



**DESIGNERS'  
KIT**

**VALIDATION AND  
RECOGNITION OF  
PRIOR LEARNING**

**GUIDELINES**



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## INTRODUCTION

The aim of this document is to provide a general overview about the main guidelines on “Validation and Recognition of Prior Learning” at European level and to provide a detailed overview of how they have been adopted in the Ligurian and Portuguese pilots, as practical examples of their implementation.

The document is divided into two main sections: the first one is aimed to provide an overall introduction to the main European guidelines on the topic, while the second one goes into detail on how these guidelines have been implemented in the pilots that have been run in Liguria Region (Italy) and Portugal.

The first part of the document has been mainly drawn from “*How to personalize the learning path?*” Guide included in “**Guidelines supporting the design of local curricula**” delivered by ENHANCE Project<sup>1</sup> in 2021. The document is based on:

- Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualification
- Directive 2013/55/EU of the European Parliament and of the Council of 20 November 2013 amending Directive 2005/36/EC
- CEDEFOP’s “European guidelines for validating non-formal and informal learning” released in 2015 and published at <https://www.cedefop.europa.eu/en/publications/3073>

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<sup>1</sup> ENHANCE project - *EuropeaN curriculum for fAmily aNd Community nursE* <https://www.enhance-fcn.eu/> - Sector Skills Alliance - 591946-EPP-1-2017-1-IT-EPPKA2-SSA

## PART 1 - EUROPEAN GUIDELINES FOR RECOGNITION OF PRIOR LEARNING

Procedures and systems for the Recognition of Prior Learning (RPL) vary widely across different countries, sectors and institutions. In particular, RPL for regulated professions is highly dependent on the processes and regulatory frameworks defined by national authorities and entities. Although the CGE EU Curriculum fulfils all requirements to support RPL, it cannot prescribe one particular RPL process that must be applied to all contexts. Therefore, this document aims to outline common features of many RPL systems, provide guidance on identifying relevant RPL processes in your country, and illustrate what RPL can look like through a series of practical examples.

### WHAT IS RPL?

RPL, often also referred to as Validation of Prior Learning, is a process by which the prior learning of an individual – gained in formal, informal or non-formal settings – is validated against a set of criteria and is assigned a credit value.

Such credit, obtained through RPL, may:

- grant access/entry to specific programmes of study and/or;
- be used to claim achievement of parts of a qualification.

The RPL process can be a lengthy process, which requires complete dedication and commitment by:

- the applicant, in order to submit the information required and to answer any clarifications requested by the organisation, and;
- the organisation, in order to verify the authenticity of the elements within the applicant's claim and to provide the necessary guidance to the applicant throughout the process.

As a result of the RPL process, learners together with the institution may create personal/individual learning paths because the common elements of a different study programme they previously attended can be easily transferred to the one they are applying for. Similarly, other forms of learning obtained through different life experiences, working environments, work-based learning, and training courses may equip the individual with a set of knowledge, skills and competences, which are relevant to the said qualification. Recognition of Prior Learning is therefore a tool for validating the skills that an individual possesses and transforming them in tangible credit, which they can apply to facilitate the progression of their studies.

### WHY IS RPL USEFUL?

RPL supports Lifelong Learning through:

- *Permeability*: RPL may provide an opportunity to individuals to follow programmes, which otherwise they would not have had access to.
- *Accessibility*: Opportunity to reduce the time needed to complete a programme by marking specific Unit/Modules as obtained through RPL. This is mostly relevant to individuals in employment, whose time is therefore limited and cannot follow full-time education.
- *Mobility*: RPL facilitates the mobility of workers in Europe, as they will be able to have their prior learning count towards an additional education or employment in another country.

### THE FOUNDATION FOR APPLYING RPL IN THE CGE CURRICULUM

The CGE EU Curriculum fulfils the requirements to support RPL because:

- It matches the occupation standards and is based on learning outcomes – meaning, it is competence-based and provides transparent descriptions of what a learner knows and is able to do upon completion of the learning process.
- It informs about the assessment of these learning outcomes (criteria, indicators, assessment procedures): this will help you to compare the prior learning of an applicant with the

competences CGEs will have after completion of your curriculum and to understand what to look for when examining the documentation of prior learning provided by applicants.

### THE MAIN ELEMENTS OF THE RPL PROCESS

This section presents **3 MAIN STAGES** that will support you in identifying the RPL system established in your country (and/or your institution).

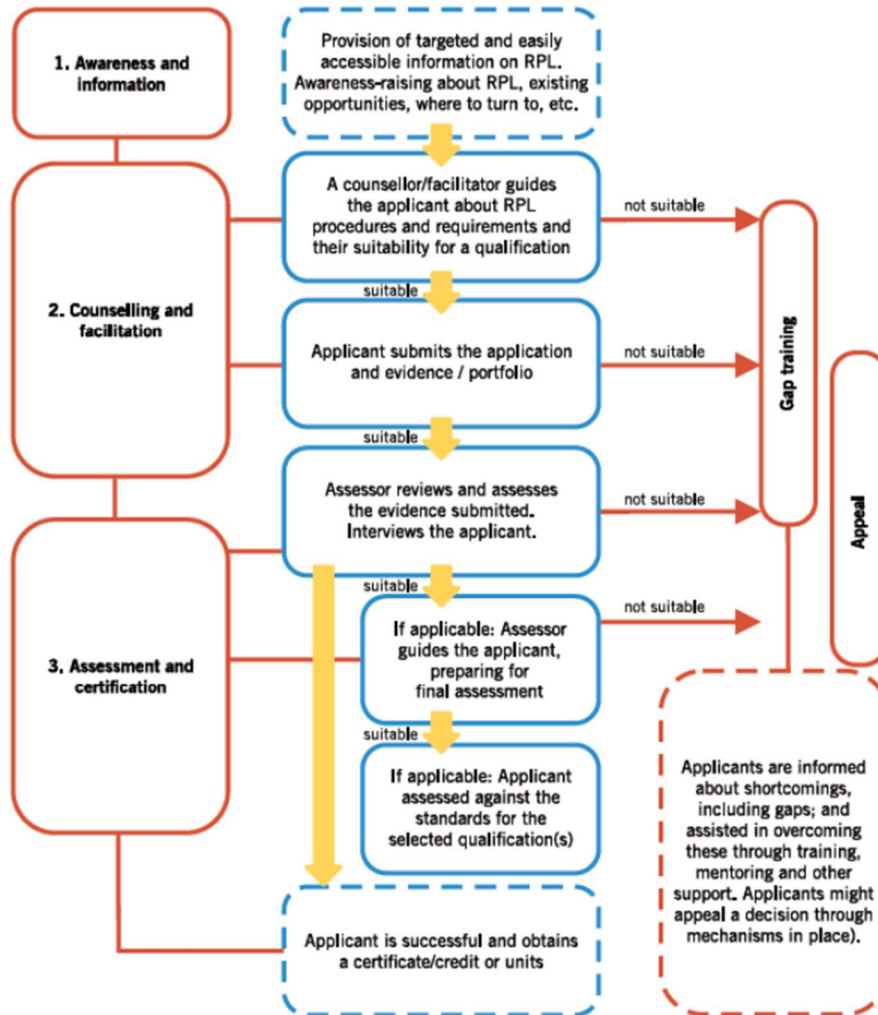
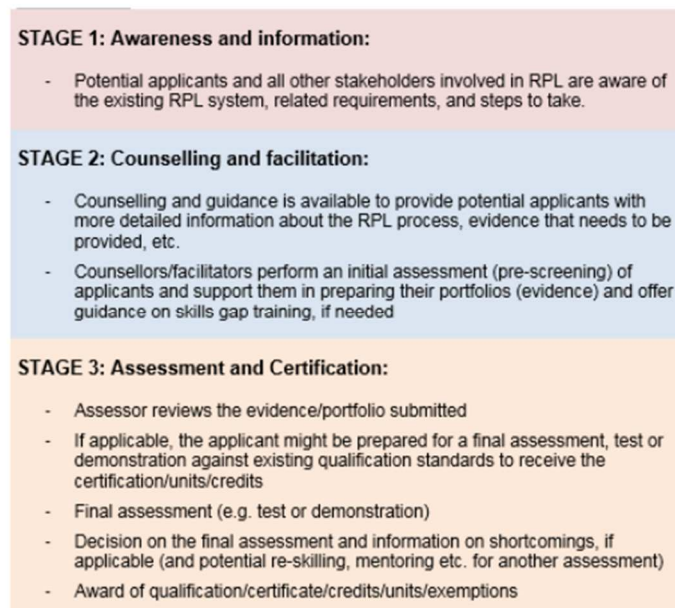


Figure 1: Three stages for the identification of RPL



**Figure 2: Three stages for the identification of RPL - details**

Beside the identified 3 stages, the very first step (**STAGE 0**) should be the **IDENTIFICATION of possible RPL processes in place in your country**, since the various stages and steps explained here should be part of them.

## A STEP-BY-STEP DESCRIPTION OF THE 3 RPL STAGES

RPL systems vary significantly. However, there are some common features. The following sections detail the main steps characterizing the three stages.

### STAGE 1 – Step 1: Initial Enquiry/Call for Application

The RPL process starts with an initial enquiry:

1. Either from a prospective RPL candidate to your institution
2. Or in the form of a Call for applications from a specific organization.

At this point, the first contact between RPL applicants and your organization is established. As you can see in the flowchart, a support and information system regarding RPL should be in place to guide prospective applicants in the application for RPL consideration.

### STAGE 2 – Step 2: Confirmation of Eligibility

After the application, applicants need to be informed by your organization about whether they

1. Are eligible for RPL on multiple qualifications including the one s/he applied for;
2. Are eligible for RPL on qualifications other than the one s/he applied for;
3. Are not eligible for RPL.

Once again, the role of your guidance is vital in this section in order to help the applicant make an informed choice regarding their future educational pathway in your institution.

### STAGE 3 – Step 3: Portfolio/Repository of Qualifications/Certifications

As stated above, RPL claims are built upon the Prior Learning of an individual. This learning can be obtained either formally, informally or non-formally.

These types of learning are defined as follows:

- **Formal Learning:** Formal learning is organized learning, achieved in formal education. It is built upon a structured curriculum, delivered by qualified teachers and leads to a formal certificate which is, most of the time, recognized by multiple organizations both locally and

internationally. It is usually valued in terms of credits, which can be transferred between qualifications, institutions and countries.

- Non-Formal Learning: Is the type of learning which occurs outside of compulsory education, for example continuing professional education. It can be either organized or not, is intentional and it is usually flexible, hands-on, learner-centered and led by a teacher or a leader. This form of learning does usually not result in a formal degree or certificate.
- Informal Learning: Is the learning obtained in everyday life, often from persons with more experience in a certain area without the role of a qualified teacher (parents, friends, etc.). There is no set curriculum and no credits. This form of learning is gradual, passive and accumulated through time.

In order to prove the RPL claim, the applicant will have to provide evidence of his/her qualifications and prior learning experiences. A **portfolio of competences** – a more detailed extension to the CV – is usually ideal for this.

### STAGE 3 – Step 4: Submission of evidence

In this phase, you will take a look at the evidence provided by the applicant and select the evidence relevant for the RPL claim. Not all Prior Learning will be relevant to every RPL claim. You will need to select and determine which experiences are best suited as evidence for the RPL being claimed. Most institutions will offer guidance to applicants in the process of building and presenting their evidence (Stage 2).

Evidence for an RPL claim needs to be:

- Valid – all evidence submitted by an applicant must be related to the content of the Unit or qualification being claimed by RPL
- Authentic: All evidence submitted by an applicant should clearly relate to his/her own effort and achievements. They should ideally also bear clear information on the level and/or the breakdown of the course followed.
- Current: the date in which the presented evidence was obtained is important to determine its relevance towards the RPL claim. In the case of formal certification the date in which it was obtained is the most relevant detail for demonstrating currency. For non-formal and/or informal evidence, the applicant would need to find other ways to demonstrate the currency (e.g. the number of years in which the activity was performed and when it was performed last).
- Sufficient – it is important that any evidence submitted covers most if not all of the aspects related to the RPL claim. Therefore, if an applicant is making a claim to achieve a specific unit by RPL, any evidence submitted needs to cover all or a majority of the criteria related to the said unit.

NB: Evidence for RPL can take different forms. It can consist of a combination of documents, multimedia files (photos and videos) and tangible artefacts (although these are least popular). Once again, organizations will guide applicants on what is acceptable as evidence and what is not. The most common form of evidence is documents, and there are various types, which can be presented.

Some examples of evidence are:

- Resume/CV (paper and/or online);
- Covering letter/s;
- Formal Education Certificates;
- On the job training Certificates; CPD Certificates;
- Reference Letters from current and past: employers, peers, supervisors, clients etc.;
- Performance Appraisals, Evaluation forms, letters or appreciation; letters of recommendation;
- Performance Awards;
- Samples of Work Performed: Memos; Reports; Plans; Procedures and Forms; Hand-outs; Marketing plans etc.;

- Photographs and/or videos showing work produced by the applicant and/or the applicant at work;
- Minutes of meeting featuring work/tasks;
- Email communications etc.

Evidence in the Portfolio should be accompanied by the applicants own self-reflection, and thoughts in order to prove his/her strengths and map/explain the relevance of the evidence being presented towards the RPL claim. Such explanation will facilitate the work of the assessor/evaluator when evaluating the documents submitted and will ensure that the evidence is interpreted as intended.

### **STAGE 3 – Step 5: Verification and assessment of Evidence and RPL Claim**

All evidence submitted by applicants will be reviewed by you (= the representative of your institution dealing with RPL) and assessed against the criteria of the Unit of Learning Outcomes of the CGE Curriculum the claim is made for. You will also review the application and the individual descriptions submitted by the applicant claiming Prior Learning on specific tasks, and will decide whether in your professional opinion, the applicants' claim can be considered as valid or not.

In order to provide a fairer evaluation to the applicant, some organizations might appoint multiple evaluators and/or a board of Evaluators in order to review the same RPL application. The evaluation board may contact the applicant for clarifications. In some cases, they may also decide to put the applicant to the test, asking him/her to perform specific tasks in order to assess his/her skills and competencies.

### **STAGE 3 – Step 6: Award of Certification/Credit (leading to Personalization of Learning Paths)**

The final Step of the RPL process is the award of a qualification (fully or partially) / certificate / credits / units / exemptions to the applicant by the legitimate institution. This may lead to individual learning paths as successful RPL applicants will only have to carry out the parts of the CGE qualification they did not acquire through prior learning.

The Personalization could include the following options in CGE training:

- taking elective or optional courses / units / modules aside the core, basic ones at the learner's own choice;
- varying the course order where possible;
- skipping courses;
- choosing the area of the internship according to learner's personal interests and attitudes;
- choosing the area of the thesis project, according to learner's personal interests and attitudes;
- choosing part-time or full-time programmes or being allowed to extend the overall programme duration;
- being allowed to take online or blended courses /programmes.

NB: Please keep in mind that these options for personalization can only be offered and implemented if there is a suitable system in place in your institution that allows for this kind of flexibility.



## PART 2 - RECOGNITION OF PRIOR LEARNING IN LIGURIA

### INTRODUCTION

#### ITALY'S NORMATIVE REFERENCES

As for the legal validity of the process, the starting point is the alignment to the following European documents:

- **Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning** (2012/c 398/01)<sup>2</sup>, which calls for the establishment of national systems for the validation of non-formal and informal learning by 2018. In particular, the Recommendation stipulates that, by 2018, Member States should ensure that arrangements are in place for the validation of non-formal and informal learning which enable individuals to obtain validation of knowledge, skills and competences acquired through non-formal and informal learning or a full or partial qualification.
- **Europe 2020 strategy**<sup>3</sup>, which sets the development of knowledge, vocational qualifications, skills and formal and informal competences as a prerequisite for fostering economic growth and employment, improving entry and progression in the labour market, facilitating transitions between work and learning phases, promoting geographical and occupational mobility throughout the European area.
- **CEDEFOP's European guidelines for validating non-formal and informal learning**, released in 2015 and published at <https://www.cedefop.europa.eu/en/publications/3073>

The normative references in Italy are the following:

- Law 28 June 2012, no. 92<sup>4</sup>, and subsequent amendments and supplements, which envisage the Reform of the Labour Market in a perspective of growth, in particular art. 4, from paragraph 51 to paragraph 68, dictates the principles on which to start the Reform of Vocational Training and states the need to provide for actions aimed at the recognition of training credits and the certification of learning acquired;
- Legislative Decree No. 13 of 16 January 2013<sup>5</sup>, which defines "The general rules and essential levels of performance for the identification and validation of non-formal and informal learning and the minimum service standards of the national system for the certification of competences, pursuant to Article 4, paragraphs 58 to 68, of Law 92/2012"; this decree outlines a national system for the certification of skills in order to valorise every skill possessed by the person, in a logic of lifelong learning, according to minimum national standards that ensure the validity of what is certified and consequently its reliability;
- Decree of the Minister of Labour and Social Policies 30 June 2015<sup>6</sup> - issued in agreement with the Minister of Education, Universities and Research - establishes the "Operational reference framework for the recognition at national level of regional qualifications and related competences", within the National Repository of Educational and Training Qualifications and Vocational Qualifications referred to in Article 8 of Legislative Decree 13/2013;
- Decree of the Minister of Labour and Social Policies 8 January 2018<sup>7</sup> - issued in agreement with the Minister of Education, Universities and Research - establishes the "National Framework of Qualifications issued within the National Skills Certification System" referred to in Legislative Decree 13/2013;

<sup>2</sup> [https://www.cedefop.europa.eu/files/Council\\_Recommendation\\_on\\_the\\_validation\\_20\\_December\\_2012.pdf](https://www.cedefop.europa.eu/files/Council_Recommendation_on_the_validation_20_December_2012.pdf)

<sup>3</sup> <https://ec.europa.eu/eu2020/pdf/COMPLET%20EN%20BARROSO%20%20%20007%20-%20Europe%202020%20-%20EN%20version.pdf>

<sup>4</sup> <https://www.gazzettaufficiale.it/eli/id/2012/07/03/012G0115/sq>

<sup>5</sup> <https://www.gazzettaufficiale.it/eli/id/2013/02/15/13G00043/sq>

<sup>6</sup> <https://www.gazzettaufficiale.it/eli/id/2015/07/20/15A05469/sq>

<sup>7</sup> <https://www.gazzettaufficiale.it/eli/id/2018/01/25/18A00411/sq>

- Decree of the Minister of Labour and Social Policies of 5 January 2021<sup>8</sup> - issued in agreement with the Minister of University and Research, the Minister for Public Administration and the Minister for the Economy and Finance, having consulted the Minister for Economic Development - sets out the "Provisions for the adoption of the guidelines for the interoperability of the public bodies in charge of the National Skills Certification System".

Starting from these decrees, the individual regions transposed and regulated the process. In Liguria, the normative references are the following:

- First foundations for the creation of the regional certification system with the approval of DGR 449 of 27 March 2015<sup>9</sup>, Regional Guidelines.
- Launch of the system DGR 612 of 21 July 2017;
- Decree of the Director 2900 of 17 May 2021<sup>10</sup>, The Regional Skills Certification System. Updating operational guidelines;
- Parallel and constant updating of the Repository (DGR 153 of 2 March 2021)<sup>11</sup>.

### Ministerial Decree 2015/06/30

In particular, the Ministerial Decree 2015/06/30 constitutes the normative reference for the recognition and validation of competences.

This Ministerial Decree defines an operational framework for the recognition at national level of regional qualifications and their competences (hereinafter referred to as the national framework), within the framework of the National Repository of Educational and Training Qualifications and Vocational Qualifications (hereinafter referred to as the National Repository).

The national framework is the part of the National Repository relating to regional qualifications and represents the unitary reference for the correlation of regional qualifications and their progressive standardisation, as well as for the identification, validation and certification of qualifications and competences, also in terms of credits (e.g. ECTS, ECVET points).

Furthermore, the national framework is organised on the basis of the classification of economic and occupational sectors and is the reference for the regional qualifications registers, approved and published by each region and autonomous province of Trento and Bolzano and meeting the minimum standards.

Article 5 establishes that people who demonstrate or self-declare that they have acquired learning experiences in any formal, non-formal and informal context, provided that they are adequate and relevant to one or more qualifications included in the reference repositories, may have access to the identification and validation service provided by the regions and autonomous provinces of Trento and Bolzano.

Regarding the identification and validation process, the minimum elements that characterize the phases of the service delivery process are:

- a) for the identification phase: reconstruction of the person's experience, transparency of the skills acquired and elaboration of a "*Document supporting the transparency of the skills acquired*" (hereinafter referred to as "*Transparency Document*");
- b) for the evaluation phase: technical examination of the "*Transparency Document*" and possible direct evaluation, intended as an evaluation test in the presence of the candidate through hearing, technical interview or performance test;
- c) for the attestation phase: drafting and issue of the "*Validation Document*".

<sup>8</sup> <https://www.gazzettaufficiale.it/eli/id/2021/01/18/21A00166/sg>

<sup>9</sup> <http://bancadati.anpalservizi.it/bdds/download?fileName=15260baf-1be9-4c5e-a6ce-4af317146495.pdf&uid=15260baf-1be9-4c5e-a6ce-4af317146495>

<sup>10</sup> <https://www.regione.liguria.it/homepage-lavoro/come-fare-per/certificazione-competenze.html>

<sup>11</sup> <https://www.uneba.org/wp-content/uploads/2021/10/liguria-dgr-245-2021.pdf>

Moreover, article 6 states that during the identification and validation service, the “*Transparency Document*” is drawn up, with the attestation value of the first part containing the following minimum information:

- a) personal data;
- b) the skills identified as potential objects of validation;
- c) work and formal, non-formal and informal, learning experiences, referring to the skills identified as potential objects of validation.

## THE RPL PROCESS IN LIGURIA

According to ALFA, which is the body of the Regione Liguria’s government in charge of the RPL certification, the process is voluntary and is initiated at the request of the applicant who wants to acquire the certification of a qualification or of some competences within a qualification curriculum (in this case the reference is the cook).

The service can be accessed by people meeting the following requirements:

1. They are of age, resident or domiciled in Liguria;
2. They have acquired – in the last 10 years – significant formal, non-formal or informal experience, for at least 1600 hours, provided that such experience is adequate and relevant to one or more competences or to a professional profile included in the Regional Repository. This experience must be inferred from the CV or from other appropriate documentation;
3. They meet the formal prerequisites and conditions set out for the chosen qualification.

The candidate must submit an application to the entitled organization. The choice of organisation depends on the SEP – Economic and Professional Sector – to which the qualification belongs; in this case it is the *Accademia del Turismo* in the city of Lavagna.

The organizations are entitled for some SEP according to their experiences.

The qualification must be included in the Ligurian Repository of Professional Profiles: <http://professioniweb.regione.liguria.it/>

After the application, the **IDENTIFICATION** phase is activated, during which the candidate receives the support of the body in charge; once the feasibility conditions have been verified, the candidate signs the service pact with the body and proceeds to compile the individual dossier, through a computerised system.

The *Transparency Document* is issued by the qualified entity in the event that, during the identification activity, it is found to be impossible to proceed towards validation because the minimum necessary conditions are not met.

The next phase concerns **VALIDATION** by the entitled body which involves the evaluation of the dossier. Practical tests or technical interviews are also scheduled, if necessary.

Once this phase is over, an application for activation of the **CERTIFICATION** service must be submitted to ALFA, the entitled body; the request can be made through the computerised service that allows the application to be sent and the necessary documents to be attached (see later in the guide).

The information/access phase is free of charge and paid for by the entitled body, while from the subsequent identification phase the process is chargeable. The cost may be part of funding provided by the Region or experimental projects financed by it.

## The Repositories

Italy’s National Repository is composed of all the regional repositories of education and training qualifications, and of vocational qualifications issued in Italy by an organisation or issued as a result of an apprenticeship contract.

The **Ligurian Repository of Professional Profiles**<sup>12</sup> constitutes the unitary reference framework for the certification of competences, through the progressive standardisation of the essential elements, also descriptive, of education and training qualifications, including those of vocational education and training, and of vocational qualifications through their correlation, also by means of a shared system of recognition of training credits in a European perspective.

The Ligurian Repository of Professional Profiles has more than 300 qualifications and is constantly updated and increased with the qualifications of greatest territorial economic interest. It is a collection of professional figures aimed at supporting the activities of orientation, training and work policies and at facilitating young people and their families in the choice of training paths. It includes figures fully correlated at national level and others correlated for single competences. It is structured in cards describing 'typical situations' of work, competences, knowledge and skills related to the different professions. It contains professional profiles (qualifications), independent and citizenship competences, on the basis of which (excluding professions regulated by national and/or regional regulations) skills can be certified.

The qualifications issued by Regione Liguria in accordance with Legislative Decree 13/2013 and the Interministerial Decree of 30.06.2015, if fully correlated at national level:

- Are valid on the entire national territory for all legal purposes;
- May constitute a qualification for admission to public tenders or contribute to the professional requirements for access to the reserved work activities referred to in Article 2, letter b), in compliance with the specific national and community regulations in force;
- Are made transparent for recognition, at European and international level, through referencing to the classification systems of economic activities and professions and to the levels of the European Qualifications Framework for lifelong learning (EQF).

The Regional System of Identification Validation Certification (IVC) of competences is a "single and unitary" system, in which:

1. competences considered have the same value whether they are acquired in formal learning contexts, or in non-formal/informal contexts;
2. competences are ascertained and assessed against the same professional reference standards, regardless of the learning context and in compliance with the principles and process standards guaranteeing minimum performance levels at a national level;
3. the certificates issued have the same degree of reliability regardless of how they were acquired.

Including a qualification in the Repository means to acknowledge the needs of the territory and to create the necessary conditions and prerequisites to implement active labour policies (training, certification apprenticeships, etc.).

In the case of the Chef Gastro-Engineering Curriculum, in addition to the professional standards of the qualification, it was also possible to define the training standards thanks to the Ligurian pilot course.

Regione Liguria coordinated with Regione Campania and the CGE professional profile is now correlated to the National Atlas of Work and Qualifications<sup>13</sup>. This means that the qualifications linked to the national system also apply across the whole territory.

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<sup>12</sup> <http://professioniweb.regione.liguria.it/>

<sup>13</sup> [https://atlantelavoro.inapp.org/atlante\\_repertori.php](https://atlantelavoro.inapp.org/atlante_repertori.php)

## PART 2 - RECOGNITION OF PRIOR LEARNING IN PORTUGAL

### INTRODUCTION

Here are summarized the main elements characterizing the process of Recognition of Prior Learning applied in Portuguese pilot.

The process was carried out by SCMA while the regulating authority was ANQEP (Agencia Nacional para a Qualificacao e o Ensino Profissional)

The Process for the Recognition of Prior Learning in Portugal includes:

- A Counselling Session
- An Assessment of the professional competences of the Individual
- Accreditation and recording of the professional competence.

The procedure is the following:

- a) Registration through the registration service through specific recognition templates filled by the users
- b) Presentation/proof of credits or modules which want to be recognized by the Board Recognition
- c) Preparation of the assessment and recognition Dossier, using SCMA model
- d) Appointment of the Recognition Board responsible for conducting the tests (resolution of cases, exams, interviews...) necessary for training evaluation. As a guideline for the interview, the Recognition Board prepares a list of questions
- e) The Board reviews the results in the assessment and recognition dossier. Once the assessment is finalized, it calculates the percentage of recognition of training units and/or modules
- f) The applicant is informed of the results, which are transferred to the training evaluation system

### STAGE 1 – STEP 1 Initial Enquiry/Call for Application

The RPL process starts with an initial enquiry by a RPL candidate or a Call for applications by SCMA. This is the first contact between RPL applicants and SCMA.

### STAGE 2 – STEP 2 Confirmation of Eligibility

After the application, each applicant needs to be informed by SCMA whether s/he is:

- a) Eligible for RPL on multiple qualifications including the one s/he applied for;
- b) Eligible for RPL on qualifications other than the one s/he applied for;
- c) Not eligible for RPL.

### STAGE 3 – STEP 3 Portfolio/Repository of Qualifications/Certifications

At this point in the application the student must show their portfolio/repository, this should include all the work experience that the student had, also the training which the student already has.

SCMA also asks for history of professional experience, acquisitions, documentation and proof of experience, such as photographic record, videos, letters of recommendation and employment contracts.

After this, SCMA, according to the portfolio presented, position people by levels according to NECTAR curriculum.

### STAGE 3 – STEP 4 Submission of evidence

At this stage, the evidence provided by the applicant is examined and evidence associated with the RPL claim is selected.



Not all prior knowledge is relevant to all RPL claims. SCMA needs to select and determine the experience that is most useful as evidence of the alleged RPL.

SCMA guides applicants on what is acceptable as evidence and what is not. The most common form of evidence is documents, and there are various types, which can be presented (a combination of documents, multimedia files with photos and videos).

- Resume/CV (paper and/or online)
- Covering letter/s
- Formal Education Certificates
- On the job training Certificates, CPD Certificates
- Reference Letters from current and past: employers, peers, supervisors, clients, etc.
- Performance Appraisals, Evaluation forms, letters or appreciation, letters of recommendation
- Performance Awards
- Samples of Work Performed: Memos, Reports, Plan, Procedures and Forms, Handouts, Marketing plans, etc.
- Photographs and/or videos showing work produced by the applicant and/or the applicant at work
- Minutes of meetings featuring work/tasks

### **STAGE 3 – STEP 5 Verification and assessment of Evidence and RPL Claim**

All evidence submitted by applicants are reviewed by the SCMA representative (or board of evaluators) dealing with RPL, and assessed against the criteria of the Unit of Learning Outcomes of the CGE Curriculum the claim is made for. She/He also reviews the application and the individual descriptions submitted by the applicant claiming Prior Learning on specific tasks and decides whether in her/his professional opinion, the applicants' claim can be considered as valid or not.

### **STAGE 3 – STEP 6 Award of Certification/Credit (leading to Personalization of Learning Paths)**

The final step in the RPL process is to award the degree (in whole or in part) / certificate / credit / unit / waiver to the candidate.

This can lead to individualized learning paths, as successful candidates in the RPL will only have to complete portions of the CGE certification that they have not obtained through prior study.

## REFERENCES

### Main reference

This document was adapted from “How to personalize the learning path?” Guide included in ENHANCE Project Designers’ Kit. <https://oot.enhance-fcn.eu/mod/page/view.php?id=1911>

### Other references

Atlas of Work and Qualification - [https://atlantelavoro.inapp.org/atlante\\_repertori.php](https://atlantelavoro.inapp.org/atlante_repertori.php)

CEDEFOP’s “European guidelines for validating non-formal and informal learning” - <https://www.cedefop.europa.eu/en/publications/3073>

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