

The top banner features the CIRL logo on the left, which includes the acronym 'CIRL' in a stylized font and the full name in English and French below it. The background of the banner is a scenic landscape with a blue sky, a line of green trees, and a white lighthouse on the right side.

CIRL

Canadian Institute for Recognizing Learning
Institut canadien de reconnaissance de l'apprentissage

CANADIAN INSTITUTE FOR RECOGNIZING LEARNING (CIRL)

Turku, Finland, 2011

The top banner features a scenic landscape with mountains, a field, and a lighthouse. The CIRL logo is positioned in the upper left corner of this banner.

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Quality in the Recognition of Prior Learning



PRESENTATION GOALS

- RPL in Canada
- RPL in Universities
- RPL in the Workplace
- Quality in RPL



CANADA

- **Challenging demographics**
- **No national agenda or policies**
- **3 uses for RPL – academic credit, professional immigrants, personal planning for employment**



RPL IN UNIVERSITIES

- Philosophical issues
- Practical issues
- Pedagogical issues



RPL IN THE WORKPLACE

- **Little large-scale employer involvement**
- **Some individual participant – CTHRC, Ontario Skills Passport**



QUALITY IN RPL

“The establishment of an environment and the implementation of policies, processes and assessment practices that maximize individuals’ opportunities to fully and accurately demonstrate relevant knowledge and skills.”



QUALITY IN RPL

- **Experiential learning theory**
- **Assessment theory**
- **Critical theory- Re-theorizing the Recognition of Prior Learning (2006)**



QUALITY IN RPL

- **General RPL policies**
- **Explicit RPL quality policies**
- **Standards for methods & tools**
- **Assessor & candidate supports**
- **Assessor training**
- **Monitoring and evaluation**



QUALITY IN RPL

- **RPL literature does not explicitly address quality in assessment methods and tools**
- **Assessment literature is an untapped source**



QUALITY CRITERIA AND INDICATORS

- **Acceptability to stakeholders**
- **Cognitive complexity**
- **Comparability**
- **Educational consequences**
- **Fairness**
- **Fitness for purpose**
- **Meaningfulness**



CONTACT INFORMATION

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