

Quality Assurance Webinar Series



Conversations about RPL
and Quality Assurance in
the Canadian Context

Webinar #2

Supports and Resources for Quality RPL

REFLECTIONS ON QUALITY PRACTICE

Wednesday, 26 November, 2014
Noon Eastern Standard Time



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

www.capla.ca/quality-assurance/

Purpose

- RPL Quality Assurance Project updates
- Focus on supports and resources for QA
 - Hear from Stakeholders

Gail Hall
MODERATOR

Deb Blower
OVERVIEW

Ann Pedersen
PRESENTER

Participant comments
and reflections



POLL

(check all that apply)

Have you used or been involved in RPL for

- Employment / career counselling (including initial employment, alternate career exploration, workforce re-entry or advancement)
- Education and Training
- Licensing, certification (regulated and non-regulated professions and apprenticeship)
- Other
- No involvement with RPL



POLL

(check all that apply)

Are you

- An individual who has used (or are using) RPL for your own purposes
- An individual who uses RPL in your work with others (RPL practitioner who works directly with learners/clients)
- An individual who works in a system that uses RPL, but not directly with learners/clients
- Other

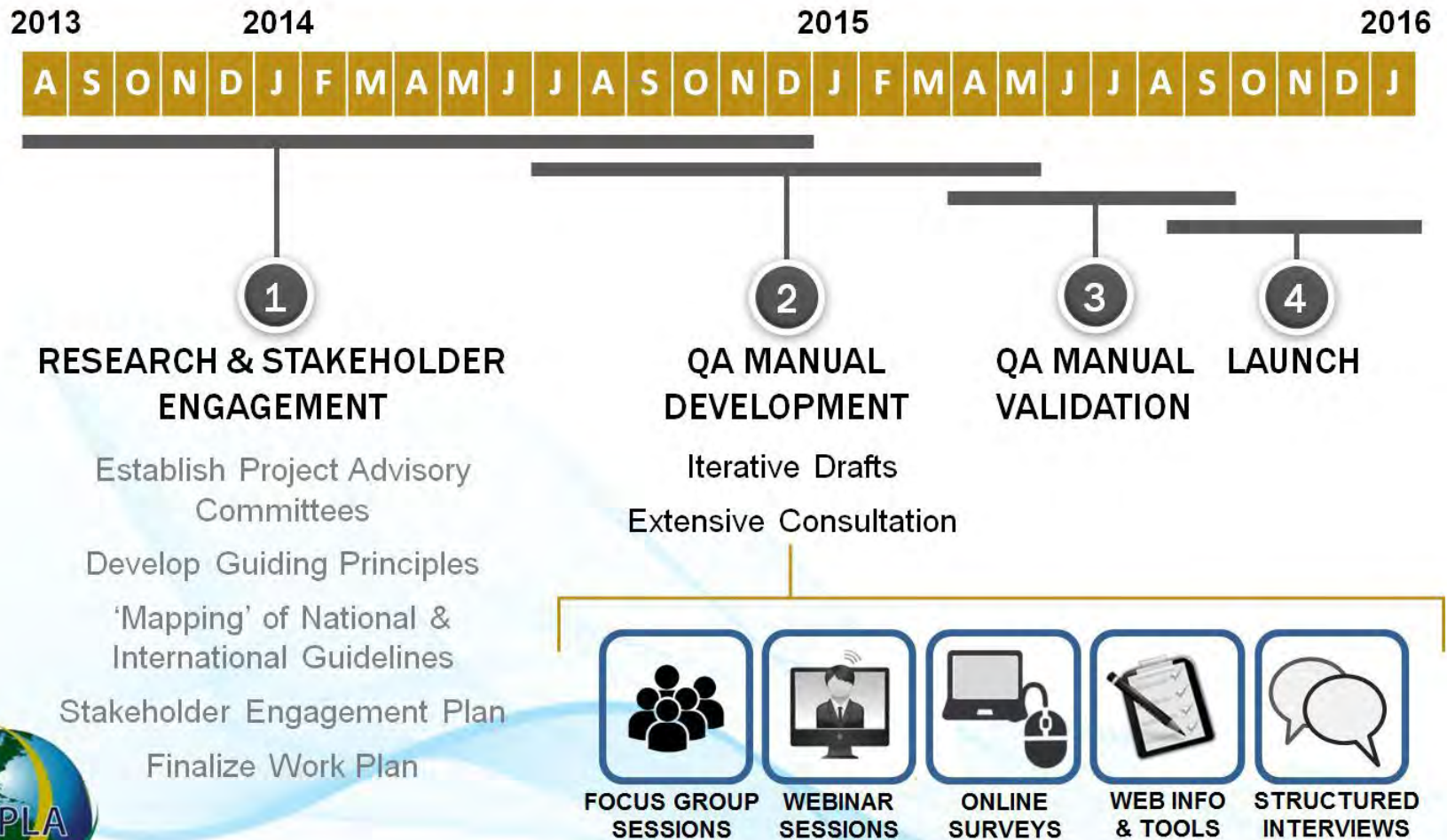


Welcome (Deb Blower)

- CAPLA
- CAPLA Standards Working Group
- CAPLA RPL Quality Assurance project



Project Stages



Find it all here...

www.capla.ca/quality-assurance



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Give us your feedback

Over the coming months we will be inviting you to this page to participate in the process of developing the best possible - and most valuable - Pan-Canadian RPL Quality Assurance Manual.

Share your expertise with us

Feel free to answer any or all of the following questions. All feedback is helpful. Also, please check off your profile at the end of the questions.

1. How do you use RPL in your organization /setting? Why is RPL important to you and/or your organization?

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Updates and Reports:



2013-10-23 - Press Release



2014-04-14 - Summary of Mapping Exercise - Public version

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RPL QA Project Activities to date:

Ann Pedersen

- Focus Groups, website surveys, webinar
 - Guiding Principles (for good RPL practice)
 - Definitions/Terminology (differences & similarities)
 - Functions in RPL processes (Advising, Assessing, Facilitating/Administration)
 - RPL Steps

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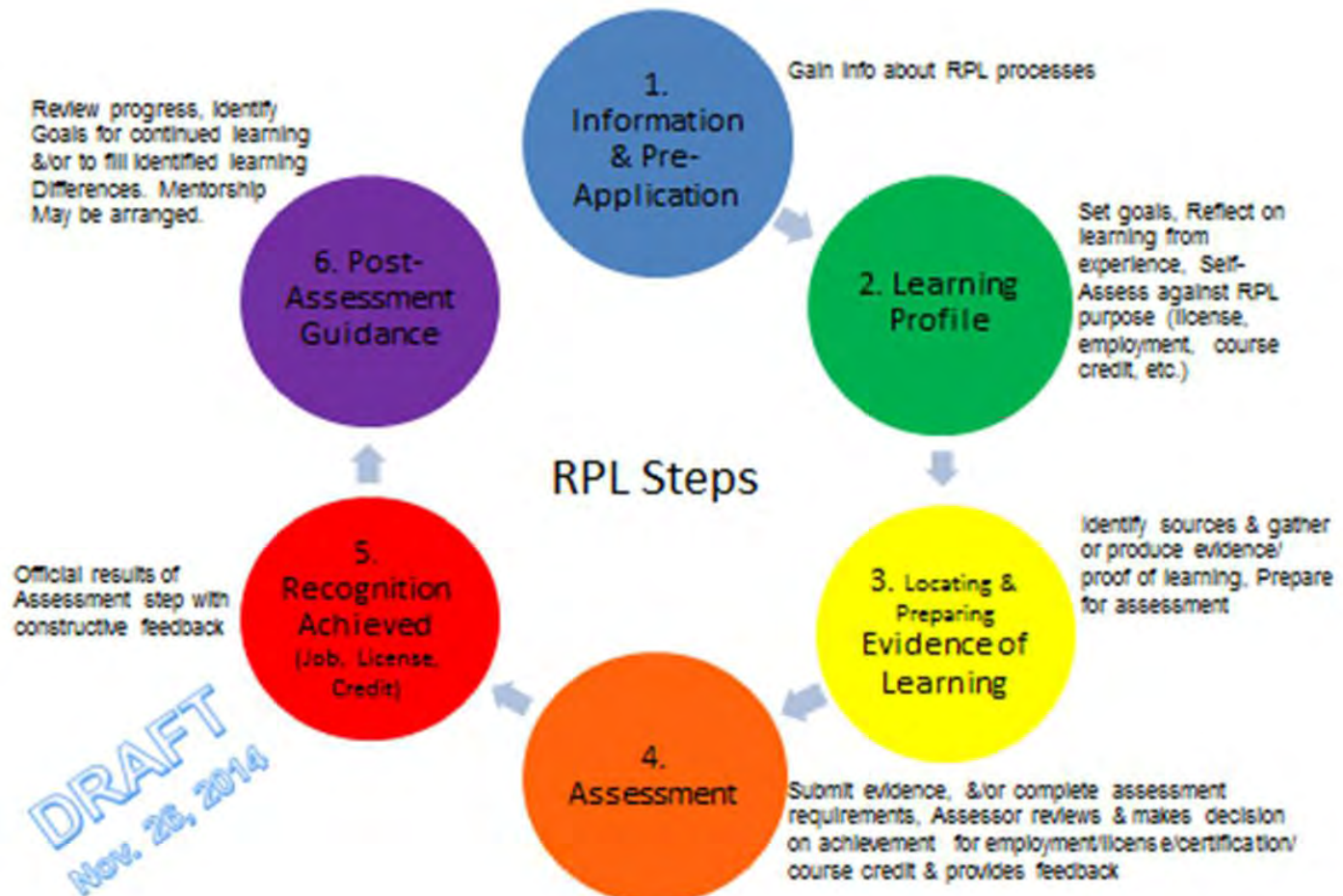
Guiding Principles – Draft Nov. 26, 2014

- 1. Accessible** – processes should provide information and advice; respond to applicant’s questions; cost-efficient for both applicant and organization; timely in both frequency of assessment and gap filling options; be promoted as adult learner-centred, voluntary, open and available to all, inclusive, and integrated with current assessment/evaluation
- 2. Consistent** - assessment criteria should provide for consistency among assessors (inter-assessor reliability); definitions must be agreed across sectors to allow for transferability
- 3. Fair** – processes should recognize and encourage a wide range of ways of learning and knowing; consider flexibility of ways for applicants to prove learning ; open to wide range of ways of learning and knowing the content; be unbiased; provide an appeal mechanism; ensure policies and procedures of the organization align with RPL principles
- 4. Respect** – processes should be: barrier-free, culturally appropriate, respect uniqueness, non-discriminatory, use plain language, and otherwise ensure clear and open communication and advice
- 5. Valid and Relevant** – assessment methods should align with, and be based on, the expected measures of achievement – e.g. competencies, standards, goals, or outcomes
- 6. Reliable** – assessment criteria should be recognized and accepted by all stakeholders
- 7. Flexible** –
Assessment: should be transparent; be effective and efficient in time and cost; method must be appropriate to desired outcomes;
Process: should be unbiased and fair to all applicants; must be equivalent for all applicants, and not more or less rigorous for any applicant;
Policies: should be fair to all involved
- 8. Rigorous** – assessment methods should be fit for purpose and equivalent to other assessment methods; assessment should be done by subject matter experts; assessment meets requirements of the work and of performance criteria
- 9. Transparent** – policies, processes, and criteria for advising and assessment should be fully disclosed and clearly understood by all stakeholders (applicants, advisors/counsellors, assessors); methods of assessment/evaluation should be outlined; specific learning to be proved must be clearly stated
- 10. Supported by adequate Training and Professional Development** - appropriate initial and continuing training in RPL functions of advising, assessment, and systems administration should be provided to all staff involved, and related to services performed
- 11. Other???** Please add



RPL Steps Feedback

Please let us know your thoughts.



Adapted from Susan Simosko - PLA Training Module 1 -C2T2, BC <http://capla.ca/pla-training-modules-british-columbia/>



Supports & Resources for Quality RPL

- Hear from individuals using RPL for different purposes
- Gather input from people on the webinar



Questions for Reflection

1. What were you using RPL for?

(e.g. licensing/certification, education and training, career counselling)

2. What were some important supports or resources for you? (overall, or pick 1 or 2 steps of the process they were valuable for)

3. What were the main challenges or frustrations you had during the process?



Give us your Thoughts

Learners'/clients' perspective

- What supports and/or resources have you found helpful, or would be helpful, as you progressed through an RPL process (relate to a specific step # if important).

Practitioners' (client service & systems) perspective

- What supports and/or resources have you found helpful, or would be helpful for you to help others through the RPL process (relate to a specific step # if important).



Some Highlights of Previous Input

Resources/supports for 3 RPL functions:

1. Advising

- Clarify terminology/language
- Interpretations of Value & Purpose of RPL → Buy-in
- Good self-assessment tools

2. Assessing

- Clear, transparent & effective assessment tools
- Clarity of competencies and outcomes
- Resources & tools for assessors



Some Highlights of Previous Input

Resources/supports for 3 RPL functions:

3. Facilitating/Administration

- Current references/research
- Evidence-based data
- Build a business plan
- Senior Administration awareness & support/buy-in of RPL



Some Highlights of Previous Input

Resources/supports for general RPL effectiveness:

- Buy-in at all levels of institutions, organizations, associations, government – work together
- Nation-wide database to eliminate doubled research
- Examples of best practices (e.g. assessment tools and training materials)
- International &/or national guidelines
- Creating networks – sharing of information on best practices; a stronger Pan-Canadian approach, knowledge & consensus building, Support system/network with each province
- Mentoring among practitioners and for learners by industry, etc.

Professional Development and Training in RPL



Your thoughts on supports & resources noted?

CHAT -



Future Activities

- Continued “Short Snapper” Surveys
- Focus Groups
- Interviews
- Draft Manual Development
- Draft Manual Validation
- Webinar #3
- Manual Launch



Stay Involved



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Research and
Stakeholder input



Next Webinar
Spring 2015

Find it all here...

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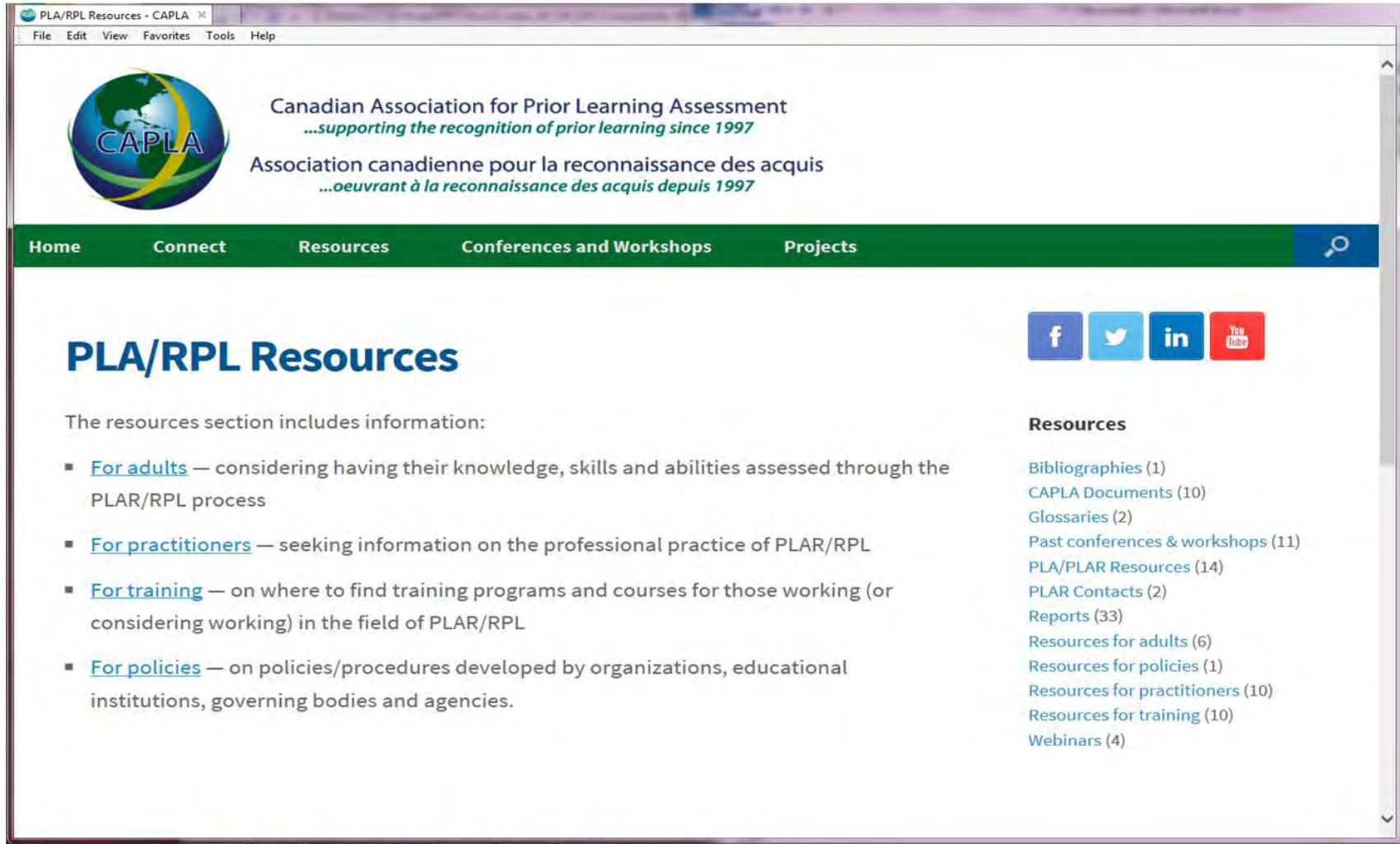
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RPL Supports & Resources on <http://capla.ca>



The screenshot shows the CAPLA website interface. At the top left is the CAPLA logo, a globe with the acronym 'CAPLA' overlaid. To the right of the logo is the text: 'Canadian Association for Prior Learning Assessment ...supporting the recognition of prior learning since 1997' and 'Association canadienne pour la reconnaissance des acquis ...oeuvrant à la reconnaissance des acquis depuis 1997'. Below this is a green navigation bar with links for 'Home', 'Connect', 'Resources', 'Conferences and Workshops', and 'Projects'. A search icon is located on the right side of the navigation bar. The main content area features the heading 'PLA/RPL Resources' in large blue font. Below the heading is a paragraph: 'The resources section includes information:'. This is followed by a bulleted list of four categories: 'For adults', 'For practitioners', 'For training', and 'For policies'. To the right of the main text is a social media section with icons for Facebook, Twitter, LinkedIn, and YouTube. Below the social media icons is a 'Resources' section listing various resource categories with their respective counts: Bibliographies (1), CAPLA Documents (10), Glossaries (2), Past conferences & workshops (11), PLA/PLAR Resources (14), PLAR Contacts (2), Reports (33), Resources for adults (6), Resources for policies (1), Resources for practitioners (10), Resources for training (10), and Webinars (4).

PLA/RPL Resources - CAPLA

File Edit View Favorites Tools Help


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PLA/RPL Resources

The resources section includes information:

- [For adults](#) — considering having their knowledge, skills and abilities assessed through the PLAR/RPL process
- [For practitioners](#) — seeking information on the professional practice of PLAR/RPL
- [For training](#) — on where to find training programs and courses for those working (or considering working) in the field of PLAR/RPL
- [For policies](#) — on policies/procedures developed by organizations, educational institutions, governing bodies and agencies.



Resources

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Thank You!



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