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 R00123123	
Module	CMOD6001 Creativity Innovation and Teamwork			
Programme	BA in HRM		Stage	**1**
Department	**Organisation and Professional Development**			

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.

B. Syllabus mapping

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

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)

Name & Address of Institute	Example University Name
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	A	2019
Introduction to live kitchen operations	6	C	2019
Introduction to patisserie	6	B	2019
Food safety and culinary science	6	C	2019
Information technology 1	6	C	2019
Learning at third level	6	B	2019
Refining culinary skills	6	B	2019
Live kitchen operations	6	B	2019
Patisserie skills	6	C	2019
Food and beverage service	6	C	2019
Communication in the workplace	6	B	2019
Nutrition	6	B	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;

1. 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

2. 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

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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,

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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

2. 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

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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;

1. 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

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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

2. 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 Seen	Verified 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

For prior formal learning cases

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	C	2019
Introduction to patisserie	6	B	2019
Food safety and culinary science	6	C	2019
Information technology 1	6	C	2019
Learning at third level	6	B	2019
Refining culinary skills	6	B	2019
Live kitchen operations	6	B	2019
Patisserie skills	6	C	2019
Food and beverage service	6	C	2019
Communication in the workplace	6	B	2019
Nutrition	6	B	2019

Syllabus of Learning at Third Level

Learning at Third Level

Main Description

Department:	Social Sciences	Module Code:	EDUC61000
Level:	Level 6	Contact Hours:	36
Duration:	1 Semester	Directed Study Hours:	36
Effective Term:	2017/18	Indep. Study Hours:	28
Credits:	5		

Prerequisite Knowledge:

None

Module Description/Aims:

The aim of this module is to support students in their transition to becoming independent learners in higher education by enabling them to develop learning skills and strategies essential for success at this level.

Contact Hours

Contact Type	Hours
Practical/Workshop	3 Per Week (One Sem)

Learning Outcomes

On successful completion of the module, the learner will be able to:

No.	Description/Learning Outcomes
1	Identify individual learning requirements and pursue appropriate learning strategies.
2	Demonstrate an ability to organise ideas coherently in writing and apply appropriate academic writing conventions
3	Source, evaluate, summarise and reference information
4	Participate effectively in lectures, other learning activities and other learning environments
5	Perform effectively in a range of assessment methods

Learning Strategies

Learning Strategies

It is intended that the module should be as interactive as possible, with a focus on student participation in activities designed to facilitate development of learning skills and strategies. Learner independence should be encouraged through the use of self-assessment and other techniques. It is recommended that, where feasible, learning activities should be integrated with work being done in other modules. The specific choice of content underpinning each learning outcome will reflect the needs expressed by individual course boards.

Indicative Syllabus Content

Content	Detail
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.

For prior formal learning cases

Content	Detail
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	Additional Information	% alloc
1, 2, 3	Continuous Assessment	Assignment - Out of Class		50
1, 4, 5	Continuous Assessment	Assignment - Out of Class		50

Reading List

Type	ISBN	Title Author Publisher	Year	Edition	Library Link
Recommended	0333751892	**The Study Skills Handbook** Cottrell, S *Palgrave*	1999		view
Recommended	0749200448	**The Good Study Guide** Northedge, A *Open University*	1990		view
Recommended	0335207278	**The student's guide to exam success** Tracy, E *Open University Press*	2002		view

Syllabus of Communications in the Workplace

Communication in the Workplace

Main Description

Department:	Hotel, Culinary and Tourism	Module Code:	WORK61021
Level:	Level 6	Contact Hours:	24
Duration:	1 Semester	Directed Study Hours:	12
Effective Term:	2017/18	Indep. Study Hours:	64
Credits:	5		

Prerequisite Knowledge:

None

Module Description/Aims:

This module will help prepare the student for Work Based Learning by

◆ Helping them to identify their own goals and objectives with regard to the work placement and future career options and hence help them make the most of their work based learning.

◆ Helping them take responsibility for identifying their own strengths and weaknesses with regard to different job opportunities and how to bridge the gaps.

◆ Give the student the skills to research different career options with the Hospitality Industry.

◆ Enable the learner to identify the barriers to effective communication and develop skills required to overcome such obstacles both a micro and macro level within the organisation.

Contact Hours

Contact Type	Hours
Lecture	2 Per Week (One Sem)

Learning Outcomes

On successful completion of the module, the learner will be able to:

No.	Description/Learning Outcomes
1	Identify the factors which contribute to effective communication within the hospitality sector.
2	Identify goals and objectives with regard to Work Based Learning
3	Produce technical documentation including an effective CV and covering letter
4	Develop interpersonal, communication and technical skills

Learning Strategies

Learning Strategies
A range of teaching methods will be used, including role plays, lectures

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

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

For prior formal learning cases

Assessment Strategies

Assessment Strategies

In Class Written Examination

The student is expected to keep a log book documenting their objectives with regard to Work Based Learning and how this linked to their strength and weaknesses and all activities related to securing the placement. This log book will make up a major part of the students personal life long learning strategy.

Produce an effective CV and covering letter

Role Play - Mock Interview

Indicative Assessments

Learning Outcome	Assessment Category	Assessment Method	Additional Information	% alloc
1, 4	Continuous Assessment	Class Exam	Written	40
4	Continuous Assessment	Role Play	Mock Interview	20
2	Continuous Assessment	Assignment - Out of Class	Portfolio of work	20
3	Continuous Assessment	Work Placement Documentation	Produce a Cover Letter and CV	20

Reading List