

The RPL Learning Portfolio – Outline Structure

**FORM RPL2**

**When preparing your RPL Learning Portfolio it should be structured under the headings outlined below.**

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# **Section 1: Personal Details**

|  |
| --- |
| **Please ensure you complete all sections of this form as fully as possible. Use additional sheets if necessary to expand on the information in the form.** |

**You must also complete form RPL1**

|  |
| --- |
| **NAME:** |
| **ADDRESS:** |
| **TELEPHONE:** |
| **MOBILE:** |
| **EMAIL:** |
| **NAME OF THE COURSE THAT YOU ARE SEEKING RPL ON:** |

# **Section 2: Curriculum Vitae and Job Description**

***2.1 Employment***

**2.1.1 Current Employment** *(Describe current duties and responsibilities in your present job. The aim is to provide a clear idea of where you work within an organisation and your main tasks and responsibilities.)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Current Role** | **Name of Employer** | **From** | **To** |
|  |  |  |  |
| ***Current duties and responsibilities:*** |

**2.1.2 Previous Employment** *(Fill in any previous work experience here. Outline what position you held and your main duties and responsibilities.)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Previous Role** | **Name of Employer** | **From** | **To** |
|  |  |  |  |
| ***Duties and responsibilities:*** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Previous Role** | **Name of Employer** | **From** | **To** |
|  |  |  |  |
| ***Duties and responsibilities:*** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Previous Role** | **Name of Employer** | **From** | **To** |
|  |  |  |  |
| ***Duties and responsibilities:*** |

*\*Please copy the table above if you need to add additional roles*

***2.2 Education***

*(Provide details of courses attended; include the year, modules grades etc. Under Training (section 1.2.2), include any in-company training courses completed. The template should be adapted to include as much necessary relevant information as possible as it will strengthen the case for application.)*

**2.2.1 Third Level Education/Professional Qualification**

|  |  |  |
| --- | --- | --- |
|  | **From** | **To** |
|  |  |  |

**2.2.2 Training**

|  |  |  |
| --- | --- | --- |
|  | **From** | **To** |
|  |  |  |

**2.2.3 Other Education**

|  |  |  |
| --- | --- | --- |
|  | **From** | **To** |
|  |  |  |

***2.3 Relevant Additional Information***

*(If information which is relevant to an application is not documented in the previous sections it should be entered here.)*

***2.3.1 Voluntary Work***

*(Include any relevant voluntary work undertaken.)*

|  |
| --- |
|  |

***2.3.2 Leisure Activities***

*(This can include any related learning or skills gained through interests or hobbies.)*

|  |
| --- |
|  |

# **Section 3: Learning Achieved**

*(Please indicate the type of learning that you are basing your RPL claim on. Tick as appropriate)*

[ ]  Prior Formal Learning

If you have completed or partially completed a course it is necessary to include the syllabus, a transcript of results and where possible, a certificate from the awarding body, which will then be assessed.

If you are seeking module exemptions then the prior academic learning must also be at the same academic level as the exemption sought. An explanation of the National Framework of Qualifications and Levels is available at *www.nfq.ie*. Exceptions to this can be made if you have significant experiential learning which enhances your learning in a particular area. Please refer to the next section regarding the approach which should be taken for this type of application.

[ ]  Combination of Formal and Experiential Learning

If you want to present a combination of formal and experiential learning then both parts of the template to illustrate your case should be used. If you have formal learning but it falls short of covering all of the learning outcomes/standards you may still be able to proceed if you have relevant experiential learning which would cover the remaining learning outcomes/standards.

It is recommended to first concentrate on presenting the formal element of the prior learning case. The syllabus, transcript of results and a certificate from the awarding body should be included so the assessor can see clearly what you have achieved. The focus should then turn to presenting the experiential learning. Any additional information which needs to be submitted should be included in the second part of the template. The examples below will help in addressing the learning outcomes/standards.

[ ]  Experiential Learning Only

It is necessary to answer all of the learning outcomes/standards of the module/entry criteria to prove that your prior experiential learning is appropriate for a successful application. In this instance you will only use the second part of the template, ignoring the Prior Academic Learning Section.

**3. 1 Mapping your Learning**

All learning presented as part of the RPL process needs to be mapped against a standard.

* If you are seeking module exemptions you will map your learning against the Learning Outcomes of the module/s you are seeking exemption/s on. Use the template on page [**7**](#ModuleLO).
* If you are seeking entry to a course you will map your learning against the standard entry criteria. Use the Template on Page [**9**](#Level7standard)(Level 7)or Page [**12**](#Level8standard) (Level 8) as appropriate.
* If you are seeking advanced entry to a course you will map your learning against the learning outcomes of the previous year/s to the year you wish to enter.

**3. 2 Learning Outcomes/Standards Achieved**

***“A learning outcome/standard is what a learner should know and/or be able to do as a result of being involved in a learning process.”***

**Module Learning Outcome**- Each module in each course is made up of a number of learning outcomes, usually 4 – 6. These learning outcomes describe the key learning a student achieves having completed that module. To complete a portfolio and submit it for a module exemption a student must provide a response for each learning outcome for the module.

The response must focus on the learning or experience gained relating to that outcome in particular. This can take a bit of preparation on your part as you must provide a clear account of how your prior experiential learning matches that of the module for which you are seeking recognition.

Setting out this information in a clear and logical manner and providing sound evidence to meet these claims forms the basis on which the assessor makes a decision to grant recognition or not.

**Learning Standard**- Learning standards are more generic statements which describe the nature and level of learning that has been acquired from an award. If you are presenting learning that is mapped against a learning standard then once again you should focus on the learning or experience gained relating to that standard in particular.

3. 3 How to Answer the Learning Outcomes/Learning Standards

If you take one learning outcome/learning standard at a time it is easier to concentrate on setting out the evidence of your learning. The aim for you is to respond to the outcome/ learning standard in your own words in a way that best describes your own case. Everyone will have slightly different answers reflecting their own experiences.

The suggested approach to developing your portfolio is to think of each learning outcome/standard as a separate question. If there are five learning outcomes/ learning standards then you have five questions to answer. If the learning outcome/ learning standard is structured in two or three parts then your answer should have two or three parts. This ensures that you leave nothing out and that your work is clear to the Assessor. Always make sure that the response answers the learning outcome/standard fully. No part should be omitted unless you have no learning in that particular area.

It is a good idea to respond first to the learning outcomes/standards in a general way. The first few sentences should be a general statement of abilities in relation to the learning outcome/ learning standard. This serves to get you started before providing specific detailed examples of your learning. After the introductory paragraph you should provide one or two specific examples of how you meet the learning outcome/ learning standard. Use your own words and outline the example fully.

If you take this approach with every learning outcome/learning standard then there is a good likelihood that the first draft of the document will be well on the way to completion.

Remember that there is no one correct answer. Everybody has individual learning so you should respond in your own words in a way that best describes your own particular strengths.

3. 4 How to Structure Your Response

When answering a learning outcome/learning standard it is important to structure the response in a meaningful way. The following are some guidelines which may assist you in developing your application.

* Begin with a general response
* Follow this with one or two specific examples to illustrate prior learning
* The content of the answer should reflect the nature of the subject matter

|  |
| --- |
| **3. 5** **Mapping To Module Learning Outcomes****Courses are composed of modules and the stated learning outcomes of these modules are seen as the basic levels of learning. Learning outcomes describe the kinds of skills, competencies and knowledge a graduate of a particular programme of study is expected to have acquired. Therefore, these become the minimum standards against which prior learning is measured. In the case of EACH module that you are making an RPL application for, indicate how your combination of professional experience, education and other experience equates to the achievement of the learning outcomes proposed.** |

|  |
| --- |
| **Module 1 [Insert title of module]** |
| **LEARNING OUTCOME** | **INDICATE HOW YOU HAVE ACHIEVED THIS OUTCOME THROUGH A COMBINATION OF YOUR EDUCATION, PROFESSIONAL AND OTHER ACHIEVEMENTS** | **INDICATE CLEARLY THE EVIDENCE IN SUPPORT OF YOUR CLAIM IN RESPECT OF THIS LEARNING OUTCOME** |
| Learning Outcome No 1 |  |  |
| Learning Outcome No 2 |  |  |
| Learning Outcome No 3 |  |  |
| Learning Outcome No 4 |  |  |
| Learning Outcome No 5 |  |  |

**3. 6 Mapping to Learning Standards**

If you do not meet the standard entry criteria for a course you may be asked to map your learning to the standards of the normal entry criteria. The tables below outlines the generic learning standards for a **Level 7** award (Table 1) and a **Level 8** award (Table 2). You can use the standards to outline your learning in such a way that it clearly articulates what you have achieved. If you are using both prior certified learning and prior experiential learning then you can draw from both types of learning in your answer.

Please complete the table that relates to the standard entry criteria for the course you are seeking entry to, i.e. if the standard entry criteria for the course you wish to apply for is a Level 7 award please complete Table 1 or if the standard entry criteria for the course you wish to apply for is a Level 8 award please complete Table 2.

**Table 1: Level 7 Standard**

|  |  |  |
| --- | --- | --- |
| **Learning Standard**  | **Level 7:****Learning Standards** | **Indicate how you have achieved this learning standard through a combination of your education, professional and other achievements.**  |
| **Knowledge-Breadth** | Specialised knowledgeacross a variety of areas. |  |
| **Knowledge-Kind** | Recognition of limitationsof current knowledge andfamiliarity with sourcesof new knowledge;integration of conceptsacross a variety of areas. |  |
| **Know-How & Skill-Range** | Demonstrate specialisedtechnical, creative orconceptual skills andtools across an area ofstudy. |  |
| **Know-How & Skill-Selectivity** | Exercise appropriatejudgement in planning,design, technical and/or supervisory functionsrelated to products,services, operations orprocesses. |  |
| **Competence-Context** | Utilise diagnostic andcreative skills in a rangeof functions in a widevariety of contexts. |  |
| **Competence-Role** | Accept accountabilityfor determining andachieving personal and/or group outcomes; takesignificant or supervisoryresponsibility for thework of others in definedareas of work. |  |
| **Competence-Context** | Take initiative to identifyand address learningneeds and interacteffectively in a learninggroup |  |
| **Competence-Role** | Express an internalised,personal world view,manifesting solidaritywith others. |  |

**Table 2: Level 8 Standard**

|  |  |  |
| --- | --- | --- |
| **Learning Standard**  | **Level 8:** **Learning Standards** | **Indicate how you have achieved this learning standard through a combination of your education, professional and other achievements.**  |
| **Knowledge-Breadth** | An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning. |  |
| **Knowledge-Kind** | Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s). |  |
| **Know-How & Skill-Range** | Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity. |  |
| **Know-How & Skill-Selectivity** | Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing. |  |
| **Competence-Context** | Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts. |  |
| **Competence-Role** | Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups. |  |
| **Competence-Context** | Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically. |  |
| **Competence-Role** | Express a comprehensive, internalised, personal world view manifesting solidarity with others. |  |

***Example 1***

*Mary is a laboratory assistant who works in a healthcare company. She is developing a portfolio against the module “Good Manufacturing Practice 1 and Quality Assurances”. The example below gives one of the learning outcomes in the module and some extracts from the response that Mary prepared for it.*

**Learning Outcome:** Explain the importance of documentation, including change control processes, and write a standard operating procedure.

**Learning Achieved:** Good documentation control is central to the smooth operation of ABC Ltd. Every aspect of the manufacturing process and Quality Assurance support is carefully monitored on paper and by electronic means.

All monitoring and reporting procedures are completed according to the Standard Operating Procedure (SOPs) set down by ABC Ltd. My average working day involves completing routine testing procedures according to company specifications and then reporting them in the manner set down by the company.

One instance of when I practice good documentation control is when I …

I attach an example of this Report in the Verification section of this portfolio.

Reliable and accurate documentation is crucial in the company because …

Throughout my work I deal with standard operating procedures and I have considerable experience in writing and updating such procedures. I attach … as an illustration of my work …

*Mary has highlighted the importance of adhering to company procedures and the correct flow of documentation in a manufacturing environment. Her portfolio should include sample documents which illustrate her work*.

***Example 2***

*Peter is working as a sales person in the media industry for the past five years. He is preparing a portfolio against a ‘professional development’ module.*

**Learning Outcome:** To communicate effectively and influence appropriately.

**Learning Achieved:** In a sales context, the ability to effectively communicate and influence is of paramount importance. To relay information to a customer, in a peer-to-peer manner, avoiding use of jargon, in my experience, has proved the most effective way to communicate the sales message. I relay the sales message in a manner that is meaningful to the customer. I achieve this by …

In terms of common objections I would meet in my sales role, the following is an example of how I would address them …

Handling complaints is another area which I have considerable experience in. My competence in this area is strong and I encourage the exchange of ideas and assistance between teams and team members. An example of a complaint that I have dealt with …

The final area of relevance is dealing with difficult clients and determining their needs. I had the experience of inheriting a client from a colleague who was unhappy with the rate they had paid to use the services of TTT.com and the response rate achieved. I worked this through with the client by …

*Peter identified the different aspects of his job which are relevant to this module and how his learning in the area has evolved over time allowing him to meet the various challenges which arose.*

***Example 3***

***David is working in an IT service capacity within a multinational organisation. He is using his day to day activities as well as work based training and processes to support his application for the module ‘IT Service Support’.***

**Learning Outcome:** Define Service Desk requirements and select the most appropriate Service Desk solution.

**Learning Achieved:** My work experience involves me in undertaking negotiation with clients and appropriate service level agreements. I have to choose an appropriate main support option depending on the work involved …

I work through the requirements with the client by … and determine the appropriate solutions.

I completed relevant training courses, the details of which are in the Appendix at the back of this document. These training courses were pertinent to me in the following ways in determining the most appropriate Service Desk solution …

The company is a large organisation which has several different departments with general and specific IT requirements. The solutions I devised for the departments include the following …

Example 1 …

Example 2 …

The reference contained in the Appendix from my supervisor supports these examples. The examples also demonstrate how my learning has developed over time in relation to how I do my job and the expertise I now have in the area.

***David has demonstrated in his answer his awareness of his learning and how it has developed over time through training and work place learning.***

# **Section 4: Portfolio Inventory**

**Index of supporting documentation**

This section is used to verify or prove that the learning actually occurred. You must verify what you said in the first two sections of the portfolio. You should list all of the evidence you are using to support your case in the Portfolio Inventory.

Here are examples of the range of evidence that can be used to verify all of the learning you have.

|  |  |
| --- | --- |
| Records of on-the-job training  | Reports on unpaid work  |
| Published material  | Documents  |
| Letters of Certification  | Critical incidents reports |
| Judgements, evaluations by others  | Copies of Certificates/ References  |
| Photographs / audio / video tapes  | Completed project work  |
| Diaries | Job Profiles |
| Teacher training records  | Job Decriptions |
| Testimonials |  |

**Evidence Inventory List**

|  |  |
| --- | --- |
| **Item number** | **Type of Evidence** |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| Etc. |  |

# **Section 5: Appendix**

**[Insert copies of the evidence items you listed in Section 4 or attach them to your application]**

# **Section 6: Declaration by Learner**

The declaration is a brief statement. You should declare that all the content of the Learning Portfolio is accurate and relates to your personal learning achievement.

Please date and sign the declaration (an e-signature is sufficient)