

Recognition of Prior Learning (RPL)

➔ RPL Annual Report

March 2015

Deb Blower
RPL Facilitator
C519-2055 Notre Dame Avenue
Winnipeg, MB R3H 0J9
Ph. 204-632-2065
dblower@rrc.ca



Recognition of Prior Learning RPL Annual Report March 2015

Introduction

For over 30 years, Red River College (RRC) has been involved in Recognition of Prior Learning (RPL) practices. In the early 1980s, RPL (known then as experiential learning) practices began in the Nursing, Child Care Services (i.e. Early Childhood Education) and Dental Assisting programs. With the establishment of the Prior Learning Assessment (PLA) office in 1995 and the development of the first strategic plan there has been an ongoing commitment to the development and implementation of quality RPL practices, processes and systems.

The College's quality RPL system includes: a centrally coordinated RPL Services department; RPL Advising services in the Student Services department and within specific programs; RPL resources and assessments developed and conducted by program faculty; assistance and support from the College-wide RPL Committee; and support from faculty and administration. Quality RPL tools and resources for learners, faculty and staff continue to be developed each year. College faculty and staff are provided with opportunities for RPL training and professional development. The College's clearly articulated RPL policies, procedures and practices are reviewed on an ongoing basis.



The implementation of the **RPL Strategic and Operational Plan 2012-2017** goals, outcomes and actions continued in 2013-14. The successful implementation of this plan provides for the development, implementation, expansion and full integration of quality RPL systems and practices across the College. This RPL Strategic and Operational Plan is linked closely with the College's Strategic Plan.

This report provides a brief overview of the RPL statistics over the years with specific details on the RPL activity in the 2013-14 academic year. These RPL practices include assessment and recognition of all types of learning (i.e. **formal, informal and non-formal learning**) as it pertains to College courses and programs.

Detailed updates on the RPL outcomes, statistics, strategies and progress can be found in recent RPL Annual Reports available on the Anytime Anywhere Instructor Resource (AIR) site (<http://air.rrc.ca/rpl>).

1. RPL Practices and Credit Awards in College Programs

Course credits are awarded in both full-time and part-time College programs based on the assessment of prior learning. This includes the assessment of previously completed formal learning (i.e. assessment of educational documents for transfer credit) and the assessment of informal and non-formal learning as it pertains to the learning outcomes in College programs.

In the past 5 years (2009-2014), close to 6650 transfer of credits for formal post-secondary learning were awarded. In addition, 3100 learners completed RPL assessments to prove prior learning gained through informal and non-formal learning for 5125 courses.

1.1 Recognition of Formal Learning

The College assesses **formal course credit transfers** from recognized post-secondary institutions in Manitoba, Canada, other countries and between RRC programs. In 2013-2014, close to **1300 transfers of credit** were awarded for course credit in both full and part-time RRC programs. Over 2/3 of these transfer credits were from Manitoba post-secondary institutions. Transfer credits were also awarded based on the assessment of courses from Canadian institutions and through the assessment of international credentials. In addition, the College's International Credential and Transfer Credit Officer (ICTCO) conducted 319 international credential assessments for admission into College programs.

1.2 Recognition of Informal and Non-formal Learning

The following RPL statistics include course credits awarded for **informal and non-formal learning** gained through work and life experience and proven via a variety of methods such as: portfolio/evidence collection, challenge processes (i.e. exams, tests, projects and assignments), interviews and skill demonstrations. In addition, recognition of non-formal learning (i.e. workplace training and courses offered through business, industry and community organizations that have been reviewed to determine equivalency to College courses and programs) statistics are also noted.

The recognition of formal learning acquired from other post-secondary institutions in Manitoba, Canada or internationally has not been included in the RPL statistics noted in this section, except for instances where a combination of RPL processes (i.e. interview, portfolio evidence collection, skill demonstration) and assessment of educational documents was used.

RRC has maintained RPL statistics on the number of RPL course assessments conducted for the past 21 years. Since 1993, over 8365 learners have completed RPL for 14, 616 courses with a success rate (i.e. credit recognition) of over 90%.

Please see Appendix 1: 21 Years of RPL Activity (1993-2014) - Number of RPL Course Assessments and Learners

RPL Statistics – A 5-Year Overview (2009-2014)

The chart below provides an overview of the number of learners who accessed RPL and the number of RPL course assessments awarded over the past five years.

Note: RPL statistics for transfer credits (i.e. formal learning), program admission or course exemption are not included in the chart below.

Year	RPL Course Assessments	RPL Learners
2009 – 10	1072	671
2010 – 11	973	612
2011 – 12	928	564
2012 – 13	1004	703
2013 – 14	1148	551
Total – 5 years	5125 RPL Assessments	3101 Learners

RPL in College Programs (July 1, 2013 - June 30, 2014)

Appendix 2 – RPL Statistics for Formal, Informal and Non-formal Learning (July 1, 2013 - June 30, 2014) provides a snapshot of the RPL activity for the past academic year. In 2013-14, the total number of learners accessing any type of RPL process, including transfer of credit was 1089. Fifty one percent (51%) of these learners were assessed for credit recognition by proving informal and non-formal learning gained through work and life experiences, including courses completed through workplace organizations. Program faculty conducted a total of 2446 course assessments for previously acquired formal, informal and non-formal learning with 47% of these assessments for prior informal and non-formal learning.

Outlined below are the **RPL statistics** for the **2013-14 academic year**. Statistics for transfer credit, program admission or course exemption are not included in the statistics outlined below. Please see the summary chart in **Appendix 3 – RPL Activity 2013-2014 – At a Glance**.

In 2013-14, **1148 RPL course assessments** were conducted for **551 learners in 64 full-time and part-time College programs**. The most common methods used in assessing prior learning included: skill demonstrations, recognition of courses delivered by workplace/other organizations, challenge examinations, a combination approach using RPL methods (such as an evidence collection and interview) and assessment of formal courses. Other methods such as assignments and portfolios were also used. The **success rate in RPL assessments** leading to course credit recognition in both full-time and part-time programs continues to be high at **96%**. This is consistent with success rates in past years.

In 2013-14, a few programs incorporated both the assessment of prior learning and the opportunity for learners to fill gap learning (i.e. via a shortened course, workshop seminar, learning contract etc.) into the RPL process. For example, the Civil Engineering Technology (CET) Bridging Program for Internationally Educated Professionals conducted RPL assessments and provided specialized gap courses to ensure learning progression prior to a 5-month Co-op Work Placement. This “RPL plus gap learning” model was also used in the Child and Youth Care program.

In 2013-14, **213 RPL assessments** were conducted for **practicum, clinical, field placements and co-op work experience courses** in a wide variety of programs. RPL processes included: faculty observation and evaluation at an approved workplace, employer validation of required skills and abilities, skill assessments and/or portfolio/evidence collection. Learners were very successful in demonstrating their skills and abilities for these practical, skills based courses. Examples of top programs include: Early Childhood Education, Disability and Community Support, Certificate in Adult Education, Technical Vocational Teacher Education and Dental Assistant.

Learners also received credit recognition for courses assessed by the College as part of the **RPL – Assessment of External Course from Non Post-Secondary Institutions (College Policy A17)**. This process reviews workplace training/organization courses to determine equivalency to learning in College programs. This is a key RPL outcome noted in the RPL Strategic and Operational Plan. In 2013-14, **139 assessments** were recognized for course credit equivalency in programs such as Accounting, Volunteer Management, Financial Planning, Hospitality and Tourism, Funeral Director and Embalmer, Culinary Arts and Educational Assistant.

RPL Activity in Full-time College Programs

A total of **265 learners** completed **754 RPL course assessments in 35 full-time programs**. Compared to the previous year, 231 additional RPL course assessments were conducted in full-time programs. Examples of full-time programs with significant RPL course assessments are: Civil Engineering Technology (CET) Bridging Program; Early Childhood Education; Disability and Community Support; Technical Vocational Teacher Education and Dental Assisting programs.

A new program model, the Civil Engineering Technology (CET) Bridging Program provided the opportunity for internationally trained civil engineers/technologists to acquire the CET Diploma and the CET designation. Through a combination of RPL methods, including international credential assessment, completion of self-assessment skill inventories and a work experience inventory, validation from employers and interviews, 13 learners in the program received credit recognition for this combination of RPL processes for 12 CET courses each. Additional course credits were acquired using a combination of proof of prior learning plus gap

courses. Learners also completed a Canadian Communication course, a 5-month co-op work placement in industry and then entered Year 3 courses in a specific CET stream (i.e. municipal, structural, environmental or architectural).

RPL Activity in the School of Continuing Education, Adult Learning Centres and Other Programs

In 2013-14, a total of **286 learners** completed **394 RPL course assessments in 29 programs** through the School of Continuing Education, the Certificate in Adult Education and at the College's Adult Learning Centres (ALC's). For a breakdown of learners accessing RPL in these programs see **Appendix 3 – RPL Activity 2013-2014 – At a Glance**.

In the **School of Continuing Education, 180 learners** completed **251 RPL course assessments in 28 programs**. Both the number of learners completing RPL and the number of RPL course assessments decreased from previous years. For example, the number of RPL course assessments in CE programs decreased from 318 in 2012-13 to 251 in 2013-14.

Some examples of top programs in the **School of Continuing Education (CE)** for RPL activity included: Business programs (i.e. Business and Admin Studies, Business Administration Diploma); Project Management, Funeral Director and Embalmer and Educational Assistant. The School of CE also provided the Certiport - Microsoft Certification exams with 4 certifications (i.e. Excel 2010, MS Access 2010 etc.) awarded.

In the **Certificate in Adult Education (CAE)** program (a part-time certificate for faculty at Manitoba Colleges), 76 individuals were awarded credit for 83 courses through RPL processes. The majority of these statistics reflect RPL for the CAE Practicum course. Other examples of CAE courses where RPL was conducted include: Instructional Methods (EDUC 1091); Diversity and Inclusiveness (EDUC 1097); Testing and Evaluation (EDUC 1077) and Independent Study (EDUC 1098).

RPL activity was also recorded at all of the College's **Adult Learning Centres** (i.e. Notre Dame, Steinbach and Winkler) with 30 learners completing RPL for 60 high school courses. Learners were very successful in RPL with full course credits awarded for 41 courses, partial course credits awarded for 15 courses and in four (4) courses no credit was awarded for RPL. Some examples of high school courses assessed through RPL include: Applied Mathematics (30S); Chemistry (30S and 40S); ELA: Transactional Focus (30S and 40S); Biology (40S), Essential Math (20S and 30S) and German (20S and 40S).

In past years, there were a few RPL assessments conducted at the RRC **Regional Campuses** but for 2013-14 no RPL assessments were recorded.

2. RPL Advising Services

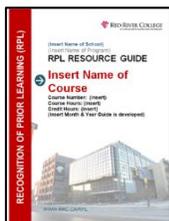
RPL Advising services are provided to learners as part of a quality RPL system. The College **RPL Advisor** provides these key RPL services as part of the Academic Advisor team in the Registrar's Office. The RPL Advisor assists students as well as College faculty and staff who wish to access RPL processes.



Between July 1, 2013 and June 30, 2014, the RPL Advisor:

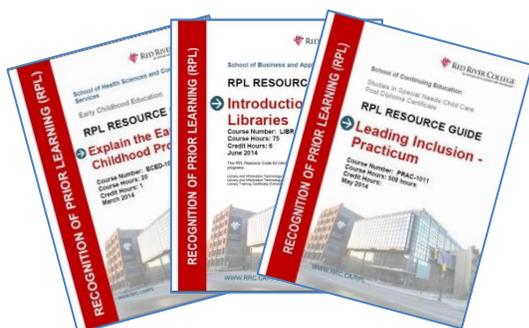
- Provided **RPL pre-enrolment information and advising for 1133 individuals** to facilitate access to RPL processes – an increase of over 70 learners from 2012-13. RPL program advisors advised students in Early Childhood Education, Disability and Community Support, Child and Youth Care, Nursing, Dental Assisting, Business Information Technology and the Certificate in Adult Education. RPL program designates also provided RPL information to learners.
- Provided RPL advising services to **370 individuals** with international credentials. Compared to the previous year, 35 additional learners accessed RPL advising. Consistently over the past 5 years, 1/3 of the learners advised through the RPL Advising area, have had international education/credentials.
- Assisted **475 individuals to develop action plans, complete self-assessments, and prepare for assessments**, an increase of 50 from the previous year.
- Facilitated 10 RPL Orientations, held each month over the academic year at the Notre Dame Campus. The RPL Advisor also presented orientations on *RPL and RRC Programs* to over 200 participants who attended the Canadian Forces 17 Wing Second Career Assistance Network (SCAN) seminars.
- Conducted individual sessions to assist 30 learners to document learning through a portfolio/evidence collection process for College courses.
- Provided assistance to faculty and staff in 67 full and part time programs in the development and implementation of RPL practices.

3. Development of RPL Practices and Processes in College Programs



RPL Resource Guides and other tools for learners continue to be developed in College Programs. These quality RPL resources increase learner access to RPL and learner success in achieving credit through RPL. A RPL Resource Guide template to ensure transparency is used and it includes: course outcomes, self-assessment processes, evidence/proof of learning requirements and the criteria for assessment of prior learning.

College faculty, with resource support from the RPL Services department, developed RPL resource guides to enhance practices in the following programs – **Early Childhood Education, Certificate in Adult Education, Technical Vocational Teacher Education, Library and Information Technology and Studies in Special Needs Child Care Post Diploma Certificate**. As in past years, course, course-cluster or program approaches are used with an emphasis on the “**course-cluster**” RPL approach. This provides learners, who have significant work and life learning, the opportunity to prove learning in a more efficient and effective way for a group of courses in a program rather than a course-by-course approach.



An RPL Resource Guide for the post diploma Studies in Special Needs Child Care - **Leading Inclusion Practicum (PRAC 1011)** was developed. Learners who work in this field and have significant prior learning are able to access RPL for this 500 hour Practicum course. This RPL Resource Guide details the prerequisites for accessing the RPL process, options and requirements for proving learning to the course outcomes and clear criteria for the assessment of the evidence collection submission.

Currently there are over **138 RPL Resource Guides** that outline quality RPL processes and practices for learners for RRC programs. These guides are used for 350 courses in over 100 programs.

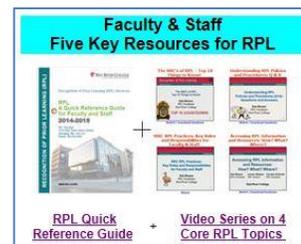
To help meet the RPL Strategic and Operational Plan outcome - providing system coordination for all aspects of RPL development, implementation and evaluation, the College uses **Socrates**, an online RPL self-assessment and initial advising tool. Socrates is available for the following programs: Library and Information Technology; Studies in Special Needs Child Care; Early Childhood Education; Certificate in Adult Education; RPL Practitioner Certificate; Legal Administrative Assistant; Educational Assistant; Administrative Assistant and Disability and Community Support. Learners explore their previous learning by completing self-assessments based on the course outcomes; connect with an RPL advisor or program faculty; and access RPL Resource Guides to assist with preparing for assessment and proving prior learning.



The RPL flag/icon (**RPL**) on all program websites designates those courses which have RPL processes (i.e. in addition to Transfer of Credit) available. To date, there are over 325 courses for 82 programs designated with the RPL flag. This provides transparency and assists with the quality RPL system implementation set out in the RRC A14 RPL Policies and Procedures.



The RPL section on the **Anytime Anywhere Instructor Resource** (<http://air.rrc.ca/rpl>) site was revised to include a featured **RPL@Noon** section and a “go to” section for all staff on **5 Key Resources for RPL**. Faculty and staff have access to an extensive array of RPL resources, videos and workshops with this online one-stop shop. The **RPL Quick Reference Guide** to assist with implementation of quality RPL practice is updated each year and distributed across RRC programs and services.



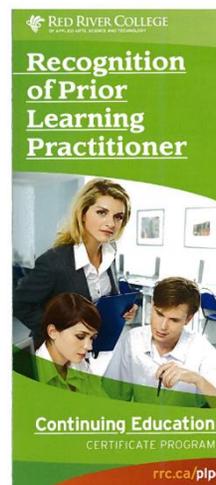
4. RRC RPL Practitioner Certificate, Professional Development and Other RPL Activities

4.1 RPL Practitioner Certificate

RRC continues to train RPL practitioners from Manitoba, across Canada and internationally, in RPL processes, standards, practices and systems. For 15 years, basic and advanced RPL Practitioner courses have been facilitated via onsite workshops, online delivery, live streaming, week-long institutes and customized training. RRC is recognized as a leader in Canada in the delivery of the **Recognition of Prior Learning (RPL) Practitioner Certificate** through the School of Continuing Education.

In 2013-14, the RPL Practitioner Certificate program, an advanced level of learning in RPL advising, assessing and RPL system facilitation, was delivered via online, classroom and blended learning delivery models. The **RPL Foundation**, the first course in the Certificate was delivered online via LEARN and as a 5-day summer institute. To date, over **725 individuals** have completed the course from across Canada and internationally. The **RPL Practitioner (advanced)** course was also delivered online. Learners from Manitoba, Ontario, New Brunswick, British Columbia, North West Territories and Prince Edward Island accessed these courses.

A customized **Train the Trainer: Portfolio course** was delivered for staff from Aurora College and the government of the North West Territories. This blended delivery model included five (5) online modules and a 4-day institute held in Yellowknife. The **Train the Trainer: Portfolio** was also facilitated online via LEARN delivery. Since this course was first introduced, 87 individuals have completed the course.



Successful delivery of the RPL Practitioner Certificate courses contributes to the achievement of the RPL Strategic and Operational Plan - **Partnership Goal** related to the expansion of RPL services and delivery of the RPL Practitioner Certificate and training to/with other post-secondary institutions, business, industry and other organizations.

4.2 RPL Professional Development for RRC Faculty and Staff

Over the past year, work continued on the RPL Strategic and Operational Plan (2012-2017) **Staff Development Goal** and outcomes related to:

- Provision of leadership and support, through the RPL Services department for implementation of a quality RPL system that demonstrates excellence in RPL practice;
- Continued delivery of quality RPL training and professional development responding to the diverse needs of all stakeholders to ensure quality RPL practice; and
- Increased human and material support for programs, faculty and staff through development of RPL resources.

In addition to the RPL Practitioner training courses, examples of RPL professional development opportunities for faculty and staff are outlined below.



Six (6) **RPL@Noon** professional development sessions were delivered throughout the year with presentations offered in the eTV studio and live streamed to all campuses. Sessions included: *RPL in College Programs: What's Key to Good Assessment?*; *ePortfolios in 2013: Supporting Prior Current and Future Learning* (i.e. a focus on the innovative work

in Canada and the global ePortfolio community); *RRC's Socrates Online Self-Assessment Tool – RPL and Beyond* (i.e. Socrates is the online initial advising and self-assessment tool used in RPL); *Putting Portfolios into Practice at RRC* (i.e. faculty presented on the use of portfolios in their programs. Portfolios, including ePortfolios are part of the curriculum in a number of RRC programs); and *A Conversation on Recognition of Prior Learning – Its Importance and Impact* (i.e. Panelists shared views on the importance of formal, informal and non-formal learning, and elaborated on current transformations in learning and the impact on RPL practices). For easy access, all RPL@Noon presentations are archived and can be viewed on the AIR site at <http://air.rrc.ca/rpl>.

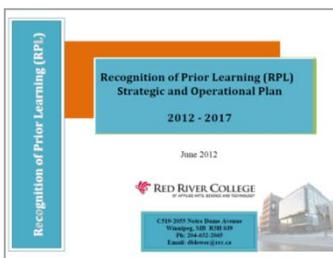
To ensure ongoing quality in RPL practices, the provision of enhanced RPL learning opportunities and resources for college staff was a key priority this past year. For example, Chairs, Program Managers and Regional Campus Managers participated in a *Quality RPL Practices at RRC* session, led by the RPL Services team to continue to build on the supportive culture for quality RPL practices.

Faculty who developed RPL Resource Guides also received training and resources to enhance the development of quality RPL tools. A short video, *RPL in College Programs: What's Key for Good Assessment?* was produced as a useful resource for faculty and staff.

In partnership with the Manitoba Prior Learning Assessment Network (MPLAN), the RPL Services department facilitated the 7th annual *RPL Symposium – Celebrating and Recognizing Learning* in May with 40 participants in the eTV Studio and others from Manitoba, Alberta and Ontario joining online. The successful event included a variety of presentations on RPL implementation at RRC, other colleges, universities, government, and in the workplace. This RPL Symposium is archived on the AIR site for easy viewing access. This articulates with the RPL Strategic Plan goals related to **Staff Development and Partnerships** - to advance partnerships with organizations on provincial projects and initiatives.



4.3 RPL Professional Development Services, Partnerships and Other Activities



Implementation of the **RPL Strategic and Operational Plan 2012-2017** goals, outcomes and actions has been noted throughout this report. Outlined below are examples of initiatives related to the RPL **Partnership Goal** which states: *The College will conduct research, pursue partnerships and collaborate with regulatory and accrediting bodies, other educational institutions, business, industry and RPL organizations at the local, provincial, national and*

international level to advance quality RPL practice. The College will advance its leadership role in RPL practice.

RRC continued its partnership with the **Manitoba Prior Learning Assessment Network (MPLAN)** through planning and hosting a one day RPL Symposium and by providing in kind support and RPL resources for a number of MPLAN's professional development events.

The RRC RPL Services area was honored to be presented with a *2014 MPLAN PEARL (Pursuit of Excellence in the Assessment and Recognition of Prior Learning) Award*. The RPL Facilitator and RPL Advisor accepted the award on behalf of those involved in RPL services at the College.



The RPL Services team continued to support RPL work at the national level with the Canadian Association for Prior Learning Assessment (CAPLA). The RPL Facilitator and RPL Advisor were invited to join the Project Advisory Committee for the



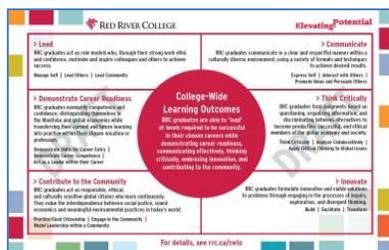
CAPLA's Pan-Canadian RPL Quality Assurance Project. This research project brings stakeholders together to develop pan-Canadian RPL guidelines and a manual to explore quality assurance in RPL practice, with a focus on assessing immigrant skills and competencies. This project ties in closely with the RPL Strategic Plan - **Quality in RPL Goal** and the application of best practice guidelines

to ensure quality RPL standards, processes and practices and the **RPL Partnership Goal** to advance partnerships with organizations on provincial, pan-Canadian, and international projects and initiatives.

RPL Services staff continued to participate at provincial and national levels with representation on: Colleges and Institutes Canada (CICan) Recognition of Learning (ROL) Strategic Network (Chair) and the CICan Transfer, Articulation and Pathways (TAP) Committee; CAPLA Board of Directors and committees such as CAPLA's Education and Training Committee, RPL Standards Working Group (Chair); the International PLA Network (IPLAN); and the pan-Canadian Strategic Advisory Panel on RPL.



RPL Services continued to present at RPL workshops and conferences at both the national and provincial levels. For example, the RPL Facilitator co-presented sessions as part of the roll out strategy for *CAPLA's Pan-Canadian RPL Quality Assurance* project, co-facilitated a CAPLA pre-conference session – *Exploring Competencies for Quality RPL Practice – Advising, Assessing, and Administering/Facilitating Systems: What's Key?* and presented as part of an international webinar – *Career Development and Labour Force Development through Quality RPL Practice – Some International Perspectives*. Both the RPL Advisor and RPL Facilitator presented at MPLAN learning events over the past year.



As part of the RRC College - Wide Learning Outcomes (CWLO) Project, RPL Services participated extensively on the CWLO Committee and as a member of the writing team that drafted the new CWLOs.

Conclusion

This report provides a snapshot of the RPL statistics, services and initiatives for the 2013-14 academic year. For many years, the delivery of quality RPL practices in College programs and services has provided numerous benefits for adult learners including: increased access, assistance with educational planning and career development, increased self-confidence, recognized course credits for prior learning and validation of the learning gained from work and life experience.

During the next two years, the College will continue its work to achieve the RPL Strategic and Operational Plan (2012-2017) goals and outcomes that will further the development and implementation of a quality RPL system. Many more adult learners will benefit from these RPL services and practices as the RPL system is embedded into our academic programs and student services.

For further information, please contact:

Deb Blower

RPL Facilitator

Red River College of Applied Arts, Science and Technology

C519- 2055 Notre Dame Ave.

Winnipeg, MB R3H 0J9

dblower@rrc.ca

Additional information on the RPL outcomes, statistics, strategies and progress can be found in recent **RPL Annual Reports**, which are available on the Anytime/Anywhere Instructor Resource (AIR) site (<http://air.rrc.ca/rpl>) in the RPL section.

Appendix 1

21 Years of RPL Statistics (1993-2014) Number of RPL Course Assessments and Learners

Please note: RPL statistics for assessment of educational documents/transfer credits, program admission or course exemption are not included in the statistics below. These statistics reflect the minimum number of learners who accessed RPL to prove prior informal and non-formal learning and the minimum number of RPL course assessments awarded at Red River College between 1993-2014.

1993 – 2014		
Years	Number of RPL Course Assessments	Number of Learners
1993-94	2065	1005
1994-95		
1995-96		
1996-97		
1997-98		
1998-99	320	204
1999-00	404	255
2000-01	808	367
2001-02	762	387
2002-03	538	334
2003-04	678	395
2004-05	787	409
2005-06	667	426
2006-07	740	485
2007-08	803	454
2008-09	919	546
2009-10	1072	671
2010-11	973	612
2011-12	928	564
2012-13	1004	703
2013-14	1148	551
Total 1993-2013 (20 years)	14,616	8,368

Appendix 2

RPL Statistics for Formal, Informal and Non-formal Learning (July 1, 2013 - June 30, 2014)

Recognition of Prior Learning (RPL)	Number of Course Assessments
<p><u>Formal Learning</u></p> <p>(i.e. assessment of educational documents for <u>transfer credit</u> from post-secondary institutions – between RRC programs, other institutions in Manitoba, Canada and internationally)</p>	1298
<p><u>Informal Learning</u></p> <p>(i.e. assessment of prior learning from work and life experience via a variety of methods such as tests/exams, portfolio/evidence collection, interviews, projects, skill demonstrations, combination of formal education and RPL)</p>	1009
<p><u>Non-formal Learning</u></p> <p>(i.e. assessment of prior learning from workplace training and courses offered through business, industry and community organizations that have been reviewed by College faculty to determine equivalency to College courses and programs)</p>	139
<p>Total RPL course assessments based on assessment of prior informal and non-formal learning</p>	1148
<p>Total number of learners accessing <u>any type</u> of RPL assessment [i.e. including formal (transfer credit), informal and/or non-formal learning]</p>	1089
<p>Total number of learners accessing RPL processes to prove <u>informal</u> and <u>non-formal</u> learning</p>	551

Appendix 3

RPL Activity 2013-2014 – At a Glance Statistics for RPL – Informal and Non-formal Learning

Please note: RPL statistics for assessment of educational documents/transfer credits, program admission or course exemption are not included in the statistics below. These statistics reflect the minimum number of learners who accessed RPL to prove prior informal and non-formal learning and the minimum number of RPL course assessments awarded at Red River College in 2013-2014.

RPL Statistics – Red River College July 1, 2013 - June 30, 2014			
	Number of College Learners (L)	Number of RPL Course Assessments (A)	Number of College Programs
1. Full-time (day) programs with RPL activity	265	754	35
2. Continuing Studies, Regional Campuses and part-time programs with RPL activity <ul style="list-style-type: none"> • School of Continuing Education (180 L, 251A) • Regional Campuses (0 L, 0 A) • Certificate in Adult Education (CAE) (76 L, 83 A) • Adult Learning Centres (30 L, 60 A) 	286	394	29
Total: RPL Stats 2013-2014	551 Learners	1148 Course Assessments	64 College Programs