Tools

to support Quality RPL

Session Leader: Gail Hall

CAPLA

Canadian Association for Prior Learning Assessment
...supporting the recognition of prior learning since 1997

Association canadienne pour la reconnaissance des acquis
...oeuvrant à la reconnaissance des acquis depuis 1997

The 2016 *Recognizing Learning* Conference
THE CAPLA RPL BOOT CAMP

Oct 14, 2016

Who are our recruits?

1. Education
2. Qualification Assessment & Recognition
3. Career Counselling/immigrant services
4. Professional bodies/certification bodies
5. Workplace
6. Government
7. Other

a) Early implementation of RPL
b) Improving the existing system/process

A Synopsis – TOOLS Session

1. RPL environments
2. 6 Steps to Quality RPL
3. Establish the purpose for each tool
4. Possible tools for each step
5. Don't re-invent the wheel... pull features from what's out there
   - (some examples)
6. Deciding priorities for development

A bird's eye tour of types of tools for each step of RPL, with some varied examples for you to get your creative juices flowing.
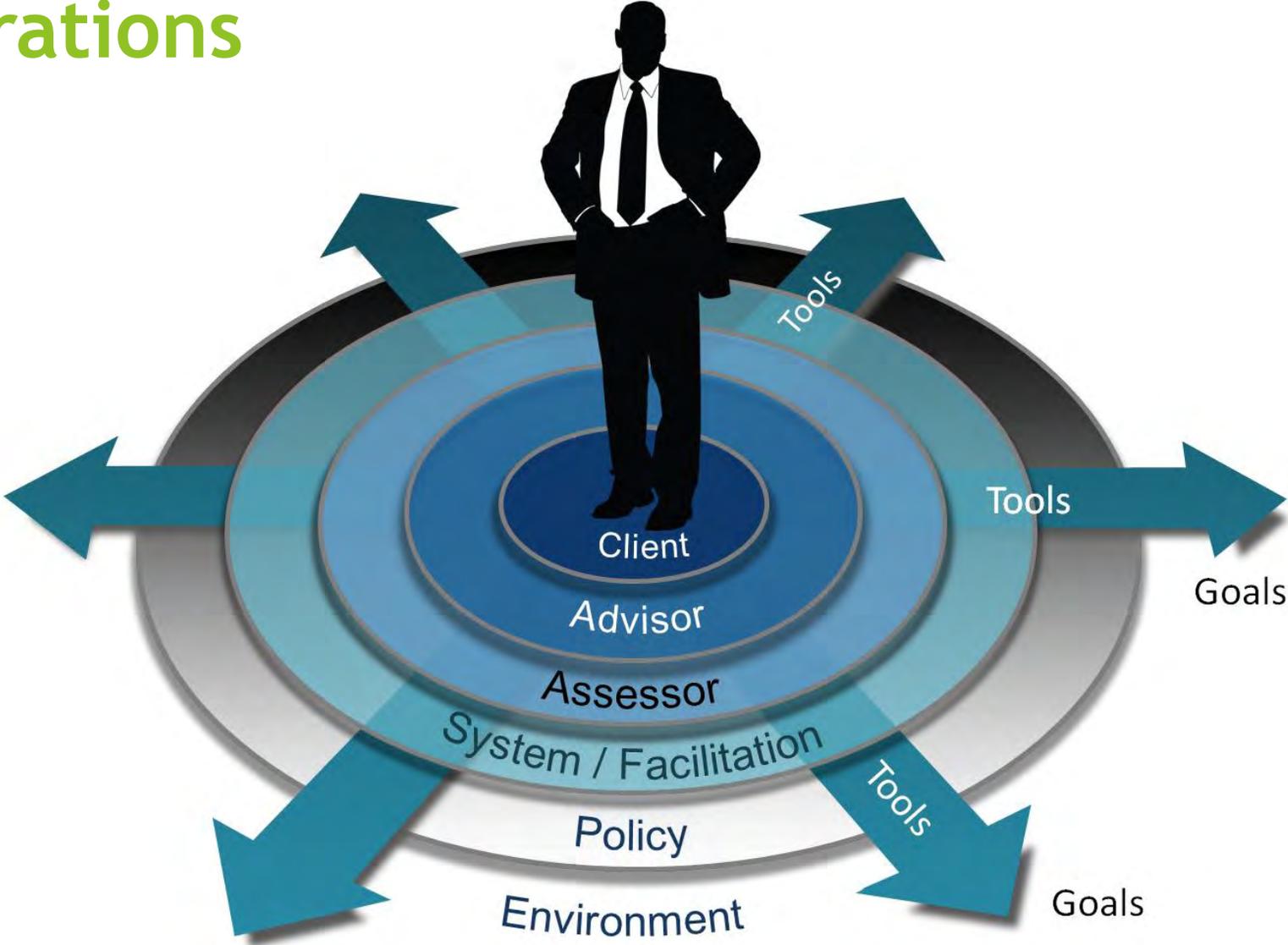
Building your Toolkit

TOOLS =

▶ *basic building units for user interfaces*

- ❑ Essential tools for RPL

- ❑ Specialized tools for specific RPL environments and purposes
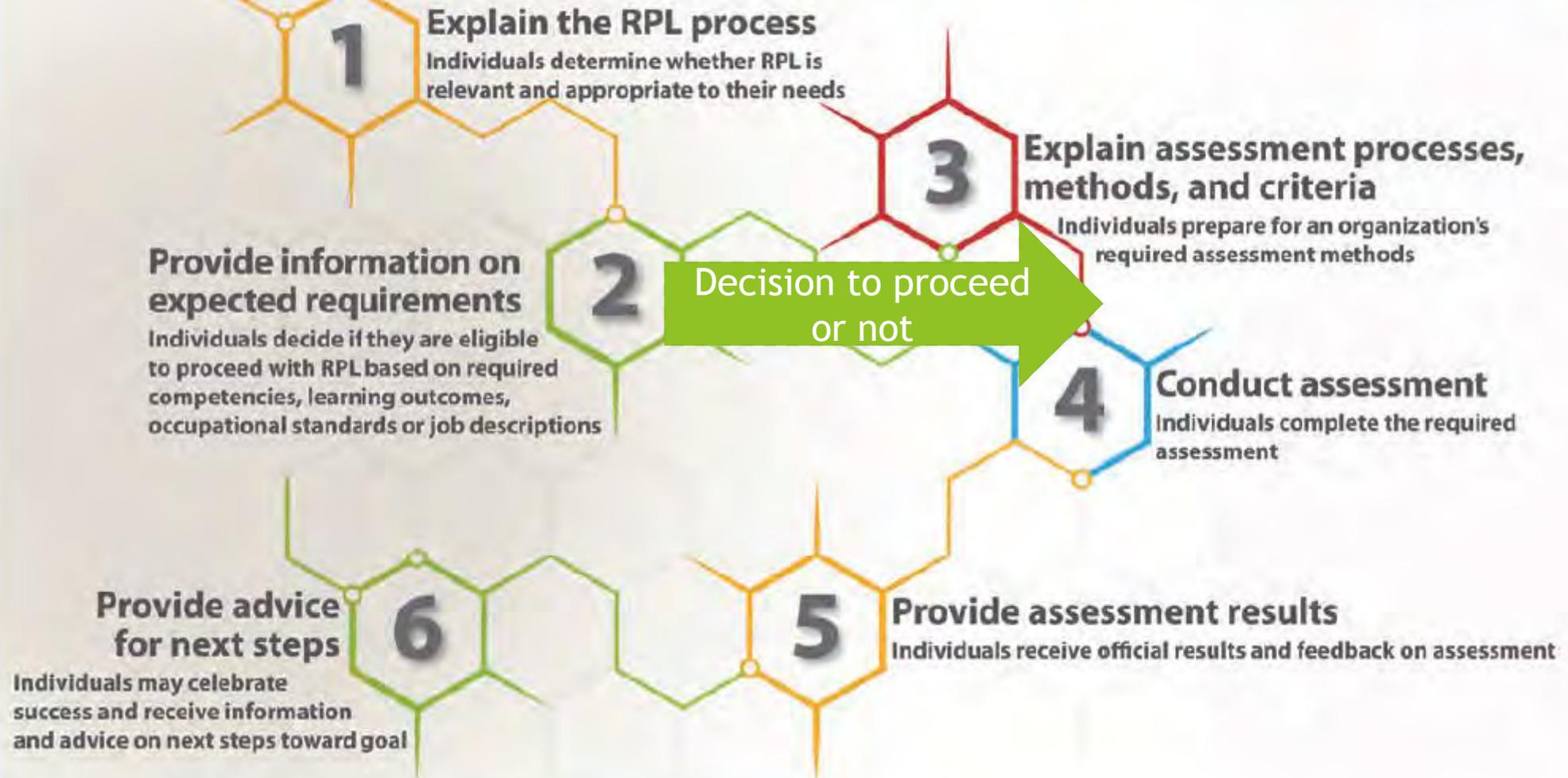
TOOLKIT =

▶ *A toolkit is an assembly of tools required for a specific trade, profession or situation*

Considerations

6 Steps for Quality RPL*

Each of the 6 statements describes what an RPL Practitioner needs to do in a Quality RPL process. Below each statement is the corresponding action for an Individual who uses RPL.

1

Explain the RPL process
Individuals determine whether RPL is relevant and appropriate to their needs

3

Explain assessment processes, methods, and criteria
Individuals prepare for an organization's required assessment methods

2

Provide information on expected requirements
Individuals decide if they are eligible to proceed with RPL based on required competencies, learning outcomes, occupational standards or job descriptions

Decision to proceed or not

4

Conduct assessment
Individuals complete the required assessment

6

Provide advice for next steps
Individuals may celebrate success and receive information and advice on next steps toward goal

5

Provide assessment results
Individuals receive official results and feedback on assessment

Tools: Possible Purposes

1. Awareness, transparency of process, communication
2. Functional support for individual and/or practitioner (new development) for process stages
3. Data collection
4. System requirement (reporting, communication, review)
5. Advocacy (support for RPL)
6. Efficiency of process (eg templates, key process resources)
7. Quality/effectiveness – Continuous improvement
8. Other?

Step 1: Explain RPL Process

STEP 1	Possible TOOLS for	Samples
Practitioner: 　Explain the RPL process	Internal and external audiences ● Awareness of RPL ● Process details ● Contact info ● Support available ● Connect to organizational values and strategic plan ● Data gathering/re interest in RPL	General awareness Scotland - RRC- learner RRC - staff Netherlands - public Process charts a, b, Immigrant Services a, b FAQs
Individual: 　Determine whether RPL is relevant and appropriate to their needs	Checklists for being 'RPL-ready'	Are you Ready for RPL? TRU – Douglas College -

Step 2: Expected Requirements

STEP 2	Possible TOOLS for	Examples
Practitioners: Provide information on expected requirements	• Goal setting/ career options • Identification of own learning • Required learning (Learning Outcomes/ competencies) • Assessment methods & options	KSAs identification tool Scotland Guide - CICIC – occupational profiles Course Outlines – learning outcomes BCIT – general info Assessment of Skills of Immigrants Self-assessment for licensure a, b
Individuals: Individuals decide if they are eligible to proceed with RPL based on required competencies, learning outcomes, occupational standards or job descriptions	• Self-assessment (individual) • Self-assessment & training for advisors	Self-assessment template Algonquin College -Course example – (pg 8) TRU - course example (pgs 25-26) CAPLA – practitioner self-assessment

Did you receive	Yes	No
Information prior to enrolment that: • was easy to understand • was clear and concise • included enrolment information • explained what recognition is • explained what it means to you • explained that it is available to you • included costs involved and what the cost covers • included the support available • included timelines and • included initial qualification-related information? Was the information sufficient to guide your enrolment decisions?		
On enrolment Did the RTO supply a recognition kit specific to the qualification and industry and include: • information and advice that was easy to understand and included advice about support available to you • steps in the recognition process including what you can do if you think the process was unfair • roles and responsibilities of the RTO, of assessors and you • suggested evidence requirements • guidelines on gathering evidence • guidelines on how to present your evidence • information to help you assess your skills against the competencies • what happens if you are successful/unsuccessful and • how feedback on your assessment will happen? Can you continue and gather/produce evidence for submission?		

Step 3: Explain Assessment

STEP 3	Possible TOOLS for	Samples
Practitioner: Explain assessment processes, methods, and criteria	• Additional requirements to Learning • Assessment methods, options and performance requirements • Assessment criteria • Assessment of qualifications • Support available to individual	Types of assessment methods (pg 36) Rubrics for assessment Canadian Qualification Assessment Resources
Individual: Individuals prepare for an organization's required assessment methods	• Responsibilities • Identifying strong types of evidence, expected performance • External validation of KSAs* • Putting together a portfolio	Who does what? Templates Guides Workshops

*Knowledge, Skills and Abilities/Attitudes

Possible Components of a General RPL Assessor Guide

- General RPL info
- PLAR Policies & Procedures (organization + program) – including appeal
- Application forms, tracking forms
- Course outlines, job profiles
- Assessment methods options, criteria for assessment, rubrics
- Requirements and evidence/proof suggestions, templates
- Evaluation worksheets
- Feedback forms for individual
- Learning contract form
- Evaluation results reporting forms (system + individual)
- Tracking forms
- other

Step 4: Conduct assessment

STEP 4	Possible TOOLS for	Samples
Practitioner Conduct assessment	• Fair, valid, flexible, transparent, reliable, rigorous, respectful assessment strategies and tools for: ✓ assessment methods and process ✓ Implementing consistent and reliable assessment ✓ Documenting assessment & results • Self-assessment, training & PD for assessors • Assessment coordination and consultation ✓ feedback on assessment ✓ sharing of assessment issues, ideas, results • Supporting the individual	CSU - Assessment methods CAPLA QA MANUAL (pg 25-26) Validation Tools - Validation Guidelines - CAPLA – RPL Practitioner competency listings
Individual Individuals complete the required assessment		

Step 5: Assessment Results

STEP 5	Possible TOOLS for	Samples
Practitioner Provide assessment results	• Emphasizing strengths and identifying gaps • Identify transcript entries • Employment success or possible options	PCCAT Transfer standards **Manitoba ALCs** (pg 19)
Individual Individuals receive official results and feedback on assessment	• Formal RPL results communications (system + individual)	

Step 6: Next Steps

STEP 6	Possible TOOLS for	Samples
Practitioner: Provide advice for next steps	• Further training or advancement plan • Alternative job/career options • Celebration	Learning contracts a, b Career options a, b, c
Individual: Individuals may celebrate success and receive info and advice on next steps towards goal.		

General: Putting it together

Purpose	Topics	Samples
Data collection & reporting	• Interest, completion, feedback, successes, partnerships, barriers, future needs, new ideas, continuous improvement recommendations	Data collection Reports Success stories a, b
Overall Guides for the individual, advisor, assessor, employer, other staff… Others?		Red River College Australia Scotland
Quality Assurance – continuous improvement	QA process	Recognized guidelines (CAPLA, CAEL) Checklists (CAPLA) Resources

Key Tools? – Decide on their Purpose & content

- Awareness of RPL, benefits, RPL process
  - ✓ Internal and external audiences
- For individuals
  - ✓ Guide with process details, how to prepare for RPL, assessment methods, assessment criteria, support available… etc
- For advisors
  - ✓ Guide with policies and procedures, RPL process, RPL benefits, RPL use in different environments and globally, where to find course outlines, P&P, contacts, various templates & worksheets, advisor competency checklist, available resources & supports, networks…. etc
- For assessors
  - ✓ …
- For others internally
  - ✓ Other staff
  - ✓ Management
  - ✓ Advisory Committees

Guides for Advisors, Assessors - Purpose

▶ This guide will assist <u>assessors</u> to offer streamlined recognition processes and enable them to help employers and recognition candidates to be better informed about recognition.

▶ This guide is intended for trained assessors who are familiar with key aspects of quality assessment practice, including the principles of assessment and the use of a wide variety of methods of assessment applicable to both groups and individuals. This guide is not a substitute for thorough training in assessment for all assessors.

*Skills Recognition NSW DEC 2015 Assessor Guide V64

[Assessor Guide to Recognition Of Prior Learning](#)

NSW | **Education & Communities**
GOVERNMENT | Office of Education

State Training Services

Deciding Priorities:
Small steps to larger gains

One Resource:
BeFlex project

- ▶ Where are you in the RPL development and implementation cycle?

  - ❑ Introducing RPL or expanding the system?

- ▶ Do you have an organizational strategic plan and/or operational plan that you can connect RPL to?

- ▶ Where is the greatest demonstrated need? The greatest support?

- ▶ Where can you gain some added 'work together' energy and efforts?

- ▶ What resources (human and financial) do you have for development/revision? (as lead author, brainstorming group, feedback potential, production)

- ▶ What is the approval process needed in your organization? Would it differ depending on what the resource is?

It is not just tools that are important – it is knowing how to use them in an efficient and effective manner for desired outcomes…

In-Store Workshop

Veritas® Saws & Accessories

Saturday, September 17, 2016

Join Lee Valley staff for a quick lesson on sawing skills and techniques. Our staff will also go over saw guides and accessories that can make your sawing faster and more accurate.

Activity: 'Speed Dating' re My Favorite Tool (i.e. circuit training)

1. Identify a key tool in your own system, or one you have seen in other systems

2. Explain to those in your 'sub-group'
   a) Why the tool is important in your environment (1 minute)
   b) A quick overview of it (1 minute)
   c) If others can access it

Final Tools Station Activity

- ID a key item from the session, or an 'aha' moment of something key to do/develop in the future

- ID 'next steps' you would like to see from CAPLA to build on THE MANUAL
  - Resource development (specific)
  - Training
  - Other

- Boot Camp Badge consideration

- Breathe, cool down, and carry on (to the next station)!