

Application for Recognition of Prior Formal Learning

This application form is to be used for RPL applications based on prior formal learning.

Formal learning is learning which takes place through programmes of study or training for which credit (ECTS) has been awarded through a higher educational institution or other education/training provider and which articulates with a National Framework of Qualifications.

Submitted for Assessment by -

Name	John Roche	Student No R00123	123
Module	CMOD6001 Creativity Innovation and Teamwork		
Programme	BA in HRM	Stage	1
Department	Organisation and Profe	ssional Developn	nent

Contents

A. Basis of prior learning case

Please list all relevant modules/subjects in this part of your application. Delete sections that are not required.

- a. Third Level Education
- b. Other Education

B. Syllabus mapping

Your prior learning is mapped to the existing curriculum (typically 5 learning outcomes)

- i. Learning outcome 1
- ii. Learning outcome 2
- iii. Learning outcome 3
- iv. Learning outcome 4
- v. Learning outcome 5

B. Evidence listed and included

Evidence will be listed and presented to support information provided in part A and B of the application.

- 1. Transcript of results and certificates
- 2. Syllabus
- 3. Past exam paper (if available)

D. Declaration

You will sign to agree that the evidence presented accurately portrays what you know.

A. Basis of prior learning case

a. Third Level Education copy and paste as necessary

(delete this section if not applicable)

Attended – From (date) 2017 To 2019

Name of Programme Sample Higher Certificate in Arts in Culinary

Arts

Examination Result			
Please list modules that are relevant to the RPL application			
Subject	Level	Grade	Year
Introduction to culinary skills	6	Α	2019
Introduction to live kitchen operations	6	С	2019
Introduction to patisserie	6	В	2019
Food safety and culinary science	6	С	2019
Information technology 1	6	С	2019
Learning at third level	6	В	2019
Refining culinary skills	6	В	2019
Live kitchen operations	6	В	2019
Patisserie skills	6	С	2019
Food and beverage service	6	С	2019
Communication in the workplace	6	В	2019
Nutrition	6	В	2019

Attach your transcript of results to the rear of the RPL application. An international qualification will need to be translated and verified by a recognised translation service.

B. Syllabus Mapping

Prior learning mapped against the learning outcomes

Respond to each learning outcome to show that you have the required learning. Compare your prior formal learning relevant to this application to the learning outcomes of the MTU module. This may involve including a number of modules from previous studies to demonstrate achievement of the current module.

Locate the MTU module descriptor and learning outcomes and paste a learning outcome into each box below. Respond to each learning outcome by locating the equivalent learning in your previous studies which may include the indicative content.

Learning Outcome 1

Display independent learning, reasoning and problem solving skills by completing a project and written report on a specialisation of their choice.

The first two areas of Learning to Learn at Third Level cover this learning outcome;

- Learning requirements and strategies which covers; Nature of learning and memory,
 Different kinds of knowledge, The adult learner, Learner profile/self-evaluation, Learner
 self-management: time and task management; beneficial learning environment; stress
 management; work/life balance
- Writing skills; Brain storming, writing structure and organisation, clarity and coherency, paragraphing, signposting, accuracy: proof- reading, grammar, punctuation, spelling, syntax etc. Formulate ideas and arguments, Academic writing conventions/style (linked to academic level required, Blooms Taxonomy, Apply referencing guidelines, Report writing

Learning Outcome 2

Engage in a team project as an active team-member.

This learning outcome was achieved in Learning to Learn at Third Level in the section Learning activities/environments which specifically covers; Teamwork; learning in a diverse student environment.

Learning Outcome 3

Write in formats appropriate to their chosen programme of study.

In Learning to Learn at Third Level this learning outcome was covered with the following;

1. Writing skills - Brain storm, use spider web, Structure and organisation, clarity and coherency, paragraphing, signposting, Accuracy: proof- reading, grammar,

- punctuation, spelling, syntax etc., Formulate ideas and arguments, Academic writing conventions/style (linked to academic level required, Blooms Taxonomy and assessment grids), Apply referencing guidelines, Report writing
- Using and referencing source materials Critical thinking, Selection of reading materials/critical evaluation of sources (primary versus secondary sources, reliability), Summarising/paraphrasing, Plagiarism/college plagiarism policy
- 3. Learning activities and environments Effective note-taking, revising and enhancing notes, Using tutorials/practicals/labs effectively.

Learning Outcome 4

Use information, library resources and referencing conventions.

In Learning to Learn at Third Level this learning outcome was covered with the following;

1. Writing skills – apply referencing guidelines

Using and referencing source material - Library skills/locating information, including online sources, search engines and meta-search engines, Reading skills, including active/effective reading, Critical thinking, Selection of reading materials/critical evaluation of sources (primary versus secondary sources, reliability), Summarising/paraphrasing, Plagiarism/college plagiarism policy

Learning Outcome 5

Develop research abilities and a knowledge of the best sources of information to include web based materials.

In Learning to Learn at Third Level this learning outcome was covered with the following;

 Using and referencing source material - Library skills/locating information, including online sources, search engines and meta-search engines, Reading skills, including active/effective reading, Critical thinking

Learning Outcome 6

Exhibit oral and written presentation skills using technology as an aid.

In Communications in the Workplace this learning outcome was covered with the following;

- 1 Methods of communication Giving talks and presentations, Communication across cultures
- Communication at work Meetings, Interviews, Interpersonal aspects of communication at work

C. Evidence listed and included

All original examination certificate(s) and transcripts must be presented and verified by an MTU staff member before the final document is submitted for assessment. Copies of all materials in support of the application must be provided.

List of evidence	Date Original	Verified
	Seen	by
Transcript of results	22Jan2024	POL
Syllabus Learning at Third Level	enclosed	
Syllabus of Communications in the Workplace	enclosed	

D. Declaration

Name John Smith

I wish to claim credit/ exemption based on my prior learning in respect of the module listed below. I submit claim documentation in accordance with the university's requirements. I accept that any advice or instruction given to me by the university or its staff in the preparation of the claim does not confer any entitlement to credit/ exemption in respect of the subject listed below.

- I Declare that I have registered for the module listed below in the current academic semester
- I enclose my application for Recognition of Prior Learning
- I certify that all information submitted with this claim is an accurate description of my relevant learning to date.
- I understand that this application is formal assessment material

Module for which exemption is being claimed CMOD6001 CIT module Programme and Stage BA in HRM Stage 1

Signed John Smith Date 22/1/24

Transcript of results

INSTITUTE OF TECHNOLOGY

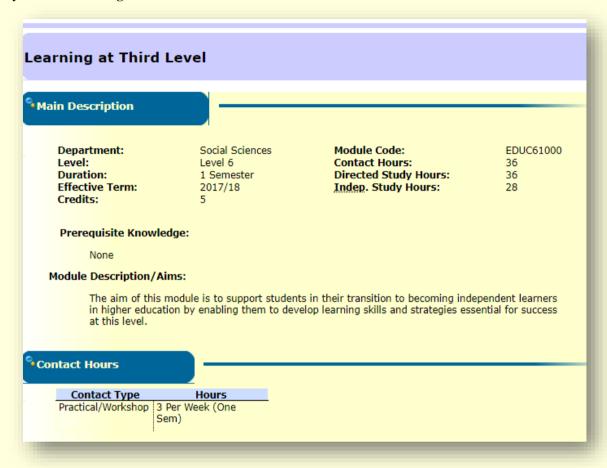
TRANSCRIPT OF RESULTS

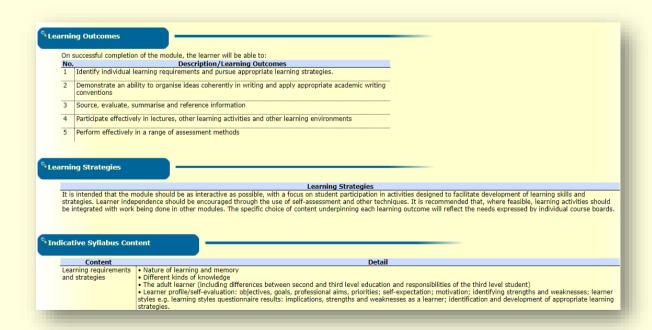
XXXXXX Institute of Technology Sample Higher Certificate in Arts in Culinary Arts Year 2018/2019

Examination Result

Subject	Level	Grade	Year
Introduction to culinary skills	6	A	2019
Introduction to live kitchen operations	6	С	2019
Introduction to patisserie	6	В	2019
Food safety and culinary science	6	c	2019
Information technology 1	6	c	2019
Learning at third level	6	В	2019
Refining culinary skills	6	В	2019
Live kitchen operations	6	В	2019
Patisserie skills	6	c	2019
Food and beverage service	6	c	2019
Communication in the workplace	6	В	2019
Nutrition	6	В	2019

Syllabus of Learning at Third Level

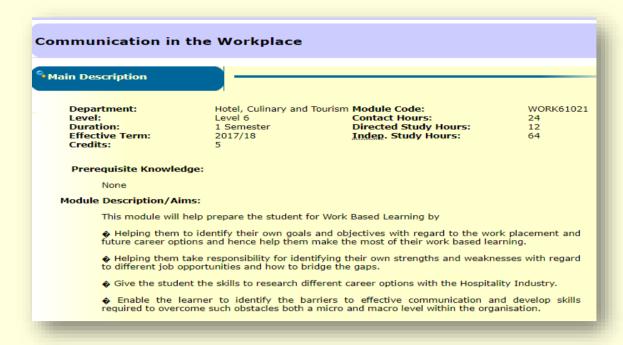


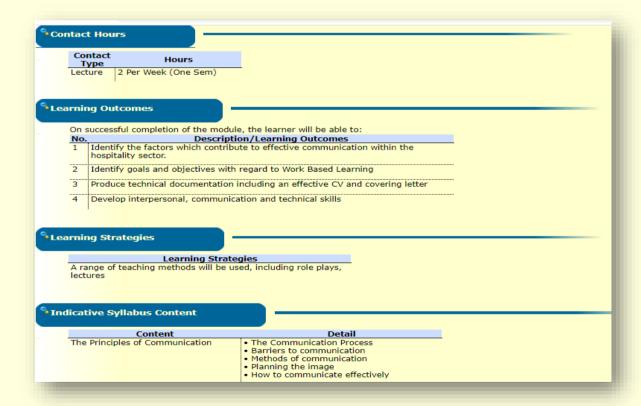


Content	
Learning requirements and strategies	 Nature of learning and memory Different kinds of knowledge The adult learner (including differences between second and third level education and responsibilities of the third level student) Learner profile/self-evaluation: objectives, goals, professional aims, priorities; self-expectation; motivation; identifying strengths and weaknesses; learner styles e.g. learning styles questionnaire results: implications, strengths and weaknesses as a learner; identification and development of appropriate learning strategies. Learner self-management: time and task management; beneficial learning environment; stress management; work/life balance
Writing skills	Brain storm, use spider web Structure and organisation, clarity and coherency, paragraphing, signposting Accuracy: proof- reading, grammar, punctuation, spelling, syntax etc. Formulate ideas and arguments Academic writing conventions/style (linked to academic level required, Blooms Taxonomy and assessment grids) Apply referencing guidelines Report writing
Using and referencing source material	Library skills/locating information, including online sources, search engines and meta-search engines Reading skills, including active/effective reading Critical thinking Selection of reading materials/critical evaluation of sources (primary versus secondary sources, reliability) Summarising/paraphrasing Plagiarism/college plagiarism policy
Learning activities/environments	Participation in lectures: active/effective listening, asking questions Effective note-taking, revising and enhancing notes Using tutorials/practicals/labs effectively. Reflection: The what, why and how of reflection and reflective practice Presentation skills Teamwork; learning in a diverse student environment Information Technology Nursing: the Clinical Learning Environment: Practice placement: learning outcomes. Assessment in clinical practice: the interview process. Clinical competency: levels and domains.
Assessment	Purpose of assessment: formative and summative; assessment as a reflection of the syllabus/learning outcomes Understanding the various kinds of assessment: long answer, short answer, multiple-choice questions, written essay assignments and projects, presentations etc.; how to do your best in the various assessment methods Marking grids. Revision skills and exam techniques: understanding and preparation for assessments and exams Effective use of feedback; self-assessment Peer-assessment

Assessment Strategies Assessment Strategies Initial assessment strategy: two items of continuous assessment are to be completed. Sequencing and timing of assessments may be adapted to meet the needs of individual courses. Both pieces of assessment must be attempted in order to pass the module at the first sitting. Assessments may include elements of in-class testing, where relevant. Repeat assessment strategy: submit repeat CA • weighting 100% Indicative Assessments Learning Outcome Assessment Category Assessment Method 1, 2, 3 Continuous Assessment Assignment - Out of Class % alloc 50 **Additional Information** Assessment Method 50 Assignment - Out of Class Reading List Year Edition Library Link ISBN Title Author Publisher Туре The Study Skills Handbook Cottrell, S Palgrave Recommended 0333751892 The Good Study Guide Northedge, A Open University Recommended 0749200448 1990 <u>view</u> The student's guide to exam success Tracy, E Open University Press Recommended 0335207278 2002 <u>view</u>

Syllabus of Communications in the Workplace





Indicative Syllabus Content		
Content	Detail	
The Principles of Communication	The Communication Process Barriers to communication Methods of communication Planning the image How to communicate effectively	
Methods of Communication	Giving talks and presentations Letter writing Effective listening Telephone communication Communication across cultures	
Communication at Work	Meetings Interviews Interpersonal aspects of communication at work	
Using IT and Social Media to Communicate	E-mail ethiquette Website Research Introduction to social media Managing social media information	
CV and Cover Letter Writing	CV and Covering letter Online CV building Online Applications	

