Autoriteti Kombëtar i Kualifikimeve
Nacionalni Autoritet za Kvalifikacije
National Qualification Authority

GUIDELINES AND PROGRAM FOR RECOGNITION OF PRIOR LEARNING COORDINATORS, MENTORS AND ASSESSORS

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INTRODUCTION

Recognition of Prior Learning (RPL) is regulated by: RPL Policies and Procedures drafted by the National Qualifications Authority (NQA), Administrative Instruction No. 31/2014 (MEST), Administrative Instruction No. 35/2014 (MEST) on the criteria and procedures for the validation and approval of national qualifications and the accreditation of institutions providing qualifications in Kosovo, as well as the Administrative Instruction (MEST) on the accreditation of institutions that provide RPL in Kosovo.

The RPL policies and procedures document defines the responsibilities of the actors involved in RPL implementation, provides guidance that should be followed and implemented in order to build and maintain a robust system of implementation and prior learning assessment, aims at assisting NQA-accredited providers in the process of prior learning recognition and to develop and update policies and guidelines in order to meet RPL criteria.

RPL is built on the principles of the individual right to identify and validate non-formal and informal education, of equal opportunity for all individuals, respect for the right to privacy and individual rights, for the creation of a system that enables access to the identification and recognition of non-formal and informal learning, including adequate quality assurance mechanisms, establishment of system reliability and the establishment of a legitimate system.

CONTENT

WHO ARE THESE GUIDELINES FOR?

The NQA, supported by the DVV International office in Prishtina, has developed these guidelines to assist institutions/providers in the Recognition of Prior Learning process. Institutions/providers are obliged to appoint personnel to deal with RPL. These RPL Staff should have a sufficient professional level to meet the requirements of the coordination, mentoring and assessment strategy for specific RPL qualifications, and these persons should have successfully completed the RPL training as required by the NQA.

The NQA organizes periodic training sessions for these persons at the request of institutions/providers when applying for RPL accreditation.

The staff dealing with RPL act as RPL Coordinator, RPL Mentor (for specific qualifications/modules), and as internal and external RPL Assessor.

GENERAL OVERVIEW

What is recognition and why is it needed?

Prior Learning Recognition is the process by which the existing skills and knowledge of a candidate, regardless of how they are acquired, are assessed and credited toward achieving knowledge, skills and competences from a qualification. Recognition is a competence-based assessment process used to determine whether a candidate or prospective candidate has relevant, current and demonstrable (prior learning) skills and knowledge that guarantee RPL admission.

The RPL recognizes that people never stop learning, regardless of whether this is conducted formally in an educational institution, or it occurs non-formally

RPL can be used to obtain:
- entry/admission to a qualification, or
- credits for certain modules in a qualification, or
- an exception to a module or multiple modules within the qualification

Why promote recognition?

Candidates with existing skills, but without formal recognition of those skills, are often required to undertake unnecessary trainings to gain a qualification. Unnecessary training is inefficient for industries and workers, delaying the completion of training, losing training funds and affecting the ability of workers to fill qualified positions in a timely manner.

RPL is applied to correct historical disadvantages such as exclusion of many from education and training due to various reasons, exclusion from certain jobs, etc.

Likewise, RPL is used to validate people's skills and knowledge to help wider development of individuals, to facilitate access to work and career advancement, recognition in terms of classification and salary/payment, skills assessment planning and to promote equality of employment.

All of these categories can use RPL to enter a qualification in order to avoid repetition of learning for those parts that they can already demonstrate.

Advantages

There are various benefits for employers to help employees seek RPL recognition of their skills.

RPL advantages include:
- Speed of tracking skills through the process of recognition.
- Reduction of training costs.
- Accelerate learning at the workplace.
- Reduction of loss of time while workers are in training.

- Makes effective identification of 'skill gaps' by centering on more focused trainings.
- It has the potential to eliminate traditional barriers to education and training.
- Saves time and money, by avoiding duplication of learning.
- Has the ability to promote a positive culture of learning.
- Provides opportunity for non-formal learning.
- Saves time in obtaining qualifications, because you do not need to get training for your existing skills and knowledge.
- Allows to identify gaps in your knowledge and skills, and therefore any learning needs to happen to meet the requirements of a particular work role or qualification.
- Encourages continuous improvement of skills and knowledge through structured trainings to assist in achieving a formal qualification that will, in the long run, improve employment opportunities.
- Knowledge to move towards a qualification.

Shortcomings
RPL shortcomings include:
- It is not an abbreviated qualification.
- If not properly managed, RPL's fairness can be challenged.
- RPL candidates are often "stigmatized", being seen as people who have not gained their competence through the "normal" way of learning and are therefore not seen as equally competent.
- RPL candidates do not have adequate support when collecting evidence.
- Financial support

Target groups
Target groups include:

1. RPL Providers:
a. Responsible persons who accept and register candidates;
b. Responsible persons who support candidates;
c. Teachers, trainers and others who are responsible for teaching and learning;
d. Persons responsible for supporting the assessment process and other logistic issues;
e. Quality Assurance Coordinators;
f. RPL Coordinators;
g. RPL Mentors;
h. Assessors;

2. NQA:
a. Persons involved in verifying occupational standards;
b. Persons involved in quality assurance;
c. Persons involved in qualifications;
d. Persons involved in monitoring;
e. Persons involved in trainings.

3. Candidates

a. Adults returning to the education and training process;

b. Persons who need recognition of skills acquired through informal and non-formal learning at work or in their community;

c. Candidates who intend to update their qualifications;

d. Candidates seeking retraining;

e. Candidates with qualifications unvalidated by the NQA and who intend to be certified in qualifications validated and approved in the National Qualifications Framework.

4. Other relevant parties:

a. Various ministries;

b. Businesses;

c. NGOs;

d. Various trade unions, etc.

Understanding recognition

Prior Learning Recognition is an assessment process in which prior learning is measured against the specific learning outcomes required for a specific qualification and credits are awarded if the qualification requirements are met during the assessment.

Therefore, the process of prior learning recognition is related to:
- Identifying what the candidate knows and can do;
- Compatibility of candidate's skills, knowledge and experience with learning outcomes and qualification criteria related to qualification;
- Assessment of the candidate against these outcomes; and
- Crediting the candidate for skills, knowledge and experience built through informal, non-formal and formal learning that has occurred in the past.

The RPL system is presented in graphic form in the following scheme. Between each stage there may be different processes such as information, counseling and other processes.

Aplication	Submission of evidence	Evaluation of the evidence and decision	Reporting to Relevant Stakeholders	Appeal mechanism
Aplication The candidate applies for RPL	Candidate submits evidence to support the request for the RPL, this includes the relevant documentation for RPL	Evidence presented and evaluated against competences - the judgment made by qualified assessors	Relevant Stakeholders includes: - candidate - employers - the relevant funding bodies - accreditation institution	The candidate may appeal for decision

1. COORDINATION OF RECOGNITION OF PRIOR LEARNING (RPL)

1.1 Coordination System

Coordination is the process of organizing candidates or groups so that they work and function together. The RPL coordination is set out in the RPL Policy Paper and legislation in force.

Providers should ensure the coordination of the RPL process in all qualifications provided through the RPL, using information systems for internal registration, access, internal and external institutional coordination.

The RPL Coordinator is responsible for coordinating the process:

- of RPL mechanisms for quality assurance;
- communication between staff involved in every aspect of RPL, inside and outside the provider, participating in activities related to the professional development of the RPL network;
- of information of candidates about the description of documents, evidence and portfolio;
- of supporting the candidates at all stages of the RPL process, by providing the necessary information, advice and guidance.
- The RPL Coordinator should also: have knowledge of the education system; be able to advise and guide the candidates; have knowledge about deadlines and costs; have knowledge about the process of assessment and judgment; draft and approve RPL guidelines and policies for his/her respective provider;
- of information on documents, evidence and portfolio.
- of supporting the candidates at all stages of the RPL process, by providing advice and guidance.

1.2 Role and Responsibilities of the RPL Coordinator

The main role of the RPL Coordinator is to organize and coordinate the execution of the RPL process.

During the preparatory phase, the coordinator should initiate close cooperation with relevant actors from the sector and work towards a consensus, for example on:

- access criteria
- learning outcomes against which to be measured, and
- methodology used

During the execution of the process, the coordinator should work closely with the mentor(s) and assessors and see that everything works according to the plan and that the quality guidelines have been followed.

The RPL Coordinator will work with candidates/students and students in developing and administering prior learning recognition, including professional development activities for the provider and staff.

The Coordinator will work closely with the management staff to ensure prior learning recognition activities to meet the needs of the candidate/student of the RPL and the learning outcomes.

The Coordinator supports candidates/students, candidate service administration and teaching staff, and promotes the provider's goals for an impartial educational transition and accelerates learning across all provider sites.

The RPL Coordinator's role together with the field assessor should specify how the candidates can expect to receive this support (e.g. face-to-face meetings, workshops, telephone, Internet, email)

The RPL Coordinator is responsible for coordinating the process of:
- RPL quality assurance;
- communication between staff involved in every aspect of RPL, inside and outside the provider, participating in activities related to the professional development of the RPL network;
- have knowledge about the education system;
- be able to advise the candidate's orientation;
- have knowledge of deadlines and costs;
- have knowledge about the assessment and complaint process
- draft RPL guidelines and policies within the provider;
- inform about documents, evidence and portfolio.
- support the candidate through all phases of the RPL process, providing information, advice and guidance.

1.3   Tasks and Competences of the RPL Coordinator:

In general, the tasks of the RPL Coordinator are:

- Coordination of meetings with stakeholders, such as businesses, employees without qualifications;
- Coordination of meetings with the professional group (mentor, external and internal assessor, field expert);
- Coordination of meetings with interested candidates for RPL
- Coordination of the validity project through cooperation with the professional team of RPL;
- Preparation of Application for candidates applying for RPL;
- Notification, counseling, support of candidates interested in the process of RPL;
- Preparation of a RPL plan and a financial plan;
- Ensuring an active flow of information among stakeholders;

- Keeping a clear overview of the process;
- Finding solutions if problems arise;
- Ensuring that goals are achieved according to the project plan;
- Motivation and support of all those involved in this process.

In order to accomplish these tasks, it is inevitable that the coordinator should be familiar with RPL documents and procedures related to the principles and requirements.

The prior learning coordinator should have these competencies, such as:

- have experience in the field of coordination in which the RPL process is conducted;
- have knowledge of laws, administrative instructions and other relevant documents related to the prior learning recognition;
- have knowledge of the education system in Kosovo, including level, types of qualifications and credit system;
- have good knowledge of the content and structure of the program;
- have knowledge of quality assurance;
- have no conflict of interest with the candidate;
- be responsible for preparing the Application Form for RPL;
- be responsible for meetings with interested candidates for RPL
- be responsible for meetings with stakeholders, such as Businesses, Employees with out qualifications, etc.;
- be responsible for notifying the candidate for admission to the RPL;
- be responsible for ensuring that the Portfolio meets the requirements of the RPL;
- be responsible for ensuring that the environment and tools for the assessment team are appropriate;
- have good personal skills and collaborate with the staff of the provider;
- make decisions in the context of the entire program;
- handle the candidate appropriately, while maintaining confidentiality and ethics;
- instruct the skills and knowledge gained through prior learning and/or the professional experience, equally and impartially with the learning outcomes obtained in the form provided by the program;
- communicate with candidates, counselors, internal and external assessors;
- provide feedback regardless of the decision, including training and support recommendations after assessment;

1.4   Coordinator's work steps

The process consists of the following steps:

1 **Information** →	**2** **Reception and Guidance** →	**3** **Counseling, self-assessment** →	**4** **Registration and admission notification.**
5 **Examination of Evidence/Portfolio** →	**6** **Assessment and Documentation of Evidence** →	**7** **Notification about the achieved result.** →	**8** **Certification**

Step 1:
Information about the RPL process:

Information about the RPL process is provided in several ways:

- Multi-media: The RPL's Information Campaign can be done with advertisements on T elevision, Radio, and Social Networks, with a view to informing stakeholders about t he RPL process.
- Information Sessions: include Business Sessions where the coordinator together with the mentor explain to Businesses the benefits they have from the RPL and answer questions about the RPL.
- Marketing Materials: Leaflets and catalogs are published and sent to stakeholders, showing the RPL path there.
- Individual Interviews for Candidates: Interviews with candidates, during which candi dates are provided with guidance about the RPL Application.

Case Study - Information

Drita went to a training center to get information about their advertised course on office administration. She had 2 years of experience in office work, as a receptionist at an immovable property agency, and had also learned basic text processing skills and database management at school. After an initial discussion, the training center provided her with an info package of RPL that included:

- A description of the qualification - what and who it is for, for which jobs or occupations it is relevant and any specific industry requirement on completion (e.g., licensing, fieldwork)
- Details of competence modules of the qualification and a description of mandatory and elective modules.
- Explanation of the recognition process - in the form of a flow chart.
- Self-assessment forms to enable Drita to assess the likelihood of her success in the recognition process, along with the types of evidence she can use to validate her competence.
- Information about the time commitment required for the recognition process and the cost of registration.
- Details of a Contact Person of the Provider for further information.
- Enrollment information - where, when, what to bring.

Consider the following questions about Drita's case

- How does the information provided to Drita measure against the information that is available to potential recognition candidates from your center?
- At what point should detailed information be provided - before or after the candidate's registration? Why?
- What kind of support for recognition does your center provide to your candidates?
- How much information should a person have, to be able to make an informed decision about registration?
- How much work/information can your center afford to 'donate' before registration?
- How do candidates answer questions, if insufficient information is provided in the recognition package or on a website?

Step 2:
Reception and guidance of candidates

Reception is the first step in this process. This enables the candidates who are interested in the RPL, to know how they can get prior learning recognition, and to establish contact with the RPL Coordinator who tells them about the whole RPL process and the registration application, Portfolio, financial conditions as well as the assessment panel.

This step can be done internally or externally, or other communication methods can be used, providing all the information they need about the steps to be followed, the documents they need to provide, the services provided, etc.

This information should enable potential candidates to decide whether or not they are able to decide on the process, based on the requirements and their chances of obtaining a Qualification through the RPL.

Case Study - Context

Mimoza works for a government department in an administrative role. Her work includes:
- Keeping records - creating and maintaining files
- Using the computer - creating simple text and table documents
- Coordinating meetings and special events, including the organization of facilities and hosting, keeping records if required, providing information, preparing documents and making copies as required.
- Supervising a permanent administrative officer and supervising temporary staff as needed.

Mimosa is interested in advancing her career and is aware that lack of formal qualifications can hold her back. She is ready to expand her supervisory and leadership responsibilities and found, in the handbook of one of the Providers, a course on governance that interests her, but she is not certain whether a qualification for governance will limit her future career opportunities. She has also found courses in Management and Administration that look interesting, and the more she looks into them the more confused she gets.

Mimoza decided to go to a counseling provider and learn which course to follow, and whether her existing job experience would enable her to speed up her study. Mimoza talked to a trainer/assessor who explained that the Certification in Governance will begin soon, so it would be the best option. The trainer also advised Mimoza that she should not worry about the application for recognition yet, because she can do it after starting training, if she thinks she knows the content of any of the modules. Of course, Mimoza should continue to follow the course until a decision is made for recognition assessment - which may take several weeks - so until then she can complete the module. Mimosa felt somewhat unhappy with the advice, but she is not sure what to do next.

Consider the following questions about Mimoza's case

- What do you think about the advice received by Mimoza? Does the trainer seem to have good reasons for recommending the Governance Course for Mimoza?
- Should Mimoza begin following a course before being able to apply for recognition? Did the trainer provide Mimoza with a positive presentation of the opportunity to obtain recognition?
- What can the trainer/assessor do better to ensure that the needs of Mimoza are met?
- What could Mimoza do better to make sure she gets useful advice? Is there any way she could have done more research on her case?
- Should recognition be offered to Mimoza before starting the course?
- Should Mimoza's needs be considered before recommending a course for her, and not just looking at the dates of the next course?
- Could Mimoza use the Provider's manuals and the Internet to search various available courses and their relevance, before choosing a Provider?
- Should you discuss the appropriateness of specific qualifications with your supervisors or with the human resources department?

Step 3:
Counseling and orientation on RPL procedures

The Coordinator provides information on the expected module/qualification outcomes and advice on the RPL processes. At this stage, the RPL Coordinator communicates with the candidate requesting additional information or clarifications regarding access to the RPL.

The RPL Coordinator guides and supports the student/candidate in making decisions, reflecting on learning experiences and their compatibility with the learning outcomes of the module or course.

By the end of this phase, the student/candidate should have determined his or her goals, through the self-assessment of his/her skills in relation to the module/course outcomes, and by completing the registration process and meeting the compatibility requirements of the learning outcomes. The Coordinator notifies the candidate regarding the assessment process by the RPL Assessment Panel, an assessment based on:

(a) - Interview (competence conversation)

The assessor's interview will be conducted personally. The assessor will review the evidence you have provided and will match your skills with the units in the qualification. At this point, you will be able to discuss and identify your previous experience with the assessor for inclusion in your RPL assessment. You will be asked to answer industry-related questions to identify your current skills.

(b) - Tasks/Practical Observations

The assessor may want to conduct practical skills testing, on-the-job assessment/observation at your workplace (if appropriate) or in another convenient location. This will enable you to demonstrate your level of competence. This assessment will focus on the skills required to complete the qualification

Step 4:
Registration and admission notification

In cases when a candidate meets all entry requirements, the candidate may apply for assessment through a prior learning process (RPL). The RPL is a rigorous process in which candidates must be competent with regards to the results and competencies of the qualification.

The candidate first completes the RPL Application at the RPL Coordinator, and the time-frame from application to Certification lasts at least 20 working days. Once the application is assessed, the candidate is notified whether he/she is admitted or not to the RPL process.

If the candidate is admitted, his/her RPL application is sent by the coordinator to the RPL mentor, who will support the candidate to collect evidence for the Portfolio and link them with learning outcomes. The Coordinator will be in touch with the Mentor, the Internal Assessor, the External Assessor, and all the staff of the provider throughout the process.

Step 5:
Preparation of documents

the relevant skills and knowledge that candidates have gained in the past, such as work experience, at work or at home, trainings, volunteer work, etc.

Coordinators, after linking the candidate to the mentor, oversee the progress of the process and provide support when needed.

Thus, any evidence that is relevant to the learning outcomes of the qualification
This consists in:

- determining their goals (e.g. obtain a full Certificate, for one or several modules)
- taking stock of what they did at school, at work, and in their personal lives
- descriptive form outcomes correspond to the competencies they wish to have.

Step 6:
Assessment and Documentation of Evidence

The assessment of evidence must be valid and reliable to ensure the integrity of the qualification and RPL system.

The coordinator, as needed and at the request of the mentor, shall systematically review the candidate portfolio.

The presented evidence must be:
   a) Transparent and reliable;
   b) Sufficient - in quantity and quality;
   c) Authentic - it's only the work of the candidate;
   d) Updated - to meet the learning outcomes requirements and assessment criteria.

Case Study - Evidence

Besart is an assessor working for a Provider offering Arboriculture qualification. Currently, he has two candidates trying to complete part of the qualification with recognition. Each candidate is providing different types of evidence for Besart, based on their experience and current job situation.

Candidate 1 - Driton has just arrived in Kosovo from Germany, without documents on his job experience and has no relevant qualifications. He has recently started working with a landscaping company and needs qualification to fulfill all the tasks required by the employer. Besart and Driton have agreed that the assessment evidence for the selected modules of competence will include:

- Observation of Driton by Besart during completion of relevant practical tasks.
  Besart will record them using an observation checklist
- Verbal questions concerning basic knowledge and aspects of emergency management competencies.
  Besart will record the answers on the question and answer sheet.
- Completion of a record of supervised experience, signed by his employer, requiring completion of specific work tasks for a minimum period of six weeks.

Candidate 2 - Alban has considerable work experience as an employee for a horticulture company, and has asked Besart to accept the following evidence:

- Photos of Alban accomplishing a range of competency-relevant tasks, backed by a letter from his employer stating that Alban regularly performs these tasks according to the standards required by the company.

Besart and Alban have agreed that the additional evidence to be collected will include:
- Observation of Alban by Besart during completion of relevant practical tasks.
  Besart will record them using an observation checklist
- Verbal questions concerning basic knowledge and aspects of emergency management competencies.
  Besart will record the answers on the question and answer sheet.

Consider the following questions about the case study

- How important would the types of evidence collected by Besart be for the qualifications you are assessing?
- Why did Besart seek additional evidence from Alban, despite his extensive work experience?
- Driton's missing evidence on any prior work experience were not seen as a hindrance to the completion of the recognition process by Besart. Do you agree?

Step 7:
Notification about the result reached by the assessment commission.

Candidates are notified in time regarding the results reached by the assessment committee, as well as the date when the certificates can be obtained from the coordinators. In case the candidate needs an instruction for additional or other training, it is the responsibility of the coordinator to coordinate this further process.

Step 8:
Certification

The RPL Coordinator, upon certification, shall call the stakeholders at the certification ceremony of the RPL candidates.

The candidates who have completed all the modules receive the Qualification Certificate, and those who have completed one or more modules receive a Certificate of Achievement.

1.5   Candidate Complaint Procedures;

If candidates decide to appeal against a decision taken with regards to their assessment, they must follow the provider's standard procedures for complaints.

The complaint will be reviewed by the provider. If the party remains dissatisfied, then the appeal is referred to the NQA for review.

1.6   Quality Assurance

Quality Assurance relates to skills, training standards, objectives to be achieved through training or competencies and the level of performance to be achieved, through which program and guidance, candidate learning organization, candidate support, resource management and development, assessment and certification, in order to ensure the achievement of standard objectives.
The Quality Assurance Coordinator and the RPL Coordinator (if different from the QAC), depending on the nature of the provider, and will include at least the following points;

- ensure annual and periodic monitoring progress.
- provide advice to the course leaders and others regarding their responsibilities regarding the PLR quality assurance.
- coordinate the gathering of opinions from stakeholders, particularly the candidates
- coordinate the function of an observation scheme of Mentors, Internal Assessors and Professionals of the Field
- coordinate the preparation of documents for self-assessment of the institution.
- monitor portfolio preparations.

Below are illustrated two examples (documents) related to the activities of the RPL Coordinator.

What to consider	The role of the Coordinator in working with the candidates
What information does the candidate need to become a potential candidate for RPL and how can we best provide it?	Make sure you are familiar with the RPL process and know what is available. Answer the questions you can answer.
Are all the staff of the RPL in contact with the candidate able to give appropriate answers to basic questions?	Provide info or information session on the RPL Information about potential candidates.
Is the printed information on RPL in plain language?	Interview potential candidates to help them decide whether to undertake the RPL process.
Appropriate, and if so, what?	Provide specific information about qualifications/competences that enable candidates to self-assess existing knowledge and skills in relation to the qualification for RPL.
Who is the best person to help the candidates?	Provide information on support during the process and tell the candidate who is the support or contact person to support him during the RPL process.
How can we help the candidate to undertake a self-assessment?	Provision of special self-assessment tools in the units of competence.
What other types of assistance candidates may need?	Provide information on the type of certificates and payment method.

Checklist for the RPL process

Find the recognition policy, procedures, and any form or document specifically used for recognition where you are employed/engaged.

How do these documents match the framework described above? Use the checklist to identify potential improvements (e.g. areas that are not listed):

Characteristics of effective recognition processes	Mark if it exists
• The context for recognition is clearly defined, explained and/or accepted.	
• Sufficient information is provided:	
o For Coordinators to know what to do	
o For Candidates to understand the process and their expectations	
o To describe the outcomes and potential consequences for the candidates	
• The required information (instructions about the RPL process) is clearly explained and the rules for registering candidates have been followed.	
• The coordination process is clearly explained and there are forms of documents to allow for the collection of evidence.	
• The coordinator's decision-making and feedback process were explained to the candidates once the decision for RPL registration is made.	
• Candidates have the right to reply and appeal	
• Possible follow-up actions include self-assessment, further training, language support, literacy and/or counting, referral to career counseling.	
• Appropriate records have been kept.	

2. RPL MENTORING

1. ROLE AND RESPONSIBILITIES OF THE RPL MENTOR

The RPL mentor has an important role in the RPL process, as they support candidates or students who express their readiness to receive the qualification through the process of prior learning recognition.

The RPL mentor will be tasked with supporting the candidate throughout the reflexive process in collecting and providing evidence, creating a portfolio, and self-assessment of learning outcomes within the relevant qualification.

The role of the mentor will include meeting students/candidates on an individual and/or group basis to provide initial guidance and to discuss progress. The mentor will also support the student/candidate in their reflection on their previous experiences to identify their learning and possible evidence of this learning. The mentor provides guidance on the production of evidence and preparation for assessment, but must not be involved in the actual writing of the evidence and the requirements of the student/candidate.

Creating networks or a community of mentors, such as online discussion groups, regular meetings or learning activities, on an organizational basis, a regional or sectoral consortium, can provide a valuable source of support for mentors.

It is very important to keep track of the activities that you conduct as a mentor. This may include support materials that are developed and used, or reports created as part of an assessment or monitoring process, or as part of a performance assessment process. Mentors should also keep a reflective journal or record their reflections on their mentoring experience.

2. MENTOR TASKS AND COMPETENCES

Mentors will support candidates to go through the RPL process, as:

Mentors will support candidates to go through the RPL process, as:
1. Direct supervisor of the candidate at the workplace;
2. Manager of a department; or
3. Trainer.

The role of the mentor to support potential candidates to go through the RPL process will include

- Provide initial guidance on the RPL process
- Supporting candidates is a reflective process, it involves identifying learning through experience (skills, knowledge and understanding), selecting and working out evidence for learning gained through experience, and identifying areas for further learning.
- Supporting candidates during the assessment process by providing guidance on the collection, creation and presentation of learning evidence. This will include cooperation with the RPL assessor and understanding of assessment requirements in order to properly advise the candidate.
- The assessment process remains under ownership of the RPL assessor.

A RPL accredited center should also have the RPL mentor position for the relevant qualification, and the role of this position is to provide support and advice to candidates wishing to achieve full or partial qualification through the process of prior learning recognition. Moreover, the RPL mentor responsible for mentoring the candidate during the process, should at least:

- be of the relevant field for which provides mentoring for candidates;
- have knowledge about the assessment process and candidate evidence collection;
- advise and support candidates to develop the portfolio with the necessary evidence and related to the expected outcomes.
- have knowledge about the VET system;
- have knowledge of the labor market;
- have knowledge of occupational standards and qualifications;
- be able to support the candidate before and after the assessment phase, providing information, advice and guidance;
- communicate with other institutions to access technical expertise on behalf of the candidate, in order to assess the reliability of the evidence;
- ensure that all module or qualification requirements are met by the candidate before the assessment is completed.

A mentor should have at least these qualities:

approachable	accessible	flexible, responsive	safe, knowledgeable communicator/good listener	willing to be a mentor
capable of building interpersonal relationships	motivated, interested and committed	experienced practitioner	have a common purpose with the student/candidate	respect (two way)
supporter/connoisseur of Methods of Working with Adults	not judgmental	provide constructive feedback	good model	empathic and not threatening

In general, it can be summed up that the mentoring duties of prior learning recognition are:

1. Provide relevant information on the assessment process;
2. Provide information on qualification requirements (or group of learning outcomes)
3. Support the preparation of the portfolio during the collection of evidence supporting the RPL request, as well as evidence of education and knowledge gained on the basis of experience;
4. Support in determining the clear link between the learning outcomes within the qualification and the candidate's prior learning and/or experience and the evidence presented in the portfolio.
5. Support during the preparation of the overall assessment and explanation of the manner the examples from the Material for Assessment of Important Qualification Groups are used. This part of the process will also include the RPL assessors;
6. Defines orientations within the process of orientation and assignment of real expectations in terms of process results;
7. Provide important information, description of levels and assessment process, use of national information system for RPL, etc.

The mentor has knowledge about;

Qualifications

Qualifications are defined through learning outcomes which indicate what the student/candidate is expected to know and what is able to do after successful completion of the module or program as a whole.

In vocational qualifications, learning outcomes are directly derived from competencies identified in professional standards.

Qualifications may be 'designed to allow accumulation and transfer of credits'. This can be achieved through modular qualifications.

Teaching modules can be mandatory and optional. A qualification is built as a combination of mandatory and optional/elective modules.

This combination gives content and meaning to the qualification, a reflects a range of competencies to perform a particular profession.

Qualification and special learning modules should be developed in the subject hierarchy to allow students/candidates to progress within the National Qualifications Framework (system) at their skill level.

This feature helps the candidate build skills and knowledge, with the preliminary phase serving as the foundation for the new phase.

The articulation of modules and programs requires a report on incoming requests for both the module and the qualification. This implies that for each module and program, developers should identify the minimum conditions for an individual to have access to the respective module or program.

Credits System

The purpose of the credit system is to enable accumulation and counting of learning outcomes acquired in an informal and formal way in terms of qualifications. Transfer of credits enables the transfer to a different qualification or subsystem of learning gained in an institution, sector or field.

Credits:
- Assist transfer of learning from one degree to another for validation and admissions;
- Increase opportunities for candidates' access to education and training programs;
- Increase opportunities for student mobility between different contexts;
- Facilitate advancement within programs and learning processes;
- Avoid unnecessary repetition of previously acquired learning and provide mechanisms for prior learning recognition.

Modules

The module is the smallest unit that can be registered in the NQC and for which the credits are awarded. The credit is given for the achievement of all the learning outcomes in the module. All results must be achieved to be awarded the credits.

Credits cannot be awarded for part of the module. Therefore, the first step is to define the learning outcomes to be achieved in the module and assessment criteria.

2.1. WHAT ARE MENTORING PRINCIPLES AND OBJECTIVES?

By providing this support role, the mentor should try to achieve the following objectives:

- Have supervisory capability in order to be able to facilitate the opportunities for further learning and development of the student
- Have clear knowledge of the sector in which the candidate applies, have interpersonal and communication skills to effectively convey that knowledge to the candidate
- Provide unbiased criticism, guidance and constructive feedback
- Be able to see the 'bigger picture' and adopt a holistic view
- Have good planning skills, so that the process does not last longer than it needs or as it is prescribed by law.
- Be aware of the environment in which the student/candidate works
- Be honest - if the mentor publicly shares the information acknowledging that he or she does not have all the answers, the trust of the candidate will increase. As a result, communication between the mentor and the student becomes much more open and constructive
- Provide a comfortable environment of non-threatening learning for people who have no confidence in their learning abilities, as is the case with many adult learners/candidates
- Avoid or be prepared to explain academic jargon
- Encourage candidates not to be afraid and not to be ashamed if they make mistakes and learn from their mistakes
- Have the ability to ask, interpret and explain.

3.   ACTIVITIES

Key mentor activities in candidate meetings will include:

- Clarifying the requirements for the RPL
- Identifying the steps to be taken
- Identifying difficulties and helping students to decide what action they should take
- Identifying areas where candidates have advantages and how to use their advantages
- Reflect on what went well and what did not, and what can be learned from it
- Discussing evidence that can demonstrate individual learning
- Selecting actions and short-term objectives
- Positive listening of the candidate and reacting
- Developing the reliability and self-esteem of the candidate

These activities can take place within the context of individual meetings, mentor-led group sessions as part of professional development or RPL program, or through professional discussions.

Meetings with the candidate/attendees should be scheduled within the term, to be made at the appropriate junctures in the RPL process. Notes of discussions with the candidates are confidential. The mentor and the candidate must agree on a method of holding meeting records. This will include a written note on the dates of the meetings, the issues being discussed and any plans/follow-up actions undertaken.
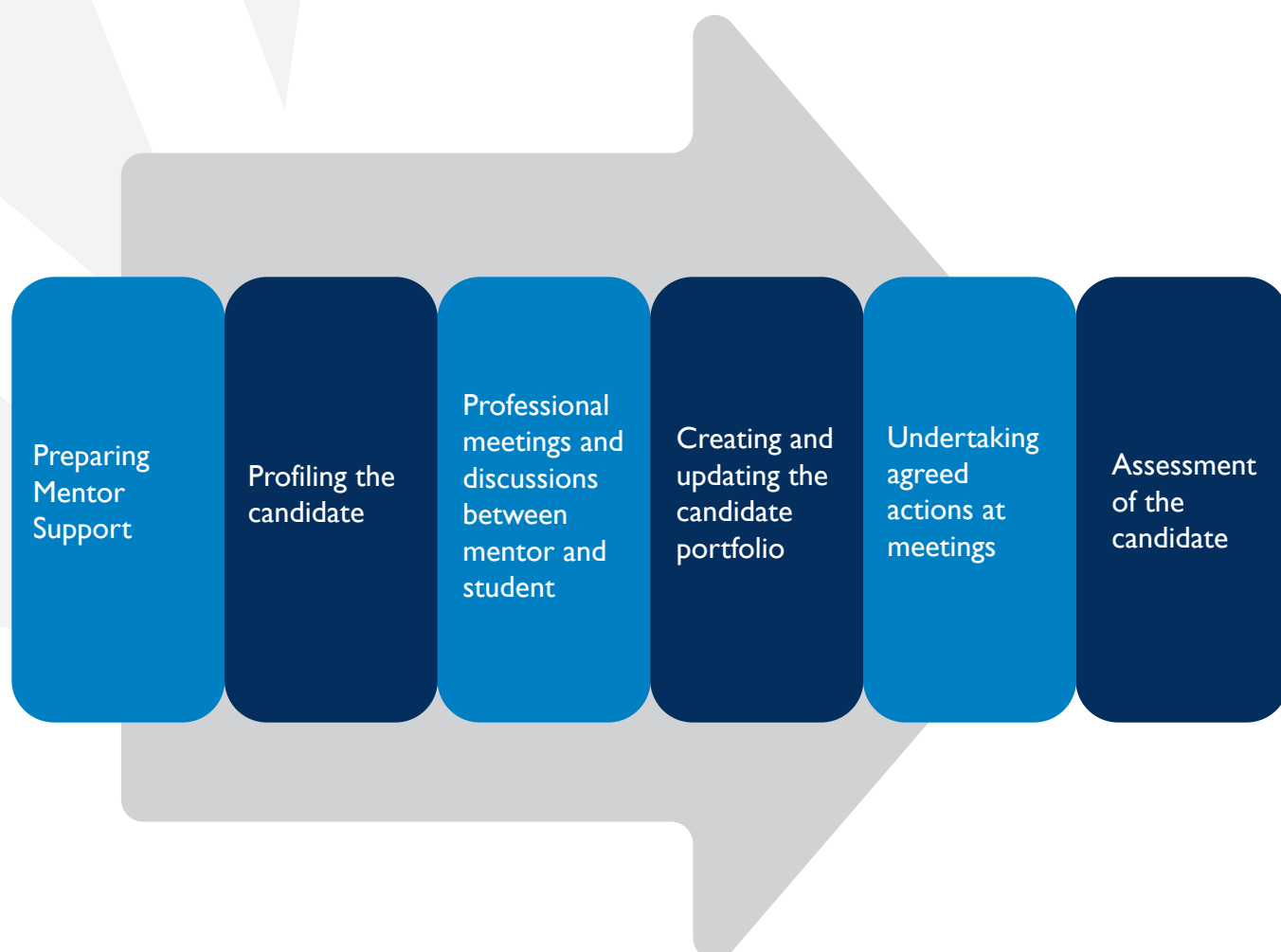
It is important to discuss the mentor role with the candidate at the beginning of the process, to make sure there is a mutual understanding of the respective roles. "There must be clarity for the purpose of mentoring and for what it intends to achieve. All parties involved in the process must be clear about the intended outcome.

The mentoring agreement is a useful way to ensure that all parties understand and adhere to their respective roles in the process. An agreement will specify the mentor responsibilities and responsibilities of the candidate, including the frequency of the meetings. All aspects of the RPL and Mentoring process should be monitored and assessed in order to ensure that the process works effectively and to prove to senior management the value of the time invested. The mentoring process should also work within a clear organizational structure, so that you can have access to support and guidance if difficulties arise.

4.   MENTOR STEPS

The mentoring process of a candidate begins when the candidate approaches the accredited center for prior learning recognition.

1. After the candidate is presented, the RPL Coordinator passes the candidate to the profile mentor.
2. The next step taken by the mentor is the profiling of the candidate. This is accomplished by identifying the areas that require evidence and the parts the candi date should learn. In this step, the mentor should identify the areas in which the candi date is knowledgeable, and direct that knowledge towards the learning outcomes of the profession that the candidate intends to achieve.
3. Then the candidate and mentor sit down and professionally discuss the fields the can didate should learn and the evidence that must be provided.
4. The candidate's account is updated and the candidate's portfolio is compiled or created
5. Steps agreed earlier are undertaken.
6. The candidate is subject to the RPL assessment process.

| Preparing Mentor Support | Profiling the candidate | Professional meetings and discussions between mentor and student | Creating and updating the candidate portfolio | Undertaking agreed actions at meetings | Assessment of the candidate |

5. PORTFOLIO

Supported by mentors, candidates must submit the evidence sample for the assessment panel.

The portfolio should contain at least the following:
- One CV;
- Description of the candidate's experience with regards to the results of the qualification/modules to which he/she applies;
- Evidence (diploma, certificate, receipt, etc.) on completion of formal education;
- Evidence on non-formal education and training;
- Evidence of the achieved work experience in the relevant field or in certain jobs related to this field;
- Other relevant evidence supporting the candidate's experience;
- A statement of authenticity on the submitted portfolio/documents;

The evidence to be presented by the candidate are:
- Direct, which shows what the candidate is able to create
  (e.g. written article, work done), and
- Indirect, which, based on the evidence of others, present the candidate's ability
  (e.g. contracts/written proofs of the employer or client (service users), prizes and acknowledgments, articles on the candidate, photos, videos, diary, reports, book of records, etc.).

The evidence should confirm the candidate's ability at three levels:

At the level of theoretical knowledge,
- At the level of skills for practical work, and
- At the level of competence in different working situations and environments.
  In terms of quality, the institution that provides prior learning recognition should not compromise on quality, moreover the RPL mentor should have a professional approach and during the whole counseling process must check whether the evidence and preliminary learning are related to the required learning outcomes for the profession for which the student or candidate has applied.
- If the mentor observes that the candidate or student has insufficient knowledge, he/she should advise the candidate/student to attend formal education (trainings).

EXAMPLE OF PORTFOLIO WITH LEARNING OUTCOMES

When preparing the evidence portfolio to support the application to go through the RPL process, the candidate must gather evidence to support the assertion that he/she can apply skills, knowledge and perform based on performance criteria on the competencies related to the profession or profile for which the candidate applies.

The main recommendation is for the candidates to provide extensive evidence of various types to solidly support the application for RPL.

The submitted evidence aimed at demonstrating the candidate's skills, knowledge and capacities may cover different areas of competence (or only some elements).

The RPL package will contain information on the modules and competences the candidate applies through the RPL

Evidence should include but not be limited to

- • A CV/biography of the candidate, stressing the information on the positions the candidate has worked on and how they relate to specific requirements related to the skills of the target profession.
  - January 2015-March 2016 Network Maintenance at BSS Company
  - Description of tasks
    - Creating computer network (53 PCs) and server maintenance. I have configured email addresses for 63 employees and I have created backup notes with the Incremental Backup method
- Full evidence (from clients or from employers)
  -

To Whom It May Concern:

It gives me sincere pleasure to write this letter of recommendation for Mr. Besnik Skenderi. During the training organized from American University in Kosovo – Training and Development Institute from 2006 and onwards, Mr. Skenderi was selected as a lecturer for courses:

- ECDL Training
- MS Project
- Fast Track Scheduling

He was a key member of the training, thus ensuring the standard of quality of our educational institutions, while he went above and beyond the call of duty. He has keen insight into the teaching techniques and excellent interpersonal skills. Even though the training itself it's based on fast-track model he managed to dedicate personal attention to each student

Mr. Skenderi time and time again has illustrated his abilities during the time I worked with him on a range of issues and was invaluable during the training at the AUK Training and Development Institute.

I can say with great confidence that Mr. Skenderi would be an asset to any organization with his professionalism and capabilities given his fervor to see a job well done.

AUK Training and Development Institute is located at Gërmia Campus, Str. Nazim Gafurri no.21 in Prishtina 10000, Kosova.

Sincerely,

- Work samples -
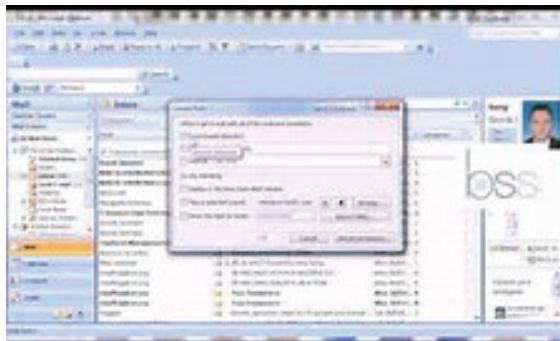 may include peer or client presentations to demonstrate knowledge;

- Recommendation letter

- Performance Assessment Reports

PJESA 2: PLANI I PUNËS

Ju lutem radhitni së paku katër deri në gjashtë objektiva që duhet arritur gjatë ciklit të punës, duke theksuar se si mund të maten rezultatet dhe/apo iniciativat që do të ndërmerren. Objektivat përcaktohen në marrëveshje reciproke midis jush dhe vlerësuesit. Ju gjithashtu duhet të pajtoheni për rëndësinë e objektives duke i caktuar një nivel të rëndësisë/përqindjes. Rezultati i përgjithshëm duhet të jetë baras me 100%. Kolonat 3 dhe 4 plotësohen nga vlerësuesi në fund të ciklit të punës, gjatë vlerësimit përfundimtar.

Objektivi	Si do të maten / Iniciativat që do të ndërmerren	Komentet e vlerësuesit	Vlerësimi: (në %)
1 Rëndësia:50.00%	Përmbushja e planit të Trajnimeve që dalin si rezultat I PZHP-SMP (për trajnime nga shtylla e TI)		50.00
2 Rëndësia:20.00%	Organizimi i trajnimeve në ECDL (në Prishtinë dhe regjione) për stafin e PTK. Për trajnimet e ECDL-it norma mesatare e kalueshmërisë duhet të jetë së paku 50%		20.00
3 Rëndësia:10.00%	Mbajtja e trajnimeve per Windows 8 dhe MS Office 2013 sipas kërkesave të NJB, NJM dhe PZHP		10.00
4 Rëndësia:10.00%	Perkrahje departamenteve tjera brenda PTK-së sipas kërkesave për fushën e specializimit		10.00
5 Rëndësia:10.00%	Zhvillimi i 2 moduleve te reja nga fusha e specializimit dhe e nderlidhur me kërkesat e punetoreve te PTK-se		8.00

- Certificates or Declarations of Achievement

IC3 DIGITAL LITERACY CERTIFICATION

CERTIPORT
A PEARSON VUE BUSINESS

GLOBAL DIGITAL LITERACY CERTIFICATION

Achievement Credential

Granted to

BESNIK SKENDERI

This individual has successfully passed the exam demonstrating achievement of the knowledge and skills in

Living Online

Covering:

Networks - Security - Search Engines - Email - The Internet - Impact of Computing on Society - Collaboration - Media Literacy

This constitutes completion of one of three modules necessary to achieve the Internet & Computing Core Certification (IC3)

May 27, 2015
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- Documentation of products

Project Management Scheduling Software von Besnik Skenderi

Art Nr.:	3639766105
ISBN 13:	9783639766103
SubTitle:	Impact of implementation of project scheduling software's (MS Project and MS Project Server) in project success
Release Year:	2015
Published by:	SPS
Cover:	Taschenbuch
Cover Format:	220x150x6 mm
Pages:	96
Weight:	159 g
Language:	Englisch
Author:	Besnik Skenderi

Preis EUR 59,90 (inkl. 7% MwSt)

NEUWARE - Portofrei innerhalb Deutschlands!
Alle Artikel werden von uns professionell verpackt, so dass die Beschädigungsgefahr beim Versand minimiert wird.

- Company policies and procedures, if these can testify to relevant competencies
- Completed documentation used to understand and identify client's objectives and expectations
- Completed documentation used to understand and mark the client's situation;
- Completed documentation to understand and identify client's specific needs;
- Administrative and information technology systems, code of conduct if applies to the profession
- Company policy guidelines (if apply to the unit) may include: policies and procedures related to customer service, advertising and marketing, product or service development;
- The completed documentation may include: meeting records, telephone conversation records, memos, brochures, invoices, quotations, agreements, contracts or policy/regulation statements, reports (research/statistics/current/transactions), official correspondence;
- Completed documentation that includes disclosure requirements: payments, fees, interest;
- Documentation that supports ongoing revisions and services;
- Examples of advertising/marketing materials such as magazines, materials sent by mail, emails, websites, seminars
- Examples of research materials
- Written reports of simulations, training activities and
- Evidence on learning, skills or competence

3. RPL ASSESSMENT

Concept of Assessment

The work of the assessors is guided by the Prior Learning Recognition and Assessment Policy, the procedures and forms used in the training and assessment institution in which they are employed/engaged. If the assessor is engaged in more than one training and assessment institution, he/she will usually find differences in the used policies, procedures and forms. While this may be confusing, it also means the assessor is in a good position to compare and assess different procedures applied in similar or different contexts. One thing to remember is that there is no "one size fits all" approach to prior learning recognition. The assessor may also find that his/her assessment expertise is appropriate to assist a training and assessment institution to develop acceptable procedures and forms of prior learning recognition.

The RPL assessment system regarding policies, procedures and other documents is presented in the following chart:

Evaluation System

General Policies	General Procedures	General Application forms
RPL Policies	RPL Procedures	RPL Document and application forms

Recognition is part of the evaluation system and should be developed in the perspective of quality and continuous improvement. Without a framework for managing the recognition process - planning, conducting and reviewing recognition - there is a risk that recognition does not meet the needs of the candidate, employers, other stakeholders and standards.

Other document related with recognition and institution

Before starting an assessment process, you should think about the training and assessment institution you are working for, and you must have clear information on:

- Is there a policy on prior learning recognition?
- Do you know what it contains?
- When was this policy documented recently?
- Which forms or other documents do you employ to carry out the recognition assessment?
- Are they the same or different from those used for other assessment activities?

RPL policies and procedures should describe only specific issues about the process of prior learning recognition and not general topics. RPL is a kind of assessment, so other assessment policies and procedures can be implemented. For example, all forms of assessment should have a complaint procedure and there is no possibility of another procedure being required for prior learning recognition. All assessment forms should be recorded, assessed and validated, and again it is likely that the same procedures and forms can be used for RPL as for other forms of assessment.

Assessor Role and Responsibilities

Different parties and the distribution of their roles are important in the process of prior learning recognition. Potential candidates should compare their competencies with the learning outcomes of the subject, module or program, or requirements of competence of an applied professional standard, to complete an application that contains accurate and complete data, and must submit evidence on which the assessment is based. In this process, candidates can be supervised and guided by counselors whose main role is to explain the applicable requirements and rules, respond to candidates' questions and, depending on the procedure, review the applications before the assessment. Also, assessors can act as counselors for filling out RPL applications. This does not violate the requirement of division of roles in RPL principles, because a person can fill different roles at different times. In addition, according to well-established practice, a candidate should be assessed by more than one RPL assessor (e.g. an assessment committee composed of several members). For candidates and counselors, it can be very helpful if the RPL assessors compile materials that determine the assessment methods of unit (subject/module/competence) to be assessed and potential evidence. Such public information will minimize the need for the use of assessors in the role of advisers.

Effective application of prior learning recognition requires a simple, clear, concise model that enables all stakeholders to follow the process. The effective process of prior learning recognition should be designed to consider:

- The context, industry, workplace or training institution, in which recognition take place.
- All parties involved are informed about the process of recognition in a sustainable manner, and the candidates understand the expectations of the assessment process and are able to prove their competence.
- The evidence is collected and assessed against the required performance standards - use of assessment tools and evidence collection.

- The assessor assesses the evidence and decides on the competence, which is communicated to the candidate.

Institutions and assessors should also consider the specific needs of the parties and participants in the development of the details of the process. The assessor, together with the other staff of the institution, helps the potential candidate to understand exactly what to expect from the prior learning recognition process - the competencies being assessed, the required evidence, the assessment process and the possible outcomes - so that the candidate can make an informed decision whether to continue. You should explain to the candidates the types of evidence suggested to be collected and submitted, such as:

- Question - written interview, oral interview
- Observation of practical tasks - at the workplace, simulated environment, classroom or in combination
- Finished Products
- Presentations by the candidate
- Video and/or audio evidence
- Third Party Reports - Providing examples of candidate's work capability in terms of standards - this can be verbal or in writing
- Documents such as relevant qualifications/transcripts, project plans and reports, meeting minutes, correspondence, developed resources
- Anything else that you or the candidate may think is relevant and proves his/her competence.

Be flexible in approaching the types of appropriate evidence - the question you ask is "Does this provide proof/competence of the competence?". Use plain language to explain the rules on assessment evidence, to ensure that the evidence gathered is of good quality and meets the following principles:

- **Eligibility -** are you convinced that the candidate can perform at the standard demonstrated by the evidence?
- **Authenticity** - are you convinced that you are reviewing/assessing the work of the candidate rather than of someone else?
- **Validity** - Is the evidence relevant to the assessed competencies and current job practices?
- **Sufficiency** - Is there sufficient evidence to cover all the units of competence - job skills, job management skills, unforeseen skills and job/role skills?

The assessment process is closely related to the evidence, but the biggest concern may be with the methods of collecting evidence rather than the types of evidence to be collected. Regarding the assessment process, it is important to note that all assessments, regardless of subject matter and context, follow the same basic procedure, namely:

- Assessment Planning with the candidate;
- Carrying out the assessment and issuing the decision; and
- Feedback on the candidate's results.

However, before the assessment takes place, assessors should plan, design and prepare estimates. This includes making decisions about the assessment method, the instruments to be used and the degree to which integrated assessment can be achieved (covering more than one learning outcome). The integrity and reliability of an assessment system requires a comprehensive quality assurance system. This includes the safe production, storage and distribution of records, reports and other relevant data for the assessment and prior learning recognition.

The recognition assessment process is similar to that of any other assessment, so it is important to make sure that the candidate is fully informed and the process is transparent. Provide the candidate with feedback on time (without prejudice to the final assessment decision).

Tasks and Competences of the Assessor

In general, the Assessment of Recognition of Prior Learning is conducted by the same persons who assess formal learning, or when it is a profession: a teacher, a leader of the study program, a specialist in this field. The main tasks of a RPL assessor are objective assessment based on relevant assessment methods, learning outcomes and relevant assessment criteria, and providing constructive feedback that is understandable to candidates. The assessment involves examining the applications, analyzing the submitted materials in the context of the competences applied for, comparing them with the learning outcomes of the subject, module or study program or requirements of professional competence standard, and making assessment decisions. To accomplish these tasks, it is inevitable that the assessors must be unaware of the RPL documents and procedures that relate to content assessment principles and requirements and must have completed the respective training courses.

Assessors participating in the prior learning recognition assessment:
- should be approved and trained assessors (from the NQA);
- have experience in the field or activity being carried out;
- have knowledge of laws, administrative instructions and other relevant documents related to the prior learning recognition;
- have knowledge of the education system in Kosovo, including level, types of qualifications and credit system;
- have good knowledge of the content and structure of the program;
- have knowledge of quality assurance;
- there should be no conflict of interest with the institution or with the candidate;
- be able to ensure that the environment and the means of assessment are appropriate;
- be responsible for ensuring that prior learning recognition meets the requirements of the program;
- be responsible for decisions related to the release/exclusion of parts or modules determined by the assessment;

- have knowledge and know how to use different assessment means and tools;
- have knowledge of assessment methods and apply the assessment criteria;
- have good personal skills and cooperate with the assessment panel team;
- make decisions in the context of the entire program;
- handle the candidate appropriately, while maintaining confidentiality and ethics;
- assess the skills and knowledge gained through prior learning and/or the professional experience, equally and impartially with the learning outcomes obtained in the form provided by the program;
- be responsible for preparing assessment tests and assessing the evidence;
- communicate with candidates, counselors and, if necessary, with external parties;
- cooperate with other assessors to reach a common assessment decision;
- cite, identify and mitigate risks for the quality of the assessment;
- be responsible for the creation of the final report;
- provide feedback regardless of the decision, including training and support recommendations after assessment;

The competence of the assessors can be divided into professional competences and competences related to the assessment methods. The existence of both areas of competence helps the objective assessment, and with due care and proper professional critique, of learning outcomes and the evidence presented by applicants. The appropriate professional competence of assessors allows them to identify whether applicants have acquired the competences to the appropriate extent. The methodical competence of assessors allows them to choose the most appropriate assessment methods for assessing different competencies. Competence with regard to assessment methods ensures the selection of valid assessment methods, on the principle that these are applied intentionally and to an appropriate extent. Methodical competence includes the ability to provide understandable and constructive feedback in oral and written form.

RPL assessors should be up-to-date with developments in their field of work, in order to understand which competencies can be gained, at what job or situation, and to assess if possible in situations and ways described by applicants.

In the case of combined applications and prior learning recognition from extensive work experience, the involvement of external experts in the work of the RPL assessment committee is highly justified, and experts from relevant fields should be included. For example, in the case of Internet security competencies, a specialist in the field should be involved or, in the case of competences related to database administration, a representative of that field should be involved. However, the assessment cannot be confined to an opinion of an external expert only: their involvement only ensures the confidence of others that the assumed experience-based learning fits in the experience and point of view of employers as well.

When applicants require that various modules be recognized based on their work experience, or assessors are specialists in the field of assessment, but may not have the ability to cover the entire framework, others should also be included. For example, the applicant cannot compare the competencies gained with the learning outcomes in Database, Computer Networking and the Programing, but instead describes the entire security competence that covers all of these subjects.

This means that the panel of assessors should always include a person who has a full overview of the study/qualification program. In addition to professional competence, the assessor should be aware of the learning outcomes of different levels and cycles of education, and be able to adapt the skills and knowledge assessed in the qualification or professional standard.

Assessors should be aware of the formal (procedural) aspects, have different materials that they can use, e.g. RPL procedure of the relevant center, process flow diagram with participants and tasks etc.

It would be good if the RPL assessors engaged by a center discuss and agree on the bases for assessment, harmonize the principles for selecting the assessment methods, the applicable criteria for the required evidence, how detailed should the responses be, etc., so that the overall requirements are as uniform as possible in the case of all assessors.

The following case study continues to look at Driton's and Alban's assessment, as described in the previous case study.

Assessor work steps

Assessors participating in the prior learning recognition assessment:
- ensure that the legislative and procedural requirements are met;
- ensure that the context for recognition is clearly defined;
- have enough information about the process and know what to do;
- are able to describe the results and potential consequences for candidates;
- are convinced that the required evidence is clearly explained and the rules for the assessment evidence are being followed;
- ensure that the assessment process is clearly explained and there are forms of documents to allow collection and assessment of evidence;
- ensure that the decision-making of the assessment and the feedback process are explained to the candidates;
- ensure that candidates have the right to response and appeal;
- ensure that potential follow-up actions include re-assessment, further training, gap training, referral to career counseling.

The assessor must be convinced and ensure that he/she can consistently apply the following rules and requirements on evidence:
- **Validity:** the evidence is directly related to the unit of competence; demonstrates relevant skills and knowledge; reflects the four components of competence and key competencies; is appropriate for the respective descriptor of the NQC.

- **Sufficiency:** the evidence includes all critical aspects of proofs, particularly any specific evidence requirements if listed in the unit of competence; covers the entire scope of the unit; demonstrates competence over a period of time and in different contexts; and it includes different forms of evidence.
- **Authenticity:** Each piece of evidence is clearly identifiable as the work of the candidate and is accompanied and referred; when part of the candidate's evidence is team work, the candidate's specific role is clearly defined; qualifications, references, licenses etc. submitted by the candidate are certified documents; verbal or written explanations of the candidates for what they can do are verified by a trusted third party and/or supported by documentary evidence.
- **Eligibility:** The evidence indicates that candidates can apply the competence in their current job.

ASSESSMENT PROCESS

RPL Panel

The Recognition of Prior LearningPanel operates within the scope of prior learning recognition for all activities related to prior learning recognition.

The members of the Recognition of Prior Learning Panel should be experts with recognized values and experience in the field of industry, training (profession), according to the requirements outlined in the RPL policy. Panel members are appointed by the institution and are trained and approved by the NQA. Appointments are reviewed from time to time with monitoring and accreditation procedures by the NQA. RPL institutions manager and/or the chair of the RPL Panel have the right to propose changes to the composition of this panel.

The RPL Panel has the following functions:
- Prepare and set rules for certification personnel, as they do not exist in approved international systems. These rules can be adapted to specific market needs in Kosovo;
- Approve applications that meet the criteria set for RPL;
- Refuse applications that do not meet the criteria set for RPL;
- Conduct interviews with the candidate in case of doubt about the fulfillment of the RPL criteria.
- Cancel the RPL.
- Suspend the RPL.
- Approve the RPL.

The PLR Panel Chair is proposed by the panel of assessors and approved by this panel. The Chair of the RPL Panel has the primary function of managing the panel and implementing the functions that are assigned to this panel.

The Chair is also responsible for:

- Organizing meetings with members of the RPL Panel;
- Chairing of the meetings of the panel. The Panel Chair may use a second vote to solve the issue in the event of an equal vote;
- Preparation of meeting agendas and minutes. In such cases, may appoint someone to carry out these functions;
- Coordination of preparation of interviews for RPL candidates;
- Preparation of RPL procedures,
- Informing the Institution that made their appointment, whenever requested;
- Supervision of work for assessment of RPL processes. Undertake appropriate measures to guarantee that during the exercise of the functions for the assessment of RPL processes there shall be no conflict of interest.
- The Chair has the authority to convene Panel meetings even in extraordinary cases.

Voting

If necessary to vote:
- Each member has the right to one vote;
- Decisions are made by a simple majority. In the case of the adoption of special rules for a PLR scheme, the adoption should be made by 2/3 of the majority of all members of the PLR Panel;
- In case of equal vote, the chair has the right to one vote. Required Quorum 50%.

Selection and implementation of assessment methods

When choosing an assessment method, i.e. ways to assess whether certain competencies are acquired, the following criteria are important:
- The chosen assessment method should be appropriate for the purpose, appropriate for assessing the competence
- Selected assessment methods should allow the assessment of all competencies. This does not mean that special assessment methods are required for each competence.
- The implementation of the chosen assessment method should take a reasonable time. This implies the existence of the necessary resources (technology, environment, time available to the parties, etc.).

The methods used to for RPL assessment can be:
- Candidates may undertake the same or modified assessment as if they were part of the course;
- Assessment based on the evidence portfolio;
- Direct observation of skills or competences;
- Examples of the work of a candidate drawn from work, social activity, community or other locations where the candidate applies the learning, skills or competence;

- Evidence of learning abilities or competences; and
- Combination of any of the foregoing

RPL Panel members should meet as needed. Records of meetings are archived in minutes of the meeting by the secretariat of the institution.
The analysis, assessment and decision-making on requests/applications for initial RPL and/or recertification should always be made in accordance with the rules and requirements set out in the RPL Scheme.

To carry out the oversight and assessment of the RPL, responsible assessors are appointed. Their choice is made from the list of approved assessors. The RPL institution which appoints the Assessor should ensure that in no case have these assessors participated in the training of the candidates and/or there are no other conflicts of interest that could question the impartiality in the work of the RPL Supervisor.

The qualifications and experience of the Assessors depend on the professional areas of the RPL for which they are appointed.

Decision-making for the assessment process

To ensure that the assessment is of high quality, it is important for the assessors to carefully listen to the applicant during the interview, as well as to observe whether their verbal and nonverbal messages match. It is also important for assessors to take notes of questions and answers.

This ensures that they can make a decision that is based on more than just their memory and avoid situations in which assessors only listen to what they want to hear.
Therefore, it is required to examine the evidence as a whole and not to make decisions based on individual evidence. It is also required to include the candidate in feedback during the assessment process and regardless of the decision, competent or still incompetent, recommendations on strengths and weaknesses of performance/evidence and future options, including the possibility of appeal, are provided.

After the decision, it should be explained to candidates how and when their qualifications will be issued, candidates are asked what further development/support they would like and should be prepared to make suggestions for further action or support.
The following two case studies illustrate the issues faced by assessors in making recognition decisions:

RPL PROCESS STEPS

The data in this session will describe the RPL process starting with the application and submission of the Initial Application, Assessment and Certification.

RPL request and application

The institution, through the responsible persons, such as the coordinator and the mentor, should facilitate the process of requests, from the first contact with the interested persons for RPL. Usually, the first contact involves applications and requests from potential candidates, or possibly by a work supervisor of the employee. How this contact occurs and how it is handled will depend on the individuals involved and the processes within the institution. However, to ensure that potential candidates are not obstructed, the staff in the institutions should provide answers to the candidate's questions by supplying initial and accurate information on the RPL processes.

Request for Application	Responsibilities of the Institution	Responsibilities of the Candidates	Responsibilities of the Workplace
In order to obtain RPL candidates must file a request and apply for RPL. Upon submission of the application, the candidates complete the data form as a first step to participate in the RPL process.	At the moment of application, the institution's representatives provide the student with an application form, a candidate's guide and any other information as requested by the institution. The process is continued with procedures for processing the application, applicants are instructed and mentor data are provided to the candidate.	The rules of the Institution are read, and the application form is filled out. The registration form, providing workplace information, in the form recommended by the institution, is filled out and filed back with the institution. Follow the guidelines of the candidates guide to complete the first step of the process to continue with the interview.	Representatives of the workplace assist the candidate to apply for RPL, establishing the first contact with the assessment institution and assisting in filling out the application form.

The RPL process, as described in the training program, should be implemented in several steps and according to the following description. More detail on how to take each step is provided in the sequel to this document.

To come up with a professional judgment, assessors should undertake the following steps for each student until they have sufficient evidence of the student's competence for all the learning outcomes required by the scope of competence. The process is cumulative, so the evidence accumulates progressively.

However, it remains at the discretion of the Assessor to decide on some of the rules and gathered evidence, including workplace observations (that is, the Assessor can find valid, current, and authentic evidence for each unit). If so, then it may not be necessary to assess specific units.

Note: The assessor who observes candidates during the demonstration of the skills at the workplace requires all students to observe the following steps:

Step 1: Initial interviews and self-assessment

Guidelines on RPL assessment	Assessor Responsibilities	Candidate Responsibilities	Responsibilities of workplace (if applicable)
a. The candidate together with the coordinator and the mentor participate in the scheduling of the initial screening of documents/initial interview. b. After the meeting(s) the candidate completes the necessary evidence (file) of the knowledge and skills. c. The mentor and the assessor verify the evidence, consider the data from the initial interview, and advise the candidate to develop the file.	Before the interview, the registration form and all the documentation attached by the candidate will be reviewed. During the interview, the provided evidence is checked and the necessary instructions for the role and completed work are provided. From the candidate is required to draft a plan for the PLR. Provide the necessary basic skills guidance based on job requirements and showing how to act. After return, assess evidence completed by the candidate, basic knowledge file, skills, by documenting all of the above. Advise the candidate for the next steps.	Before the interview, the candidate should reflect on the experience, knowledge, skills and accomplished tasks. During the interview, the candidate should discuss in detail the relevant experience with the Mentor, present the solution, and participate in the planning of the RPL processes. After the interview, complete the documents by consulting with the employer's representative, at the same time present the necessary knowledge and skills. Under the agreement, all the documents in hard copy are sent back to the mentor according to the RPL assessment plan.	After completion of the documents by the candidate, the workplace representative verifies the candidate's performance and provides examples of controlled relevant areas as evidence of the knowledge and skills needed to be achieved by the candidate.

Step 2: Conversation on professional competence

Guidelines on RPL assessment	Assessor Responsibilities	Candidate Responsibilities	Responsibilities of workplace (if applicable)
a. Through the interview, assessors and the candidate participate in the conversation on competence. The candidate uses self-assessment of the knowledge and skills needed for each learning unit. b. The assessors discuss with the candidate and examine the evidence as a response to the conversation. Note: The competence conversation can also be done at the workplace, and candidates may be involved in more than one assessment session. These sessions can also be used to observe candidates at their workplace.	Before discussing the competence, compare the set of tools you will use to record the data (print or save the files depending on the recording methods). During the competence conversation, use the questions that the candidate has answered and record responses to the negotiation section according to the candidate's knowledge and skills file. After the competence conversation, review the evidence collected, document the findings, update the RPL plan if necessary and provide feedback to the candidate.	Prior to the competence conversation, complete the application file of the knowledge and skills needed for each module and learning outcomes. During the competence conversation, use the questions that the assessor can relate to knowledge and skills. Provide the necessary assessment evidence relevant to the workplace.	Prior to the competence conversation, prepare a suitable work space in which the candidates and assessors can discuss in tranquility the student's work, roles, skills and knowledge. During the competence conversation, if required, help the candidate to place any evidence from the workplace.

Step 3: Assessment of work tasks

Guidelines on RPL assessment	Assessor Responsibilities	Candidate Responsibilities	Responsibilities of workplace (if applicable)
a. The candidate demonstrates the job or job tasks monitored or delegated by the Assessor. b. The assessor considers any evidence of the candidate's work. Note: During the assessment, the candidate may be involved in more than one workplace, including assignments compiled by the Assessor.	Before the demonstration of knowledge and skills, provide the necessary guidance on the group of knowledge and skills that need to be clear on the tasks to be assessed. During the demonstration, record observations on the group of required knowledge and skills and provide the candidate with feedback information on the results.	Before the demonstration, read the tasks and make other workplace preparations provided by the Assessor. During the demonstration, refer to the assessment of the workplace duties in accordance with the given instructions, as agreed with the Assessor in the RPL assessment plan.	Before the demonstration, help in the preparation of the workplace if necessary. During the demonstration, make sure the candidate can perform the tasks, for example by ensuring privacy and appropriate workplace conditions.

Step 4: Third Party Reporting

Guidelines on RPL assessment	Assessor Responsibilities	Candidate Responsibilities	Job Responsibilities (if applicable)
If required: a. The assessor considers the provided evidence. Note: Evidence may be from the current or previous workplace.	Determine whether any evidence requires further validation from the workplace or other institution, and the report/evidence from the third party upon request. Consider the completed third party report/evidence and any other evidence from the workplace. Present findings and advise the candidate if required.	It may be required to provide a report/evidence from a third party, a workplace representative or another person from the workplace.	The workplace representative or another person completes the report by attaching any appropriate evidence from the workplace, if it is required to be sent back to the Assessor.

Step 5: Finalizing the RPL documentation

Guidelines on RPL assessment	Assessor Responsibilities	Candidate Responsibilities	Responsibilities of workplace (if applicable)
a. The assessor finalizes the decision and makes the documentation on the RPL assessment. b. The assessor gives the candidates comments on the results and scores. c. The assessor completes the necessary documentation for the Certification.	Complete all evidence stored for the candidates, as well as the form of assessment of the results, ensuring that the candidate is competent or not competent for all results based on the modules, depending on the procedures of the assessment body. Provide feedback to the students about the results and achievements. Finalize the RPL data and file according to the institution's procedures and complete the report on the internal process.	Sign the form of the assessment results of the RPL and other forms required by the assessment body. Consider giving feedback as an option when necessary.	

Description of the steps for PLR assessment

Assessment of Documentation - Step 1

Upon receipt of all the documentation, the Assessor should consider all the necessary assessment documents, assessment guides, assessment instruments and the candidate's documents/file.

The assessor must be provided with a copy of the candidate's completed dossier before entering the assessment.

Step 2: Questions on professional competence

Competence communication interviews provide an opportunity for the candidate to confirm their knowledge identified in the portfolio of basic knowledge and skills, so that the Assessor assesses the qualification modules.

The assessor records the responses of the candidates during the conversation.

Preparing for the Competence Conversation Interview

To prepare a competence conversation interview
1. Determine the place (hall or laboratory)
2. Prepare accurate conversation tools, for example, by storing files on a computer or by printing hard copies, depending on how you will record the answers of the candidates.

Conducting a Competence Conversation Interview

The following points should help the Assessor to conduct the competence conversation:

- Remember, this is a process of assessment, but it is also a 'talk' - you will get the best answers from a candidate who feels comfortable. Use a conversational style and look for suggestions in case of concern.

- Initial questions can be stimulating for discussion, and are not necessarily 'fixed'. You can change the wording or ask subsequent questions in a conversational style. You can continue even if the student goes off topic and returns to the question later; short breaks can also be useful.

- Each question gives you the key points to look for in a candidate's response. You can use these points to formulate your questions, and to contextualize or reformulate questions that fit the particular role of a candidate's work. Tracking questions, relying on the candidate's answers, may be helpful.

- In reformulation, use open questions and reflective techniques to encourage responses and draw the principles that guide the practical parts described by the candidate. Include questions that cannot be answered with a 'yes' or 'no'; questions about what the candidate can do in certain situations; questions about how the candidate feels in certain situations; and questions that explore the values and principles that support working practices.

The following items should help you record the conversation

- During the conversation, take brief notes in the Assessor comments section. Your notes may include further details about the discussion or other points and examples that the candidate has discussed.

- While developing the conversation, you can use color codes to highlight or otherwise mark points you may want to return to - for example, if the conversation stays on a question or further clarification is needed.

- You will likely need some time after the conversation to reflect on the candidate's responses and to add details to the form. If you do this, it is important to do it as soon as possible after the conversation.

Step 3: Assessment of workplace tasks

Assessors can define practical tasks and can also combine tasks when applicable. Assessors can also create other appropriate assessment tasks, for example for a skill demonstration at the workplace.

Assessors should provide appropriate guidance to the candidate before giving the assignment, providing reasonable notification of the task.

Step 4 Finalize the assessment and decision on the RPL process

The assessor must reach a professional judgment if the candidate is competent or if he/she is not yet competent for the modules being assessed, provide the candidate with an answer on the outcome and their possibilities when required; and complete all documentation of the requested RPL process from the assessment institutions.

In cases when it is determined that the candidate is competent in one or more specific qualification modules, assessment institutions should undertake actions to issue an achievement certificate as part of the RPL process.

For candidates who have not achieved the learning outcomes for the required qualification modules, they should be instructed for further actions, including further training and assessment.

Assessor and assessment institutions should ensure that all data of the RPL process and the results achieved are recorded in accordance with the processes and other rules of the assessment body.

Quality Assurance

Prior learning recognition is a powerful tool to improve work and life opportunities. When individuals feel valuable, when their skills are valued in the workplace, when their community contributions are recognized, everyone benefits: individuals, organizations, communities, and the state. Organizations fully committed to RPL principles are often more flexible, more customer-oriented, and respect the learning regardless of how and when it is achieved. Many people depend on the integrity of the RPL process and the validity of results: individual learners, counselors, assessors and end users such as employers, certification bodies, educational institutions and regulatory authorities. Everybody should be confident that the assessment process is always fair, valid, reliable, and compliant with all professional and legitimate assessment standards. It is therefore essential that any RPL system or program meets quality standards to ensure the integrity of any decision and the end result.

CASE STUDIES

Case Study - Assessment

In addition to establishing the kinds of assessment evidence to be collected for Driton and Alban, Besart had to plan and organize the assessment process.

Driton's practical assessment, with Besart's observation, took place in a simulated work environment provided by Besart's training center and followed by verbal questions. Once Driton had satisfactorily completed these aspects of the assessment, he could continue to complete the registration of experience in his current job position. To facilitate this, Besart visited the workplace, assured Driton's employer's cooperation, and explained how the registration of experience should be completed. Upon completion, Driton handed this to Besart to enable him to make a final assessment decision. Besart also asked Driton's employer, after the registration, to discuss Driton's performance.

Besart wrote to Alban's employer about the provided photographs and support letter and to discuss Alban's performance before observing him. It was agreed that Besart would carry out his observations on Alban's work at his workplace, so that work could continue, and would ask questions there. Besart was able to make an assessment decision immediately after Alban's employer was able to provide evidence of Alban's performance over a considerable period of time to confirm the observation

Consider the following questions about the case study

- Is it unfair for the assessment process to distinguish between Driton and Alban?
- What could Besart do if the evidence provided mixed indications about the performance of Driton or Alban, i.e. if Besart's observation of Alban's performance disagreed with the employer's opinion of his abilities?

Case Study 1 - Decision Making

Ermal, an experienced and qualified assessor with a degree and Certificate IV in Business Administration faced a dilemma.

Ardita was the candidate for prior learning recognition, who provided excellent documentary evidence and effectively responded to all of his questions by providing examples of what she would do in specific situations, also talking about what she had done in the past.

Ardita's supervisor, Ilir, had doubts about her skills as an effective team leader, and in the comments section stated "Ardita works well as a member of a team, but she has difficulties when taking a leadership role. She becomes very autocratic and does not develop effective relationships in the workplace to gain cooperation".

Consider what Ermal can do as in view of such contradictory evidence

- There is a need for more evidence to show that Ardita is competent,
- Evidence that Ardita needs additional training
- Undertake a work project or any other activity for the purpose of developing competence.
- There is a need for evidence involving the use of third-party work, other than Ardita's supervisor, to gain a wider picture of her performance, but with her prior agreement.

Case Study 2 - Decision Making

A company employs about 250 people in low and middle management positions. Most of them were promoted based on their technical expertise or success in operational roles, so they did not have formal qualifications or management training. The Human Resources Manager was aware of the need to focus attention on the importance of developing and recognizing managerial competence across the company. He contacted and engaged a training center to provide initial recognition services to assess the degree of recognition of existing skills that can be provided and to receive a training plan, so that the target group could achieve the qualification.

After initial consultation it was agreed that Business Administration was the most appropriate qualification for qualification assessment and recognition. The process included:

- Initial information sessions for staff to decide if they wanted to apply.
- Informative tools that define qualification information and explain the recognition assessment process, including required engagement and potential outcomes.

- A half day workshop on the evidence required to fulfill the competences included in the qualification for the pilot group of twenty leaders.
- One day of assessment within the group of managers, where the evidence of each of them was discussed and assessed in small groups.
- Submitting evidence and an assessment interview with a panel of at least three assessors - two from the training center and one from the company.

The assessors found that most of the 20 leaders had good evidence of workplace practice to match the results of the competence units. However, the majority lacked a knowledge base to support this practice or to explain their actions. The Panel faced a dilemma whether all managers should complete trainings for most of the competencies, as they lacked knowledge, despite the seemingly competent performance.

The decision was made to give managers the opportunity to gain knowledge in line with their abilities through a bilateral action plan:

Part 1

Develop a bibliography with notes of recently published material about management, books, magazines, research papers, articles, or similar materials. List these in a bibliography and then summarize the key points from the publication and describe how this lesson can be applied to their work practice. No particular number of publications is required, but references were must match the required competencies.

Part 2

Develop an individual action plan for continuous professional development as a manager. This may include attendance at conferences, short courses, further education/training, subscription to journals or scientific journals, establishment of a discussion forum at the workplace or other relevant activities that the candidate wishes to include.

This opportunity was taken with enthusiasm and nineteen from the initial group of twenty leaders were subsequently assessed as competent and received recognition in Business Administration.

Consider the following points about the case study
- When making decisions, the assessor should always refer to the requirements of the competence unit and the qualification level, as well as the job requirements, and then assess the proof/evidence against the evidence assessment rules.
- Lack of 'historical' evidence is not necessarily an obstacle to the successful completion of a process of recognition, if the process can be used to generate the necessary evidence.

MODULE INFO

RPL Coordinator

Module title	PLR Coordinator
Module reference	01
Module/training aim	The PLR Coordinator should be familiar with PLR principles, the Administrative Instruction and PLR Regulations of the National Qualifications Authority.
Module duration	20 hrs. 8 hours of theory 4 hours of practice 10 hours of self-study
Brief description of the main content of the module	• Recognition of Prior Learning (RPL) • RPL Principles • Formal, non-formal and informal education and training • Policies, Procedures and Criteria for the RPL Process • Role and Responsibilities of the RPL Coordinator • Duties and Powers of the RPL Coordinator • RPL Coordinator's work steps • Candidate Complaint Procedures; • RPL Quality Assurance • RPL Process Monitoring • RPL Funding
Minimal requirements	Participants should be employed by organizations or institutions accredited by the National Qualifications Authority of Kosovo.
Maximal/minimal number of participants	Max: 12 participants
Results achieved after completion of the module	Upon the completion of this training, the participants shall be able to: • Advise candidates for the RPL process • Assist candidates in gathering relevant evidence • Assist and advise candidates on the preparation of the candidate portfolio • Explain the appeal procedures • Promote RPL • Implement the code of ethics
Trainer/s	
Contact Person	Milot Hasangjekaj E-mail:Milot.Hasangjekaj@rks-gov.net
Venue	National Qualifications Authority Student Center Rr. "Agim Ramadani" 10000 Prishtina, Kosovo
Additional Notes	-
Assessment Tools:	-
Guidelines for Module Implementation and Assessment of Candidates	- It is recommended that the instructor provide course participants with written materials, schemes, guides, regulations, etc., in support of issues addressed in the module. He/she should engage the candidates with the realization of practical tasks in implementing the modules' LOs. - Candidates should actively participate in the realization of the practical actions and procedures provided in the module, initially supervised by the instructor and then independently. - Candidates should be encouraged to ask questions and actively discuss issues that are addressed in the module.

MODULE INFO
"RPL Mentoring"

Module title	The RPL Mentor
Module reference	002
Module/training aim	The RPL Mentor should be familiar with PLR principles, the Administrative Instruction and RPL Regulations of the National Qualifications Authority.
Module duration	20 hrs. 8 hours of theory 4 hours of practice 10 hours of self-study
Brief description of the main content of the module	• RPL Principles • Recognition of Prior Learning (RPL) • Formal, non-formal and informal education and training • Policy, Procedures and Criteria for the RPL Process • What is the position of the RPL mentor? • What should the RPL mentor know? • How is the RPL evidence portfolio prepared? • Role of Mentor • What are the principles and objectives of mentoring? • What qualities should a RPL mentor have? • What activities will you do as a mentor?
Minimal requirements	Participants must be employed by organizations or institutions accredited by the National Qualifications Authority of Kosovo and be of the relevant profile for which the institution is applying.
Maximal/minimal number of participants	Max: 12 participants
Results achieved after completion of the module	Upon the completion of this training, the participants shall be able to: - Advise candidates for the RPL process - Assist candidates gather relevant evidence with LOs - Assist and advise candidates regarding the preparation of candidate portfolios - Identify the areas where candidates need to strengthen their knowledge - Promote RPL - Implement the code of ethics
Trainer/s	
Contact Person	Milot Hasangjekaj E-mail: Milot.Hasangjekaj@rks-gov.net
Venue	
Additional Notes	-
Assessment Tools:	-
Guidelines for Module Implementation and Assessment of Candidates	- It is recommended that the instructor provide course participants with written materials, schemes, guides, regulations, etc., in support of issues addressed in the module. He/she should engage the candidates with the realization of practical tasks in implementing the modules' LOs. - Candidates should actively participate in the realization of the practical actions and procedures provided in the module, initially supervised by the instructor and then independently. - Candidates should be encouraged to ask questions and actively discuss issues that are addressed in the module.

MODULE INFO

"RPL Assessors"

Module title	RPL Assessors
Module reference	003
Module/training aim	The RPL Assessor should be familiar with RPL principles, the Administrative Instruction and RPL Regulations e National Qualifications Authority.
Module duration	20 hrs. 8 hours of theory 4 hours of practice 10 hours of self-study
Brief description of the main content of the module	• RPL Principles • Recognition of Prior Learning (RPL) • Formal, non-formal and informal education and training • Policy, Procedures and Criteria for the RPL Process • What is the position of the RPL assessor? • What should the RPL assessor know? • How to assess the RPL evidence portfolio • The role of the assessor • What are the principles and objectives of the assessment? • What qualities should the RPL assessor have? • What activities will you make as an assessor?
Minimal requirements	Pjesëmarrësit duhet të jene të punësuar/a nga organizatat apo institucionet e akredituara nga Autoriteti Kombëtar i Kualifikimeve të Kosovës dhe të jetë i fushës përkatëse për profilin që aplikon institucioni.
Maximal/minimal number of participants	Max: 12 participants
Results achieved after completion of the module	Upon the completion of this training, the participants shall be able to: • Know the RPL Process • Use RPL assessment methods • Assess portfolios • Instruct and advise candidates on assessment results • Identify the areas where candidates need to strengthen their knowledge • Instruct on additional training needs • Promote RPL • Implement the code of ethics
Trainer/s	
Contact Person	Milot Hasangjekaj 381 (0)38/211-990 E-mail:Milot.Hasangjekaj@rks-gov.net
Additional Notes	-
Assessment Tools:	-
Guidelines for Module Implementation and Assessment of Candidates	- It is recommended that the instructor provide course participants with written materials, schemes, guides, regulations, etc., in support of issues addressed in the module. He/she should engage the candidates with the realization of practical tasks in implementing the modules' LOs. - Candidates should actively participate in the realization of the practical actions and procedures provided in the module, initially supervised by the instructor and then independently. - Candidates should be encouraged to ask questions and actively discuss issues that are addressed in the module.