

Appendix

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Appendix A: Glossary

A major challenge for stakeholders is the vocabulary used in RPL across Canada and around the world. One word may have different meanings for various groups. Plus, a variety of terms may be used to describe one idea. For example, recognition of prior learning, itself, is called many different names and has many acronyms. Basically, RPL helps adults to validate their previous learning. RPL can be used to access or move forward within professions, trades, education, training, and career paths.

This glossary helps readers to understand terms related to RPL, as used throughout this manual.

Academic Credential	A document that is evidence of learning based on completion of a program of study. Degrees, diplomas, and certificates are examples of academic credentials.
Accreditation	Granting of official documents to confirm standards set by a professional authority have been met.
Accrediting Body	A designated authority legally entitled to accredit a program. Some accrediting bodies may be mandated by legislation or by regulatory bodies.
Advanced Standing	A student with successful RPL may be granted admission or placement in an academic course or program.
Apprenticeship	A workplace-based training program with classroom and workplace studies. It requires supervised on-the-job training, where the apprentice learns the knowledge, skills, tools, and materials of an occupation.
Assessment	Evaluation of learning, credentials and other qualifications. Assessment is used determine knowledge, skill or ability. It is also used for admission to education, or to access regulated and non-regulated occupations.
Competency-based Assessment	A measure of an individual's ability to perform tasks according to an expected level or standard.
Continuous Improvement	Ongoing effort to improve products, services, or processes. Methods consider client needs and constantly evaluate for efficiency, effectiveness and flexibility.
Direct Evidence	See Primary Evidence.
Evaluation	A decision about how well an individual's learning and competencies meet an established standard.
Evidence	Documents provided to prove learning. Some examples include artifacts, examination results, skill demonstrations, and academic transcripts.
F A Q	Frequently Asked Questions
Experiential Learning	Learning acquired through doing. Can be acquired in formal, informal, and non-formal education, work, and life experience.
Formal Learning	Learning that is usually organized by professional educators and leads to a qualification or academic credential. It traditionally takes place in educational institutions such as universities and colleges.

Appendix A: Glossary continued

Gap Filling	Learning differences or gaps may be identified during RPL. The person may meet most criteria, but is missing some critical outcomes. Individuals may then “fill the gap” through study, work experience, mentorship, or coursework. An organization may then complete the individual’s RPL after the new learning has been verified.
Indirect Evidence	See Secondary Evidence
Individual	A person who seeks recognition of prior learning (RPL). Depending on the sector or service, an organization may use other terms for this person, e.g. applicant, candidate, client, learner, employee.
Informal Learning	Learning that takes place through life and work experiences. Learning activities are not structured or officially evaluated.
Inter-rater Reliability	Degree of agreement or consistency among raters or assessors who are using the same measurement criteria
K S A	Knowledge, Skills and Abilities
Learning Outcome	Statement that identifies what the learner will know and be able to do by the end of a course or program.
Licensure	A designation to legally practice in a particular profession or trade.
Lifelong Learning	Learning occurs throughout a person’s life span.
Life-wide Learning	Learning comes from a variety of forms and situations. e.g. work, home, study, community, and personal activities.
Non-Formal Learning	Learning usually offered by a sector, professional group, or a company to deal with specific training needs. Formal assessment may or may not be included.
Non-Regulated Occupation	A profession or trade that has no legal requirement or restrictions for practice. No certification is required.
Occupational Standard	The level for performance of tasks and knowledge to demonstrate competency in an occupation. These standards are set by a trade or profession. They may apply to organizations or individuals.
Portfolio	A paper-based or electronic collection of evidence that confirms an individual’s knowledge, skills and abilities.
Primary Evidence	An artifact, a document, a recording, or other source of information produced by the individual. May also be known as Direct evidence. E.g. journals, artwork, brochures, reports, products, skill demonstration, presentation, essays.
Profession	People engaged in a career or occupation. May be regulated and non-regulated.
Professional Association	A group of people who represent the interests of one occupation. Membership is voluntary and based on qualifications to practice the occupation.

Appendix A: Glossary continued

Qualification	Skills and knowledge required for entry into an occupation, an educational program, or to practise a profession.
Qualifications Framework	<p>Shows the outcomes and criteria expected for specific sectors in education or professions.</p> <p>It is a single, comprehensive document.</p> <p>The framework is used to coordinate and compare qualifications across labour markets and related organizations.</p>
Quality	Has the trait of high grade or excellence.
Quality Assurance (QA)	A system for ensuring that acceptable standards are met in the development and delivery of processes, information, and services. QA methods seek continuous improvement.
Recognition	<p>Formal acceptance of an individual's credentials or learning from work experience.</p> <p>Academic recognition is the granting of full or partial credit, or may allow admission to a program.</p> <p>Occupational recognition validates competency and may grant entry to a trade, profession or job.</p>
Recognition of Prior Learning (RPL)	<p>A set of processes that allows individuals to identify, document, be assessed, and gain recognition for their prior learning.</p> <p>The focus is on the learning, rather than on where or how the learning occurred.</p> <p>Knowledge, skills, and abilities gained from life experiences may be formal, informal, or non-formal.</p> <p>RPL processes may serve several purposes, including: licensure, credit or advanced standing at an academic institution, employment, career planning, recruitment or self-knowledge.</p>
Regulated Occupation	<p>An occupation controlled by government, and managed by a regulatory body.</p> <p>About 20 % of jobs are in regulated occupations.</p> <p>These include regulated professions (e.g. nurses) and skilled trades (e.g. plumbers).</p>
Regulatory Body	<p>An organization with the legal authority to issue licences to practise an occupation.</p> <p>Regulatory bodies set the minimum standards of practice for many professions.</p>
Secondary Evidence	<p>An artifact, a document, a recording, or other source of information produced about the individual).</p> <p>May also be known as Indirect evidence. E.g. transcript, letter of verification, newsletter articles.</p>
Sector Council	<p>A committee from business, labour, education, and other occupational groups within an industry.</p> <p>Representatives work together to identify what is needed for success in the labour market.</p>
Stakeholders	<p>Individuals, groups, or organizations, or groups who can affect, or are affected by, RPL systems, policies or procedures.</p> <p>They may be internal or external to the situation.</p>

Appendix A: Glossary continued

Substantial Difference

The difference between a foreign qualification and a Canadian qualification that is so significant it can prevent someone from succeeding in education, research or employment. An international agreement called The Lisbon Recognition Convention requires: "Foreign qualifications shall be recognised unless there is a substantial difference between the foreign qualification, for which recognition is sought, and the corresponding qualification of the host country".
(<http://www.eurorecognition.eu/emanual/Chapter%2010/introduction.aspx>)

Substantial Equivalence

Implies reasonable confidence that individuals possess the academic background needed to enter a program of study or to apply for licensure.

Trade

An occupation that requires one or more years learning: at a college or university, in apprenticeship, training on-the-job, or a combination of these requirements. A licence or certificate may be required to practise the trade.

Verification

Organizations confirm if an individual's academic credentials are authentic.
There are also central agencies that are authorized to verify credentials.

Appendix B: A Sample of RPL publications

The following chronological list highlights documents related to RPL practice and quality assurance. The list gives an overview of how RPL thinking has developed over the past 16 years. It is not meant to be a full list of all publications by RPL practitioners, researchers and policy makers.

1. 14 National PLAR Standards – (Canadian Labour Force Development Board, 1997)
2. *Prior Learning Assessment in British Columbia* (10 Training Modules) – (Ministry of Advanced Education, 1997) Available at www.capla.ca/resources
3. *A Slice of the Iceberg* (Aarts et al, 1999) www.capla.ca/resources
4. *Developing Benchmarks for PLAR – Practitioner Perspectives: Guidelines for Canadian PLAR Practitioners* (Day & Zakos, 2000)
5. *Halifax Declaration for Recognition of Prior Learning* (Kennedy, 2001)
6. *Quality Audit Toolkit* (Barker, 2001) Available at www.capla.ca/resources
7. CAPLA past conference PowerPoint presentations and videos (2003 - present). Available at www.capla.ca/past-conferences/
8. *Feedback from Learners: A Second Cross-Canada Study of Prior Learning Assessment and Recognition* (Aarts et al, 2003)
9. Establishment of PLAR Practitioner competencies - Advisor, Assessor and Administrator/Facilitator (CAPLA, 2006)
10. CAPLA Report: Recognizing the Prior Learning (RPL) of Immigrants to Canada: Moving Towards Consistency and Excellence (Riffell, 2006)
11. *Assessing Learning: Standards, Principles, & Procedures*, Fiddler, Marieneau, & Whitaker, 2nd Edition, 2006
12. *Quality Assurance in PLAR* (three volumes) (Van Kleef, Amichand, Ireland, Orynik, Potter, 2007) Available at www.capla.ca/resources
13. CAPLA's Standards Working Group Terms of Reference (2008 – Present)
14. CAPLA's RPL Standards Working Group report – RPL Standards and Guidelines for Canada: Mapping the Road Ahead (Waples, 2009) www.capla.ca/resources
15. *Pan-Canadian Quality Standards in International Academic Credential Assessment; Pan-Canadian Code of Good Practice in the Assessment of International Academic Credentials; Tools to Implement Pan-Canadian Quality Standards; Pan-Canadian Quality Assurance Framework (QAF) for the Assessment of International Academic Credentials*. Canadian Information Centre for International Credentials (CICIC, 2012)
16. *Assessing the Skills and Knowledge of Internationally Trained Immigrants: A Manual for Regulators, Employers and other Stakeholders*. Canadian Association for Prior Learning Assessment (Simosko, 2012)
17. *Recognition, Validation, and Accreditation of the Outcomes of Non-formal and Informal Learning*, (UNESCO 2012)

Appendix C: RPL Toolkit for Quality Assurance

RPL Quality Assurance Self-Audit Checklists

How well does your organization match up with Quality RPL Practices?

For employers, the right mix of skills in your business will impact the product or service you provide. Human resource practices that use quality RPL processes can help you to recruit, hire, and keep skilled staff.

Sector councils can use quality RPL principles and practices to support industry in their search for qualified employees.

Licensed trades and professions can use quality RPL processes to ensure that qualified individuals meet occupational standards and competencies. RPL can be efficient and effective for both organizations and individuals regarding transferability and recognition.

Career counsellors and immigrant-serving agencies can use these RPL principles and practices to guide individuals toward appropriate goals in ways that reduce unnecessary “hoop-jumping”.

Educational institutions and training organizations can use quality RPL practices to appropriately place learners in programs and eliminate duplication of learning.

Governments can use quality RPL principles to support policy development and guide funding proposals.

Non-regulated professions and trades can use quality RPL principles and practices to coordinate training or professional development of those who are currently working or seek to work in that occupation.

An RPL Quality Assurance Audit is an assessment of RPL services against minimum standards for implementing a quality RPL service. The RPL Quality Assurance Self-Audit Checklists here will allow you to quickly identify which RPL services your organization provides. They incorporate the Guiding Principles and 6 Steps for Quality RPL.

Even if your group is not involved with all the steps, completing these self-audit checklists can be useful. You can identify which services you do provide, make suggestions about areas that need attention, and set priorities for improving RPL services.

The following *RPL Quality Assurance Self-Audit Checklists* will help you get started:

- ▶ **GUIDING PRINCIPLES**
- ▶ **6 STEPS FOR QUALITY RPL**
- ▶ **QUALITY RPL SYSTEMS**

Appendix C: RPL Toolkit for Quality Assurance

RPL QA Guiding Principles Self-Audit Checklist (1 of 3)

- 1. Read the questions in the Guiding Principles column.
- 2. Check the appropriate response column for your organization: Yes / No / In Process.
- 3. Record, in the Evidence Column, an example of evidence that proves your organization's status in response to the question. You may also choose to use the Evidence column to make any notes.
- 4. If a response to a question is truly "not applicable" to your organization, then put N/A under the No column. Remember to record a reason under the Evidence column.
- 5. Blank lines have been included for you to customize the audit with your own questions or additional comments

Guiding Principles	Yes	No	In Process	Notes/Evidence
ACCESSIBLE				
Does our process provide detailed information and advice for each step of the RPL the process? Is that information freely available and also online?				
Does our process include:				
Explanation of each fee?				
Timeline involved?				
Who conducts advising and assessing functions?				
Description of what assessments are?				
How assessment results are provided?				
Post-assessment guidance in the form of next steps?				
Education/training needed or a recommendation of alternate career path?				
If employment is the ultimate goal, does our process provide information on job expectations?				
Do we provide online self-assessment to improve information and access? Include, if applicable, pre-migration information.				

Appendix C: RPL Toolkit for Quality Assurance

RPL QA Guiding Principles Self-Audit Checklist (2 of 3)

Guiding Principles	Yes	No	In Process	Notes/Evidence
CONSISTENT				
Are our assessment results the same regardless of who the trained assessor is?				
Does our process provide clear assessment criteria with accompanying scoring grids, charts, or rubrics?				
Does our process provide a mechanism that both individuals and assessors can follow?				
FAIR				
Does our process recognize that 'same' treatment is not necessarily 'fair' treatment?				
Does our process consider individual unique circumstances?				
Have we ensured our RPL methods are not more onerous than methods used for program graduates, entry-to practice candidates, or other individuals?				
Does our process ensure timeframes for assessment and any necessary re-assessment are consistent with any existing standards for currency of practice?				
Do we pro-rate registration fees and offer payment plans?				
If an exam is part of the assessment, is there more than one offering per year?				
Does our process allow for use of translators for some assessments?				
RESPECTFUL				
Do our processes ensure that individuals have equivalent opportunity to engage?				
Do our processes ensure that barriers are removed?				
VALID				
Does our process accept a variety of English language assessments?				
Do we develop and use cross-cultural awareness and skills among practitioners to ensure cultural competence?				
Do we use tools and processes that test what they are intended to test?				

Appendix C: RPL Toolkit for Quality Assurance

RPL QA Guiding Principles Self-Audit Checklist (3 of 3)

Guiding Principles	Yes	No	In Process	Notes/Evidence
FLEXIBLE				
Does our process provide applicants with more than one opportunity to demonstrate knowledge, skills and abilities?				
Does our process consider information from a variety of sources, contexts and situations (i.e. professional references, letters of validation, performance reviews, demonstrations, self-assessment, artifacts, and workshops, etc)?				
RIGOROUS				
Are our assessment tools and methods at an equivalent level to that of non-RPL individuals?				
Do the tools and methods evaluate stated competencies, standards, and outcomes?				
TRANSPARENT				
Is our information written in plain language?				
Does our process fully inform applicants of how the assessment process works?				
Does our process provide applicants with details of their results, including learning gaps, differences, and achievements?				
Does our process explain options for unsuccessful individuals?				
PROFESSIONALLY SUPPORTED				
Do we conduct regular reviews of RPL policies and procedures?				
Do we ask for the perspective of individuals who use RPL?				
Do we ensure all staff involved with RPL practices receives initial and continuing training?				

Assessing Your Responses

By completing this self-audit checklist, you will have gained some information about quality RPL practice in Canada. We suggest you look at the areas where you have answered “No” and think about whether these are areas where you would benefit from some changes or additions to your RPL practices. If you have answered “Yes” or “In Process” to some questions, you are doing well at some aspects of your RPL practice but could likely improve in others.

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6 Steps for Quality RPL Self-Audit Checklist (1 of 3)

1. Read the questions in the 6 Steps for Quality RPL column
2. Check the appropriate response column for your organization: Yes / No / In Process.
3. Consider and note the related Guiding Principle(s).
4. Record, in the Evidence Column, an example of evidence that proves your organization's status in response to the question. You may also choose to use the Evidence column to make any notes.
5. If a response to a question is truly "not applicable" to your organization, then put N/A under the No column. Remember to record a reason under the Evidence column.
6. Blank lines have been included for you to customize the audit with your own audit questions or comments.

6 Steps for Quality RPL	Yes	No	In Process	Which Guiding Principles(s) would be considered here?	Notes/Evidence
1. EXPLAIN THE RPL PROCESS - DOES OUR PROCESS:					
Provide clear information in both print and digital media?					
Clearly describe each step of the RPL process (ex. costs, timelines, and responsibilities)?					
Provide clear information on standards, competencies, job tasks, or learning outcomes?					
Provide contact information?					
2. PROVIDE INFORMATION ON EXPECTED REQUIREMENTS - DOES OUR PROCESS:					
Provide for appropriate advisor function training?					
Provide advisory services to individuals?					
Assist in goal identification?					
Provide resources for self-reflection and self-assessment of learning and experiences?					
Assist in identification and articulation of learning compared to occupational standards, job description, competencies, course or program learning outcomes, or related goal?					

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6 Steps for Quality RPL Self-Audit Checklist (2 of 3)

6 Steps for Quality RPL	Yes	No	In Process	Which Guiding Principles(s) would be considered here?	Notes/Evidence
3. EXPLAIN ASSESSMENT PROCESSES, METHODS, AND CRITERIA - DOES OUR PROCESS:					
Identify specific learning required for job, licensure, course, or program?					
Provide a detailed self-assessment checklist to identify individual learning equivalent to job competencies, licensure standards, or course and program outcomes?					
Provide information to assist in identification of sources and strength of evidence of learning, or how to prove learning to the required competencies, standards or outcomes?					
Provide specific information on documentation, evidence collection, skill demonstration, interview, examinations, case studies, product samples expected?					
Provide knowledge and skill practice opportunities that simulate actual assessment situations?					
Provide networking contact opportunities with a subject matter expert?					
Provide criteria as to how the evidence or proof will be assessed?					
Provide assistance to the individual to learn how to promote and present their knowledge, skills and abilities?					
4. CONDUCT ASSESSMENT – DOES OUR PROCESS:					
Provide or appropriate assessor function training for evaluators, subject matter experts, supervisors, elders?					
Accommodate differences in learning and abilities?					
Assist in goal identification?					
Offer flexible assessment options?					
Validate authenticity of evidence?					
Validate assessment results to ensure inter-rater reliability?					

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6 Steps for Quality RPL Self-Audit Checklist (3 of 3)

6 Steps for Quality RPL	Yes	No	In Process	Which Guiding Principles(s) would be considered here?	Notes/Evidence
5. PROVIDE ASSESSMENT RESULTS – DOES OUR PROCESS:					
Provide a report that includes detailed constructive feedback on both successes and areas where improvements are needed to the individual?					
Notify individual of official assessment results?					
Provide successful results in the form of academic credit, license, certification, job advancement or an employment offer?					
Document successful RPL assessment results?					
Report unsuccessful results along with an explanation of incomplete evidence, learning differences or gaps that are still needed to meet criteria?					
6. PROVIDE ADVICE FOR NEXT STEPS – DOES OUR PROCESS:					
Extend an offer to meet with the individual after assessment to:					
Review outcomes of assessment?					
Identify new goals?					
Enrol in education, training, mentoring program, independent study or other process?					
Prepare for another assessment?					
Celebrate success?					

Assessing Your Responses

By completing this self-audit checklist, you will have gained some information about the path to quality RPL practice. Look at the areas where you have answered “No” and think about whether these are areas where you would benefit from some changes or additions to your RPL practices. If you have answered “Yes” or “In Process” to some questions, you are doing well at some aspects of your RPL practice but could likely improve in others.

Appendix C: RPL Toolkit for Quality Assurance

Industry leaders, regulatory bodies, immigrant serving agencies, career counsellors, and others are increasingly aware of the Return on Investment (ROI), when helping adults achieve their goals for employment or education, faster and at a lower cost. These leaders recognize that the development of quality RPL systems can positively impact:

- ▶ Economic development - which depends on a skilled workforce to attract employers to a community
- ▶ Workforce development and skills supply - which recognizes the importance of skills in the employability of local residents

- ▶ Education and training - which benefits by helping learners complete goals, having programs recognized in the community, opening new opportunities for lifelong learning

RPL policies, systems and procedures can vary across organizations. An important first step is to gather information about your current RPL availability and usage. The Quality RPL Systems Self-Audit offers some aspects for policies, systems and procedures that you may want to consider for development.

Quality RPL Systems Self-Audit Checklist (1 of 3)

RPL Quality Systems Steps:

1. Read the systems questions listed below.
2. Check the appropriate response column for your organization: Yes / No / In Process. Base this on your current RPL Practice.
3. Consider and note the related Guiding Principle.
4. Record an example of evidence that proves your organization's status in response to the question.
5. If a response to a question is truly "not applicable" to your organization, then put N/A under the No column. Remember to record a reason under the Evidence column.
6. Blank lines have been included for you to customize the audit or add your comments.

RPL Quality Systems Considerations: Do we?	Yes	No	In Process	Which Guiding Principles(s) would be considered here?	Notes/Evidence
INFORMATION FOR: INDIVIDUALS, PUBLIC, EXTERNAL STAKEHOLDERS, INTERNAL STAKEHOLDERS					
Identify and explain time limitations?					
Explain the RPL process?					
Outline registration/application requirements?					
Explain withdrawals and refunds?					
Provide for appropriate advisor function training?					
Have a policy that allows additional time to complete?					
Define applicant support and advising services?					
Explain the process and supports available to help individuals identify their relevant learning?					
Explain assessment methods and options?					

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Quality RPL Systems Self-Audit Checklist (2 of 3)

RPL Quality Systems Considerations: Do we?	Yes	No	In Process	Which Guiding Principles(s) would be considered here?	Notes/Evidence
SYSTEMS & PROCESS DEVELOPMENT AND CONTINUOUS REVIEW					
Consider use of advisory committees or teams?					
Define responsibilities for each RPL functional service (ex. awareness, advising, registration, support, assessment and feedback)?					
Develop and make available policies and procedures on specifics of our process?					
Explain applicant/candidate/client/learner rights and responsibilities?					
Develop and ensure awareness of required forms?					
Have an appeal process?					
Develop a record of achievement or transcript standard?					
Define data collection and reporting mechanisms?					
Accommodate individual needs?					
Set policies for privacy concerns and release of information to internal/external parties?					
Evaluate and continuously improve processes and practices?					
MANAGEMENT					
Support all those using RPL in their work?					
Ensure provision of training and Professional Development (in RPL, assessment, advising and other areas as needed)?					
Provide data analysis regarding intake, process and results of individuals?					
Provide reporting of RPL interest, processes, results and challenges and opportunities to individuals, internal staff, or external stakeholders as appropriate?					

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Quality RPL Systems Self-Audit Checklist (3 of 3)

RPL Quality Systems Considerations: Do we?	Yes	No	In Process	Which Guiding Principles(s) would be considered here?	Notes/Evidence
ADMINISTRATION & FORMS: DATA COLLECTION; DATA ANALYSIS; REPORTS					
Identify and develop required forms for process and reporting?					
Ensure filing and retention of candidate and composite information as required?					
COMMUNICATIONS FOR: COLLEAGUES; INTERNAL SYSTEM, EXTERNAL STAKEHOLDERS					
Identify and explain RPL related roles and responsibilities of all colleagues?					
Identify and explain value of RPL with external stakeholders?					

Assessing Your Responses

By completing these self-audit checklists, you will have gained some information about the path to quality RPL practice. Look at the areas where you have answered “No” and think about whether these are areas where you would benefit from some changes or additions to your RPL practices. If you have answered “Yes” or “In Process” to some questions, you are doing well at some aspects of your RPL practice but could likely improve in others.

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RPL Quality Procedures Checklist (1 of 2)

1. Read the procedures questions listed below.
2. Check the appropriate response column for your organization: Yes / No / In Process. Base this on your current RPL Practice.
3. Consider and note the related Guiding Principle.
4. Record an example of evidence that proves your organization's status in response to the question.
5. If a response to a question is truly "not applicable" to your organization, then put N/A under the No column. Remember to record a reason under the Evidence column.
6. Blank lines have been included for you to customize the audit or make additional comments.

RPL Quality Procedure Considerations: Do we?	Yes	No	In Process	Which Guiding Principles(s) would be considered here?	Notes/Evidence
Place RPL needs of the individual requesting RPL first?					
Emphasize acquired skills and abilities vs learning differences or gaps?					
Actively promote access?					
Provide flexibility & accommodation for all individuals regardless of gender, ethnicity, or disability?					
Provide clear information for RPL applicants and indicate that there are no guarantees of the recognition the applicant hopes for licensure, certification, advance credit or employment?					
Include clearly stated processes to conduct an appeal?					
Place value on all learning, regardless of where it was acquired?					
Consider relevant learning from all life experiences?					
Ensure that assessment processes and tools measure an individual's knowledge, skills and abilities (KSA's) against the set criteria?					
Allow for criteria and standards to be set with the involvement and approval of relevant stakeholders as necessary?					
Ensure inclusion of and access to clearly stated criteria (competencies, outcomes, standards) against which the applicant will be assessed?					
Allow for involvement of the applicant in making decisions?					
Provide information about assessment choices?					

Appendix C: RPL Toolkit for Quality Assurance

RPL Quality Procedures Checklist - (2 of 2)

RPL Quality Procedure Considerations: Do we?	Yes	No	In Process	Which Guiding Principles(s) would be considered here?	Notes/Evidence
Ensure that assessment tools and processes have been tested and found to be consistent over a period of time?					
Ensure assessment practices objectively focus on acquired knowledge, skills and judgment?					
Ensure that the processes result in recognition of valued learning?					
Objectively determine the degree to which the learning has application and makes this explicit to the applicant?					
Keep records of evidence that those performing RPL functions have received appropriate RPL training?					
Encourage involvement in the professional organizations that are developing RPL locally, provincially and nationally for continuous upgrading and insight?					
Allow for articulation agreements between education institutions intra-provincially and inter-provincially?					
Allow for national standards that form the basis for assessment criteria and make portability of recognition between organizations and jurisdictions possible?					

Assessing Your Responses

By completing these self-audit checklists, you will have gained some information about the path to quality RPL practice. Look at the areas where you have answered “No” and think about whether these are areas where you would benefit from some changes or additions to your RPL practices. If you have answered “Yes” or “In Process” to some questions, you are doing well at some aspects of your RPL practice but could likely improve in others.