Pursuant to Article 40, paragraph 4 of the Law on the National Qualifications Framework of the Republic of Serbia ("Official Gazette of the RS", No. 27/18 and 6/20),

The Minister of Education, Science and Technological Development enacts

**THE RULEBOOK ON STANDARDS AND MANNER OF IMPLEMENTING THE PROCEDURE OF RECOGNITION OF PRIOR LEARNING**

“*Official Gazette of RS” No. 148 of 10 December, 2020*

**General Provision**

**Article 1**

This Rulebook determines the standards for the recognition of prior learning and the manner of conducting the procedure for the recognition of prior learning.

The standards referred to in paragraph 1 of this Article are printed in Annex 1 and are an integral part of this Rulebook.

**Meaning of Basic Terms**

**Article 2**

Certain terms in this Rulebook have the following meanings:

1) Recognition of Prior Learning (hereinafter: RPL) is a procedure in which, with the help of assessment instruments, an interested person’s (candidate’s) knowledge, skills, abilities and attitudes (hereinafter: learning outcomes) and competencies determined by the qualification standard, which they have acquired through education, life or work experience, are recognised;

2) Publicly Recognized Adult Education Organizer (hereinafter: PRAEO status) represents the status that a primary or secondary school (hereinafter: School) acquires for one or more adult education activities in accordance with the law (non-formal education for the acquisition of competencies and / or qualifications, career guidance and counseling, RPL);

3) RPL standards represent a set of criteria in terms of organizational structure, competent staff, instruments, space and equipment and quality control of the RPL procedure which aims to ensure the quality of the entire RPL procedure;

4) the candidate is an adult who joins the RPL procedure by submitting a request for RPL to a School that has the PRAEO status for RPL activity;

5) RPL team is a team formed by the School for the implementation of RPL activities;

6) RPL advisor is a teacher or professional associate of the School, a member of the RPL Team;

 7) Assessor from the School is a teacher of vocational subjects or practice classes for the educational profile acquiring the qualification standard within which the School implements the RPL procedure, a member of the RPL Team;

8) Assessor from the business sector is an expert from the business sector with experience in working on jobs that require competencies and / or qualifications for which the School implements the RPL procedure; a member of the RPL Team;

9) assessment instruments (self-assessment form, portfolio, assessment plan) are tools that assist the candidate in self-assessment, and the RPL Team in assessing and evaluating the learning outcomes and competencies of the candidate.

**Acquisition of PRAEO Status for RPL Activity**

**Article 3**

The school acquires the status of PRAEO in the procedure of obtaining approval for expanded activities, in accordance with the provisions of the law governing the foundations of the education system, the law governing the National Qualifications Framework of Serbia and the regulation governing more detailed conditions for acquiring PRAEO status.

The school can acquire the PRAEO status for RPL activity only for those qualifications / competencies for which it has acquired and PRAEO status for non-formal education activity for which competencies and / or qualifications are acquired for levels 1-3 and 5 of NQFS, in accordance with qualification standard.

In accordance with the law the School that has the PRAEO status for non-formal education submits a request for approval for extended activities to acquire the PRAEO status for RPL to the ministry responsible for education.

In addition to the request referred to in paragraph 3 of this Article, the School submits a study for RPL and evidence of compliance with standards in terms of organizational structure, staff, RPL instruments and quality assurance.

If the RPL procedure is realized in premises and with equipment other than relating to those for which it received the status from paragraph 2 of this Article, the School with the request from paragraph 3 of this Article submits evidence of compliance with standards regarding space and equipment.

A school that does not have the PRAEO status for non-formal education simultaneously submits a request for extended activity for acquiring the PRAEO status for non-formal education activities to acquire qualifications and / or competencies and for acquiring the PRAEO status for RPL activity.

In accordance with this Rulebook and along with the request for acquiring the status of PRAEO for RPL referred to in paragraph 6 of this Article, the School submits a study for RPL in which it proves compliance with standards regarding organizational structure, staff, instruments for RPL, space and equipment and quality assurance.

**Subject of Recognition**

**Article 4**

In the RPL procedure, the candidate exercises the right to recognition of the qualification as a whole or the learning outcomes and competencies determined by the qualification standard, at least at the level of one occupation.

The candidate who proves the learning outcomes and competences in the RPL procedure is issued an appropriate document in accordance with the law, as follows:

1) a certificate on the achieved qualification standard as a whole, for qualifications of levels 1-3 and 5 of NQFS;

2) a credential of partially achieved qualification standard - at the level of at least one occupation covered by the qualification standard;

3) a certificate on the achieved standard of key competencies for the primary adult education;

 4) a certificate on the achieved standard of key competencies for the general educational part of secondary vocational education of adults.

**Prior Learning Recognition Team**

**Article 5**

The School that has acquired the PRAEO status for the RPL activity forms the RPL Team, which implements the procedure of recognition of prior learning.

 The RPL team consists of:

1) advisor for recognition of prior learning (hereinafter: RPL advisor);

2) assessor from the School;

3) assessor from the business sector.

The School appoints the RPL Team members stated in paragraph 2, items 1 and 2 of this Article from the ranks of employees and engaged persons.

The School must have at least four assessors from the School and two assessors from the business sector for each qualification standard within which the RPL procedure is implemented.

Notwithstanding the paragraph 3 of this Article, if there is not a sufficient number of teachers who can be appointed as assessors, the School may appoint teachers from other schools who have the necessary competencies in accordance with standards established by this Rulebook for members of the RPL Team referred to in paragraph 2, item 2 of this Article.

Teachers of general subjects are included in the RPL Team as assessors from the School for the implementation of the RPL procedure for the standard of key competencies.

 **Recognition of Prior Learning Procedure**

**Article 6**

The Recognition ofprior learning process involves the following activities:

1) informing the interested person about the procedure of recognition of prior learning;

2) counseling and guidance, self-assessment support, collection of evidence and development of candidate’s portfolio;

3) preparation of a report on the candidate with an evaluation plan;

4) conducting examinations according to the candidate assessment plan before the Commission for Assessment of Learning Outcomes and Candidate Competencies;

5) issuance of a public document, i.e. credential or certificate;

6) quality assurance of Recognition ofprior learning procedure.

**Information on the Recognition of Prior Learning Procedure**

**Article 7**

A person interested in the recognition of learning outcomes and competencies acquired through education, life and work experience, within one occupation, several occupations or qualification standards, submits an application to the appropriate School for information on the procedure of recognition of prior learning.

Based on the application of the person referred to in paragraph 1 of this Article, the RPL Advisor shall schedule an introductory meeting.

The person referred to in paragraph 1 of this Article shall bring his / her CV to the introductory meeting, and if it is missing or not appropriate the RPL Advisor shall assist him / her in compiling a CV with the help of Europas CV buillder tool that will contain relevant data on their education, work and life experience and their contact details.

Based on the data from the biography referred to in paragraph 3 of this Article and the interview with the person referred to in paragraph 1 of this Article, the RPL Advisor identifies the qualification standard within which there is a possibility for recognition and acquaints him/her with all aspects and requirements of the procedure if they acquire the prior learning recognition candidate status, and particularly on:

1) the content and manner of filling in the self-assessment form;

2) evidence that can be used to form candidate’s portfolio;

3) the content of the prepared report on the candidate;

4) evaluation plan and manner of candidate evaluation;

5) learning outcomes and competencies that can be assessed within the selected qualification standard;

6) assessment methods that can be applied: written test, practical test, project, simulation of actual activity, etc .;

7) documents that may be issued in the process of recognition of prior learning;

8) opportunities for career development with the acquired document in the procedure of recognition of prior learning and passability in the NQFS system.

 Information on opportunities for recognition of prior learning is published by the School on its website.

The RPL Advisor shall compile a note on the conducted interview with the person referred to in paragraph 1 of this Article.

Information on RPL opportunities is free of charge.

**Acquiring the candidate Status**

**Article 8**

If the person, upon being informed, decides to enter the RPL procedure, they submit a request for RPL to the School, thus gaining the status of a candidate.

The request referred to in paragraph 1 of this Article contain data on the candidate required for keeping records - registry books in accordance with the law and regulations governing the content of records kept by PRAEO, data on qualification standard, ie occupations within the qualification standard for which the application is submitted for recognition of prior learning.

By acquiring the status the candidate acquires the right to counseling and guidance, to assessing the self-assessment form and evidence collected within the portfolio, to preparing a report with the assessment plan, ie with recommendations for achieving qualification standards as a whole, ie learning outcomes and competencies at the level of at least one occupation, assessment of learning outcomes and / or competencies through examinations in accordance with the assessment plan.

Mutual rights and obligations between the School and the candidates are determined by the contract.

**Candidate Self-Assessment**

**Article 9**

The candidate receives a self-assessment form and instructions for gathering evidence on learning outcomes and competencies for portfolio development from the RPL advisor.

The RPL advisor and the candidate shall agree on a deadline that cannot exceed 30 days and within which the candidate will fill in a self-assessment form and obtain evidence of learning outcomes and competencies.

Self-assessment is a process through which a candidate sees his or her own learning outcomes and competencies in relation to the qualification standard.

 The form referred to in paragraph 1 of this Article contain questions on learning outcomes and competencies from the qualification standards the candidate provides answers and evidence to confirming the achievement of those learning outcomes and competencies.

The candidate submits the completed self-assessment form to the RPL advisor within the agreed deadline referred to in paragraph 2 of this Article.

**Gathering Evidence and Creating Candidate’s Portfolio**

**Article 10**

The candidate collects and submits evidence to the RPL advisor within the deadline referred to in Article 9, paragraph 2 of this Rulebook.

Exceptionally, at the request of the candidate, the deadline referred to in paragraph 2, Article 9 may be extended to an additional 30 days in order to obtain evidence.

Evidence includes diplomas, certificates, credentials, licenses, former employer references, work reports, evidence of work product like examples, samples and photographs, videos of the candidate doing a certain job, statement of the candidate (description and explanation of previous experience), curriculum of the completed education program, minutes from meetings, action plans, recognitions, etc.

The RPL advisor and the School assessor together with the candidate analyze the collected evidence on previously acquired learning outcomes and competencies and determine the evidence that is related to the qualification standard.

The candidate compiles his / her portfolio with the support of the RPL advisorbased on the evidence related to the occupations and the qualification standard that is the subject of the recognition procedure.

 Notwithstanding paragraph 5 of this Article, if the candidate has not submitted evidence the candidate's portfolio shall be compiled only on the basis of interviews with the candidate.

**Candidate Report**

**Article 11**

The RPL Advisor and the School assessor prepare a report based on the completed self-assessment form and candidate’s portfolio containing learning outcomes and competencies that the candidtate successfully proved, as well as those that will be the subject of assessment in the exam assessing learning outcomes and competencies within a maximum of 30 days from the date of submission of the self-assessment form and evidence referred to in Article 10 of this Rulebook.

In addition to the report referred to in paragraph 1 of this Article, the RPL Advisor and the assessor from the School prepare a plan for assessing the learning outcomes and competencies of the candidate (hereinafter: assessment plan) and schedule an appointment for assessing learning outcomes and competencies.

**Assessment Plan**

**Article 12**

The assessment plan is an instrument that enables quantitative and qualitative demonstration of the candidate's competencies in the exam to evaluate the learning outcomes and competencies.

 The assessment plan includes learning outcomes and competencies from the qualification standards that need to be checked with the candidate, as well as the tasks that the candidate will solve in the exam, the assessment key, the list of necessary equipment, materials and other necessary elements for conducting the candidate assessment.

The assessment plan must contain tasks for performing practical work (in a real work environment or simulation in a school workshop / laboratory if it is not possible to organize a real work environment) and at least one other way of checking - assessment tasks through a written or oral test.

**Commission for Assessment of Learning Outcomes and Competence of Candidates**

**Article 13**

The assessment of learning outcomes and competencies of candidates is performed by a three-member commission formed by the School and consisting of two assessors from the School and an assessor from the bsiness sector (hereinafter: the Commission).

The President of the Commission is appointed and chosen among the assessors from the School.

The assessor from the School who participated in the preparation of the portfolio and the report on the candidate cannot be a member of the Commission referred to in paragraph 1 of this Article.

**Exam Assessing the Achievement of Learning Outcomes and Candidate Competencies**

**Article 14**

Assessment of candidates in the exam is performed for each learning outcome and competence, in accordance with the assessment plan.

 The candidate is notified of the date of the exam at least 15 days before the day of the exam.

Tasks that check learning outcomes and competencies can combine several learning outcomes and competencies regardless of the assessment method (written test, oral test, tests in a real / simulated work environment, etc.).

Regardless of the assessment method, the candidate is assessed as "pass", i.e. "fail" for each task.

The commission determines the assessment by a majority vote.

The candidate has passed the exam if graded "pass" for each task on the exam.

Parts of the exam (written test, oral test, practical work) can be organized in different days, but it must be completed within 10 days from the day of the first part of the exam.

Minutes of the exam are kept on the form prescribed by the bylaw which prescribes record keeping in Adult Education.

**Recognition of Standards for Key Competencies**

**Article 15**

The school organizes the exam for acquiring key competencies in accordance with the Rulebook determining more detailed conditions for acquiring the PRAEO status.

The School issues a certificate of achieved standard of key competencies for the general education part of secondary vocational education of adults to a candidate who has obtained a certificate of achieved qualification standard as a whole in the process of recognition of prior learning and has previously acquired a three- or four-year secondary education.

**Filing a Complaint Against the Decision on the Assessment Outcome**

**Article 16**

A candidate dissatisfied with the outcome of the exam has the right to object to the grade obtained in the exam in accordance with the provisions of the law regulating the basics of the education system that also regulates the objection about the exam.

Assessors who did not participate in the previous commission are appointed to the commission for deciding on the candidate's complaint.

**Issuance of public Documents and Credentials**

**Article 17**

The School issues an appropriate public document (certificate) or credential to the candidate who passes the exam for assessing the achievement of learning outcomes and competencies in accordance with the assessment plan and the law and regulations governing the content and appearance of the form of public documents and certificates in Adult Education.

The School issues a certificate of learning outcomes and / or competencies recognized in the RPL procedure to a candidate who does not pass the exam for assessing the achievement of learning outcomes and competencies in accordance with the assessment plan.

The RPL advisor recommends further steps (additional training, relevant work experience, etc.) that are necessary for the candidate to achieve one or more occupations, ie standard qualifications as a whole to the candidate who has been issued a public document / certificate referred to in paragraph 2 of this Article.

**Quality Assurance**

**Article 18**

Quality assurance of the prior learning recognition procedure is carried out through self-evaluation carried out by the School and external evaluation carried out by the Qualifications Agency in accordance with the law and regulations establishing standards for external evaluation and self-evaluation of the PRAEO.

**Article 19**

This Rulebook shall enter into force on the eighth day after the day of its publication in the "Official Gazette of the Republic of Serbia"

No 110-00-00302 / 2020-18

Belgrade, 26 November, 2020

Signed by the Minister, Branko Ružić,

**ANNEX 1**

**STANDARDS FOR RECOGNITION OF PRIOR LEARNING**

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| **Standard 1 - The school has an organizational structure for the implementation of the RPL procedure** |
| Guidelines for the application of standard 1: 1.1 The school has set up a RPL Team consisting of: a) Adviser for recognition of prior learning (RPL advisor); b) assessors from the School; c) external assessor from the business sector 1.2 At least four assessors from the School and two assessors from the business sector are appointed to the RPL Team for each qualification standard within which the RPL procedure is implemented. 1.3 A school that does not have a sufficient number of teachers with appropriate competencies may appoint teachers from other schools who have the necessary competencies in accordance with Standard 2 as assessors. |
| The School proves the fulfillment of this standard by the decision of the Headmaster on the setting up of the RPL Team. If teachers from other schools are appointed to the RPL Team, along wit the decision on education, the School submits a statement that the teacher of the other school will be engaged in the RPL procedure which is signed by both the Headmaster and the teacher of the other school. |

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| **Standard 2 - The school has competent staff for the implementation of RPL activities** |
| Guidelines for the application of standard 2:2.1 The RPL Advisor is a teacher or professional associate employed by the School. The RPL Advisor has the competencies of career practitioners, in accordance with the Standards of Career Guidance and Counseling Services. 2.2 The school assessor is an employee of the School who has the appropriate competencies for the qualification standard the achievement of which is assessed in the RPL procedure - a teacher of vocational subjects / practical classes with at least five years of work experience as a teacher. The assessor from the School who participates in the RPL procedure for key competencies is also a teacher of general education subjects with at least five years of work experience as a teacher. 2.3 An assessor from the business sector is a person who has a qualification of at least the same level as the level of qualification the achievement of which is assessed in the RPL procedure and at least five years of work experience in jobs that are relevant to the qualification the achievement of which is assessed in the RPL procedure. The assessor can also be a mentor to the employer in Dual Education.2.4 Members of the RPL Team have professional competencies for working with adults: - defined by the Rulebook determining more detailed conditions regarding programs, staff, space, equipment and teaching aids, including conditions for ensuring accessibility of classes and programs for people with disabilities, based on which other organization can acquire the PRAEO status; - acquired in the training program for RPL accredited in accordance with the Rulebook governing the forms of professional development of teachers, educators and professional associates, priority areas for professional development, programs and manner of organizing professional development and other issues relevant to the development of continuing professional development; - training for assessment based on competencies in Vocational Education. The training for acquiring professional competencies is organized by the Institute for Improvement of Education, in accordance with the regulation governing the professional development of teachers.  |
| The School proves the fulfillment of this standard by submitting evidence of engagement and education of members of the RPL Team. For members of the RPL Team from another school, a statement of intent to hire a teacher and proof of their education is provided. The school is required to submit a proof of competencies for working with adults within 6 months from the date of obtaining approval for RPL. |

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| **Standard 3 - The school uses instruments for candidate self-assessment, candidate portfolio and conducting exams in the RPL process that are adjusted to the qualification standard / competencies for which it has received the RPL status** |
| Assessment instruments are prepared by the Institute for the Improvement of Education - Center for Vocational and Adult Education on the basis of the following documents: - instructions for preparation of the self-assessment form and the form; - instructions for creating a portfolio; - guidelines for developing a candidate assessment plan containing a list of standardized work assignments for practical work, instructions for adjusting assignments to the candidate according to missing learning outcomes and competencies, a key for assessing candidates and a list of necessary equipment, materials and other necessary elements for conducting examinations . Based on the guidelines prepared by the Institute for Improvement of Education, the school prepares an adapted form for self-assessment of candidates, a portfolio and a list of practical tasks for which it has the conditions to perform, at the employer or in the school workshop / laboratory. Guidelines for the application of standard 3: 3.1 The school has developed a candidate self-assessment tool that contains learning outcomes and competencies for each qualification standard the achievement of which is assessed in the RPL process. Candidate self-assessment instruments are structured so that the candidate can also self-assess in relation to occupations within the qualification standard. 3.2 The school has prepared a list of practical work assignments and written tests to check the learning outcomes and competencies for the qualification standard the achievement of which is assessed in the RPL procedure and in accordance with its technical and spatial capabilities. |
| The School proves the fulfillment of this standard in the process of obtaining the PRAEO status for RPL, self-evaluation and by keeping records of the candidate and the exam in the RPL procedure. |

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| **Standard 4 - The school has spatial and technical conditions for the implementation of the RPL procedure** |
| Guidelines for application of standard No.4:4.1 The school has at least one room for career guidance and counseling activities. 4.2 The school has at least one testing room, if a written test is performed. 4.3 The school has laboratories, workshops, a training center or other appropriate premises with appropriate equipment and materials for performing practical tasks and simulating the work environment. 4.4 If it does not meet the requirements for simulation of the work environment, the school has a contract with the employer where the assessment is performed in a real work environment. |
| The School proves that this standard is met: - by the decision of the Headmasteron the allocation of premises in the School for career guidance and counseling activities and testing facilities; - space, equipment and materials specification intended for the laboratory, workshop and training center; - by submitting a contract with the employer where the assessment is performed in a real work environment, which can have a delayed effect if it does not meet the requirements for simulation of the work environment. |

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| **Standard 5 - Quality control - The school has developed internal mechanisms for quality control of the RPL procedure** |
| Instructions for application of the standard: 5.1 The school has an established plan for self-evaluation of the RPL procedure which is available to the public. 5.2 By self-evaluation the School assesses the quality of the RPL procedure, professional development and professional development of employees engaged in the RPL Team, conditions in which the procedure is performed, satisfaction of candidates, ie adults who went through the RPL procedure at the School, as well as employers participating in the procedure, as well as other representatives of the labor market and professional associations. 5.3. The school forms a special quality assurance team from the ranks of teachers, professional associates, non-teaching staff and representatives of employers who participate in the implementation of the RPL procedure. 5.4. The school implements the established quality assurance strategy in practice and undertakes the necessary activities for the implementation of the quality assurance strategy and takes measures to eliminate the observed irregularities to that end. The school especially monitors the quality of implementation of all stages of the RPL procedure and takes the necessary measures to eliminate the identified shortcomings. 5.5. Candidates and adults who have gone through the RPL procedure have an active role in assessing the quality of the RPL procedure which is determined by a survey at the end of each activity. |
| The School proves the fulfillment of this standard by submitting the RPL self-evaluation plan, which may be part of the institution's self-evaluation plan, in accordance with the Rulebook governing the external evaluation of the quality of the institution's work. |