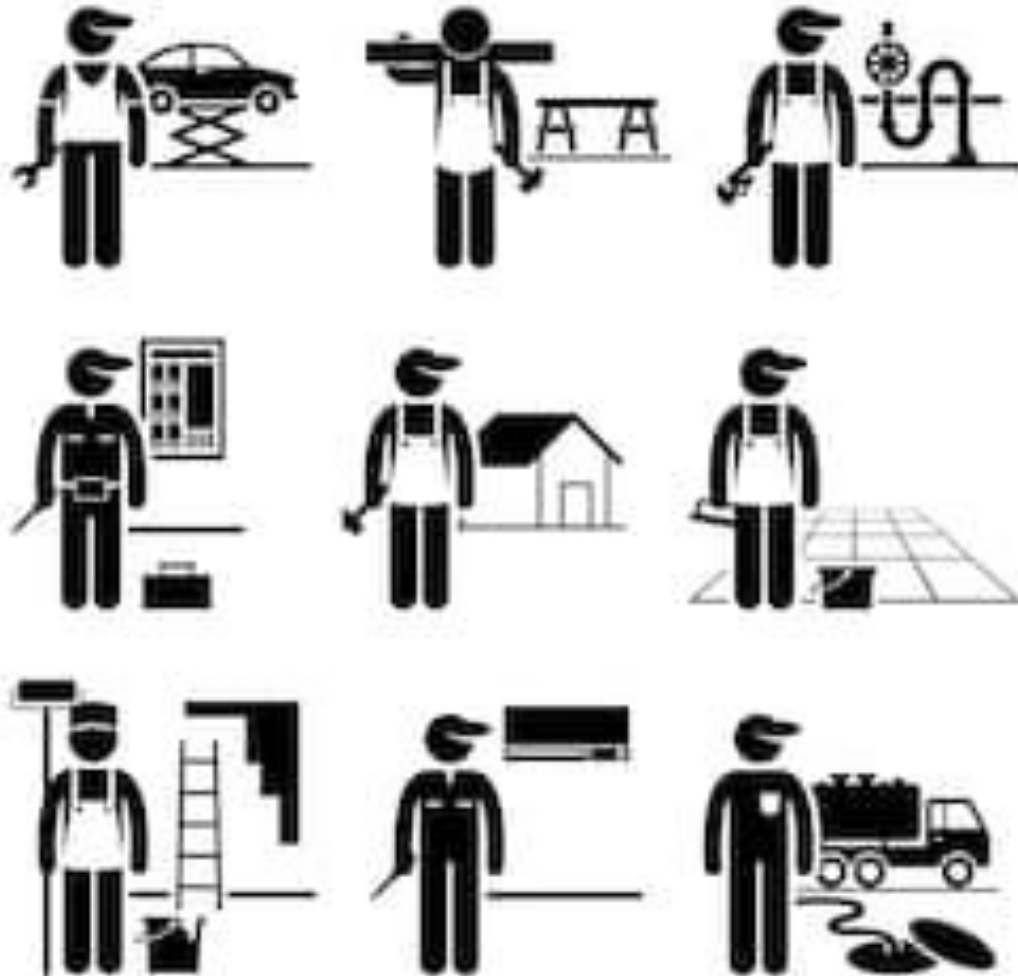


Recognition of Prior Learning

For cases based on prior experiential learning

Have you prior experiential learning?



That is relevant to your area of study?

You may have gained this professionally, or through your involvement in voluntary or community activities

Do you wish to gain credits with this learning?



First do the following:

1. Check the basis of your case with the module assessor
2. Register for the module with admissions office
3. Locate the correct set of learning outcomes at <http://courses.cit.ie/>

Then locate your evidence ...



Consider the range and scope of the relevant activities that you are involved in

Focus on the outputs whether they are sourced from work-related or voluntary activities

Make the evidence digital ...

Create photo's or screengrabs (F11) or insert as PDFs into the application

To evidence prior experiential learning ...

Consider all outputs and artefacts available to you



Screenshots

links to work

email

reports

examples created by you

letter from your manager to verify your role,

job description

voluntary work and fundraising

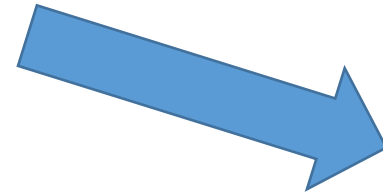
Your task will be to create a portfolio...

This can be on MS Word or OneNote

Go to

<https://www.cit.ie/rpl/usefulforms>

Download the portfolio template for cases based on experiential learning.



RPL Experiential Learning template

[Word version](#)

[PDF version](#)

[Example](#)

Applications on MS Word

1. Use the template provided at <https://www.cit.ie/rpl/usefulforms>
2. Get the learning outcomes at <https://courses.cit.ie/>

Cork Institute of Technology

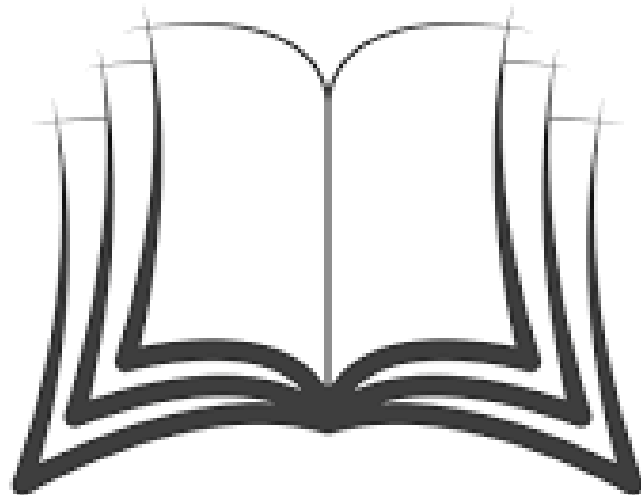
Learning Portfolio Application

Submitted for Assessment of Prior Learning by -

Name	John Smith	Student no: R00091911	
Address	17 Stoney Street Tralee		
Telephone	022 422432		
E-mail	John.smith@mycit.ie		
Module	PLAC6010 Work Placement Module		
Course	Higher Certificate in IT Support	Stage	2
Department	Computing		

There are three sections in the portfolio ...

1. CV and Job Description –your story
2. Learning Achieved – your case set out against the learning outcomes of the module
3. Verification – where you present your evidence



Examples of the Learning Achieved section of the portfolio to follow...

To show you how to set out your case....

Communication

Learning Outcome 2

Communicate in a professional manner within the workplace

Learning Achieved

To respond to this learning outcome I am drawing on my learning from each of the four roles that I have been employed in. My learning has been gained as I have delivered on each of these roles.

Use of email as a business communication tool

I completed a course on effective communications and customer relations in April 2010 with Professional.ie. This training provided me with good business communications skills, which are needed when you are communicating with a diverse range of clients and customers. Written communication is a core business skill. I have learned how to create email with a clear, logical structure that can organise ideas and key points. **Attachment 5** presents the overview of the training that I completed. I learned in this training that communication must be effective, appropriate and responsive. Written communication must be very clear and to the point. We also learned the golden rules for business communication:

1. Use active language
2. Use simple language
3. Avoid politically incorrect or sexist terms
4. Sue specific timelines rather than generalities
5. Avoid excess jargon
6. Link points
7. Use the person's name

I take care to make sure that the key message is easy to understand in the text. I use business language in my email. Please see example attached in **attachment 6**.

Meetings and conference calls

In XXXXXXXXXXXX we have a lot of meetings. Also we schedule meeting update

sessions here in XXXXXXXXXXXX. We schedule a bi-weekly meeting for our Business Security Project. See **attachment 7**. As you can see from the attachment, at this meeting we discuss the product, its problems and possible solutions, provide feedbacks and ask questions. We also have another meeting that discusses transfer of information about the product. These meetings are delivered by a staff member who knows a product at an expert level. They deliver information to participants who know less. It is an internal training approach that works very well.

When I worked in XXXXXXXXXXXX as a continuous improvement analyst I also had a lot of meetings and conference calls. There was a conference calls scheduled every Friday. Other meetings with the operations manager regularly occurred, there were process update meetings, quality improvement meetings and meetings with the clients at the service desk. These meetings formed the core of our work, along with direct interaction.

Presentations

When I worked in XXXXXXXXXXXX I was responsible for a project called Future Ops. This stood for Future Operations and Processes. I was responsible for the migration of all computers of our client. The computers had to be migrated from Current Mode of Operations to Future Operations and Processes. The project was transferred to Germany. During this transfer I presented the project and trained staff involved in the project. **Attachment 8** shows some of this presentation.

I also refer to this learning against learning outcome 4, as I demonstrated initiative and leadership skills during the work on this project.

Attachment 5 – Training programme outline

Attachment 6 – Business correspondence email

Attachment 7 – meeting notification for project

Attachment 8 – presentation slide training

To evidence
communication
see learning
outcome 2

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.

List each separate document and other material you are submitting to substantiate this claim. If you are submitting more than one claim it is important to have more than one copy of each document as they will be assessed by different assessors.

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

Description of Item Submitted	Date Original Seen	Verified by
Learning outcome 1		
1 - Team structure at XXXXXXXXXXXXX		
2 - Cork office staff, presentation slide		
3 – Model of team structure		
4 – Career paths profile		
Learning outcome 2		
5 – Training programme outline		
6 – email of business correspondence		
7 – meeting notification for project		
8 – presentation slide for training		
Learning outcome 3		
9 – Exel file with data from Feedback Centre		
Learning outcome 4		
10 – Template for migration		
11 – Weekly report on project		
12 – Communications template for staff		
13 – Unresolved issues captured on excel		

Digital and Analogue Technology

Learning Outcome 4

Assess and select equipment appropriate for a given recording situation

Learning Achieved

As a member of the XXXXXXXX productions team for the past five years, I am always creating content, and am very confident of my abilities within this field.

My criteria for selecting equipment for a job depend on the type of media that I am recording. Is it just audio, just video, or a combination of both? I would also assess project specifications, recording environment, and the subject(s) of the recording. I will provide the following examples:

Recording audio only:

I do an audio recording of a band. The setting is typically a recording studio/suite with appropriate soundproofing (foam wall lining, acoustic wedges, drum walls, bass traps, etc.). I would provide a range of microphones, for the lead vocalists, backing vocalists, guitar and bass amplifiers, piano, each drum of a drum kit, and whatever other instruments are part of the recording. I would check that the correct microphones are used for the situation; dynamic or a condenser? Large diaphragm or small? Omnidirectional or one directional?

To ensure a smooth recording process, different instruments require different types of microphones. For example, for acoustic guitars I would use a small diaphragm condenser whereas I would use a bass microphone for a kick drum. Audio interface requires some research also; USB is fine for single tracking, and FireWire is more geared towards a full band session. You will also need DI units (direct input) for the guitars, basses, keyboard, and synthesiser. Each individual involved in the process needs a set of headphones so they can hear the track as it records.

For the post-production process.

I use Ableton Live, Adobe Audition, or my most preferred software, Reaper to record the sound and move on to mix the tracks in whichever of the three they

were recorded with. Any unwanted noise is removed from the tracks and add reverb, extra effects, compression, and EQ. Once the tracks are mixed and mastered to my satisfaction, I export as WAV so as to not compress my track any further than needs be.

For video recordings:

A high level of production is required for a professional finish; the camera must be stabilised using tripods, sliders, body mounts, and other accessories. Rarely is a handheld camera used for recordings.

The correct lens is important for each shot, and I try to stick with manual focus if possible. I assess the light in my surroundings and adjust the camera accordingly. If the setting is indoors with poor lighting I'll use an LED studio light or a ring light. If the video requires real-time audio, I'll use either a Rode shotgun microphone or Blue Snowball (for blogging and live music) in or a boom microphone for a professional finish. setting

Postproduction

I keep my files organised by labelling the folders on my computer.

I typically use a mix of Sony Vegas, Adobe Premiere Pro, and Adobe After Effects. I stitch clips together, adjust light if required and synchronise sound to video, I can also insert text, extra imagery (if it's a video that requires pop up media), transitions etc. Then I save and export the video for the target platform.

Evidence:





Audio file of a song I recorded

Evidence for Digital and Analogue Technology

C. Portfolio Inventory

List the evidence included in this portfolio. Then carefully scan the evidence. Original transcripts must be presented before assessment.
List each separate document and other material you are submitting to submit. If you are submitting more than one claim it is important to have more than one document as they will be assessed by different assessors.

|<----- For Offi

Description of Item Submitted	Date Original Seen
Learning outcome 1	
Schematic of studio layout	
Images for advert campaign	
Learning outcome 2	
Examples of photography work	
Image of a local band 	
Learning outcome 3	
Images from live music festival in Cork	
Schematic of festival layout	
Learning outcome 4	
Audio file for song that I created	
	
Learning outcome 5	
Short video clip of movie I created	
	

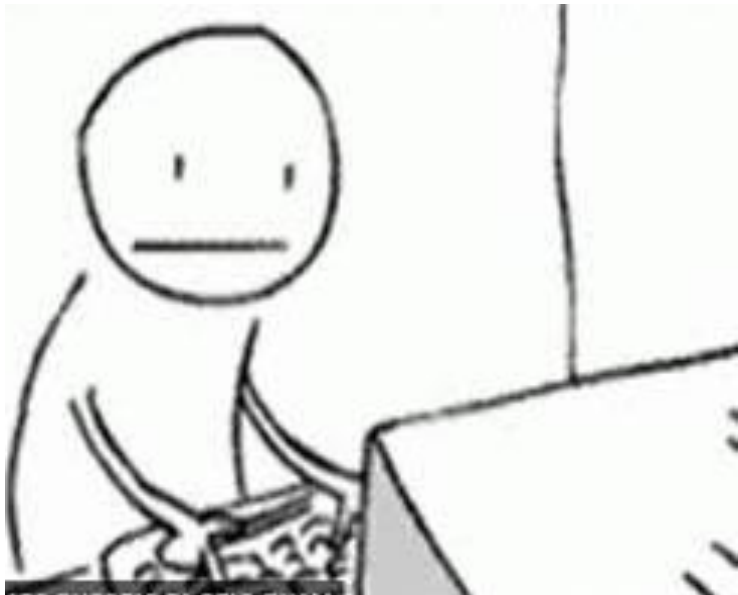
Upload instructions

Save your application as follows:

YOUR NAME (STUDENT NUMBER) MODULE CODE ASSESSOR NAME

example - JohnSmith(R00031325)MATH6015TomDoherty

If the document is very large, then save it as a PDF before sending on.



Or use a One Note Template

RPL Applicant Details

09 September 2019 10:12

Name	
Student number	
Email address	
Module	
Stage of programme	
Basis of case	Prior formal learning
Date of application	25th September 2019

Basis of Case

Learning Outcomes

Evidence

Transcript of Results

Syllabus

Declaration

I enclose my application for Recognition of Prior Learning and declare that;

1. I have registered for the module (list the module code)
2. All of the material enclosed here is an accurate description of my relevant learning to date
3. I have presented original transcripts and certificates for validation with CIT
4. I understand that my RPL case is an assessment piece.

Applications on One Note

Applicant Details

04 September 2019 16:28

Name	John Smith
Student number	R00015543
Email address	John.smith@mycit.ie
Module	CMOD6001 CIT module
Stage of programme	Stage 1
Basis of case	Prior formal learning Colaiste Stiofan Naofa, 2017 with G30001 Communications module, level 6
Date of application	25th September 2019

Basis of Case

Colaiste Stiofan Naofa, 2017. Business Administration Certificate with Communications module (G30001), level 6.

Learning Outcomes

Learning Outcome 1

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

This learning outcome was achieved in my previous communications module. We had to do a research project and then report on our findings. The syllabus shown below presents the requirements for research and problem solving (Unit 1 information gathering).

Learning Outcome 2

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

This learning outcome was achieved in my previous communications module. Unit 6 Interactive skills covered group dynamics, teams, and approaches to dealing with people and groups. See syllabus below.

Learning Outcome 3

Write in formats appropriate to their chosen programme of study.

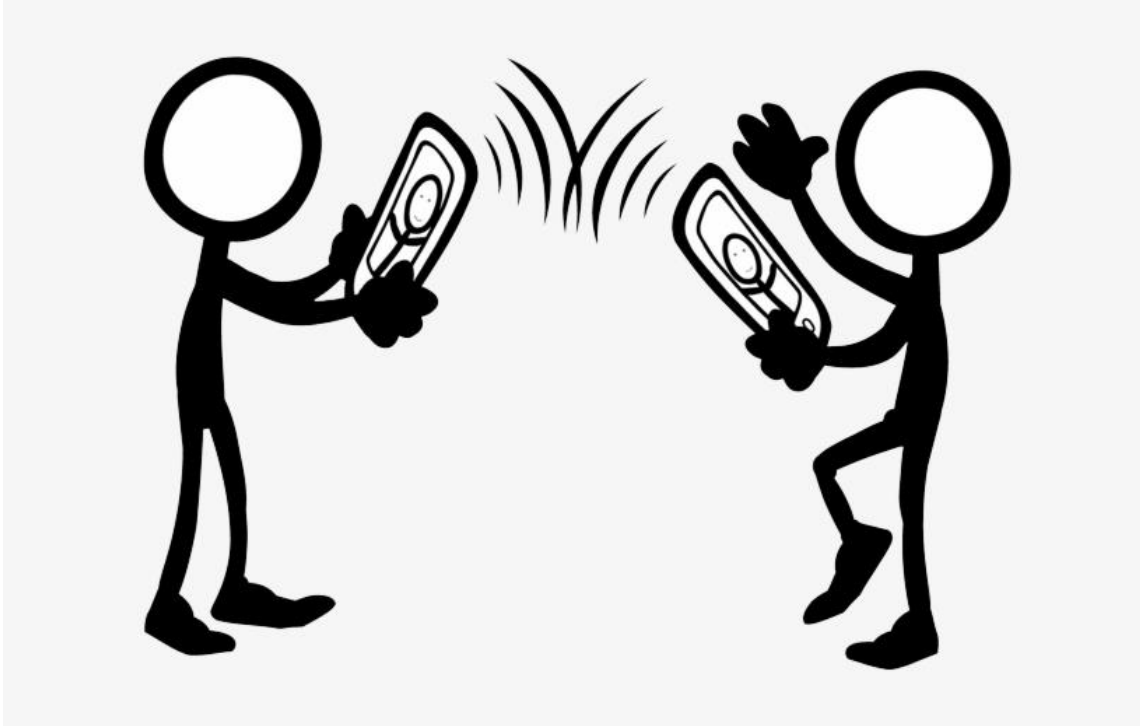
This learning outcome was achieved in my previous communications module. Unit 1 Information gathering and Unit 5 Reading and Writing Skills See the syllabus below.

Send the OneNote file as a PDF

- Email to phil.oleary@cit.ie with Assessor's name
- RPL case will be checked
- Basis of RPL case will be recorded on RPL database
- RPL case sent to Assessor
- Allow a week to 10 days for assessment



Supports ...



We are here to help...

Contact DL_RPL@cit.ie or phil.oleary@cit.ie for support to complete your RPL application