



Cork Institute of Technology

Learning Portfolio Application

Submitted for Assessment of Prior Learning by -

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Module	CMOD6001 CIT module		
Course	BA in HRM	Stage	1
Department	Organisational and Professional Development		

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A. Curriculum Vitae and Job Description

1. Employment

1.1 Current Post

Administrator, XXXX College of Further Education

Job Title	Administrator
Who do you report to?	Board of Management
Company	XXX College of Further Education
Address	Midleton Co. Cork

Responsibilities of the current post

April 2012 – Present Day

Responsibilities of current post

- Contribute to the administrative function of the college
- Maintain ‘front of house’ and general reception area of the college
- Support teaching staff with their administrative needs
- Manage the communications of the college with the students and their parents
- Setting timetables for class and examinations
- Process invoices ensuring they are processed in a timely and accurate manner.
- Dealing with queries from external vendors regarding payments, statements and resolving any issues that may arise.
- Liaising with colleagues across various departments to resolve any issues.
- Report to Board of Management regularly
- Manage the student record system
- Support fundraising initiatives when they are held
- Liaise with parents committee to provide administrative support.

1. Employment

1.2 Previous Relevant Employment

Administrator Researcher for XXXX Hotel Group

Duration – From	2005	To	2012
Job Title	Administrator Researcher		
Company	XXXX Hotel Group		
Address	23 South George Street Dublin 3		

January 2010 – March 2015

Responsibilities of current post

- Research the needs of visiting groups for xxx Hotel Group
- Liaise with the network of staff in the XXX Hotel Group to deliver on the bespoke arrangements for groups
- Provision of detailed schedules for local visiting tours and sourcing of relevant information such as travel, bus connections, trains.
- Support the administrative function of the Hotel Group
- Research and marketing function
- Attendance at Trade fairs and symposia to promote the Hotel Group.

For prior experiential learning or combined cases

2. Education

2.2 Training

This includes attendance on external courses (e.g. City & Guilds, IMI, etc.) and on other internal training courses completed in the workplace.

Training

Provider Work Force Solutions
Accrediting Body Various; (1 and 2 day courses)
Location of Training Cork

Name of Course	Date Attended From - To
Disc Communication Techniques	2018
Respectful Workplace Work Shop	2017
Strategic Leadership Program	2017
Time & Stress Management Training	2016
Office Ergonomics & VDU Assessor	2015

. Education

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3. Relevant Additional Information

3.1 Voluntary Work and/or Leisure Activities

- I am an active member of the Tidy Towns and support their activities on an ongoing basis.
- I play camogie with my local team in Midleton, and benefit greatly from the training, participating at local matches and other summer fixtures.

For prior experiential learning or combined cases

B. Learning Achieved

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Basis of application

Please fill in the module and stage for which this portfolio is being prepared for assessment.

Module CMOD6001 CIT module
Stage 1
Course BA in HRM

State the basis for exemption.

[Please tick relevant box(s)]

Prior Academic Learning

If ticked, please complete section 1.

Prior Work-based Learning

If ticked, please complete section 2.

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Case presented against the learning outcomes

In this section you are asked to compare your learning achieved to the Learning Outcomes of the subject in question. Please verify that you have the most current version of the Learning Outcomes (these are subject to regular update).

Learning Outcome 1

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

Learning Achieved

To address this learning outcome I will draw on my knowledge gained over the past 10 years in administration, both with the XXX Hotel Group and within my current role in XXXX College of Further Education. I would think that independent learning is a natural part of any role in administration today as the ways that we work and the IT systems that we use are constantly evolving. The workplace today is quite different to the one I started in ten years ago, technology has moved on, and our communications and our ways of doing work have also changed. All the while, as an employee, I have kept pace with these changes, adapting and learning while 'on the job.' Reasoning and problem solving skills, the second part of the learning outcome, complements the first skill, independent learning. I would think that I have also developed my reasoning and problem skills over the course of my professional life. As time goes on, I have been involved in a greater variety of tasks and projects that have provided me with the opportunities to develop my professional skills.

Project to implement new student record system

An example of a project that I was involved in was when we upgraded our student record system. I was part of the project team, and I was assigned the task of implementing some of the major changes and reporting on the project afterwards to the Board of Management. Previously, the student records were maintained on an Excel system, and in 2015, it was decided to invest in a Banner style, bespoke student record system to host and manage the records for our college. This system had major advantages in terms of data management and ease of use, it also supported our data management needs for the future growth of the college over the coming time period. To deliver this project involved independently researching what systems were available and on what cost basis. I consulted with Management to learn what budget was available and what was the most suitable for us. We also had to investigate the transfer of the old records onto the new system. Periodically, the administration team met with Management to update them about the various

costing options and software possibilities that were available. Once a decision was made to implement a Banner style system, we prepared to purchase the system and undergo training with the system trainers. After this we arranged for the migration of our student record system. This involved a concerted team effort with the other administrative staff to deliver the records onto the new system and become acquainted with its use. In December 2015 I delivered the report on the system migration to the Board of Management for their end of year meeting. The first three pages of this report is appended in **Attachment 1** as evidence of meeting this learning outcome. The full report is available on request.

Researching requirements for overseas visitors

The second example I wish to share, arises from my time with the XXX Hotel Group, a large multi-national hotel chain. I worked in the background for this hotel group as a researcher for their administrative team. Researchers typically sourced information about the cultural requirements of visiting groups from overseas. These requirements varied widely, such as access, or possibly dietary or religious obligations for the various groups. It was our task to research what was suitable and ensure that the XXX Hotel Group could implement these needs smoothly. This was a very varied role, I interacted with many different nationalities and cultures. It made me really aware of how diverse our world is. I worked to ensure that all staff of the XXX Hotel Group could deliver a top class experience for every visitor. Sometimes there are particular dietary requirements for individuals, and these need to be clarified beforehand. In such cases, we confirm the requirements and then research how best to deliver on these with our hospitality staff and the team of chefs. In such cases, it is important to take on board the information provided, and to know who to ask and where to source the requirements in a realistic and efficient way within our hotel group. At all times, we worked to strike a balance between catering for the needs of individuals while maintaining a top class care package at a realistic price point. This really was where I had to think on my feet in an independent way, and to solve the problems that were presented to me in a professional manner at all times. I learned a lot in this role, and I maintain today the professional work ethic that I developed there. My professional interactions, problem solving and reasoning, in order to deliver on a task were all honed in this role at the start of my career.

Attachment 1; Report on Delivery of Student Record System (page 1-3).

Attachment 2; Examples of research platforms for dietary needs of customers

Learning Outcome 2

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

Learning Achieved

There are two aspects that I want to bring to this response. The first takes my professional role into account, I am part of the administrative team of in XXXX College of Further Education. The second aspect is that I am actively involved in the GAA camogie team for Midleton.

Professional role

In the XXXX College of Further Education I work as part of the administration team. Our roles are to liaise with staff and students to ensure the smooth administrative function of the college. There are various aspects;

We represent a 'front of house' to the wider community and as such take great care with college announcements, ensuring clear communications and correct dates for exams/holidays and other aspects of the school year calendar. We deal with queries as they occur and maintain strict GDPR protocol in accordance with legislation. We liaise with colleagues, and help them with the setting up of meetings and presentations for staff and visiting speakers as needed. We deal with suppliers and procurements for the school on an ongoing basis and arrange for the payment of invoices and the reconciliation of accounts. We are also responsible for the preparation of documentation for audits and of end of year reports for Board of Management.

Our functioning as a team is essential to ensure the smooth delivery of each of these functions. Although our work is delivered throughout the calendar year, we avail of training opportunities when we can to ensure reasonable cross functionality and efficiency. I support the college by providing newer team members with an overview of our current processes, and some of the issues that can arise on occasion. I created a powerpoint presentation as well as detailed instructions on the various scenarios that they might encounter in relation to the invoices. We took the opportunity then to discuss these various scenarios and how best to deal with them. This presentation is available as evidence in **Attachment 3**.

As an active member of my GAA camogie team

I have been involved with the GAA camogie team since I was a young girl. So I have grown up and trained as part of a team for a very long time. I have benefited greatly from this, my responses to my team-mates and my interactions with them have been honed over time because of my active involvement in the camogie team. We have trained and played matches in the best and worst of

For prior experiential learning or combined cases

conditions together, and throughout the years gained an understanding of the strengths and weaknesses of each of us on the team. We trained and played as a unit knowing how to work with each person based on these traits. We always maintain a strong comradery regardless of the outcome on the day, win or lose. I continue to train and benefit from being an active team member to this day. I appreciate that the knowledge, skills and abilities honed over time in camogie are transferrable to other aspects of my life. Teamwork and the ability to be an active part of any team is a valuable life skill.

I am including a picture of our camogie team as evidence for this learning outcome. I am also including the listing of fixtures in 2019 which we were part of.

Attachment 3 Presentation slides for team training

Attachment 4 Camogie team photograph

Attachment 5 Camogie fixtures <https://camogie.ie/files/2019%20Camogie%20Fixtures.pdf>

Learning Outcome 3

Write in formats appropriate to their chosen programme of study.

Learning Achieved

To respond to this learning outcome, I can provide details of the end of year reports that we prepare for the Board of Management. The formats used for the reports are those of a classic business report. The report takes the following structure:

1. Title
2. Table of contents
3. Executive summary
4. Introduction
5. Body of report, which provides details of the major outputs achieved in the year, the graduates, achievements, fundraisers, new appointments, retirees, repairs undertaken, and a summary of the accounts.
6. Conclusion, which includes brief plans for next year.
7. References

The language used is formal, and the narrative text is to the point, without elaboration. I set out the report in a text font called Times New Roman, size 12 with spacing and a half, and mirrored margins. Figures, Tables and associated legends were presented in size 10 font. The references are done to Harvard referencing conventions (see **Attachment 6**).

In response to Learning Outcome 1, I provided details of a report that I created for the migration of the schools records from the old exel system, to the new bespoke Banner system so as to future proof our student data requirements. In my previous role I had occasion to create reports for the Hotel group. Again, these reports took a classic business format, the brief was set out in a straightforward manner and sources were listed in the rear of the report.

I also create Exel reports and powerpoint presentations on a regular basis as part of my day to day duties. These are retained to support the creation of the end of year reports for the Board of Management.

Attachment 1 includes the first three pages of report on system migration as evidence.

Attachment 6; Table of contents of end of year reports to Board of Management

Learning Outcome 4

Use information, library resources and referencing conventions.

Learning Achieved

In work we need to check out information that is available on various websites to support the day to day activities that we have in the office. This may be to cross reference the price of new equipment for the office or to support delivery in the classroom or workshops. When we do this, we also need to reference where we found the information to make sure that it can be traced back to the source clearly. This records where we sourced the information, and makes it available to any other colleague who needs it.

Use information and library resources;

In addition to regular open websites, I will also visit the academic sources available on the library system when I have to research a particular problem. I take care to check that my information is sourced from reliable sources. Depending on the nature of the problem that I am researching I will tailor my approach. For instance;

1. The libraries Ireland resource is a good general resource <https://www.librariesireland.ie/>
2. *Department of Culture Heritage and the Gaeltacht* <https://www.chg.gov.ie/arts/culture/> is useful for information on supporting and enhancing arts education in Ireland
3. To research statistics on education: I would seek information from *The Department of Education and Skills* website <https://www.education.ie/en/>
4. To source information on the wellbeing and outcomes of minors I would go to the *Tusla* website; <https://www.tusla.ie/>
5. To capture an economic snapshot of Ireland; I would check out the *OECD* website <http://www.oecd.org/economy/ireland-economic-snapshot/>
6. To seek out retention rates of pupils: I would seek information from *The Department of Education and Skills* website <https://www.education.ie/en/>
7. The CIT library is a top class academic source <https://library.cit.ie/>

Referencing conventions

There are several well-known referencing conventions available, some are used more readily in some disciplines over others. Some of the better known referencing conventions are; Harvard, APA, Chicago, MLA. I am most acquainted with Harvard and have used that to reference my reports. The Harvard referencing system is internationally used and well accepted.

For example, to cite a textbook as a source, I would set out the following;

Compiler(s) name, initial(s) comp(s). (year of publication) *Title of book: subtitle* [if any], ed. [if not 1st edition], Place of Publication: Publisher.

To cite a journal article as a source I would set out the text as follows;

Author(s) name, initial(s). (year of publication) 'Title of article', *Title of Journal*, Volume(Issue number), [or] date/month of publication [in the absence of volume and issue], page number(s)[or ID number if e-only journal], available: doi/web address [if e-journal] [accessed date if e-journal but no DOI].

Attachment 7; Screenshot of the CIT library resource and an example of referencing at the end of report

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Learning Outcome 5

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

Learning Achieved

To respond to this learning outcome I am going to give an example that is drawn from my professional role as Administrator, and also an example that is drawn from my voluntary activities with our local Tidy Towns group.

Develop research abilities; professional role

The longer I work in XXXX College of Further Education the more changes I experience in both my work practices through developments in IT and the cloud which has entirely changed the nature of researching information. Throughout this time, a key part of my role is to research or seek the answer to a problem or question and see how best to resolve it. It takes skill to know where and how to source the best information, depending on the problem. The web is now a major source of information along with the academic library systems.

Depending on the nature of what I need to find out, I will tailor my search and use a variety of sources to seek an answer to a problem. It may be that we are seeking the best price for a new piece of office equipment. In that case we would check the online catalogues and cross references the prices available for a given item. I would first search to see who are the local office suppliers, the follow this with a check between them, for instance, between O'Brien's Office Systems, and Donworth Supplies and Office in the city and MJ Flood Limited in Little Island to see who was best placed to supply us locally. Then depending on the item, and the quantity required I would check the pricing and availability.

Questions often need to be resolved in an efficient time in the workplace. This requires a responsive check of the available sources and then the efficient reporting of the information to my teammates. My colleagues often have the answer to hand, having dealt with a similar query in recent times. With this approach, we share the information that is available, and together we build a resource of knowledgeable practice, for the next time that it is required. We would keep the most common of these on a handy Exel spreadsheet with their contact details (see **Attachment 8**).

Research abilities to support local Tidy Towns activities

I am part of the local Tidy Town's group and we meet regularly to plan and deliver a better local community. Our regular activities involve cleaning the local pathways, and painting chairs, planting seasonal flowerboxes in key areas of our local.

Occasionally, we put a campaign together around a particular issue, to raise awareness locally. One such example was to support the native Irish bee population this Spring as they emerged. I volunteered to research this to see what could be done, and to find out how to effectively relay this message to the community at large. This involved researching a variety of sources to gather the information we needed and then to relay this in a straightforward way.

Sources included;

Department of Agriculture <https://www.agriculture.gov.ie/>

Federation of Irish Beekeepers Association <https://irishbeekeeping.ie/>

National Biodiversity Data Centre <https://www.biodiversityireland.ie/about-us/>

Irish Wildlife Trust; <https://givebeeschance.com/>

Ireland's Wildlife <https://irelandswildlife.com/>

Other websites; <https://givebeeschance.com/> and <https://hivemind.ie/>

The message was to encourage the community to refrain from cutting the verges and grass for a few key weeks at the start of the Spring. This gave the bee population a chance to avail of the native wildflowers and help to establish a stronger bee population as a result.

We designed a poster competition in the local school, and advertised the winning entries in the local public library (**Attachment 9**). The initiative was very well received and helped to raise awareness of the plight of our native bees. We intend to run a similar campaign next year and build an awareness of our native species of bee.

Attachment 8; Exel list of local office suppliers

Attachment 9; Winning poster from the 'Mind the Bees' competition

Learning Outcome 6

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

Learning Achieved

To present to an audience and communicate a key message, takes skill and practice. You have to think about the message that you want to get across. This takes research, and time to set out appropriately. This can be done by using a white board or by mind mapping. It is very important to be sure that you understand your message and how you want to get it across. I use powerpoint to create slides and set them out carefully. I think it is important to keep presentations as simple as possible. The more complicated you make it the harder it is to get the key message across. Pictures are an effective way of conveying a message. Sometimes, stories can relay a message very effectively, and can have more impact than bullet points or text.

Also there are other factors that make a great presentation, such as the setting, the audience, the formality required or not. It is important to think about what the audiences' needs are. If I'm presenting to my colleagues for example, I won't have as much detail as I would if I were presenting to senior management. Both levels require a different approach. Other factors to take into account are the pace of delivery, body language and dress-code, all of which must be suitable. I make sure that my preparations takes these factors into account.

Story telling is effective in a presentation. As humans we listen to stories naturally, they can help to keep the audience's attention and to explain an idea. Also allowing the audience to interact with you helps with how the presentation is received. I like to ask an open question, to put an idea across, and to invite the audience to get involved.

If I come across negativity during a presentation, one of the approaches I take is to involve the participant. I ask them their point of view, and help them to understand the key message that I am conveying. Sometimes other people in the audience get involved. I would see this as a positive development. However, it is also important to maintain order in the presentation. There is a fine line between encouraging audience participation, including those with alternative opinions, and delivering an effective presentation in an authoritative way. I will pause, and ask for the audiences' attention, before proceeding again to complete the presentation.

For prior experiential learning or combined cases

I was given the opportunity to present to our Board of Management as a result of my involvement with the project to migrate the student files onto the Banner system. I put together an outline of the key information that informed our decision to procure the system that we chose. **Attachment 10** shows some of this presentation. On the day I was able to outline the background of the system, and show the Board how we adopted it for our own use. I outlined some of the key features that will support our student record management in the coming years.

Attachment 10; Presentation slide sample

C. Portfolio Inventory

List the evidence included in this portfolio. Then carefully scan the evidence to this section. Original transcripts must be presented before assessment.

|<----- For Office Use Only---->|

Description of Item Submitted	Date Original Seen	Verified by
Learning outcome 1		
Attachment 1; Report on Delivery of Student Record System (page 1-3).		
Attachment 2; Examples of research platforms for dietary needs of customers		
Learning outcome 2		
Attachment 3 Presentation slides for team training		
Attachment 4 Camogie team photographs		
Attachment 5 Camogie fixtures https://camogie.ie/files/2019%20Camogie%20Fixtures.pdf		
Learning outcome 3		
Attachment 1 first three pages of this report as evidence.		
Attachment 6; Table of contents of end of year reports to Board of Management		
Learning outcome 4		
Attachment 7; Screenshot of CIT library and example of referencing at the end of report		
Learning outcome 5		
Attachment 8; Excel list of local office suppliers		
Attachment 9; Winning poster 'Mind the Bees' competition		
Learning outcome 6		
Attachment 10; Presentation slide sample		

For prior experiential learning or combined cases

D. Appendix

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Attachment 1

Report on Delivery of Student Record System

Report on the Delivery of Banner Student Record System

[REDACTED] College of Further Education



December 2019

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EXECUTIVE SUMMARY

This report details the upgrade of the student records system from what was previously an Excel system to a Banner style, bespoke student record system. This new system will host and manage the records for our college.

Following a research and consultation phase, this new system was selected because of the major advantages in terms of data management and ease of use. It also supports our data management needs for the future growth of the college over the coming time period. To deliver this project involved independently researching what systems were available and on what cost basis.

The available budget was €2000 which also included training and support. The report details the research carried out and the migration of the old system into the new format. The report concludes with a strategic vision for data management in the college.

Attachment 2;

Examples of research platforms for dietary needs of customers

The screenshot shows the HospitalityNet website interface. At the top left is the logo 'HN hospitalitynet™'. To the right is a search bar and a menu icon. Below the logo, there are social media icons for LinkedIn, Facebook, Twitter, and RSS. The main article is titled 'Facilitating Healthy Eating or Dietary Restrictions Requests At Hotels Can Be Much Simpler' and is labeled as an 'OPINION ARTICLE'. It is dated '22 August 2019' and written by 'Kenneth Purcell, Founder and CEO of iSeatz'. The article text begins with 'Gluten free? Nut allergies? Vegan? Keto? Whole 30? ... According to Forbes, a whopping 18% of surveyed consumers say they follow a specialty diet. Food producers, restaurants, and investors have all taken note of the growth in food sensitivities with specialty products and programs. The wellness industry is now worth \$4.2T - more than global travel - and the segment growth is especially robust amongst the coveted millennial.' A small portrait of Kenneth Purcell is visible to the right of the text. On the right side of the page, there is a sidebar with a filter menu showing 'Today', 'Last 7 days', and 'Last 30 days'. Below the filter, there are four numbered article recommendations:

- 1** **OPINION** Online Travel: Can Anyone Challenge The Supremacy Of Booking And Expedia?
- 2** **PRESS RELEASE** Mandarin Oriental Launches Global WeChat Strategy
- 3** **OPINION** Six Guidelines To A Sustainable Recovery For Hotels Post-COVID-19
- 4** **OPINION** Technology Is Vital To The Hospitality Industry Revival

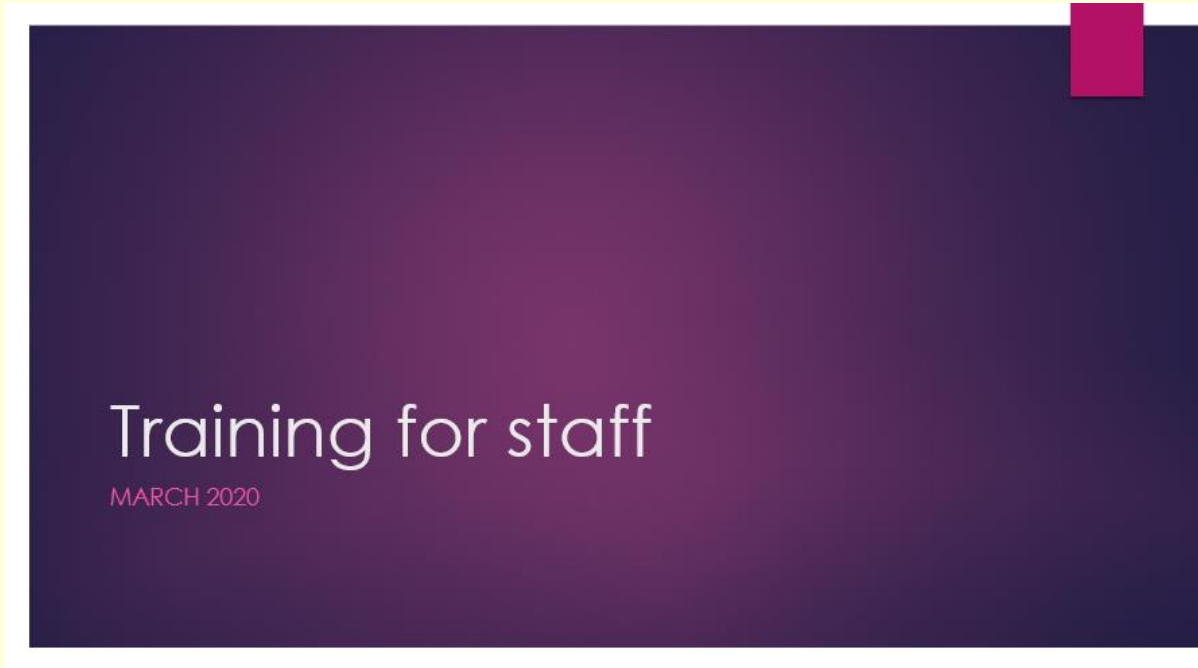
<https://www.hospitalitynet.org/opinion/4094742.html>

The screenshot shows the website for 'Essentially Catering Magazine'. At the top, the title 'Essentially Catering Magazine' is displayed in large white font on a dark background. To the right, a tagline reads 'The monthly online magazine for all catering professionals'. A red banner with the word 'FREE' is positioned in the top right corner. Below the title, a navigation menu includes links for 'Home', 'View magazine', 'Article Archive', 'Catering News', 'Feedback', 'Previous Issues', and 'Media Information'. The main content area features an 'Article Archive' section with a link to 'View magazine' and a note that the article is from February 2008, Issue 2. The article title 'Menu Planning' is prominently displayed in a large, bold, purple font. Below the title, a sub-headline states: 'Writing the menu is one of the most important jobs to be undertaken by a chef or restaurateur, whether it be for a restaurant, school, hospital or other institution. By Janet Harmer.' To the right of the article, an 'Inside this issue' section lists topics: 'COVID-19 Advice & Updates', 'No & Low Alcohol', 'Tea', and 'Fish & Chips'. Below this, a 'Sign up for more' section encourages users to sign up for the magazine, promising weekly news updates and exclusive catering product offers. The bottom of the page shows a browser window with a file named 'crest.png' and a 'Show all' button.

<https://www.essentiallycatering.co.uk/issue2/menu-planning/>

Attachment 3

Presentation slides for team training – procurement processes



For prior experiential learning or combined cases

Attachment 4

Camogie team photographs



Attachment 5 Camogie fixtures

<https://camogie.ie/files/2019%20Camogie%20Fixtures.pdf>



Fixtures – Clár na gCluichí 2019

Date	Littlewoods Ireland Camogie Leagues Division 1	Littlewoods Ireland Camogie Leagues Division 2	Littlewoods Ireland Camogie Leagues Division 3
	<p>Group 1 Clare, Dublin, Kilkenny, Limerick, Offaly</p> <p>Group 2 Cork, Galway, Tipperary, Waterford, Wexford</p>	<p>Group 1 Carlow, Cork, Down, Meath, Tipperary</p> <p>Group 2 Armagh, Galway, Kerry, Westmeath, Wexford</p> <p>Group 3 Antrim, Derry, Dublin, Kilkenny,</p>	<p>Clare, Kildare, Limerick, Roscommon, Tyrone, Wicklow</p>

Attachment 6

Table of contents - End of year report to Board of Management

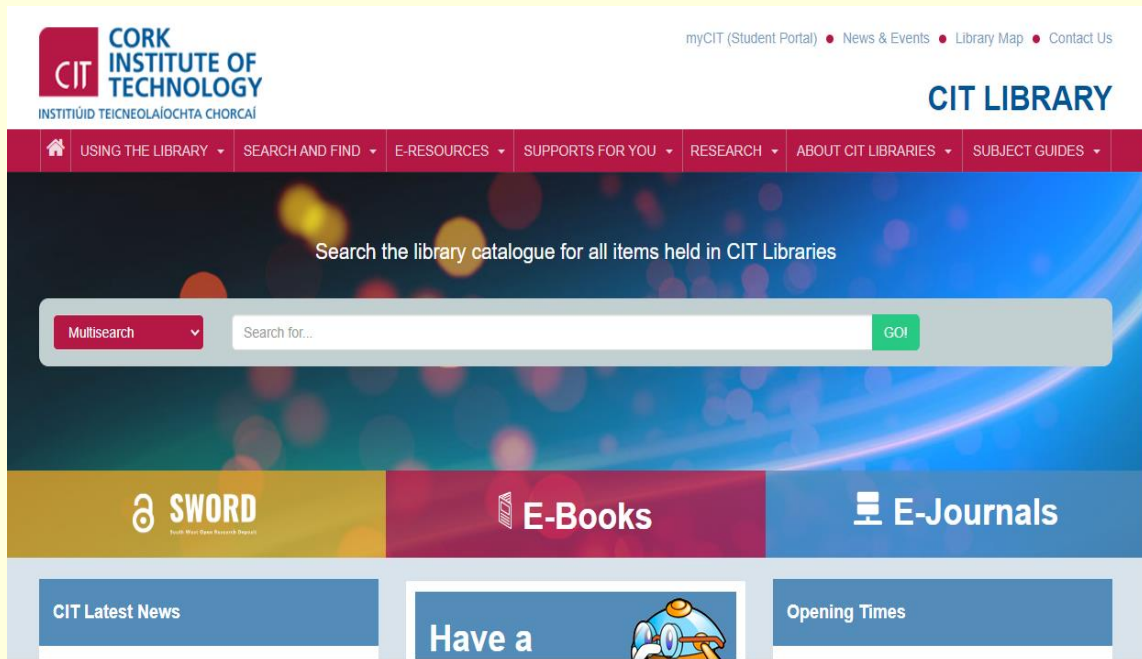
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For prior experiential learning or combined cases

Attachment 7

Screengrab of CIT library resource



Example of referencing at the end of report

References

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Attachment 8

Exel list of local office suppliers

1	Supplier	Phone	website
2	C&L Office Supplies Limited	(021) 452 4735	http://www.candloffice.ie/
3	Greene Business Services	(021) 437 2945	https://greenebs.ie/
4	Edit Office, Head Office	(01) 443 3599	https://editoffice.eu/contact/ https://www.interiorfurnituresolutions.ie/
5	Interior Furniture Solutions	(021) 484 0040	ons.ie/
6	MJ Flood Limited	(021) 435 1122	https://www.mjflood.ie/
7	Donworth Office Supplies and Interior	1890 700 200	https://www.donworthdirect.ie/
8	O'Brien Office Systems	(021) 427 0666	https://www.obos.ie/
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Attachment 9

Winning poster from the 'Mind the Bees' competition



Attachment 10 Presentation slides for team training

Upgrade to student record system

REPORT TO THE BOARD OF MANAGEMENT
DECEMBER 2019

Key Features

PERSONAL DETAILS		LEAVING CERTIFICATE		
Ref	R00194002	School		
Name	[REDACTED]	Leaving Cert Number		
Address	[REDACTED] Ireland	Leaving Cert Rating		
DOB		Leaving Cert Results		
Phone	[REDACTED]	Subject Name	Level	Result
Employer				
Employer Address				
Employer Phone				
CAO Number				
NCEA Number				
ID Card Number				
Apprentice Number				
PPSN				

Declaration

Name Mary Smith
Address 3 Bond Street, Midleton

Home Telephone 098 3730567
No.

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 college's requirements. I accept that any advice or instruction given to me by the college or its staff in preparing 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 Learning Portfolio
- I certify that all information submitted with this claim is an accurate description of my relevant learning to date.

Module for which exemption is being claimed

CMOD6001 CIT module

Course and Stage **BA in HRM, stage 1**

Signed *Mary Smith*

Date *15-3-20*

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