Contemporary Assessment and RPL

Citation for published version (APA):

Joosten-ten Brinke, D. (2011). *Contemporary Assessment and RPL*.

Document status and date:
Published: 24/11/2011

Document Version:
Peer reviewed version

Please check the document version of this publication:

• A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
• The final author version and the galley proof are versions of the publication after peer review.
• The final published version features the final layout of the paper including the volume, issue and page numbers.

Link to publication

General rights
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

• Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
• You may not further distribute the material or use it for any profit-making activity or commercial gain
• You may freely distribute the URL identifying the publication in the public portal.

If the publication is distributed under the terms of Article 25fa of the Dutch Copyright Act, indicated by the “Taverne” license above, please follow below link for the End User Agreement:

https://www.ou.nl/taverne-agreement

Take down policy
If you believe that this document breaches copyright please contact us at:

pure-support@ou.nl

providing details and we will investigate your claim.

Downloaded from https://research.ou.nl/ on date: 19 Aug. 2020

Open Universiteit
www.ou.nl

Contemporary Assessment and RPL

4 July, 2011

Desirée Joosten-ten Brinke
Researcher/lecturer Open Universiteit Nederland
Associate professor, Fontys, University of Applied Sciences

Centre for Learning Sciences and Technologies
celstec.org

Overview of the presentation

- RPL as a vision, an instrument, a procedure and an assessment method
- RPL in relation to university skills and knowledge
- Implementing RPL

CELSTEC
celstec.org

Prior learning assessment (PLA)

Assessment of prior learning (APL)

Erkenning Verworven Competenties (EVC).

Skill Recognition (SR)

Validation des Acquis de l'Experience (VAE)

Recognition of Current Competency (RCC)

Recognition of prior learning (RPL)

Anerkennung von Kompetenzen

Assessment of experiential learning (AEL)

Accreditation of prior learning (APL)

Accreditation of prior experiential learning (APEL)

Credit for prior learning (CPL)

Assessment of Work Based Learning (AWBL)

Assessment of prior certificated learning (APCL)

Valuation and Validation of Prior Learning (VPL)

Prior learning assessment and recognition (PLAR)

CELSTEC
celstec.org

RPL as a vision

- RPL benefits to workers, students, labour market, universities, …

CELSTEC
celstec.org

Background

- Recognition of Prior Learning is a “procedure in which the knowledge, skills and competences of a person are assessed according to a certain standard, with the objective of recognition, independently of the learning path”.
- Why Recognition of Prior Learning (RPL)?
  - Recognition of non- and informal learning
  - An answer to a social question
  - Cooperation with the labor market
  - Adult students, lifelong learning
  - Opportunity to recognize work and life experiences
  - Increase of self consciousness and self confidence
  - Clarifies educational choices
  - Reduces study time (and costs)
  - Employability and mobility

CELSTEC
celstec.org

Findings

- Many terms:
  - ‘prior learning assessment’ (PLA)
  - ‘prior learning assessment and recognition’ (PLAR)
  - ‘recognition of prior learning’ (RPL)
  - ‘accreditation of prior experiential learning’ (APEL)
  - ‘recognition of acquired competences’ (Dutch: EVC)
  - ‘accreditation of prior learning’ (APL)
  - ‘assessment of experiential learning’ (AEL)
  - ‘credit for prior learning’ (CPL)
  - ‘assessment of prior learning’ (APL)
  - ‘assessment of prior certificated learning’ (APCL)
  - …

CELSTEC
celstec.org

RPL values learning acquired through:

- work & life experiences
- on-the-job training
- non-credit courses & workshops
- community & volunteer work
- corporate training
- travel, hobbies, and other leisure activities
- family activities
- independent study
- union activities
- military experience

CELSTEC
celstec.org

RPL has universal appeal...

- workers
- education providers
- employers
- students
- small business owners & contractors
- professional licensing bodies
- immigrants
- persons with disabilities
- communities

CELSTEC
celstec.org

RECOGNITION

Various forms and purposes:

- Credit(s) granted by post-secondary institutions
- Occupational/professional certification
- Employer recognition of skills for recruitment or promotion
- Recognition of skills and knowledge acquired outside Canada

Other Abbreviations….

- PLA Prior Learning Assessment (Canada & US)
- RPL Recognition of Prior Learning (Australia)
- APEL Assessment of Prior Experiential Learning (Southern Ireland)
- APL Assessment of Prior Learning (UK)

RPL is a PROCESS

- RPL is a systematic process that typically involves 4 stages:

  1. Identification of learning
  2. Documentation & collection of evidence
  3. Assessment against ‘standards’
  4. Recognition

CELSTEC
celstec.org

Who’s involved in the RPL Process?

- Individual seeking recognition
- Advisor
- Assessor

CELSTEC
celstec.org

What do Advisors do?

- ‘Coaching’ role.
- Provide information.
- Assist individuals in identifying prior learning through self-assessment and reflection.
- Assist individuals with the collection of evidence.

Demonstrating “prior learning”...

There are many ways! You can:

- create a portfolio or evidence file
- participate in an interview
- take an oral or written test
- provide samples of your work
- demonstrate a particular skill
- complete an assignment

What do Assessors do?

- Use a systematic process to assess skills and knowledge against established standards and/or learning outcomes.
- Review ‘evidence’ to help make decisions.
- Usually expert in the subject area being assessed.

What is the Saskatchewan PLAR Services Project?

- Project of the Saskatchewan Labour Force Development Board (SLFDB).
- HRDC providing seed funding through the Learning Initiatives Fund.
- Significant in-kind contributions from business, labour and government.

Key Project Objectives:

- Help individuals use PLAR to achieve occupational and academic goals; and
- Build capacity for the long-term delivery of PLAR services in Saskatchewan.

CELSTEC
celstec.org

Our role...

- We play a coordinating, interconnecting role in developing PLAR services in Saskatchewan.
- We working collaboratively with our partners in labour, business, education, and the labour force.

CELSTEC
celstec.org

Project Activities...

- Promote awareness through information sessions.
- Help develop Advisor and Assessor workshops.
- Establish resources and website.
- Work with forestry sector to pilot occupational assessment models
- Assist in the formulation of a provincial PLAR policy

CELSTEC
celstec.org

Why is RPL important?

- Opportunity to better utilize the “human resource” potential of existing workforce
- Supports **lifelong learning** culture
- **Efficiency -** eliminates repetitive training
- Increases **access** to education & work-based training programs
- Enhances labour **mobility** and **employability**

CELSTEC
celstec.org

Benefits to Employers

- Practical, reliable way to identify and assess skills - useful for recruitment, selection and promotion
- Efficiency – leads to more cost effective training
- Strengthens workers' self-concept and encourages further learning
- Opportunity to collaborate with educational institutions and influence curriculum

Benefits to Workers

- Demonstrates ability to do a job
- Eliminates repetitive training
- Increases self-confidence and self-esteem
- Helps clarify and set employment goals
- Enhances employability, marketability, and job mobility
- Opens doors to further education and training

Benefits to Students

- Opportunity to gain credit for work and life experiences
- Increases self-awareness and self-confidence
- Helps clarify educational and career goals
- Improves marketability by showcasing talents and skills through effective documentation
- Save training time and $$$

CELSTEC
celstec.org

Benefits to Education Providers

- Increases accessibility to programs
- Leads to more cost effective training delivery
- Expands services to the community
- Forges strategic partnerships with industry
- Provides professional development opportunities for educators

CELSTEC
celstec.org

Definitions

PLAR: a process of identifying and measuring learning acquired outside known public educational institutions for recognition through academic credit. (Aarts, Blower, Burke, Conlin, Lamarre, McCrossan, and Van Kleef, 2003)

RPL: a process in which the individuals' learning is assessed to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification (Wheelahan, Miller and Newton, 2002)

CELSTEC
celstec.org

Benefits of the procedure

- accessibility of education
- growing emphasis on lifelong and flexible learning
- optimizing of the learning environment
- summative and formative reasons of assessment
- increase personal development
- increase of connection between educational programs and the labor market

CELSTEC
celstec.org

Communalities and differences

- Types of learning:
  - formal, non-formal, informal
  - competences
- The phases in the procedure:
  - (1) identification and initiation, (2) gathering and presenting the evidence, (3) assessing the evidence, (4) accreditation
- The assessment methods:
  - portfolio
- The possible outcomes:
  - entrance, positioning, certification

CELSTEC
celstec.org

Role of the student and the institute

- Student is responsible for gathering and presenting the evidence
  - Self-assessment
  - Self-confidence
- Institute has to be clear about the procedure.
  - How to support the student?

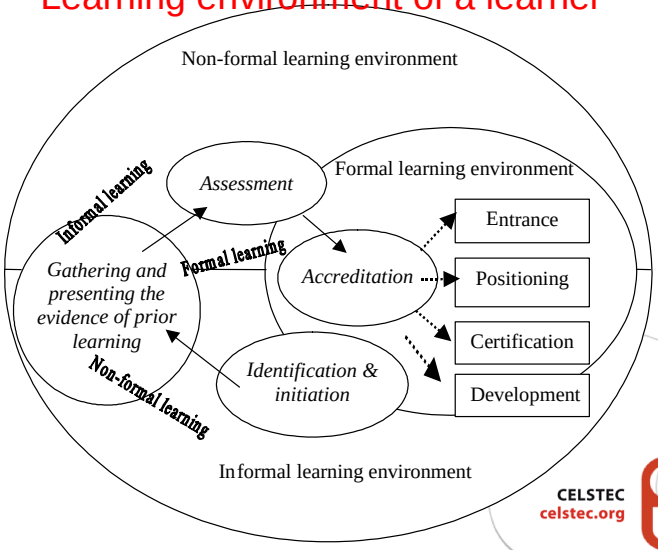
CELSTEC
celstec.org

Conclusion

- Many procedures available to recognize, assess and credit prior learning. The student is responsible for gathering and presenting the evidence of prior learning.
- The institute has to made decisions about the procedure.
  - Including the support of the students.
- The main goal:
  - *Connecting Learning Environments through Prior Learning*

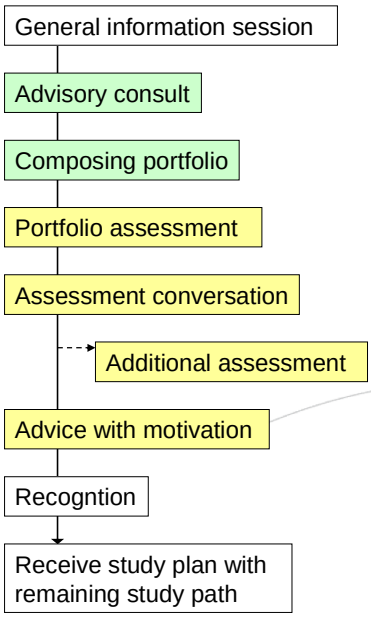
CELSTEC
celstec.org

Learning environment of a learner



CELSTEC
celstec.org

RPL Procedure

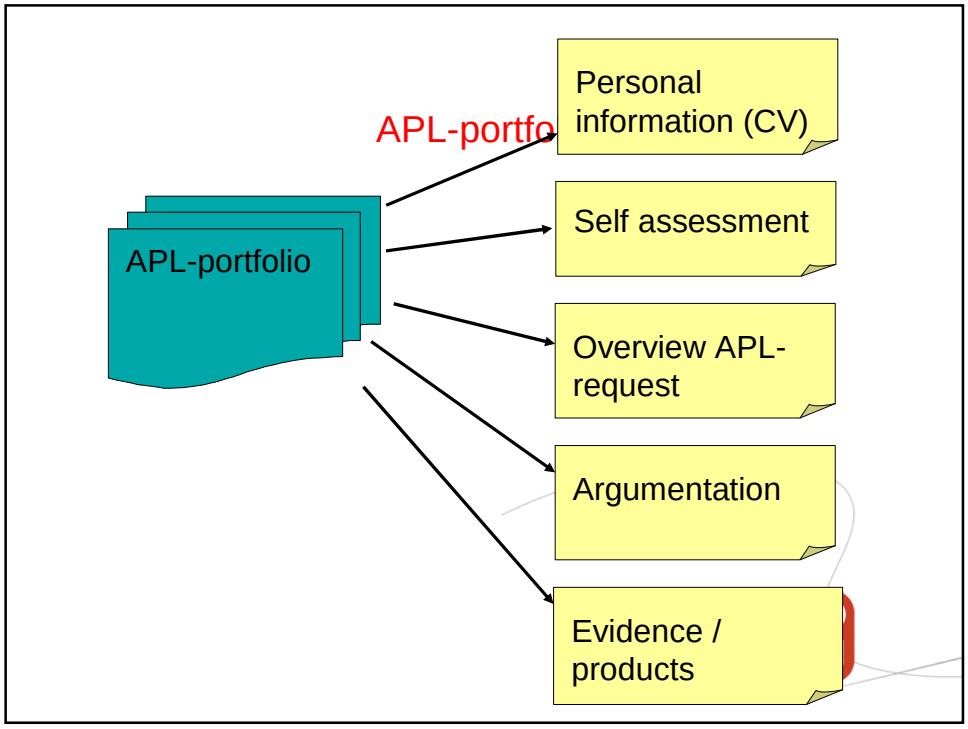


CELSTEC
celstec.org

Portfolio

- A portfolio is a composition of work that a learner has selected and collected to show knowledge, skills or competences, and includes the reflections of the learner on the selected and collected work (Barrett, 2003).
- The most common method for presenting the evidence of prior learning.

CELSTEC
celstec.org



Personal Information (CV)

- Name, address, date of birth, telephone number, email
- Working experience (short) Type of function
- Certificates of formal education
- Courses, workshops

Self-assessment

Work-experience have to be at a higher education level.
Indicate your level by scoring the following statements
(0 = totally disagree; 3 = totally agree)

		0 1 2 3
Oral and written expertise	1. I have written clear reports.	
	2. I can make myself clear.	
	3. I can recapitulate something briefly.	
	4.	
Communication	5. I have give several oral presentations	
	6. I have the ability to give feedback in a proper way.	
	7. ….	

Overview APL-request

I think assessment of my working experience will lead to exemptions for the following courses:

Courses	
Administrative processes and accounting	☐
Introduction financial accounting	☐
…	☐
…	☐

Argumentation

- **S**ituation
- **T**asks
- **A**ctivities
- **R**esult
- **R**eflection
- **T**ransfer

  – STARRT

Evidence / products

Criteria for evidence:

- educationally relevant
- transferable
- appropriate level
- valid
- authentic
- specific, identified and categorized
- recent
- sufficient

Quality criteria
for competency assessment programs*

1. Fitness for purpose
2. Transparency
3. Acceptability
4. Comparability
5. Fairness
6. Cognitive complexity
7. Costs & efficiency
8. Reproducibility of decisions
9. Fitness for self-assessment
10. Meaningfulness
11. Educational consequences
12. Authenticity

**Baartman, Bastiaens, Kirschner, & Van der Vleuten (2006)*

CELSTEC
celstec.org

Quality criteria

- The same as other assessments
- The evidence should be:
  - educationally relevant
  - at the right level
  - attributed to the individual
  - authentic
  - broad
  - sufficient
  - current

CELSTEC
celstec.org

Support in RPL

- In which RPL phase is embedded and/or personal support desired?
- Which specific types of personal and embedded support and support mediums are most desired in RPL?
- Which type of support has the highest added value and is the most efficient?

CELSTEC
celstec.org

Results (1)

1. Candidate profiling	
Embedded support	Personal support
Self-assessment instrument	General information session once or twice a year
Website with all RPL information	Voluntary face-to-face standard conversations
RPL manual	Personal email for interim questions
Good and bad examples with clarification	
FAQs	

CELSTEC
celstec.org

Results (2)

2. Evidence-gathering	
Embedded support	Personal support
Mind manager system with portfolio format	Discussions about evidence examples
Good and bad examples with clarification	Workshop by virtual classroom
Manual: How to compose a portfolio	Personal email for interim questions
Electronic seeking and presenting of analogous cases	
FAQs	

CELSTEC
celstec.org

Results (3)

3. Assessment	
Embedded support	Personal support
List of criteria	Individual face-to-face conversation based on assessment criteria
Elaboration of protocol	Discussion about former assessment results
Good and bad portfolio examples for competence assessment	Personal email for interim questions
Overview of jurisprudence on assessment results	

CELSTEC
celstec.org

Results (4)

4. Recognition	
Embedded support	Personal support
Examples of cases in which recognition was and was not given	Personal email for interim questions
Description of standard recognitions and recognition phase	
Graphic overviews of the recognisable programme elements	

CELSTEC
celstec.org

Implementation strategy

- Clear scope and vision
- Involvement of stakeholders (including the RPL candidate)
- Define the quality criteria
- Business case
- Pilot studies
- Communication plan
- Training plan
- Support plan
- Describe functions, roles and responsibilities
- Evaluate

CELSTEC
celstec.org

Thank you for your attention.

desiree.joosten-tenbrinke@ou.nl

CELSTEC
celstec.org