identify adjustments required for tourists with special needs
### TOUR 287 – Community Tourism Management

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<th>4. Describe specific human resource function pertaining to a Tourism Region.</th>
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<td>▪ Prepare a step-by-step plan to recruit volunteers</td>
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<td>▪ Examine staff/volunteer training plans</td>
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<td>▪ Describe current practice for hiring staff</td>
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<td>▪ Describe current practice for interviewing staff</td>
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<td>▪ Describe current practice for coaching staff</td>
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<td>▪ Examine the purpose of supervising staff and volunteers</td>
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<td>▪ Identify benefits of training, both OTJ (on-the-job) and STEC (Saskatchewan Training and Education Council)</td>
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<th>5. Explain the financial and management skills to operate a regional office.</th>
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<td>▪ Explain the financial and business requirements of a regional tourism office</td>
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<tr>
<td>▪ Outline current Tourism Saskatchewan grants</td>
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<td>▪ Describe the criteria used to evaluate grant requests</td>
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<td>▪ Explain the functions of a business plan prepared for a DMO</td>
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<td>▪ Describe administrative tasks associated with office management</td>
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<td>▪ Examine time management (daily, weekly, monthly, quarterly, annual) and work plans</td>
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<th>6. Explain strategic partnerships and associated marketing concepts.</th>
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<td>▪ Describe and explain “partnership”</td>
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<td>▪ Describe “strategic partnership”</td>
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<td>▪ Define “win-win” in the context of strategic alliances and partnerships</td>
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<td>▪ Explain the partnership relationship between sport and tourism, culture and tourism</td>
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<td>▪ Identify critical considerations in selecting partners</td>
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<td>▪ Describe how regional marketing activities are evaluated</td>
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<td>▪ Examine the importance of research within a tourism region</td>
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<td>▪ Describe concepts and objectives for regional marketing</td>
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### PLAR assessment methods
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1. **Challenge exam**
   Multiple choice – require 60% to pass.

**Resources**

Discuss availability of resources with the assessor.
ADMN 182 – Introduction to Management
You will receive an introduction to management concepts, processes and techniques. You will focus on the components of management (planning, organizing, leading and controlling). You will have the opportunity to apply theory in a practical simulation.

Credit unit(s): 3.0
Equivalent course(s): ADMN 120, ADMN 126

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1. Explain the value of studying management.
   - Discuss the need for managers to act as agents of change and why people resist it
   - Explain the influence of education/training on job experience

2. Define key terms of management.
   - Define characteristics of organization
   - Define management
   - Distinguish effectiveness from efficiency
   - Describe the four basic functions of management
   - Describe the skills managers need
   - Distinguish a managing system from the contingency perspective
   - Define entrepreneurship
   - Describe organizational culture

3. Explain the chronology of the theories/approaches of management.
   - Identify the early contributions to management theory
   - Differentiate the fundamental focus between scientific manager and behavioural science
   - Describe how trends are impacting management practices

4. Describe the foundations of planning.
   - Describe the hierarchy of planning
   - Write a mission goal, objectives and target statement
   - Describe the steps in the strategic management process
   - Describe the different planning tools
   - Define the term budget and explain the types of budgets
ADMN 182 – Introduction to Management

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5. Describe the organizing function of management.
   - Define organizational structure and design
   - Describe the key elements of organizational structure
   - Describe characteristics of an advisory, policy and operating board
   - Identify the key components of the human resource management process

6. Describe how the study of organizational behaviour (OB) helps managers to lead.
   - Define the focus and goals of organizational behaviour
   - Describe how personality traits influence organizational behaviour
   - Discuss how managers can use learning principles to shape employee’s behaviour
   - Describe basic concepts of group behaviour
   - Identify the characteristics of effective teams
   - Identify management practices that motivate employees
   - Explain the difference between managers and leaders

7. Describe the controlling function of management.
   - Describe the role of control in management
   - Describe the control process
   - Define operational management and productivity as it relates to both manufacturing and service organizations
   - Describe the concept of value chain management
   - Describe the use of financial controls
   - Describe information controls

8. Discuss social/environmental issues affecting managers today.
   - Explain the impact of a current trend/issue on a local organization
   - Identify current global trends/issue affecting management. Describe how trends are impacting management practices

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Do not
prior learning assessment and recognition

recreation and community development diploma

Page 53

begin to gather evidence until you have met with the program head/instructor during the PLAR audit meeting in step 3 of the PLAR candidate process.

1. Explain how a theoretical understanding of the management functions serves the manager of today.

2. Profile the organizational culture of an organization you have worked in and describe your fit.

3. Identify an organization and document its purpose (mission) goals, objectives (under at least one goal) and targets (actions or strategies) under at least one objective.

4. Identify an organization, its structure and four (4) of the six (6) key elements of organizational structure.

5. Complete the Myers-Briggs or any other personality type inventory, profile your results and describe what implications this might have as part of a management team.

6. Identify an organization and detail an example of its controlling process.

7. From a recent article describe a trend impacting management practices.

Resources

Discuss availability of resources with the assessor.
ADMN 201 – Proposal Writing

In the course you will study grantsmanship and corporate sponsorships. You will learn to write and present proposals.

Credit unit(s): 2.0

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1. Discuss fund development and corporate sponsorship.
   - Discuss the financial priority of recreation and tourism organization/facilities in SK
   - Explain fund development options for non-profit, NGO’s and municipal/civic facilities
   - Discuss the value of Corporate Sponsorships

2. Discuss the process of grant development.
   - Describe the role of grants for funding Recreation & Community Development programming
   - Explain how to complete a grant application
   - Describe the importance of a clear, concise, and complete application submission
   - Describe the importance of following sponsor’s criteria

3. Describe the importance and purpose of proposals.
   - Define proposals
   - Discuss proposals as a form of technical writing
   - Identify the importance of proposals to community development

4. Identify the components of a well written proposal.
   - Discuss the process of writing a formal proposal
   - Explain the value of thorough and complete research when writing a proposal
   - Outline Key components of a formal proposal

5. Prepare a formal report.
   - Research a proposal topic
   - Interpret the research
   - Follow sponsors identified criteria
   - Complete the necessary components required for a proposal

6. Demonstrate effective presentation of a formal proposal.
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- Identify characteristics of effective presentations
- Prepare a presentation of a community development proposal
- Deliver a formal proposal to an audience

**PLAR assessment methods**

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1. **Validated evidence** of having experience (minimum of at least 2 years) in proposal writing & presentation.

   AND

2. **Submit as evidence (Part 1 and Part 2):**

   Part 1: A program proposal that is industry related and would be presented to a community association, school community group, service club, or another non-profit organization. The assessor will provide specific criteria and guidelines for the proposal.

   Part 2: A videotape or demonstration of an effective presentation of a program proposal – discuss the criteria with the PLAR assessor.

**Resources**

Discuss availability of resources with the assessor.
CAMP 280 – Fall Camp

You will have the opportunity to experience the outdoors in a semi-wilderness setting. You will be introduced to the skills needed to plan and lead outdoor education/recreational activities. You will plan outdoor programs with an emphasis on minimal environmental impact.

Credit unit(s): 6.0

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1. Explain how the natural environment is used for enjoyment, education and conservation.
   - Explain what is involved in a minimum impact
   - Demonstrate how to utilize an area with minimal impact
   - Describe situations that have had a negative impact on the environment
   - Explain the impact of a residential camp on the environment
   - Explain what mitigation measure might be introduced into the area

2. Describe the principles of an outdoor education program.
   - Review Program Planning model and take part in core sessions
   - Explain selected outdoor skills
   - Describe risk management risk management considerations and activity
   - Explain leadership in relation to camping

3. Demonstrate basic camping skills.
   - Identify three boreal trees and plants
   - Build a fire outside and one in a stove
   - Cook over an open fire and on a stove
   - Operate a chain saw
   - Split wood and make kindling
   - Start a propane stove and gas lantern
   - Demonstrate the ability to describe the components of a good picture
   - Demonstrate the ability to process film
   - Demonstrate elementary proficiency in handling various watercrafts

4. Demonstrate the basic operating systems of a residential camp setting.
### CAMP 280 – Fall Camp

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- Describe how the water system operates
- Describe how the septic system operates
- Explain how to properly handle garbage and disposal of garbage
- Explain proper handling of camp equipment
- Describe techniques to clean camp area and facilities

5. Work as a member of a community/team.
   - Identify practices that create a harmonious community
   - Discuss the concept of community development

6. Assume responsibility for assigned tasks.
   - Explain camp duties and the rotation system
   - Demonstrate community involvement & responsibility for camp duties

7. Demonstrate skill in outdoor activity programs.
   - Discuss initiative tasks
   - Discuss core program sessions

8. Demonstrate skills in food preparation and service.
   - Explain proper food handling for a residential camp
   - Describe proper food storage and inventory systems
   - Prepare food
   - Present and portion food

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### PLAR assessment methods

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1. **Validation Letter**
   - Provide a letter from your employer, supervisor or other appropriate person describing your involvement in the operation of a residential outdoor recreation/education camp setting.

   AND
2. **Certification** in the following:
   a) Level 1 Food Safe Certificate,
   b) Pleasure Craft Operator Card

   AND

3. **Challenge exam**
   60% passing mark is required.

4. **Essay**
   Write a brief essay describing the value of the natural environment as a venue for enjoyment, education and conservation.

5. **Interview:**
   Discuss how the community development process relates to a residential camp setting. Explain the process of developing an outdoor recreation/education program.

**Resources**

Discuss availability of resources with the assessor.
LEAD 200 – Applied Leadership

Your studies will further develop your group processing skill and will provide you with the opportunity to discuss the importance of having a working philosophy. You will focus on the problem solving process, controversy, conflict and managing change.

Credit unit(s): 3.0
Equivalent course(s): LEAD 180

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1. Review organizational leadership.
   - Describe the theories of leadership
   - Apply the group process (task/maintenance)
   - Identify group goals
   - Apply leadership techniques/meetings
   - Explain decision-making
   - Demonstrate learning and discussion groups

2. Justify a philosophy of recreation.
   - Describe the concepts, trends and professional practices in recreation and leisure
   - Speak to the benefits of recreation and leisure
   - Discuss the different philosophy of recreation and leisure

3. Analyze group process.
   - Describe the five practices of leadership
   - Carry out team development
   - Explain controversy and creativity
   - Discuss conflicts of interest
   - Explain power

4. Carry out the problem solving process.
   - Describe problem solving
   - Define the problem
   - Define the desirable situation
   - Identify the facts (blocks and change factors)
   - Develop potential solutions (brainstorming)
### LEAD 200 – Applied Leadership

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- Identify alternatives (pro and con)
- Identify the best solutions (decision making)
- Carry out successful implementation

### PLAR assessment methods

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1. **Challenge exam**
   - A passing mark of 60% is required.

2. **Interview**: make a supported defense of an assigned philosophical statement.

### Resources

Discuss availability of resources with the assessor.
PR 281 – Public Relations

You will receive instruction in basic public relations theory and practice (including public relations writing and media relations). You will learn about the nature of publicity and getting favourable public attention and use basic public relations tools such as news releases, interviews, press conferences, e-newsletters and posters.

Credit unit(s): 3.0

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1. Explain the importance of creating a positive public image.
   - Explain the relationship of public image to individuals, organizations and recreation professionals
   - Define common terms used in public relations, news and advertising
   - List the strategies used to create a public image

2. Describe the workings of the mass media.
   - Explain how the elements of news affect story placement
   - Discuss sources of news
   - Describe the different types of news writing
   - Discuss news slanting and propaganda

3. Write news releases.
   - Recognize standard news story structure
   - Create hard and soft leads
   - Use proper format for submission of news releases
   - Identify basic elements of news style
   - Develop a hook
   - Use a basic strategy for writing news release

4. Use publicity tools.
   - Define the basic tasks for a good publicist
   - List the steps in planning for publicity
   - Identify the elements of a successful press conference
   - Write a public service announcement

5. Demonstrate media interview skills.
   - List the basic types of interviews and how to prepare for them
PR 281 – Public Relations

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- Discuss the attributes needed by spokespeople
- Demonstrate basic interview techniques

   - Identify important elements of a successful marketing campaign
   - Identify the consumer needs and benefits behind advertisements

7. Create a poster or brochure for a recreation campaign.
   - Define the AIDA formula
   - Describe approaches used to position ads with target groups
   - Define the elements of an advertising campaign
   - Recognize the suitability of advertisements to their medium
   - Identify the elements of developing print, radio and television advertising

8. Design in-house publications.
   - Describe the purpose of a newsletter
   - Explain computer use in publicity
   - Apply the AIDA sequence to convey a message

9. Prepare a public relations campaign.
   - Analyze steps in a successful public relations campaign
   - Identify steps in evaluating a public relations campaign

**PLAR assessment methods**

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1. **Evidence File**
   - Provide validated evidence in planning and implementing a public relations campaign (minimum of at least 2 years).
   - Evidence of responsibility and position must be demonstrated and validated.

   Samples of various public relation tools: new release, public service announcement, newsletter, website, posters, advertisement. Specific evidence will be discussed with the
PLAR assessor in step 3 of the PLAR candidate process.

2. **Interview**
   An interview will be held to discuss the evidence with the candidate. If the evidence is insufficient, then a challenge exam will be used to assess the learning outcomes.

3. **Challenge exam**
   Multiple choice, true/false – 36 questions (1 hour)
   PLAR candidate must achieve a minimum of 60% in order to pass.

**Resources**
Discuss availability of resources with the assessor.
RT 201 – Feasibility Studies

You will be introduced to the feasibility stage of planning for the development of recreation facilities. The course content includes what a feasibility study is, why a study is undertaken, the sequence of steps that a study follows, how the study should be presented both in written form and orally, and how terms of reference are set up. The course also provides guidance on how information is analyzed and on how recommendations are developed.

Credit unit(s): 2.0
Prerequisite(s): ACCT 200, RT 191

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1. Explain what is involved in setting up a feasibility study.
   - Describe the purpose of a feasibility study and what it determines
   - Explain the advantages/disadvantages of doing the study in house or contracting
   - Describe factors that impact the cost and time to complete a study
   - Explain how a feasibility study is used
   - Review the steps in a feasibility study
   - Explain what is involved in feasibility analysis

2. Explain the steps of a feasibility study.
   - Explain regulatory requirements of a feasibility study
   - Explain site requirements of a feasibility study
   - Explain demand requirements of a feasibility study
   - Explain financial requirements of a feasibility study
   - Explain administrative requirements of a feasibility study

3. Analyze the data in each step of a feasibility study.
   - Analyze regulatory requirements
   - Compare site inventory to site standards
   - Analyze demand
   - Analyze a capital and operating budget
   - Analyze an income statement
   - Analyze a balance sheet
   - Analyze a cash flow statement
### RT 201 – Feasibility Studies

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#### 4. Describe how alternatives and recommendations are developed in a feasibility study.

- Analyze administrative requirements
- Explain how to establish alternative
- Explain how alternatives are used to develop recommendations
- Describe the purpose of the recommendations

#### 5. Explain how to effectively prepare a written and oral presentation for feasibility study.

- Describe the written sections in a feasibility study
- Explain how to develop an executive summary
- Describe how to develop appropriate charts and graphs
- Explain how to organize a presentation

#### 6. Describe key components in the terms of reference for feasibility.

- Explain the purpose of terms of reference
- Describe the format of a terms of reference
- Discuss the essential elements in the terms of reference

#### 7. Evaluate the feasibility of project.

- Prepare the components of a feasibility study
- Prepare the feasibility document to an industry approved technical format

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**PLAR assessment methods**

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1. Answer a series of questions explaining what is involved in setting up a feasibility study.

2. Explain the purpose of a demand study.

3. Explain what is meant by the term, financial feasibility.

4. Analyze a cash flow statement.
5. Describe the structural format for a technical report manuscript.

6. Describe the purpose of terms of reference and a brief description of its component parts.

**Resources**

Discuss availability of resources with the assessor.
RT 202 – Cultural Foundations

You will receive an introduction to the concept of multiculturalism in Saskatchewan and Canada. You will address the myths and laws of immigration and the implication they have for recreation and economics. You will explore selected cultural values and the importance of understanding various cultures while working in the recreation and tourism fields. Understanding Canada’s First Nations people will be emphasized.

Credit unit(s): 3.0

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1. Discuss the history and importance of culture in Canada and Saskatchewan.
   - Discuss recent Canadian history
   - Explain the concept of multiculturalism
   - Explain the provincial/federal government’s role in the development of multiculturalism

2. Explain the role of culture in a person’s life.
   - Define culture
   - Review characteristics of culture
   - Review 3 perceptions stored within each human being (beliefs, attitudes, values) and how they are formed
   - Discuss cultural values

3. Explain potential problems in intercultural communications.
   - Discuss the effects of prejudice
   - Discuss the effects of racism
   - Discuss the effects of stereotypes
   - Discuss uncertainty reduction and seeking similarities
   - Identify behaviours that describe problems with intercultural communications

4. Explain how to improve intercultural understanding and sensitivity.
   - Discuss how to improve inter-cultural communications
   - Demonstrate how we can improve inter-cultural communications

5. Discuss the importance of Immigration to Canadian economics and multiculturalism.
   - Explain how immigration in Canada works
   - Describe the point system of immigration
RT 202 – Cultural Foundations

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- Discuss the correlation of immigration, multiculturalism and employment in Canada

6. Explain First Nation’s history and culture.

- Explain First Nations history
- Describe First Nations spiritual principles and ethics
- Explain treaties and land claims
- Explain self-governance
- Describe First Nations customs and traditions.

7. Explain how language and non-verbal behaviors reflect on culture.

- Describe how cultural values are reflected in language or word choices
- Review and discuss hand gesture and body language

PLAR assessment methods

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1. **Challenge exam**
   46 questions, multiple choice, true/false, matching – 1 hour

   AND

2. **Research assignment**

   AND

3. **Complete 2 article critiques**

Resources

Discuss availability of resources with the assessor.
RT 289 – Community and Economic Development

This course provides an introduction to the concept, history, importance, and models of community and economic development. You will explore the rationale for having community and economic development as a part of the process in the recreation and tourism profession. You will also examine the roles and responsibilities of staff working in a community and economic development capacity.

Credit unit(s): 3.0

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1. Describe the central concepts of community and community development.
   - Define community, its characteristics and importance
   - Define community development
   - Define the qualities of a successful, healthy community
   - Describe and compare strategies used for creating community (social planning, social action, and community development)

2. Describe the relevance, history and importance of community development.
   - Outline the history of community development
   - Describe the advantages and disadvantages of community development
   - Explain the importance of the community development in relation to existing trends
   - Outline the relationship between community development and the delivery of recreation services

3. Determine the roles, responsibilities, and skills necessary for a community developer.
   - Describe the underlying principles of working in a community development capacity
   - Discuss the roles of a community developer
   - Articulate the responsibilities, skills and characteristics of a community developer
   - Apply a model for responding to community needs, problems, issues and trends

4. Describe the community development strategy of asset mapping.
   - Define asset mapping as it applies to community development
   - Outline the guiding principles of community development
### RT 289 – Community and Economic Development

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- Review an example of an asset-mapping tool
- Describe how a community assessment can engage families and community members

5. Apply criteria to descriptions of community development projects.
   - Explain the types of services and support provided by an organization utilizing a philosophy of community development
   - Discuss examples of community development as outlined in text
   - Identify elements used to evaluate community development projects in case studies provided in text

### PLAR assessment methods

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1. **Provide evidence** of two or more years of experience working as a community planner.

2. **Interview** to discuss the evidence.

### Resources

Discuss availability of resources with the assessor.
RT 292 – Outdoor Programming

You will examine the philosophy, development and management of various outdoor programs in relation to various ages, cultures and environments. Your studies will focus on planning, developing, delivering and evaluating outdoor programs, the environmental impact the programs cause and methods that can be used to minimize recreation user impact and risk.

Credit unit(s): 3.0

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1. Describe the characteristics of participants involved in outdoor activity.
   - Define Outdoor Recreation
   - Describe variety of participants
   - Explain the values of Outdoor Recreation

2. Describe the characteristics of the natural environment.
   - Discuss environmental comfort (art forms, analogies, sensory awareness)
   - Discuss ecological knowledge (components of an ecosystem, food chain, limiting factors, ecological forces, ecological concepts)
   - Identify selected aspects of the natural environment
   - Describe Tilden’s major principles of interpretation

3. Explain what is involved in the care of the environment.
   - Define carrying capacity
   - Describe strategies to lessen impact of abrasion and compaction
   - Describe how to maintain water quality
   - Discuss sociological impact

4. Describe what is involved in understanding human needs related to participation in outdoor activity.
   - Describe important considerations related to air, body temperature and water
   - Explain adequate rest
   - Plan for appropriate food quantity and quality
   - Explain need for good health and exercise
   - Describe security need
   - Describe need to belong
RT 292 – Outdoor Programming

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- Discuss Maslow’s upper categories of needs
- Discuss impact of mood differences
- Discuss programs in the outdoors

5. Develop a survival plan.
- Identify common environmental hazards
- Describe how to prepare for emergencies

6. Identify essential requirements of an outdoor leader.
- Describe leader-follower relationships
- Describe the role of the leader
- List recommended competencies for leaders
- Explain how to implement Hersey Blanchard’s model
- Describe the difference between teaching and leading
- Describe a strategy to gain employment

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting. Do not begin to gather evidence until you have met with the program head/instructor during the PLAR audit meeting in step 3 of the PLAR candidate process.

1. **Evidence file**
   Provide an evidence file of experience in outdoor program planning. The specific details and criteria will be given to the PLAR candidate in step 3 of the PLAR candidate process.

2. **Validation Letter**
   Evidence must be supported by a letter of validation by the employer.

### Resources

Discuss availability of resources with the assessor.
**BLAW 282 – Legal Aspects**

You will be introduced to the Canadian legal system. You will develop a legal framework for the recreation and tourism industry and will review negligence, liability, contract law and risk management.

**Credit unit(s):** 2.0  
**Equivalent course(s):** LAW 220

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1. Describe the Canadian legal system.
   - Describe Canada’s constitutional division of powers
   - Describe the hierarchy of courts in Saskatchewan
   - Explain the role of precedent
   - Describe the difference between ‘common law’ with ‘civil law’; ‘criminal law’ and ‘statute law’

2. Describe contracts and tort law.
   - Describe the elements of a contract
   - Identify a breach of contract
   - Describe the range of remedies available for breaching a contract
   - Explain who has capacity to contract
   - Explain the concept of privity of contract
   - Explain rights that can and cannot be transferred by contract
   - Describe the similarities and differences between a business corporation and a not-for-profit corporation
   - Explain what a tort is
   - Explain negligence and the ‘negligence formula’
   - Identify social host/commercial host liability
   - Explain facts to law related to waiver forms, volenti, and contributory negligence

3. Describe labour law issues.
   - Explain human rights, labour legislation, and negligence that can and cannot be transferred by contract
   - Describe duties created by human rights law, labour law, torts and negligence law, in the recreation and tourism industry
   - Explain the charter of rights and freedoms as it pertains to individuals and governments making laws
### BLAW 282 – Legal Aspects

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4. **Identify legal risks when implementing programs.**
   - Describe necessary and possible steps in establishing and carrying out a program
   - Identify legal obligations and duties upon individuals who are establishing and carrying out a program
   - Describe potential breaches of the obligations and duties identified
   - Explain alternative action plans, which do not breach the obligations and duties identified

5. **Develop industry standard risk management strategies.**
   - Describe risk management
   - Describe the legal effect of insurance
   - Describe effective presentation skills
   - Describe effective evaluation skills

### PLAR assessment methods

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1. **Challenge exam**
   - Multiple choice, short answer and case studies (pass mark is 60%).

### Resources

Discuss availability of resources with the assessor.
BUS 200 – Business Planning

You will be introduced to the components of a comprehensive and well-thought-out business plan. You will examine the components of a business plan, business legal structures, finance, costing and pricing.

Credit unit(s): 3.0
Equivalent course(s): ADMN 224
Prerequisite(s): RT 201

| Mastery: I am able to demonstrate it well enough to teach it to someone else. |
| Competent: I can work independently to apply the outcome. |
| Functional: I need some assistance in using the outcome. |
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1. Explain the advantages and disadvantages of operating a small business.
   - Define a small business
   - Identify the benefits of small business
   - Explain the advantages and disadvantages of small business ownership
   - Identify the most common reasons for small business success and failure
   - Identify the personality characteristics of small business owners
   - Explain the differences between an entrepreneur and a manager

2. Use research data to make management decisions.
   - Identify the non-quantitative aspects of evaluating a small business opportunity
   - Identify the three ways to enter a market with a new product or service
   - Define primary and secondary data
   - Calculate market potential
   - Calculate market share
   - Calculate net income and cash flow
   - Use secondary data provided to assess market feasibility

3. Explain the advantages and disadvantages of developing a new business compared with purchasing a business, buying a franchise or forming a co-operative.
   - Describe the advantages and disadvantages of organizing a new business
   - Identify the advantages and disadvantages of purchasing an established business
   - Determine the purchase price of a business
### BUS 200 – Business Planning

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- Outline the types of franchises available
- Identify the advantages and disadvantages of owning a franchise
- Describe the evaluation of a franchise opportunity
- Identify the advantages and disadvantages of a cooperative business

4. Follow the business plan format.
   - Explain the importance of the background statement.
   - Describe the management team
   - Identify business objectives
   - Explain the marketing plan
   - Describe the selection of the location
   - Describe the operations of management
   - Describe financial considerations
   - Describe personnel considerations

5. Analyze a financial plan for starting a small business.
   - Identify the types of start-up capital the entrepreneur may require
   - Demonstrate a method for determining the amount of capital required
   - Explain the different types of financing available
   - Prepare a financial plan for the start-up of a small business

6. Perform financial calculations to determine the financial state of a business.
   - Identify the uses of accounting information
   - Identify the types of accounting systems a small business can use
   - Use budgets and financial planning tools for small business financial planning
   - Analyze the financial operations of a small business

7. Describe the role of the marketing function in operating a small business.
   - Describe the role of the marketing function of a business enterprise
   - Explain the importance of target marketing
   - Identify the external environmental factors that affect business success
PLAR assessment methods
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1. Validated evidence of having experience (minimum of at least 2 years) in the owning and/or operating of a small business.

   AND

2. Submit as evidence:
   A completed business plan – The assessor will provide specific criteria and guidelines for the business plan.

Resources
Discuss availability of resources with the assessor.
CAMP 281 – Winter Camp

The course provides an opportunity for you to focus on your leadership and group skills as you apply the program planning & community development process in a winter environment. You will work within an organizational structure that will help ensure camp standards are established and maintained. You will learn to implement a process to ensure a fair and equitable allocation of resources.

Credit unit(s): 7.0
Prerequisite(s): LEAD 200, RT 289

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1. Implement community development strategies.
   - Plan strategies that ensure everyone has the opportunity to use their abilities
   - Demonstrate the ability to share resources
   - Demonstrate citizenship and civic consciousness
   - Initiate positive change in response to community problems

2. Display effective group/team behaviour.
   - Explain how effective groups are organized
   - Demonstrate how to lead recreation programs/activities
   - Demonstrate the ability to solve conflicts
   - Demonstrate the ability to reach decisions within the group
   - Demonstrate creative problem solving

3. Manage typical operating systems of a residential camp.
   - Maintain records of operation
   - Apply inventory control systems
   - Describe how sanitation is maintained in an environmentally friendly way
   - Demonstrate the ability to maintain and respond to maintenance records
   - Evaluate outcomes

4. Carry out selected management functions of a residential camp.
   - Evaluate the program schedule
   - Demonstrate leadership and professionalism
   - Design a portion of the camp schedule
### CAMP 281 – Winter Camp

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- Discuss logistics involved in planning a week long residential camp
- Develop a risk management procedure related to travel

5. Design winter oriented programs.

- Describe the components of a high quality winter-related program
- Develop a risk management procedure related to programs
- Develop a risk management procedure related to injury/illness

6. Deliver winter oriented program.

- Take active part in all camp sessions
- Participate in leading a session
- Demonstrate the ability to adapt positively to the existing situations

7. Explain the relationships of plants and animals to winter environment.

- Describe three characteristics of snow
- Identify three types of animal tracks
- Analyze impact that the camp has on the winter environment
- Identify three types of food sources
- Create visual records of three positive and three negative environmental impacts

8. Demonstrate skill in outdoor activity programs.

- Take part in all planned camp sessions

9. Demonstrate skills in food preparation and service.

- Describe how hospitality relates to customer service
- Implement at least four actions that create a hospitable environment
- Describe the difference between host and tourist
- Apply food safe principles

10. Demonstrate the use of global positioning systems.

- Describe how to use a GPS
- Review map symbols and features
- Use a GPS
CAMP 281 – Winter Camp

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11. Review winter emergency safety techniques.

- Discuss prevention, preparation and first response required for winter safety
- Discuss components related to wilderness emergency care
- Review symptoms related to shock
- Discuss hyperthermia

**PLAR assessment methods**

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1. **Evidence File**
   
   Provide evidence of involvement in the planning and delivery of winter nature-based recreation or education or tourism programs within the last three years.

   Provide evidence of hands on involvement with the operating systems typical of a residential camp or isolated resort.

   Set out a risk management strategy for a given program (winter nature-based) complete with properly referenced supporting material.

   Show evidence of how one might implement a community development strategy into a winter camp setting.

**Resources**

Discuss availability of resources with the assessor.
MGMT 204 – Facility and Park Management
You will be introduced to selected technical information that is required in the operation and maintenance of recreation facilities and intensive use park areas.

Credit unit(s): 3.0

1. Identify key operating systems in selected facilities.
   - Describe the duties of a recreation facility manager
   - Describe how heating systems operate
   - Discuss principles of lighting
   - Explain the refrigeration cycle
   - Explain filtration as it relates to water quality in pools

2. Explain preventative and operational maintenance.
   - Define preventative maintenance
   - Define operational maintenance
   - Discuss Operational Health and Safety
   - Discuss WHMIS

3. Discuss the operation of scheduling systems and the related computer software.
   - Describe current computer based maintenance systems
   - Describe current computer based program scheduling systems
   - Explain how to set up the required reporting forms
   - Describe how to prepare reports

4. Explain energy management.
   - Discuss the principles of energy management
   - Discuss demand and consumption
   - Identify strategies to conserve energy
   - Discuss alternative energy sources

5. Discuss heritage and cultural facility preservation.
   - Describe preservation principles under the heritage act
   - Discuss the purpose of heritage buildings and museums
MGMT 204 – Facility and Park Management

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- Describe design and operation conditions unique to heritage buildings

6. Discuss principles of horticulture.

- Discuss basic soil considerations
- Discuss critical factors of plant selection
- Describe how to plant trees and shrubs

7. Discuss significant issues related to landscape horticulture.

- Discuss low maintenance design
- Explain climate modification using plant material
- Discuss pest control strategies
- Basic turf grass maintenance

### PLAR assessment methods

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1. **Validated evidence** of having experience (minimum of at least 2 years) in facility and park management.

   AND

2. **Certification** in the following:
   a. WHMIS certificate,
   b. Level 1 Arena Operators Certification,
   c. Level 1 Pool Operators Certification.

   AND

3. **Challenge exam**
   60% passing mark is required.

### Resources

Discuss availability of resources with the assessor.
PE 282 – Sports Management

Your studies will focus on the sport delivery system. You will discuss the impact and benefits of sport and address topical issues of moral reasoning, ethics, racism, abuse, equity, screening, and others in sport. You will obtain competition (COMP) PART A in the National Coaches Certification Program.

Credit unit(s): 3.0

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<th>PE 282 – Sports Management</th>
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</table>

1. Describe the benefits of sport.
   - Identify the eight outcome statements contained in the Benefits Catalogue
   - Find sport documentation supporting the outcome statements
   - Deliver a message (stump speech) promoting the benefits of sport

2. Identify historic events shaping the development of sport in Canada and Saskatchewan.
   - Contribute a significant historical event to a discussion on sport development in Canada
   - Chronology the major eras in Canadian sport development
   - Discuss significant people or events to Saskatchewan sport development

3. Describe the sport delivery system (infrastructure) in Saskatchewan.
   - Articulate the sport delivery of the major actors at the provincial level (Government, Sask Sport Inc., PSGB, Zones)
   - Identify the programs and services of those actors
   - Identify and explain the levels at which sport is delivered (national, provincial, zone, region, municipality, club)
   - Describe the mandates of selected sport agencies in Saskatchewan
   - Present sport programs/services
   - Explain how the Sask. Lottery works
   - Trace a lottery dollar to its sport utility
   - Explain how lottery proceeds are distributed to eligible groups including tri-party funding

4. Identify funding options available in amateur sport in Saskatchewan.
   - Be aware of all funding opportunities
   - Investigate the conditions and requirements appropriate to a given grant
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<tr>
<td>▪ Discuss the components necessary for grant writing</td>
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<td>▪ Identify areas of strength and those for improving proposal writing for funds</td>
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<td>5. Explain the principles and practices of moral reasoning.</td>
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<td>▪ Be aware of how moral reasoning affects your concept of fair play</td>
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<tr>
<td>▪ Define the terms used in moral reasoning</td>
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<td>▪ Describe the basic tools that help you think about what’s right (to know, to value, to act)</td>
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<td>▪ Explain the requirements of moral reasoning (impartiality, consistency, reflection)</td>
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<td>▪ Find the moral dilemma within a given scenario</td>
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<tr>
<td>▪ Apply the principles and practices or moral reasoning to a moral dilemma in sport</td>
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<td>▪ Incorporate the principles in determining a considered course of action</td>
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<td>▪ Defend your course of action</td>
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<td>6. Describe contemporary issues in sport management.</td>
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<td>▪ Describe the principles of fair play</td>
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<td>▪ Explain the factors leading to sport dropout</td>
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<td>▪ Identify guidelines for developing a screening policy</td>
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<td>▪ Discuss the issues that contribute to racism in sport</td>
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<td>▪ Describe ways for the prevention of abuse, neglect and harassment in sport</td>
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<td>▪ Locate a contemporary article of an issue/topic in sport</td>
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<td>▪ Deliver a summary of an assigned issue/topic in sport</td>
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<td>▪ Explain the significance of the article to the management of sport</td>
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**PLAR assessment methods**

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1. **Challenge exam**
   Multiple choice, matching, true & false, short answer).
   The candidate must achieve 60% on the challenge exam to pass.

**Resources**
Discuss availability of resources with the assessor.
**PRAC 293 – Work-based Practicum and Internship**

The course provides you with an opportunity to work in an organization (or agency) in the recreation, sport, tourism and community/economic field. Your placement will provide you with the opportunity to work on a real project in a controlled environment.

**Credit unit(s):** 8.0  
**Equivalent course(s):** WORK 145

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1. Perform a systematic job search.  
   - Discuss research and develop potential placements
   - Conduct a thorough self-assessment

2. Develop cover letter and resume.  
   - Format a cover letter
   - Review content of a cover letter
   - Discuss final tips and reminders about the cover letter
   - Review sample cover letters
   - Create a resume
   - Discuss how industry evaluates potential job applicants. What skills are necessary?

3. Demonstrate job interview skills.  
   - Practicum host

4. Select field placement that meets career goals.  
   - Discuss how to decide on making your selection

5. Demonstrate general employability skills.  
   - What are the employability skills?
   - Practicum host

6. Demonstrate project management skills.  
   - Practicum host

7. Perform a project analysis.  
   - Practicum host

8. Determine project requirements.  
   - Practicum host
PRAC 293 – Work-based Practicum and Internship

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| Mastery | Competent | Functional | Learning | None |

9. Develop project plan to meet agency/organization need.
   ▪ Practicum host

10. Implement project plan.
    ▪ Practicum host

11. Adapt plan to address changing needs.
    ▪ Practicum host

12. Evaluate effectiveness of project plan.
    ▪ Practicum host

13. Follow agency/organization policies and procedures.
    ▪ Practicum host

14. Work as a team member.
    ▪ Practicum host

15. Display professional conduct.
    ▪ Practicum host

PLAR assessment methods

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1. **Provide** an evidence file with the following:
   ▪ A systematic job search required to work in the Recreation and Community Development area.
   ▪ A covering letter using a recognized and suitable format.
   ▪ An effectively developed and current resume.
   ▪ A letter of reference discussing your performance relating to management functions, program development and/or delivery of service with a recreation/tourism agency.

**Resources**

Discuss availability of resources with the assessor.
RT 200 — Event Planning

You will become familiar with the process involved in establishing festivals and special events. Emphasis will be placed on the importance of establishing and maintaining contracts.

Credit unit(s): 2.0  
Prerequisite(s): RT 185

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1. Discuss the goal of and the need for an event.
   - Describe the goal and need for an event
   - Define the variety of events
   - Explain the process of "Event Feasibility"
   - Recognize the importance of developing a business plan and communications plan

2. Discuss the various aspects and special considerations of event planning.
   - Describe the key aspects necessary in all events
   - Give an example of a marketing plan for an event
   - Identify the importance of risk management
   - Explain the necessity of human resources coordination
   - Recognize the need for leadership and team building in event planning

3. Explain the use of critical path in the planning process.
   - Discuss the phases of event planning
   - Illustrate a sample critical path for an event

4. Explain how to design, negotiate and maintain a contract.
   - Describe the importance of understanding what expectations are for the event prior to designing and negotiating a contract
   - Explain the difference between facility, guest speaker/agent and supplier negotiations and whom is designing the contract
   - Recognize the importance of maintaining "relationships" with business affiliates
   - Discuss the importance of communication in all negotiations and fulfillment of expectations

5. Describe how to solicit event sponsors and donors.
   - Explain the importance of what the event is worth to the sponsor and what items would be offered in the benefits package to a sponsor
RT 200 – Event Planning

| Mastery: I am able to demonstrate it well enough to teach it to someone else. |
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- Determine the type of sponsor you are soliciting (title presenter, official, media, in-kind, product endorsement)
- Discuss the process of identifying potential sponsors
- Discuss the content of the sponsorship proposal (event background, goals, activities, media/marketing, proposed opportunity, deadline and sponsorship contract)
- Explain the importance of sponsor fulfillment and post-event evaluation

**PLAR assessment methods**

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1. Provide evidence of experience in planning and implementing a special event.
   - Evidence of responsibility and position must be demonstrated and validated.
   - An interview will be held to discuss the evidence with the candidate.

   OR

2. Develop a critical path and elaborate on the tasks to be completed for a special event. Project will be discussed with PLAR candidate in step 6 of the PLAR process.

**Resources**

Discuss availability of resources with the assessor.
**TOUR 284 – Resort Management**

You will learn the basic concepts related to managing and operating destination resort facilities and associated resource bases. You will focus on those resorts common to Saskatchewan's existing inventory, resources, geography and areas of potential growth.

**Credit unit(s):** 3.0

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1. **Define the resort concept.**
   - Explain how a historical perspective leads to a picture of the modern types of resorts
   - Describe the types of resorts
   - Identify the criteria/element used to describe a resort
   - Profile the segments of the resort guest

2. **Describe the process of resort planning and development.**
   - Identify the resort planning and development process
   - Identify the basic elements of all resorts
   - Discuss the principles of sustainable tourism and environment management
   - Explain the eight principles of planning as they affect resort design
   - Identify those regulatory and licensing agencies affecting resort development
   - Identify critical elements of snow, sand and golf/tennis resorts

3. **Describe areas and functions of resort management.**
   - Discuss the critical considerations for the management of the *labour* force
   - Identify resort marketing procedures and functions
   - Identify resort front and heart-of-the-house operations and functions (reservations, front desk, housekeeping, laundry, maintenance and engineering, retail and ecology)
   - Identify resort
   - Recognize the responsibility managers have to protect the safety and security of the guests and employees
   - Describe the steps in the risk and insurance management process
   - Apply the program planning process to activity planning for resort guests
## TOUR 284 – Resort Management

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- Describe guest program management and evaluation

### 4. Describe the critical factors of the *outfitting* sub-sector.

- Name the legislation and regulations relating to outfitting operations
- Identify resource and environmental management considerations
- Identify facility and equipment maintenance requirements
- Outline emergency response procedures

### 5. Describe the critical factors of *campground* operations.

- Name the legislation and regulations relating to campground operations
- Describe the five different types of campgrounds
- Develop a checklist for conducting campground maintenance
- Identify potential security problems

### 6. Describe the critical factors of a *bed & breakfast* operation.

- Name the legislation and regulations relating to a bed & breakfast operation
- How do bed & breakfasts differ in their structure and offerings in response to specific target markets, e.g. business, transient, destination traders, etc.?

### 7. Describe the critical factors of a health club/spa type operation.

- Describe key components of a spa operation

### 8. Discuss future trends of resorts in Saskatchewan.

- Identify demographic and lifestyle shifts in society
- Describe Saskatchewan’s unique position for future resort development

## PLAR assessment methods

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1. **Validated evidence** of having experience (minimum of at least 2 years) at a management level in a resort setting
AND/OR

2. **Challenge exam**
   Multiple choice/true and false – 60% passing mark is required.

**Resources**
Discuss availability of resources with the assessor.
TOUR 285 – Group Tours and Guiding

The course provides an introduction to group tour operations. The course content includes tour product development and design, itinerary design, tour costing and quotations, promotion and environmental safety considerations for the customer and the supplier.

Credit unit(s): 4.0

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1. Describe group travel.
   - Describe the breadth and extent of the group travel business
   - Distinguish that group travel is more than just tours
   - Identify why individual travellers are motivated to travel on group programs rather than independently
   - Identify who travels in groups
   - Recognize the components that make up a group travel program
   - Identify why group travel is a good product for some travellers but not for others

2. Define how group travel works.
   - Discuss the distribution process within the group travel sector of the travel industry
   - Identify the various employment possibilities in group tours
   - Identify the skills needed when seeking group travel employment?
   - Outline how tour companies are structured

3. Describe how tour operators function.
   - Define why group business is so attractive as a business endeavour
   - Demonstrate preventative legal planning required when beginning a group business
   - Describe what types of business insurance should be considered for a new tour company/division
   - Define the various banking, budget and financial considerations you should investigate
   - Define special requirements needed in staffing
   - Describe the importance of office location, layout and equipment needs

4. Define selling group travel.
   - Explain the different types of group travel
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### Mastery

#### 5. Discuss in-bound group travel.

- Describe the reasons to consider opening an incoming tour operation
- Ascertain if your company is qualified to open an incoming tour operation
- Design some incoming tour products that can serve as catalysts to attract incoming business
- Define special requirement of inbound tourism not pertinent to outbound tourism
- Define what to look for in locating motor coaches, hotels and flights for inbound groups
- Prepare for some of the frustrations unique to inbound tourism

#### 6. Describe the research and design needed.

- Define the necessary lead time needed to ensure a successful tour project
- Where to turn for research aids
- How to plan an itinerary around airfares and airline regulations
- Aware of some important considerations in charting an itinerary

#### 7. Describe how to negotiate and book a tour.

- Describe what makes a hotel suitable for groups?
- Define hotel terminology
- Explain the types of hotel rates

#### 8. Describe the costing and pricing of a tour.

- Explain the basic points about costing that are common to the industry
- Define a checklist of items that should be costed into every tour
- Discuss how tour operators make their profits through markups and profit margins
- Discuss where to look for cost reductions

#### 9. Describe managing the tour en route.

- Define meet and greet services

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### Mastery

- Develop some criteria by which to judge whether or not a group travel project is viable for you to undertake
- Define where to look for group business
- Describe how to present your group travel product

### Competent

### Functional

### Learning

### None
### TOUR 285 – Group Tours and Guiding

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- Discuss how to give an orientation briefing to a tour group
- Explain how to deal with en route emergencies
- Describe how to handle hotel check-in and checkouts
- Discuss how to work tactfully with local guides, drivers, immigration and customs officials

### 10. Discuss a post tour wrap-up.
- Discuss the importance of properly debriefing your tour manager
- Discuss the importance of post-tour follow-up with tour participants
- Explain what must be done to close the tour financially?
- Define when to start planning next year’s trip

### PLAR assessment methods

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1. **Provide** evidence of experience in the developing and delivery of group tours to industry standards.
   Evidence must be supported with a letter of validation from employer.

### Resources

Discuss availability of resources with the assessor.