



Qualifying for the Ultimate Engaging Smart Training

Recognition of Prior Learning

Scheme and Tools Guideline

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FOREWORD

This guideline aims to support partners in the development of the QUEST Recognition of Prior Learning (RPL) scheme and tools for the European instructional designer (EID) qualification. The application of the QUEST RPL scheme and tools will enhance the opportunities of workers who acquired knowledge and skills in informal and non-formal learning contexts in the field of instructional design.

This document comprises the definition of the QUEST RPL stages and tools. Partners are expected to read this guideline and state their comments. Their inputs are also requested in the comments along the document.

1. RPL Definition

Recognition of Prior Learning (RPL) refers to the process that assesses the skills and knowledge collected through work and life experiences. Methods of assessing prior learning are varied and include evaluation of prior experience gained through, for example, volunteer work, previous paid or unpaid employment, or observation of actual workplace behavior. The essential element of RPL is that it is an assessment of evidence provided by an individual to support their claim for competence against a given set of standards or learning outcomes. In this case, can help ID acquire a formal qualification that matches their knowledge and skills, improving their employability, mobility, lifelong learning, social inclusion, and self-esteem.

2. RPL Stages

This guideline aims to support partners in the development of the QUEST Recognition of Prior Learning scheme and tools for the European instructional designer qualification. The application of the QUEST RPL scheme and tools will enhance the opportunities of workers who acquired knowledge and skills in informal and non-formal learning contexts in the field of Instructional Design.

2.1. Hosting and Documentation

The first stage of Hosting and Documentation is incredibly important for the candidates to make an informed decision about their participation in the process, and to feel accompanied from the beginning. The information to be available at this stage should include:

- The requirements for applying to the RPL process
- The rights and duties of the candidate
- The stages and steps of the RPL process

- The associated cost
- The advantages of the RPL process
- The EID qualification.

In this stage, the candidate is informed about **the requirements** that need to be complied with to start the RPL process.

What actors can be involved in the Hosting and Documentation Process?

The actors involved in this phase are the VET Provider and the candidate. The VET provider will receive the candidate's application and provide detailed information about the ID qualifications.

2.2. Recognition

The documentation gathered in the Portfolio must be validated so that the candidate may start the RPL process. In this stage, the candidate must present evidence that the requirements mentioned are achieved in the hosting and documentation phase so that they can start the RPL process.

What actors can be involved in the recognition process?

The main actor involved in this stage is the VET provider, who has the following tasks:

- ✓ Verify if the candidate complies with the requirements
- ✓ Verify if the candidate has valid evidence
- ✓ Fill in the header table of the portfolio checklist according to its decisions

2.3. Assessment and Validation

The assessment and validation of professional competencies focus on the analysis and assessment of the Portfolio according to the learning outcomes standards, plus the technical interview and the examination. Based on this

assessment, the competencies to be validated and the competencies still to be evidenced and/or developed are identified. More specifically, the following should be considered: the competence units, the gathering of additional evidence of the competence, the comparison of the evidence with the corresponding Los and the formulation of a judgment based on the evidenced competence.

The standards of competencies are built for the ID qualifications and follow the structure that is characterized as follows:

- A set of Competence Units (CU)
- A set of subjects
- Each CU consists of one or more actions (to be consulted on the Professional Profile).

What actors can be involved in the assessment and validation process?

The actor involved in this stage is the VET provider which is responsible for conducting the portfolio technical review document and the technical interview guide. The results obtained by the candidate must be reported to the VET provider.

2.4. Diploma Awarding

The final stage of the RPL process consists of awarding the Diploma by the VET provider to the candidate that has successfully passed the examination, thus fulfilling the intentionally established patterns that reflect the demands of professional and individual performance.

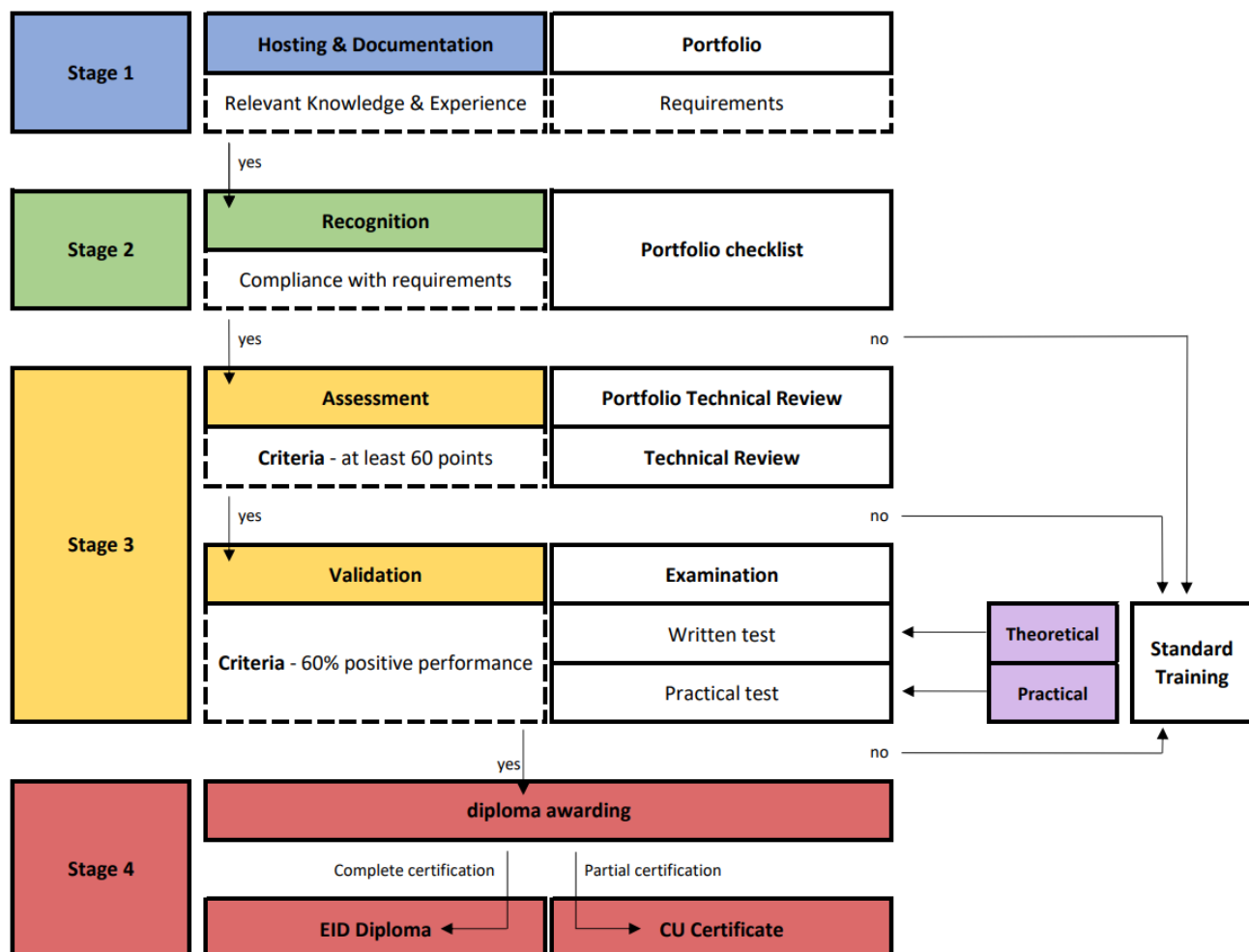
Based on the candidate's performance and the final decision of the evaluation committee, two kinds of diploma can be issued, both intended to be valid for life:

- **Full** – Whenever the candidate has successfully completed all the exams required to obtain a qualification
- **Partial** – Whenever the candidate has successfully completed only specific Competence Units (modules)

What actors can be involved in the Diploma Awarding Phase?

At this stage, only one actor is involved, the VET provider. The VET provider is responsible for awarding the Diploma, as the result of successfully completing the RPL Process for the qualification or CU.

3. RPL Scheme



The portfolio must include:¹

1. Registration form
2. Professional (CV) and Personal motivations form
3. Interview Guide
4. Self-assessment grid

4. Recognition – STAGE 2

The main tool at the recognition stage is the **Portfolio Checklist**. This checklist will be used to verify compliance with the requirements and the presentation of the mandatory and other relevant documents to the process.

5. Assessment and Validation – STAGE 3

The tools to be used at this stage are:

1. Portfolio technical interview document
2. Technical interview guide
3. Examination

6. Diploma Awarding – STAGE 4

The tools to be used at the examination stage are:

1. EID Diploma
2. Competence Unit/s Certificate

¹ The Registration form, Professional and Personal motivations form, and the Self-assessment grid include the evidence of candidate professional achievements, including employer details, duration, roles and responsibilities, relevant qualifications, education and training paths and relevant certificates and diplomas.

The tools used in the RPL process are essential to the quality, validity, and reliability of the process. There is a wide range of tools that can be used either to extract evidence or document and present those evidence, such as:

STAGE	TOOL
1. Hosting and Documentation	Registration form
	Professional and Personal Motivation form
	Interview Guide
	Self-Assessment Grid
2. Recognition	Portfolio Checklist
3. Assessment and Validation	Portfolio technical review document
	Technical interview guide
	Examination
4. Diploma Awarding	Diploma

1. Registration form

The Registration Form is complementary to the *Curriculum Vitae (CV)*, allowing to summarize relevant professional career (e.g., workplaces, job functions, requirements for working, etc.) and training information (e.g., training actions attended). The Form also includes a list that indicates several types of documents which aims to guide the candidate in gathering documents which may constitute proof of performance of the required skills in practical training, and which aims to guide the candidate in gathering the evidence. These supporting documents must allow the confirmation of the domain of specific EID tasks/skills.

2. Professional and Personal Motivation Form

The Professional and Personal Motivation Form intends to explore the candidate's professional and personal motivations towards the enrolment in

the validation process as well as the candidate's generic interest in the Instructional Design area.

Based on the previous tools it is possible to understand which tasks are/can be validated and how to prepare the interview.

3. Interview Guide

The interview is an instrument that can be used in the various stages of the validation process, but with a greater incidence in the identification (hosting and documentation) and assessment stages.

At the stage of hosting and documentation, the interview may come as a complement and confirmation of the information collected in the Registration Form and in the Professional and Personal Motivational Form, namely regarding the needs and expectations, and the strategies used to deal with successes and failures, among other subjects. The interview must be individual and follow a Guide **adapted to each candidate considering the information previously collected**.

The interview is **not a mandatory tool**, and the guide may not necessarily be fully applied if the information and the supporting documents are considered enough to validate specific information.

According to the information previously collected, two types of interviews can be conducted:

- Semi-structured interview: to be used whenever there is little information on the candidate; suggesting topics should be provided leading the candidate to speak freely and the interviewer to ask more specific questions and draw conclusions.
- Structured interview: to be used whenever there is enough information on the candidate; the questions on the Guide should be asked, exploring the identified ambiguities and inconsistencies.

The interview can be conducted in the candidate's workplace, whenever it is considered as an added value for the candidate to demonstrate his/her ability to perform a certain task, using examples of documents/work done. Yet, it is important to highlight that this **should not be considered the Technical Interview.**

4. Self-assessment Grid

The Self-assessment Grid is used by the candidate during the hosting and documentation stage for self-diagnosis. Through this tool, the candidate can compare its own experience against the Learning Outcomes (LOs) Standards and identify the context in which skills and knowledge were acquired (e.g., if through the performance of professional tasks or if through training). A detailed list and explanation of the evidence supporting its application should also be provided.

The cross-referencing of the information recorded in the self-assessment grid with the evidence identified in the Portfolio about the candidate is fundamental to reducing the subjectivity inherent to the self-assessment process.

It should be noted that the self-assessment grid does not have an effective evaluative role, since its completion never determines, on its own, the validation or non-validation of the competence unit.

5. Portfolio and Portfolio Checklist

The portfolio consists of a set of evidence and proofs regarding the acquired competencies.

The portfolio, as well as being an assessment element, is also the product of the entire process, which is constantly updated since it not only integrates the evidence of competencies previously acquired in training or professional

contexts but also includes the reports that support the validation of the candidate's competences according to the professional skills reference.

The Portfolio begins to be created during the hosting and documentation stage, structuring itself with greater objectivity in the sequence of the information contained in the Registration, Professional and Personal Forms. The completed forms must be always a part of the Candidate's Portfolio.

The results of the technical interview, as well as the practical demonstrations conducted in the assessment stage should also be part of the portfolio, as they themselves constitute a way of demonstrating the domain of the execution of certain tasks/evidence of certain competencies.

In addition to these elements, reports, certificates and testimonies or other elements that justify the professional competence held, may also be attached.

Together with the Self-Assessment Grid, the Portfolio is examined, and it is from this point on that the Portfolio Checklist can be completed. The analysis and further development of the information gathered with the Portfolio Checklist together with the data taken from interviews and the (self)completion of instruments will allow to validate according to the standard of professional competencies.

6. Portfolio technical review document

If the candidate complies with the requirements, then the assessment begins with the technical review of the Portfolio. This document has the same structure as the self-assessment grid allowing the Evaluation Committee to control the consistency between data of the self-assessment grid and Portfolio contents. The information collected with the Portfolio Technical review document is important to prepare a targeted technical Interview for the candidate.

7. Technical Interview Guide

The Technical Interview Guide has a high evaluative role, in the sense that it confirms if the candidate has or does not have the required level of knowledge and skills to move to the next stage of the RPL process (validation). This Guide should be used in this context, as a tool to guide the Evaluation Committee to conduct the interview.

To be approved in the interview, the candidate must achieve a score of **at least 60 points**.

Each answer should be evaluated and scored with a minimum of 0 and a maximum of 5 points. The final score is the total sum of all the points, ranging from 0 to 100. To be approved, the candidate must achieve a score of **at least 60 points**.

8. Examination

The examination is a mandatory stage and aims at verifying if the candidate has or not the requirements, meaning the exact Knowledge, Skills Autonomy and Responsibility of the EID qualification.

This stage is conducted as:

a) Written Examination: a written test which consists of a series of single-choice questions.

b) Oral Examination: an interview between the candidate and all members of the evaluation committee.

c) Practical Examination: a practical demonstration of skills.

The duration of the exam may vary according to the number of Competence Units being evaluated.

Conclusion

The QUEST Development of Recognition of Prior Learning Scheme and Tools Guideline hopes to give workers more opportunities in the field of instructional design, giving partners the best tools to do so.

Regarding the Open Badge Methodology, although this elevates the learning process, by making it possible to share verifiable skills and achievements as workers earn them, identifying and celebrate talent and growth, there are some concerns, such as: a) Value (the difficulty associated with explaining the value of a badge) and b) Motivation (e.g., some workers/learners are intrinsically-motivated, therefore giving them a badge may lead to that being replaced by extrinsic motivation which, in the long term, this is a negative consequence).

It is therefore recommended to use the Classic RPL Approach when you are unable to implement the Open Badge Methodology.

ANNEXES

Annex 1 – Registration Form

Annex 2 – Professional and Personal Motivation Form

Annex 3 – Interview Guide

Annex 4 – Portfolio Checklist

Annex 5 – Self-assessment Grid + Tech. Interview

Annex 6 – Examination

Annex 7a – CU Certification

Annex 7b – Diploma

Quest

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