



# Cork Institute of Technology

## Application for Recognition of Prior Formal Learning

### Submitted for Assessment by -

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Module	CMOD6001 Creativity Innovation and Teamwork		
Course	BA in HRM	Stage	1
Department	<b>Organisational and Professional Development</b>		

## **Contents**

### **A. Basis of prior learning case**

Please delete sections which are not required here

- a. [Third Level Education](#)
- b. [Training](#)
- c. [Other Education](#)
- d. [Relevant Additional Information](#)

### **B. Syllabus mapping;**

Your prior learning mapped against the learning outcomes

- i. [Learning outcome 1](#)
- ii. [Learning outcome 2](#)
- iii. [Learning outcome 3](#)
- iv. [Learning outcome 4](#)
- v. [Learning outcome 5](#)

### **C. Evidence listed and presented as scanned pdfs here**

Transcript of results and certificates

Syllabus

Past exam paper (if available)

Other relevant documentation

### **D. Declaration**

## A. Basis of prior learning case

### 2. Education (only present relevant sections)

#### 2.1 Third Level Education

*This includes attendance on courses in any third level Institute.*

Name & Address of Institute      INSTITUTE OF TECHNOLOGY  
Attended - From                      2017      To      2019  
Name of Course                        Sample Higher Certificate in Arts in Culinary Arts

<b>Examination Result</b>			
<b>Subject</b>	<b>Level</b>	<b>Grade</b>	<b>Year</b>
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
<b>Learning at third level</b>	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
<b>Communication in the workplace</b>	6	B	2019
Nutrition	6	B	2019

## B. Syllabus Mapping

### Prior learning mapped against the learning outcomes

Compare your previous learning to the learning outcomes of the module in question.

Locate the module descriptor and learning outcomes at <http://courses.cit.ie/>, and paste in each learning outcome. Follow this with a response that locates the equivalent learning in your previous studies.

#### 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

#### 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

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
2. 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;

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

**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

*For prior formal learning cases*

### **C. Evidence listed scanned and included**

*All original examination certificate(s) must be seen and authenticated before the final document is submitted for assessment.*

*Scan the original transcript of results, certificates and syllabus and save as a PDF. Then copy and paste in the PDF after the last page of this application.*

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

<b>List of items submitted as evidence</b>	<b>Date Original Seen</b>	<b>Verified by</b>
Transcript of results	3/9/19	POL
Syllabus of Learning at Third Level	enclosed	
Syllabus of Communications in the Workplace	enclosed	

[Go to top](#)

## Transcript of results



**INSTITUTE OF TECHNOLOGY**

**TRANSCRIPT OF RESULTS**

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

<b>Subject</b>	<b>Examination Result</b>		
	<b>Level</b>	<b>Grade</b>	<b>Year</b>
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

<b>Department:</b>	Social Sciences	<b>Module Code:</b>	EDUC61000
<b>Level:</b>	Level 6	<b>Contact Hours:</b>	36
<b>Duration:</b>	1 Semester	<b>Directed Study Hours:</b>	36
<b>Effective Term:</b>	2017/18	<b>Indep. Study Hours:</b>	28
<b>Credits:</b>	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	<ul style="list-style-type: none"> <li>Nature of learning and memory</li> <li>Different kinds of knowledge</li> <li>The adult learner (including differences between second and third level education and responsibilities of the third level student)</li> <li>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.</li> </ul>



For prior formal learning cases

Content	Detail
Learning requirements and strategies	<ul style="list-style-type: none"> <li>Nature of learning and memory</li> <li>Different kinds of knowledge</li> <li>The adult learner (including differences between second and third level education and responsibilities of the third level student)</li> <li>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.</li> <li>Learner self-management: time and task management; beneficial learning environment; stress management; work/life balance</li> </ul>
Writing skills	<ul style="list-style-type: none"> <li>Brain storm, use spider web</li> <li>Structure and organisation, clarity and coherency, paragraphing, signposting</li> <li>Accuracy: proof-reading, grammar, punctuation, spelling, syntax etc.</li> <li>Formulate ideas and arguments</li> <li>Academic writing conventions/style (linked to academic level required, Blooms Taxonomy and assessment grids)</li> <li>Apply referencing guidelines</li> <li>Report writing</li> </ul>
Using and referencing source material	<ul style="list-style-type: none"> <li>Library skills/locating information, including online sources, search engines and meta-search engines</li> <li>Reading skills, including active/effective reading</li> <li>Critical thinking</li> <li>Selection of reading materials/critical evaluation of sources (primary versus secondary sources, reliability)</li> <li>Summarising/paraphrasing</li> <li>Plagiarism/college plagiarism policy</li> </ul>
Learning activities/environments	<ul style="list-style-type: none"> <li>Participation in lectures: active/effective listening, asking questions</li> <li>Effective note-taking, revising and enhancing notes</li> <li>Using tutorials/practicals/labs effectively.</li> <li>Reflection: The what, why and how of reflection and reflective practice</li> <li>Presentation skills</li> <li>Teamwork; learning in a diverse student environment</li> <li>Information Technology</li> <li>Nursing: the Clinical Learning Environment: Practice placement: learning outcomes. Assessment in clinical practice: the interview process. Clinical competency: levels and domains.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>Purpose of assessment: formative and summative; assessment as a reflection of the syllabus/learning outcomes</li> <li>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</li> <li>Marking grids.</li> <li>Revision skills and exam techniques: understanding and preparation for assessments and exams</li> <li>Effective use of feedback; self-assessment</li> <li>Peer-assessment</li> </ul>

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	<b>The Study Skills Handbook</b> Cottrell, S Palgrave	1999	<a href="#">view</a>
Recommended	0749200448	<b>The Good Study Guide</b> Northedge, A Open University	1990	<a href="#">view</a>
Recommended	0335207278	<b>The student's guide to exam success</b> Tracy, E Open University Press	2002	<a href="#">view</a>

## Syllabus of Communications in the Workplace

### Communication in the Workplace

#### Main Description

<b>Department:</b>	Hotel, Culinary and Tourism	<b>Module Code:</b>	WORK61021
<b>Level:</b>	Level 6	<b>Contact Hours:</b>	24
<b>Duration:</b>	1 Semester	<b>Directed Study Hours:</b>	12
<b>Effective Term:</b>	2017/18	<b>Indep. Study Hours:</b>	64
<b>Credits:</b>	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	<ul style="list-style-type: none"> <li>• The Communication Process</li> <li>• Barriers to communication</li> <li>• Methods of communication</li> <li>• Planning the image</li> <li>• How to communicate effectively</li> </ul>

### Indicative Syllabus Content

Content	Detail
The Principles of Communication	<ul style="list-style-type: none"> <li>• The Communication Process</li> <li>• Barriers to communication</li> <li>• Methods of communication</li> <li>• Planning the image</li> <li>• How to communicate effectively</li> </ul>
Methods of Communication	<ul style="list-style-type: none"> <li>• Giving talks and presentations</li> <li>• Letter writing</li> <li>• Effective listening</li> <li>• Telephone communication</li> <li>• Communication across cultures</li> </ul>
Communication at Work	<ul style="list-style-type: none"> <li>• Meetings</li> <li>• Interviews</li> <li>• Interpersonal aspects of communication at work</li> </ul>
Using IT and Social Media to Communicate	<ul style="list-style-type: none"> <li>• E-mail etiquette</li> <li>• Website Research</li> <li>• Introduction to social media</li> <li>• Managing social media information</li> </ul>
CV and Cover Letter Writing	<ul style="list-style-type: none"> <li>• CV and Covering letter</li> <li>• Online CV building</li> <li>• Online Applications</li> </ul>

### 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

• **Reading List**

Type	ISBN	Title Author Publisher	Year	Edition	Library Link
Recommended	9780717144556	<b>Communications for Business</b> H McClave <i>Gill and Macmillan</i>	2008	4th Edition	-
Recommended	9781860761645	<b>Once a Customer, Always a Customer</b> C Daffy <i>Oak Tree Press</i>	2001	Third Edition	-
Recommended	1111111111	<b>101 Ways to Make Effective Presentations</b> E Tierney <i>Kogan Page</i>	1999		-
Recommended	0470651245	<b>The social media management handbook [electronic resource]</b> N, Smith <i>Hoboken, N.J. : Wiley</i>	2010		-

  

• **Journals and Websites**

Type	Description
Website	<a href="http://www.mypotential.ie">www.mypotential.ie</a>
Website	<a href="http://www.jcdublin.com">www.jcdublin.com</a>
Journal	Hotel and Catering Review
Journal	Hotel and Restaurant
Journal	Caterer and Hotelkeeper

## **D. Declaration**

Name            John Roche  
Address        Brick Lane  
                    Cork City

Telephone            090 232234

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 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.

Module for which exemption is being claimed  
**CMOD6001 CIT module**

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

Signed            *John Roche*

Date *10<sup>th</sup> Sept 2019*

[Go to top](#)