RED RIVER COLLEGE
OF APPLIED ARTS, SCIENCE AND TECHNOLOGY

Developing Recognition of Prior Learning –
RPL Resource Guides for College Courses/Programs

INTRODUCTION:

RPL Resource Guides are tools for the student (and faculty) that outline valid, credible and reliable RPL processes for courses/programs.

To assist faculty with the development of RPL student resources, a 3-hour workshop on **Developing RPL Resources – Get Ready!** is provided by the RPL Facilitator. A **RPL Resource Guide template** is available for faculty to use in creating these guides. The RPL department provides assistance with resource development, reviews and provides feedback on the RPL Resource Guides.

RPL Resource Guide samples are available on AIR in the RPL section.

Before beginning preparation of a RPL Resource Guide and for further information, please contact:

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RPL Resource Guides for Courses/Programs

Your RPL Process and Resource Guide should include the following components:

1. **Cover page** (include course title, course code, hours etc.)

2. **Acknowledgements, copyright and contact information** (include on back of cover)

3. **Table of Contents**

4. **Introduction to RPL** (Note: This is a standard component and summary of RPL for all RPL Resource Guides)

5. **Course details** (include course description, course learning outcomes and elements of performance, and course resources)

6. **RPL Process Section**

   Using a variety of flexible assessment practices (i.e. reports, projects, authentic evidence collection or portfolio, skill demonstrations, assignments, interviews, tests etc.) design the RPL processes that the student will use to demonstrate prior learning for your course. For each process be specific about what the student needs to do to prove learning (i.e. evidence of learning) and how that learning will be assessed (i.e. criteria for assessing learning and the standard/level at which it will be assessed.)

   This RPL Process Section should include the following:

   i. Self-Assessment Checklist

   Design a self-assessment checklist for the student based on the course learning outcomes and elements of performance. The objective of this Self-Assessment Checklist will provide the student with a way to self assess his/her knowledge, skills and abilities to the course learning outcomes. This will help the student to make a decision about pursuing RPL. In addition to using the Self-Assessment Checklist prior to making a decision to move forward with RPL, this component may also be incorporated as part of the process for proving prior learning. For example, some faculty have incorporated the self-assessment component with a narrative or asked for examples of experiences and the learning achieved. Others have modified the Self-Assessment Checklist into a Verification of Learning format for an employer or supervisor to complete as part of the RPL process. Be sure to provide instructions for the student on completion of the self-assessment and include appropriate self-assessment criteria. For example: you may wish to use novice, mastery, competency (explain each), Yes/No criteria or statements and levels such as:

   Level 1 - can observe or have been orientated
   Level 2 - can participate and assist in
   Level 3 - can do with close supervision
   Level 4 - can do with minimal supervision
   Level 5 - can demonstrate to others

   You may also design your own criteria.

   Please see samples of Self-Assessment Checklists in sample RPL Resource Guides and the RPL Resource Guide template.

ii. Evidence of Learning (i.e. what does the student need to do to prove learning?)

This section should include detailed instructions for each assessment process that the student is expected to complete/provide in order to demonstrate learning. This could include one or more of a variety of flexible yet rigorous assessment methods including but not limited to: assignments, case study, work samples, observation, tests/exams, interview, product assessment, skill demonstration, portfolio/evidence collection, etc. You may also want to provide options for the RPL processes (i.e. complete an assignment or submit a work sample similar to assignment requirement).

Some examples are listed below.

- o *Assignment/project:* include what outcomes and elements of performance will be evaluated, what is required to complete the assignment.
- o *Skill Demonstration:* what skills must be demonstrated, in relation to learning outcomes and elements of performance, how long and where assessment will be, equipment and/or supplies etc.
- o *Interview:* what outcomes and elements of performance will be evaluated, how interview will be conducted (i.e. options for time, place, etc.).
- o *Portfolio/Evidence Collection:* detailed information on what could be included as direct and indirect documentation, set up and layout of portfolio product (i.e. follow College sample or design own etc.).
- o *Verification of learning from employer:* include outcomes/learning to be validated by employer. Check with the RPL Services department for sample forms.

iii. Evaluation of Prior Learning - Criteria for assessing learning (i.e. performance indicators and level/standard of performance).

This section details the requirements expected when assessing the learning including, the criteria or performance indicators and level/standard.

For each of the flexible assessment methods you have indicated, detail how it will be assessed (i.e. performance criteria and the expected level/standard). The expected performance level should have a rubric (scale) designed for it, to assist the assessor to evaluate the level of performance. The descriptors in the rubric/scale should relate to the specific criteria and should consider items that assist in measuring the outcome (e.g. accuracy, completeness, timing, consistency). Be sure to include the pass mark for each assessment and/or the overall RPL process.

7. **Next Steps section** (Note: This is a standard component that outlines the next steps in the RPL process)

8. **Appendices** (Insert appendices if applicable, i.e. Verification of Skills forms, Skill Demonstration forms, Rubrics for assessing, etc.)

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RPL Resource Guide Self-Assessment for Faculty

Note to Faculty:
Review these Criteria for Assessing Learning to determine if you have included all components in your RPL Resource Guide.

In the RPL guide I have developed, I have:

	Yes	No
1. Identified general information on cover page (i.e. course title, course code, department, program RPL process requirements.) Included detailed course information, written in learning outcome format-learning outcomes and elements of performance and course resources.		
2. Designed Self-Assessment Checklist based on course learning outcomes, elements of performance including: ❖ instructions for completion		
❖ covered all learning outcomes and elements of performance		
❖ used appropriate self assessment criteria		
3. Described assessment methods/tools that student will use/do to demonstrate prior learning: ❖ variety of appropriate flexible assessment strategies selected (fair, flexible, rigorous), variety of options		
❖ described what student will do/prepare for <u>each</u> of the required RPL processes for all learning outcomes and/or elements of performance		
4. Identified criteria for assessing learning for RPL methods including: ❖ clear performance indicators		
❖ rubrics/scales for measurement of proof of learning for level of performance, including descriptor of each level, designating clear expectations and measurement criteria		
❖ indicated level/standard for expected performance		
5. Included additional information on RPL process and systems, such as fees, timelines, prerequisites and Appendices (if applicable)		
6. Followed the RPL Resource Guide template format. Guide is well-organized and easy to follow and understand (i.e. transparent)		