Guidelines for staff assessing recognition of prior learning for taught postgraduate applications

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Guidelines for staff assessing RPL taught postgraduate applications

These guidelines are a resource for staff assessing Recognition of Prior Learning (RPL) applications for programme entry and module exemptions via RPL.

1. Introduction and Definitions

What is RPL?

Recognition of Prior Learning (RPL) is a process by which prior learning is formally valued. It is a means by which prior learning is identified, assessed and recognised by an educational institution as part of their programmes, courses, and/or modules in the National Framework of Qualifications. This makes it possible for an individual to build on learning achieved and to be rewarded for it.

Types of RPL

- **Formal learning** takes place through programmes or courses of study that are delivered in an organised, formal way by education providers and that attract awards or credits. Formal learning is sometimes referred to as certified or accredited learning.
- **Non-formal learning** takes place alongside or outside the mainstream systems of education and training. It may be assessed but does not normally lead to formal certification. Examples of non-formal learning are planned learning and training activities undertaken in the workplace, voluntary sector, or in community-based settings.
- **Informal learning** takes place through life and work experience. Typically, it does not lead to certification.

Non-formal and informal learning are sometimes referred to as **experiential learning**.

Stages of RPL

Though these may vary from Higher Education Institution (HEI) to HEI, these are the expected stages for validation as per the Pilot Framework.

1. **Information**
2. **Identification**
3. **Documentation**
4. **Assessment**
5. **Certification/Validation**

These guidelines refer primarily to stage 4 of this process. Where possible, a contact person should be provided for each stage.

2. Role of RPL Assessors

The RPL Assessors are:

- responsible for assessing the applicant's RPL application;
- required to uphold the principles and values of academic integrity as outlined in the institution's Academic Integrity policy and DCU's published Admission Principles;
- not typically the staff who advise the applicant before making a claim, and
- usually members of the teaching staff who are familiar with the programme and the module learning outcomes relating to the application.

To ensure the process remains objective and satisfies the University's quality assurance requirements, the RPL Assessors and RPL Advisor do not collaborate on a specific RPL application.

3. Assessing RPL

RPL applications are assessed for the purpose of permitting the applicant to gain:

- Programme entry — when an applicant does not meet the standard entry criteria for a programme of study, the RPL route may provide an alternative entry mechanism.
- Entry to advanced years— enter a programme for a year other than year one.
- Module exemption(s) — receives exemptions for a module or several modules so learning is not duplicated.

Note: An RPL application can only be made for programmes offering an RPL route

3.1 Principles of Assessment for RPL

The following principles should be used to determine if the evidence of learning presented is appropriate and sufficient.

Validity	Does the prior learning presented match the learning outcomes required by the relevant academic unit? Is the prior learning being presented by the applicant at the academic level required by the relevant academic unit?
Sufficiency	Is there enough evidence to demonstrate that the learning outcomes have been achieved? Is the evidence presented appropriate to the level and the award?
Authenticity	Is it clear that the prior learning is that of the applicant? Is it possible to verify that the learning is that of the applicant?
Reliability	Is the evidence of prior learning reliable? Is the evidence what you would expect from a learner with a similar learning profile?

Currency	Is the prior learning current? Is it up to date with current knowledge and practice?

3.2 Learning Standards and Programme Learning Outcomes

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

Learning Standard. Learning standards are generic statements describing the nature and level of learning acquired from an award. Learning mapped against a learning standard should focus on the learning or experience gained relating to that standard.

Programme Level Learning Outcome. Each level of a programme will have several learning outcomes. Learning outcomes describe the key learning a student achieves after completing that level. When completing an RPL application for entry, applicants must provide evidence of meeting the entry requirements. For entry to advanced years, an applicant must provide evidence of meeting the required learning outcomes.

The response must focus on the relevant learning or experience gained by the applicant. Applicants must provide a clear account of how their prior learning matches the level for which they are seeking recognition. This information, which should be clear and logical and provide sound evidence to meet these claims, forms the basis on which you, the assessor, can decide to grant recognition.

The programme chair, along with another academic, will assess the application and decide on an offer.[1] Please note: CRM does not allow two people to be associated with a programme, so only one assessor will have access to the online documentation. Assessors will review the evidence submitted by the learner and assess whether it meets the entry requirements.

3.3 Assessment for entry or entry to advanced years of a programme of study

Applicants will be required to map their learning to the standards of the usual entry criteria. Such entry criteria may be articulated through

- NFQ Award Level Indicators, which outline the generic (or discipline-specific) learning standards for **Level 8** and L**evel 9** awards

OR

- any prerequisite learning outlined in the programme entry requirements.

Applicants should use the entry requirements to outline their learning so that it clearly articulates what they have achieved. If they are presenting both prior certified learning and

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[1] For programmes where an interview is an additional means of assessment, it is the programme chair's responsibility to arrange this directly with the applicant off-system.

prior experiential learning, then they would be expected to draw from both types of learning in their submission.

Applicants should structure their RPL application so that their learning evidence aligns with the entry criteria for the course they are seeking entry to, for example:

- If the standard entry criteria for the course they wish to apply for requires a Level 8 Award, their submission should be structured to align with the Level 8 Award Indicators (See Table 1 in Appendices).

As the assessor, you should use a rubric to assist you in assessing an RPL for entry submission based on these award indicators. See sample Rubrics (Tables 2 and 3) in the appendices for further details.

Assessment Advice

- RPL applications for entry or entry to advanced years are assessed by two assessors: the programme chair as well as a second assessor (a member of academic staff that is closely related to the programme).
- These applications should be assessed promptly and usually take no longer than 3 weeks. To ensure equity for all applicants, closing dates for RPL applications will align with published closing dates for a programme.
- All RPL decisions depend on the availability of adequate places, particularly for competitive programmes with quotas. Early application is advised to allow time for this additional off-system decision-making process.
- Once the assessors have made a judgement, it should be forwarded to the relevant individuals so they can complete the process.
- Following the Faculty assessment, the basis of the decision should be noted, e.g., Formal Learning, Non-Formal Learning/Informal Learning, or a combination of both on CRM and the RPL Decision Form. It should also be noted if the RPL admission is for year one or subsequent years.
- Note: There is no advanced entry application on CRM. If an RPL decision has been made to offer an advanced entry place to a CRM applicant, the Chair should state clearly that this is an advanced entry offer and state the year to be offered. If not, the applicant will be presumed to be a standard year 1 applicant.
- Registry will process the decision through CRM based on the information recorded by the assessor in the CRM notes. The CRM outcome communication does not reference the RPL process. Applicants will receive a standard outcome letter confirming the final application decision, e.g. offer or no offer for that programme.

3.5 Supporting evidence

- Applicants applying for RPL for entry or entry to advanced years must submit

appropriate evidence to substantiate their claim.

- Typical evidence may include a CV, personal statement, and/or employer reference. This list is not exhaustive; further examples of evidence-based learning are noted in Table 4 in the Appendices.

- It is the applicant's responsibility to provide evidence of all prior learning they want to be considered with their initial application.
- Applicants must submit all supporting documentation under the 'transcripts' upload on CRM, as there is no dedicated RPL application form requesting the specific documents that might be part of this assessment.
- If an interview forms part of the assessment process, it is the responsibility of the assessor to liaise with the applicant to arrange it.
- It is the applicant's responsibility to provide evidence of all prior learning they want to be considered with their application.

3.6 Assessment of RPL for Module Exemption (s)

- Students must be registered before requesting a module exemption(s).
- The student emails the programme chair to request a module exemption(s).
- The programme chair advises the student of the module exemption process.
- The programme chair (or module coordinator) carries out the assessment, comparing the evidence provided by the student with the stated learning outcomes specified for the programme.
- Further evidence is requested from the student if required.
- The programme chair should complete the Module Exemption form on the Faculty Intranet.
- If the module is outside DCU, a transcript should be submitted to the FTC (this can be uploaded to the Google form or emailed to the FTC Secretary).
- The FTC secretary sends the outcome of the exemption request to the ADTL for approval. Following approval, the FTC secretary informs the programme chair of the outcome and notifies Registry.
- Faculty admin staff inform Admissions so the learner is correctly registered for the exemption(s).
- The programme chair communicates the decision to the student, informing the student that it normally takes about a week for their record to update. It is up to the student to liaise with the fees office about any reduction in fees.
- All exemptions should be ratified at the following FTC meeting under items for noting.

4. Validation

- Once the RPL assessment is complete, the assessor completes the RPL Decision Form and submits it to the ADTL for approval.
- When the RPL Decision Form is submitted, the ADTL will be notified.

- When the application has been approved, the ADTL should notify the programme chair.
- When the programme chair receives notification that the decision has been approved, the decision should be recorded on CRM.
- Registry will process the decision through CRM based on the information recorded by the programme chair in the CRM notes.

5. Feedback to learner

- RPL applications are assessed against the relevant criteria, such as module learning outcomes or programme entry requirements. As part of the RPL application process, applicants will typically provide evidence that they have attained the learning outcomes or, in the case of programme entry, evidence that they are sufficiently prepared for the programme of study. Evidence of attainment is subject to the same quality assurance standards the institution applies to all its programmes. Feedback may be available to applicants; however, generally, feedback is not provided to successful applicants.
- If the application is unsuccessful (e.g., if the applicant is not granted an exemption or accepted onto a programme or course of study through RPL), any available options or support will be provided. Feedback may be available to the applicant. Applicants seeking feedback should be advised to contact Registry. Registry will contact the relevant programme chair
- For module exemptions, the programme chair will usually inform the applicant of the outcome of their application.
- For applications for entry/entry to advanced years, applicants will receive a standard outcome letter confirming the final application decision, e.g. offer or no offer for that programme.

6. Timelines
Please check the Programme web pages for the application deadlines for each programme.

Sample timeline:
- The applicant sends an enquiry to the programme chair.
- Following an informal review of qualifications and experience, the applicant may be advised to proceed with a formal application. The Chair should consider if there is adequate time to complete the process, e.g. proximity to the programme closing date, impact on quotas, registration period and start of the semester.
- Applicants are given a minimum of 3 weeks to prepare their application and have a point of contact for any queries.
- The applicant's application is submitted via the DCU Student Portal and forwarded to the appropriate assessor.
- Applications are then considered by the assessor, with a decision returned within 3 weeks of submission.
- When an interview is the mode of assessment, the timeline may vary.

Responses ideally:

- Module exemptions:
    - o Learners would be notified of a decision four weeks from the start date of delivery of the module.
- Entry / Entry to advanced years:
    - o Undergraduate: applicants should usually be informed of the outcome within three weeks of applying.
    - o Postgraduate: applicants should be usually be informed of the outcome within three weeks of applying.

Please specify timelines to applicants and ensure a point of contact for each stage of the process.

7. RPL appeals procedure

An appeal about an RPL decision will be managed by Registry in a somewhat different way to standard admission appeals, with a reach out to the relevant faculty in the first instance.

An RPL decision appeal may extend beyond an admission decision and could also relate to an exemption decision

To support appeals about RPL decisions, Registry documented the RPL Appeal Procedure and an RPL Appeal Form.

Appendices

Table 1: Level 6 Standard

Learning Standard	Level 6: Learning Standards	Indicate how you have achieved this learning standard through a combination of your education, professional and other achievements.
Knowledge-Breadth	Specialised knowledge across a variety of areas.	
Knowledge-Kind	Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas.	
Know-How & Skill-Range	Demonstrate specialised technical, creative or conceptual skills and tools across an area of study.	
Know-How & Skill-Selectivity	Exercise appropriate judgement in planning, design, technical and/or supervisory functions related products, services, operations or processes.	
Competence-Context	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts.	
Competence-Role	Accept accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work.	
Competence-Context	Take initiative to identify and address learning needs and interact effectively in a learning group	
Competence-Role	Express an internalised, personal worldview, manifesting solidarity with others.	

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 knowledge across a variety of areas.	
Knowledge-Kind	Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas.	
Know-How & Skill-Range	Demonstrate specialized technical, creative or conceptual skills and tools across an area of study.	
Know-How & Skill-Selectivity	Exercise appropriate judgement in planning, design, technical and/or supervisory functions related products, services, operations or processes.	
Competence-Context	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts.	
Competence-Role	Accept accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work.	
Competence-Context	Take initiative to identify and address learning needs and interact effectively in a learning group	
Competence-Role	Express an internalised, personal worldview, manifesting solidarity with others.	

Table 3: 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 accountabilities 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 worldview manifesting solidarity with others.	

Table 4: RPL for Entry Assessment Rubric (level 6 award standard)

Learning Outcome	70-100%	60-69%	50-59%	40-49%	0-39%	Grade	KSC Evidenced in Portfolio (location and type)
Knowledge/ breadth	Significant evidence of specialised knowledge of a broad area.	Evidence of specialised knowledge of a broad area.	Some evidence of specialised knowledge of a broad area.	Poor evidence of specialised knowledge of a broad area.	No evidence of specialised knowledge of a broad area.		●
Knowledge - kind	Significant evidence of theoretical concepts and abstract thinking, with significant underpinning theory.	Evidence of theoretical concepts and abstract thinking, with significant underpinning theory.	Some evidence of theoretical concepts and abstract thinking, with significant underpinning theory.	Poor evidence of theoretical concepts and abstract thinking, with significant underpinning theory.	No evidence of theoretical concepts and abstract thinking, with significant underpinning theory.		●
Know-how and skill range	Significant evidence demonstrating a comprehensive range of specialised skills and tools.	Evidence demonstrating a comprehensive range of specialised skills and tools.	Some evidence demonstrating a comprehensive range of specialised skills and tools.	Poor evidence demonstrating a comprehensive range of specialised skills and tools.	No evidence demonstrating a comprehensive range of specialised skills and tools.		●

Learning Outcome	70-100%	60-69%	50-59%	40-49%	0-39%	Grade	KSC Evidenced in Portfolio (location and type)
Know-how and skill selectivity	Significant evidence of formulating responses to well-defined abstract problems.	Evidence of formulating responses to well-defined abstract problems.	Some evidence of formulating responses to well-defined abstract problems.	Poor evidence of formulating responses to well-defined abstract problems.	No evidence of formulating responses to well-defined abstract problems.		●
Competence - context	Significant evidence of acting in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs, identifying and applying skill and knowledge to a wide variety of contexts.	Evidence of acting in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs, identifying and applying skill and knowledge to a wide variety of contexts.	Some evidence of acting in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs, identify and apply skill and knowledge to a wide variety of contexts.	Poor evidence of acting in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs, identifying and applying skill and knowledge to a wide variety of contexts.	No evidence of acting in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs, identifying and applying skill and knowledge to a wide variety of contexts.		●

Learning Outcome	70-100%	60-69%	50-59%	40-49%	0-39%	Grade	KSC Evidenced in Portfolio (location and type)
Competence - role	Significant evidence of exercising substantial personal autonomy and often taking responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups.	Evidence of exercising substantial personal autonomy and often taking responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups.	Some evidence of exercising substantial personal autonomy and often taking responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups.	Poor evidence of exercising substantial personal autonomy and often taking responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups.	No evidence of exercising substantial personal autonomy and often taking responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups.		●
Competence – learning to learn	Significant evidence of taking initiative to identify and address learning needs and interact effectively in a learning Group.	Evidence of taking initiative to identify and address learning needs and interact effectively in a learning Group.	Some evidence of taking initiative to identify and address learning needs and interact effectively in a learning Group.	Poor evidence of taking initiative to identify and address learning needs and interact effectively in a learning Group.	No evidence of taking initiative to identify and address learning needs and interact effectively in a learning Group.		●

Learning Outcome	70-100%	60-69%	50-59%	40-49%	0-39%	Grade	KSC Evidenced in Portfolio (location and type)
Competence - insight	Significant evidence of expressing an internalised, personal world view, reflecting engagement with others.	Evidence of expressing an internalised, personal world view, reflecting engagement with others.	Some evidence of expressing an internalised, personal world view, reflecting engagement with others.	Poor evidence of expressing an internalised, personal world view, reflecting engagement with others.	No evidence of expressing an internalised, personal world view, reflecting engagement with others.		●

Table 5: RPL for Entry Assessment Rubric (level 7 award standard)

Learning Outcome	70-100%	60-69%	50-59%	40-49%	0-39%	Grade	KSC Evidenced in Portfolio (location and type)
Knowledge / breadth	Significant evidence of specialised knowledge across a variety of areas.	Evidence of specialised knowledge across a variety of areas.	Some evidence of specialised knowledge across a variety of areas.	Poor level of specialised knowledge across a variety of areas.	No evidence of specialised knowledge across a variety of areas.		●
Knowledge - kind	Significant evidence of recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas.	Evidence of recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas.	Some evidence of recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas.	Poor evidence of recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas.	No evidence of recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas.		●

Learning Outcome	70-100%	60-69%	50-59%	40-49%	0-39%	Grade	KSC Evidenced in Portfolio (location and type)
Know-how and skill range	Significant evidence of demonstrating specialised technical, creative or conceptual skills and tools across an area of study.	Evidence of demonstrating specialised technical, creative or conceptual skills and tools across an area of study.	Some evidence of demonstrating specialised technical, creative or conceptual skills and tools across an area of study.	Poor evidence of demonstrating specialised technical, creative or conceptual skills and tools across an area of study.	No evidence of demonstrating specialised technical, creative or conceptual skills and tools across an area of study.		●

Learning Outcome	70-100%	60-69%	50-59%	40-49%	0-39%	Grade	KSC Evidenced in Portfolio (location and type)
Know-how and skill selectivity	Significant evidence of exercising appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes.	Evidence of exercising appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes.	Some evidence of exercising appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes.	Poor evidence of exercising appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes.	No evidence of exercising appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes.		●
Competence - context	Significant evidence of utilising diagnostic and creative skills in a range of functions in a wide variety of contexts.	Evidence of utilising diagnostic and creative skills in a range of functions in a wide variety of contexts.	Some evidence of utilising diagnostic and creative skills in a range of functions in a wide variety of contexts.	Poor evidence of utilising diagnostic and creative skills in a range of functions in a wide variety of contexts.	No evidence of utilising diagnostic and creative skills in a range of functions in a wide variety of contexts.		●

Learning Outcome	70-100%	60-69%	50-59%	40-49%	0-39%	Grade	KSC Evidenced in Portfolio (location and type)
Competence - role	Significant evidence of accepting accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work.	Evidence of accepting accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work.	Some evidence of accepting accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work.	Poor evidence of accepting accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work.	No evidence of accepting accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work.		●

Learning Outcome	70-100%	60-69%	50-59%	40-49%	0-39%	Grade	KSC Evidenced in Portfolio (location and type)
Competence – learning to learn	Significant evidence of taking initiative to identify and address learning needs and interact effectively in a learning group.	Evidence of taking initiative to identify and address learning needs and interact effectively in a learning group.	Some evidence of taking initiative to identify and address learning needs and interact effectively in a learning group.	Poor evidence of taking initiative to identify and address learning needs and interact effectively in a learning group.	No evidence of taking initiative to identify and address learning needs and interact effectively in a learning group.		●
Competence - insight	Significant evidence of expressing an internalised, personal world view, manifesting solidarity with others.	Evidence of expressing an internalised, personal world view, manifesting solidarity with others.	Some evidence of expressing an internalised, personal world view, manifesting solidarity with others.	Little evidence of expressing an internalised, personal world view, manifesting solidarity with others.	No evidence of expressing an internalised, personal world view, manifesting solidarity with others.		●

Table 6: RPL for Entry Assessment Rubric (level 8 award standard)

Table 7: RPL for Module Exemption (Experiential) Assessment Rubric

Learning Outcome	70-100%	60-69%	50-59%	40-49%	0-39%	Grade	KSC Evidenced in Portfolio (location and type)
1.	**Discuss data management strategies and roles.**						
	Substantial evidence of knowledge of data management strategies & roles.	Good evidence of knowledge of data management strategies & roles	Some evidence of knowledge of data management strategies & roles.	Poor evidence of knowledge of data management strategies & roles.	No evidence of knowledge of data management strategies & roles.		●
2.	**Analyse selected data frameworks designs for Big Data architectures.**						
	Substantial evidence of analysing selected data framework designs for Big Data Architectures	Good evidence of analysing selected data framework designs for Big Data Architectures	Some evidence of analysing selected data framework designs for Big Data Architectures	Poor evidence of analysing selected data framework designs for Big Data Architectures	No evidence of analysing selected data framework designs for Big Data Architectures		●
3.	**Investigate techniques and technologies available for specific data pipeline stages.**						

Learning Outcome	70-100%	60-69%	50-59%	40-49%	0-39%	Grade	KSC Evidenced in Portfolio (location and type)
	Substantial evidence of investigating techniques and technologies available for specific data pipeline stages.	Good evidence of an investigating techniques and technologies available for specific data pipeline stages.	Some evidence of investigating techniques and technologies available for specific data pipeline stages.	Poor evidence of investigating techniques and technologies available for specific data pipeline stages.	No evidence of investigating techniques and technologies available for specific data pipeline stages.		●
4.	**Design and implement a data architecture and configuration for a modern data pipeline.**						
	Substantial evidence of designing and implementing a data architecture and configuration for a modern data pipeline.	Good evidence of designing and implementing a data architecture and configuration for a modern data pipeline.	Some evidence of designing and implementing a data architecture and configuration for a modern data pipeline.	Poor evidence of designing and implementing a data architecture and configuration for a modern data pipeline.	No evidence of designing and implementing a data architecture and configuration for a modern data pipeline.		●
5.	**Manage and orchestrate a complete data workflow using appropriate tools and techniques**						

Learning Outcome	70-100%	60-69%	50-59%	40-49%	0-39%	Grade	KSC Evidenced in Portfolio (location and type)
	Substantial evidence of managing and orchestrating a complete data workflow using appropriate tools and techniques.	Good evidence of managing and orchestrating a complete data workflow using appropriate tools and techniques.	Some evidence of managing and orchestrating a complete data workflow using appropriate tools and techniques.	Poor evidence of managing and orchestrating a complete data workflow using appropriate tools and techniques.	No evidence of managing and orchestrating a complete data workflow using appropriate tools and techniques.		●
6.	**Evaluate best practices for data management systems.**						
	Substantial evidence of evaluation of best practices for data management systems.	Good evidence of evaluation of best practices for data management systems.	Some evidence of evaluation of best practices for data management systems.	Poor evidence of evaluation of best practices for data management systems.	No evidence of evaluation of best practices for data management systems.		●

Table 8: Examples of supporting documents as evidence of learning

Type of Learning	Description of learning	Examples of Evidence
Formal Learning	Accredited programmes of learning leading to certification on NFQ or equivalent	• Transcript of results • Module descriptors
Non-formal Learning	Planned and structured programmes that do not lead to certification linked to NFQ or equivalent	• Records of on-the-job training • Letters of certification • Testimonials • Documents • Copies of certificates • Completed work project • Published material • Written reports • Photographs/audio/video files • Training Programme • Training records • Reports on unpaid work • References • Job descriptions • Professional Body Membership • Research • Sports achievements • Good Manufacturing Practice (GMP) • Management Modules • Computer applications • Machine operation and maintenance • LEAN principles and methodology
Informal Learning	Learning acquired through life and work experience	• Computer applications – MS suite etc • Budgeting/Finance applications • People Management • Business Development/Strategy

		- Planning/Administration/Co-ordination - CV