

The CPL Institute

QQI Assessment Procedures

QQI assessment delivery, security, learner evidence, marking, feedback, authentication, results approval, appeals and certification

Document Control

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Table of Contents

Document Control	1
Record of Reviews / Amendments	1
1. Purpose	4
2. Scope	4
3. Source Guidance and Related Documents	4
4. Assessment Policy Statement.....	5
5. Roles and Responsibilities	5
6. Assessment Process Overview	6
7. Assessment Strategy and Assessment Planning for Delivery	7
7.1 Assessment strategy controls	7
7.2 Delivery-mode considerations.....	7
8. Assessment Information to Learners.....	7
9. Assessment Security	8
9.1 General security controls	8
9.2 Assessment material security matrix	8
10. Blended, Fully Online and E-Assessment Controls.....	9
10.1 Learner identity verification	9
10.2 Online assessment controls	9
10.3 Technical support and learner support.....	10
11. Reasonable Accommodation and Inclusive Assessment.....	10
11.1 Examples of reasonable accommodation	10
11.2 Procedure.....	10
12. Academic Integrity and Learner Declaration	10
12.1 Learner declaration.....	10
12.2 Use of AI	11
12.3 Suspected academic misconduct	11
13. Assessment Deadlines, Extensions and Compassionate Consideration	11
14. Assessment Conduct and Evidence Submission.....	12
15. Assessment Techniques in Use.....	12
16. Marking, Grading and Feedback	13
16.1 Marking rules	13

16.2 Feedback.....	13
16.3 Grading bands	13
17. Internal Verification	13
18. External Authentication and Sampling.....	14
19. Results Approval	14
20. Learner Results, Appeals, Rechecks and Repeats.....	15
21. Records, Retention and Data Protection.....	15
22. Monitoring, Analysis and Continuous Improvement	16
23. Non-Conformance, Assessment Incidents and Escalation	16
24. Procedure Review.....	17
Appendix A - Assessment Readiness Key Steps	17
Appendix B - Assessment Security Key Steps	17
Appendix C - Key Definitions.....	18
References	18

1. Purpose

The purpose of this document is to define the CPL Institute procedures for managing QQI assessment after assessment material has been approved for use. It explains how assessment is planned for delivery, communicated to learners, conducted securely, submitted, marked, internally verified, externally authenticated, approved, appealed and certified.

This procedure does not cover the detailed development of new assessment instruments, assessment briefs, marking schemes or programme validation material. Those activities will be controlled through a separate assessment development procedure. This document focuses on the operational assessment process and the quality controls required once approved assessment materials are in use.

2. Scope

This procedure applies to all QQI assessment activity delivered by the CPL Institute across in-person, blended synchronous, blended asynchronous and fully online synchronous delivery. It also applies to assessment administration, learner evidence, marking records, feedback records, reasonable accommodation records, academic integrity records, internal verification, external authentication, results approval, appeals and certification.

- All QQI award types and levels delivered by the CPL Institute.
- All assessment techniques used in approved programme documentation, such as assignments, projects, portfolios, learner records, skills demonstrations, examinations and online/e-assessment.
- All learner evidence and assessment records are held on SharePoint, Airtable, ARLO or other approved systems.
- All staff, instructors, assessors, administrators, internal verifiers, external authenticators and governance groups involved in assessment.

3. Source Guidance and Related Documents

Reference	Use in this procedure
QQI Quality Assuring Assessment Interim Guidelines for Providers 2025	Primary reference for assessment principles, assessment process, learner evidence, assessment security, academic integrity, reasonable accommodation, authentication, results approval, appeals and certification.
QQI Interim Guidelines for External Authenticators 2025	Reference for the role of External Authenticator, preparation for EA, sampling, moderation, reporting and EA conduct.
The CPL Institute Quality Management System Manual Version 3.6	Internal source for assessment policy, assessment feedback, learner information, assessment security, verification, result approval, certification, academic integrity, reasonable accommodation and monitoring.
The CPL Institute Guidelines for Blended and Fully Online Learning and Strategic Planning V1.0	Internal source for blended/online assessment requirements, learner identity verification, proctored assessment, digital platforms, learner support, accessibility, feedback and online academic integrity controls.
QQI 03 Internal Verification, External Authentication and Result Approval	Operational SOP for IV, EA, Examination Board / Results Approval Panel and certification.
QQI 07 QQI Sampling Plan and Evidence Selection	Operational SOP for sampling planning, grade-band totals, reason for selection and evidence sharing.

Reference	Use in this procedure
QQI Assessment Records and Secure Storage Policy and Procedures	Operational control for SharePoint, ARLO, Airtable, access control, retention, evidence security and secure storage.

4. Assessment Policy Statement

The CPL Institute is responsible for assessment of learners enrolled on its QQI programmes. Learners must receive fair, transparent and consistent assessment irrespective of learning mode. This applies equally to classroom, blended and fully online formats.

Assessment is criterion-referenced. Assessment decisions must be made against the approved programme assessment strategy, relevant award standards, MIPLOs/MIMLOs, marking criteria and grading requirements. Commercial, operational or client pressures must not influence assessment decisions.

- **Validity:** assessment must measure the intended learning outcomes and must use appropriate evidence.
- **Reliability:** assessment conditions, evidence handling and marking must support consistent decisions across assessors, cohorts, delivery modes and time.
- **Fairness:** learners must have equitable opportunity to demonstrate achievement and must be treated consistently.
- **Inclusivity:** assessment should be inclusive from the outset and reasonable accommodation must be provided where required without lowering the standard.
- **Transparency:** learners must receive clear information on requirements, deadlines, grading, feedback, results and appeals.
- **Security:** assessment material, learner evidence, identity checks, online assessment links, marking records and results must be protected from unauthorised access or alteration.
- **Academic integrity:** assessment must be robust against plagiarism, contract cheating, unauthorised AI use, impersonation, fabrication and other forms of academic misconduct.
- **Quality assurance:** results must be internally verified, externally authenticated and formally approved before certification is requested.

5. Roles and Responsibilities

Role	Responsibility
Associate Director	Overall accountability for governance, resources and separation of academic decision-making from commercial considerations. Ensures adequate resources for secure and reliable assessment across all delivery modes.
Quality and Compliance Manager	Owns this procedure, monitors compliance, reviews trends, records corrective actions, supports assessment security and ensures alignment with QQI and CPL QMS requirements.
Training Manager	Ensures assessment delivery is planned, resourced and implemented. Appoints internal verifiers and external authenticators. Oversees assessment issues, appeals, academic integrity concerns and learner support decisions.
Training Administrator	Creates and maintains ARLO course code records, SharePoint course folders, Airtable assessment records, learner submission logs, IV preparation files, EA evidence links and results records. Removes access when no longer required.

Role	Responsibility
Instructor / Assessor	Issues assessment instructions, supports learners, conducts formative assessment, supervises assessment where required, marks evidence using approved criteria, records feedback and reports concerns.
Internal Verifier	Checks evidence availability, procedure application, calculations, transcription, grade bands, reasonable accommodations, academic integrity records and readiness for EA/RAP.
External Authenticator	Selects sample, moderates learner evidence, reviews standards, confirms fairness and consistency, recommends results and records grade changes or actions.
Results Approval Panel / Examination Board	Reviews IV and EA findings, approves or withholds results, records actions and confirms results for certification.
Learner	Completes assessment honestly, follows submission requirements, confirms authorship, requests support or reasonable accommodation where required, and uses the appeals process appropriately.

6. Assessment Process Overview

The CPL Institute assessment process follows the five-stage QQI model: assessment, authentication, results approval, appeals and certification. The operational stages used by CPL are set out below.

Stage	CPL Institute activity	Record / output
1. Assessment planning for delivery	Confirm assessment schedule, approved assessment material, delivery mode, learner support arrangements, submission route and security controls.	Course file, assessment schedule, learner instructions, SharePoint/Airtable setup.
2. Learner information	Inform learners of assessment requirements, deadlines, criteria, academic integrity, reasonable accommodation, submission route, feedback, results and appeals.	Learner handbook, course induction, assessment brief, email/Airtable/SharePoint records.
3. Assessment conduct and submission	Learners' complete assessment. Evidence is submitted, logged, stored and protected. Online assessments are controlled through secure links and identity/proctoring controls where required.	Learner evidence, learner declaration, submission log, exam/proctoring record.
4. Marking and feedback	Assessor marks using approved marking scheme/rubric and provides feedback.	Marking sheet, feedback record, provisional result.
5. Internal verification	IV checks procedure application, evidence availability, calculations, transcription, grade bands and records.	IV report, corrections/action log.
6. External authentication	EA selects samples, moderates learner evidence and completes EA report.	EA sampling log, EA report, access record.
7. Results approval	RAP/Examination Board approves, withholds or refers results/actions before certification.	RAP minutes, approved results, action log.
8. Results, appeals and certification	Results issued, appeal window applied, final results submitted to QQI and certificates processed.	Result communication, appeal records, QBS submission, ARLO update.

Stage	CPL Institute activity	Record / output
9. Review and improvement	Assessment trends, IV/EA findings, appeals and feedback reviewed for quality improvement.	QIP, internal audit, programme review, corrective action record.

7. Assessment Strategy and Assessment Planning for Delivery

Each programme/module must operate in line with its approved assessment strategy. This procedure assumes that assessment materials and strategies have already been approved. The purpose of assessment planning for delivery is to ensure that approved assessment is implemented correctly for the specific course instance and delivery mode.

7.1 Assessment strategy controls

- Assessment must align with the validated programme and relevant MIPLOs/MIMLOs.
- Assessment techniques, weighting and grading must match the approved programme or approved change record.
- Learner workload and assessment timing must be realistic for the course duration and mode of delivery.
- Assessment must be planned so that reasonable accommodation can be considered before the assessment event, where possible.
- Any deviation from approved assessment strategy must be referred to the Training Manager and Quality and Compliance Manager before implementation.

7.2 Delivery-mode considerations

Mode	Assessment planning control
In-person	Confirm venue, equipment, assessment papers, learner identification controls, supervision, submission method and secure return of evidence.
Blended synchronous	Confirm online attendance, Zoom/Teams access, participation records, support channels, identity checks and how assessment evidence will be submitted.
Blended asynchronous	Confirm eLearning platform access, learner progress tracking, completion requirements, learner support, deadline controls and integration with any in-person or synchronous assessment.
Fully online synchronous	Confirm learner identity verification, secure online assessment link, camera/proctoring requirements where applicable, technical support, contingency plan and submission to Airtable/approved system.

8. Assessment Information to Learners

Learners must receive assessment information before assessment activity takes place. The instructor and administrator are responsible for ensuring information is clear, accessible and available in advance.

- Award title, QQI award code, NFQ level and assessment technique.
- Learning outcomes or assessment criteria being assessed.
- Assessment task, evidence requirements and submission format.
- Deadline, late submission, extension and compassionate consideration process.
- Marking criteria, weighting, grading and pass requirements.

- Reasonable accommodation process and how to request support.
- Academic integrity, learner declaration and rules on AI use.
- Assessment security requirements, including identity checks, supervision, camera-on requirement or secure link use where applicable.
- Feedback, results, appeal process and expected certification timeline.
- Technical requirements and support contact for blended or online assessment.

Where assessment takes place online, learners must also be informed of the digital tools used, login requirements, internet/camera/audio requirements, support route, expected assessment conditions, data protection information and what to do if a technical issue occurs.

9. Assessment Security

Assessment security protects the validity and reliability of assessment. Security controls apply to assessment materials, learner evidence, identity verification, access permissions, online links, marking records, results records and all assessment-related data.

9.1 General security controls

- Assessment master copies are stored in restricted SharePoint locations with role-based access.
- Only current approved versions of briefs, exam papers, marking schemes and rubrics may be used.
- Obsolete assessment versions must be removed from active course folders or clearly marked as obsolete.
- Hard-copy assessment material must be stored securely with designated access only.
- Learner evidence must be logged on receipt and stored in the ARLO course-code folder or approved Airtable/SharePoint record.
- Learner evidence must not be sent to unauthorised personal accounts or stored on unapproved personal devices.
- Access to learner evidence for IV or EA must be granted for a defined purpose and removed when the activity is complete.
- Assessment results must not be released until they have been approved by RAP/Examination Board.
- Any suspected breach of assessment security must be reported immediately to the Training Manager and Quality and Compliance Manager.

9.2 Assessment material security matrix

Assessment asset	Security control	Owner
Assessment briefs and rubrics	Controlled SharePoint version. Current version linked to the course folder. Obsolete versions removed from active use.	Training Manager / Administrator
Examination papers and outline solutions	Restricted access before the assessment. Released only at the agreed assessment time. Stored securely after completion.	Training Manager / Administrator / Instructor
Online examination links	Secure Airtable or approved platform link issued at the exact assessment time. Link limited to the learner or cohort and submissions returned directly to the approved database.	Administrator / Instructor
Learner assignments and portfolios	Logged on receipt. Stored in restricted SharePoint course folder by ARLO course code. Learner declarations retained.	Administrator
Skills assessment videos	Stored in restricted SharePoint folder. Learner identity, file naming and access control applied.	Administrator / Instructor

Assessment asset	Security control	Owner
Marking sheets and feedback	Completed using approved templates. Stored with learner evidence or Airtable record.	Assessor / Administrator
Provisional results	Stored securely. Restricted to authorised staff, IV, EA and RAP before approval.	Administrator / Training Manager
IV, EA and RAP reports	Stored in SharePoint / Airtable quality records. Access is restricted to quality and certification process.	Quality Manager / Administrator

10. Blended, Fully Online and E-Assessment Controls

Blended and online assessment must be designed and operated so that the assessment remains valid, reliable, fair and secure. The use of online tools does not reduce the requirement to evidence learner identity, control assessment conditions and protect learner evidence.

10.1 Learner identity verification

- Learners must access online systems using individual login credentials, such as a unique username and password.
- For live online assessment, the instructor may verify learner identity at the start of the assessment session, using the approved method for the course.
- Where required, learners must keep cameras on during live proctored online assessment.
- Secure assessment links must be issued to the individual or cohort at the assessment time and must not be made available earlier than required.
- Where the assessment is submitted through Airtable or another approved database, the submission record must evidence date, time, learner identity reference and assessment record.

10.2 Online assessment controls

Risk	Control
Impersonation	Individual login, identity check, camera-on requirement where applicable and learner declaration.
Unauthorised assistance	Live proctoring where required, clear assessment rules, camera monitoring and academic integrity declaration.
Premature access to assessment	Secure link released only at assessment time. Restricted permissions and no public links.
Technical disruption	Learner support route, contingency instructions, record of incident and decision by Training Manager where assessment is affected.
Data loss or incorrect submission	Submission to approved database, confirmation of receipt and restricted access backup/storage.
Unequal access	Pre-course information on technical requirements, support route and reasonable accommodation process.
Unreliable evidence	Authorship declaration, plagiarism/AI checks where appropriate, comparison with learner performance and escalation of concerns.

10.3 Technical support and learner support

For blended and fully online assessment, the administrator and instructor must ensure learners know how to access the platform, submit evidence and request support. Technical issues that may affect assessment validity must be recorded and reviewed by the Training Manager before results are finalised.

11. Reasonable Accommodation and Inclusive Assessment

The CPL Institute will make reasonable accommodations where required so that learners have fair opportunity to demonstrate the required learning outcomes. Reasonable accommodation changes the assessment method, format or condition but must not lower the standard being assessed.

11.1 Examples of reasonable accommodation

- Additional time where appropriate.
- Modified assessment format, such as enlarged text or accessible electronic document.
- Use of assistive technology.
- Reader, scribe or practical assistant where appropriate and approved.
- Rest breaks or adjusted scheduling.
- Alternative but equivalent method of presenting evidence where the same outcome is assessed.
- Additional technical support or platform orientation for online assessment where required.

11.2 Procedure

Step	Action
1	Learner identifies a support need during booking, induction or before assessment. Staff may also identify a potential need and refer the learner to the Training Manager.
2	Training Manager reviews the request with the Quality Manager where required. Evidence may be requested where appropriate and proportionate.
3	Accommodation is agreed, recorded and communicated only to staff who need the information to deliver or assess fairly.
4	The accommodation must not alter the learning outcomes, assessment criteria or grading standard.
5	Assessment is conducted and the accommodation record is retained for IV, EA and RAP review where relevant.
6	Any concern that the accommodation may affect the validity of assessment is escalated before results are approved.

12. Academic Integrity and Learner Declaration

Academic integrity is required from learners, assessors, administrators and all staff involved in assessment. Academic misconduct may include plagiarism, copying, collusion, contract cheating, impersonation, fabrication of evidence, unauthorised assistance, unauthorised AI use or any attempt to gain unfair advantage.

12.1 Learner declaration

All QQI learner assessment submissions completed outside supervised assessment conditions must include a learner declaration or authorship statement. This may be a wet signature, electronic signature or mandatory

tick-box confirmation in Airtable or another approved submission system. The declaration must be linked to the learner submission record and retained with the learner evidence.

I confirm this submission is my own work. I have not copied, used unauthorised help, submitted another person's work, or used AI unless allowed and acknowledged. I understand misconduct may be investigated.

12.2 Use of AI

- AI use is not permitted unless the assessment brief expressly allows it.
- Where AI use is allowed, the learner must acknowledge how it was used and must still demonstrate their own learning achievement.
- Unauthorised AI use or unattributed AI-generated content may be treated as academic misconduct.
- Assessment briefs must state the permitted or prohibited use of AI clearly.

12.3 Suspected academic misconduct

Step	Action
1	Assessor, administrator, IV or EA records the concern and secures relevant evidence.
2	Training Manager and Quality Manager are notified.
3	Affected result may be withheld from approval or certification while the matter is reviewed.
4	Learner is informed of the concern and given an opportunity to respond, where appropriate.
5	Outcome is recorded and considered by RAP/Examination Board where it affects results.
6	Where the issue affects a cohort, sample, assessment instrument or delivery mode, additional review or sample extension may be required.

13. Assessment Deadlines, Extensions and Compassionate Consideration

Assessment deadlines must be applied fairly and consistently. Learners are expected to submit evidence by the stated deadline. Extensions, deferrals or compassionate consideration may be approved where there are valid circumstances.

- Deadline and submission requirements must be issued to learners in advance.
- Extension requests must be submitted before the deadline where possible and must be recorded.
- The course administrator decides whether to approve an extension, deferral or compassionate consideration or escalate to the Training Manager.
- All actions are recorded in Airtable.
- Approved extension records must be available for IV, EA and RAP where relevant.
- Accepted evidence is marked against the standard. Extension approval does not reduce the assessment standard.
- Repeated or inconsistent extension patterns must be monitored as a quality risk.

14. Assessment Conduct and Evidence Submission

Learner evidence must be submitted, received, tracked and stored in a way that protects confidentiality, integrity and traceability. Each assessment record must be traceable to the learner, course, assessor, ARLO course code, QQI award/module, submission date and certification period.

Evidence type	Submission / storage control
Assignments, projects and learner records	Submitted through approved route, either email or Airtable link. Stored in the ARLO course-code SharePoint folder or approved Airtable record. Learner declaration required.
Portfolios / collection of work	Stored as one learner evidence set, with clear learner ID/initials, assessment technique and assessment date.
QQI examinations	Controlled through secure approved paper/link, supervised or proctored conditions, recorded result and secure return/storage.
Skills demonstrations	Observed and marked using approved checklist/rubric. Video evidence stored in restricted folder where applicable.
Online assessments	Secure link issued, learner identity verified, camera/proctoring applied where required and submission recorded automatically to approved database.
Feedback and marking records	Stored with learner evidence or in approved Airtable records. Must be available for IV/EA.
Reasonable accommodation, extension and compassionate consideration records	Stored securely with restricted access and referenced in IV/EA where relevant.

15. Assessment Techniques in Use

Assessment techniques must be those approved in the validated programme or approved change record. Assessors must not change the assessment technique, weighting or criteria independently.

Technique	Operational requirements
Assignment	Brief, criteria, deadline, submission route, learner declaration and marking scheme must be available.
Project	Individual contribution and evidence requirements must be clear, especially where collaboration or workplace evidence is involved.
Portfolio / collection of work	The expected range and format of evidence must be clear. Evidence should be organised and mapped to the required outcomes.
Skills demonstration	Assessment conditions, equipment, observation criteria, safety requirements and recording requirements must be stated.
Examination	Papers/links must be secure. Conditions must be controlled. Marking scheme and version must be recorded.
Learner record	Learners must be told what activities, reflections, logs or evidence are required and how they will be assessed.

Technique	Operational requirements
Online/e-assessment	Identity, access, supervision/proctoring, timing, submission and contingency arrangements must be recorded.

16. Marking, Grading and Feedback

Assessors must mark learner evidence using the approved assessment criteria, rubric and marking scheme. Assessment decisions must be evidence-based and criterion-referenced. Feedback should support learning and explain performance against criteria.

16.1 Marking rules

- Use only approved marking schemes, rubrics and criteria.
- Record marks clearly for each criterion and total marks accurately.
- Check that percentage marks and grade bands match QQI grading requirements.
- Record feedback that is constructive and linked to learning outcomes or criteria.
- Report suspected academic misconduct or unreliable evidence immediately.
- Return all marked evidence and records securely to the administrator.

16.2 Feedback

Feedback may be given in class, by email, through Airtable or through another approved method. For QQI awards, feedback is normally issued at the provisional result stage. Learners may request a discussion of feedback. This discussion is informal and distinct from a formal appeal or recheck after results approval.

16.3 Grading bands

Level	Grade	Requirement / band
Levels 4-6	Pass	50% to 64%.
Levels 4-6	Merit	65% to 79%.
Levels 4-6	Distinction	80% to 100%.
Levels 4-6	Unsuccessful	Less than 50% or failure to demonstrate required learning outcomes.

17. Internal Verification

Internal verification confirms that assessment procedures were applied and that results and records are complete, accurate and ready for external authentication and results approval. Internal verification must be completed before external authentication.

- QQI submission dates are set six times per year, normally on the 12th of every second month starting in February.
- Internal verification should be completed two weeks in advance of the QQI submission date.
- All learners' assessments are internally verified as part of CPL practice.
- The IV report is completed on Airtable and discrepancies are notified to the Training Manager.
- Corrections, comments and actions must be recorded and closed before RAP where possible.

IV check	Requirement
Evidence availability	Evidence is available for every learner presented.
Assessment material	Correct approved briefs, papers, criteria and marking schemes are available.
Calculations and transcription	Marks are totaled and transferred correctly.
Grade bands	Percentage marks and grades match QQI grading bands.
Reasonable accommodation	Any adaptation is recorded and fairly applied.
Academic integrity	Declarations, checks or concerns are recorded where required.
Security	Evidence is stored securely and access is restricted.
Records	IV completion date, corrections and final provisional results are recorded on ARLO/Airtable.

18. External Authentication and Sampling

External authentication provides independent confirmation that assessment is fair, consistent and aligned with the validated programme, MIPLOs/MIMLOs and national standards. The External Authenticator selects the sample, applying the CPL Institute sampling strategy.

- The Training Manager appoints a suitably qualified and independent External Authenticator.
- The administrator prepares the evidence pack and provides controlled SharePoint and Airtable access.
- The External Authenticator selects the sample and may request further evidence where needed.
- The sample should cover grade bands, borderlines, assessors, delivery modes, reasonable accommodation and new assessor decisions where relevant.
- EA findings, grade changes, good practice and actions are recorded in the EA report and reviewed by RAP.

Cohort size / condition	Minimum sample guide	Additional requirement
Levels 4-6: 1-3 portfolios	All portfolios	Include all learner evidence.
Levels 4-6: 4-39 portfolios	3-6 portfolios	Include evidence within each grade band and at grade boundaries.
Levels 4-6: 40+ portfolios	15% rounded up, minimum 6	Include each assessor, each module where applicable and new assessor decisions.
Border grade guidance	Select relevant boundary evidence 1-2%	Highest unsuccessful / lowest pass; highest pass / lowest merit; highest merit / lowest distinction.
Significant issue identified	Extend sample as needed	Review further evidence and, where required, the whole cohort before recommending results.

19. Results Approval

Results must be quality assured and approved before release to learners or submission to QQI for certification. The Results Approval Panel / Examination Board reviews the provisional results, IV report, EA report, grade changes, appeals, issues and corrective actions.

- The Quality and Compliance Manager acts as Chair of the Examination Board unless otherwise agreed.
- A minimum of three members is required for the meeting.
- The panel may approve results, approve results subject to actions, withhold results, request further review or refer issues for corrective action.
- The meeting record must include formal proposals, recommendations of IV and EA reports, approval of provisional results and approval to request certification.
- Approved results are submitted to QQI through QBS and updated on ARLO.

20. Learner Results, Appeals, Rechecks and Repeats

Approved results are issued to learners with appeal information. Learners must be allowed at least 14 days to lodge an appeal of the assessment process or result. Appeals are provider managed. New assessment evidence may not be added by the learner for the purpose of appeal.

Process	Procedure
Result issue	Results are issued following RAP approval and include appeals information.
Appeal window	Learners have at least 14 days to lodge an appeal.
Appeal review	Appeal is reviewed by an appropriate person who was not the original assessor where possible.
Evidence	Only evidence already presented for assessment may be considered.
Outcome	Learner is informed of outcome within the agreed timeframe. Final outcome is recorded.
Repeat assessment	Where a learner fails or misses an assessment opportunity, one repeat attempt may be allowed unless programme validation states otherwise. Repeat assessment must be agreed in advance.
Grade improvement	Learners cannot repeat an assessment solely to improve a grade.

21. Records, Retention and Data Protection

Assessment records are personal data and must be managed securely, accurately and only for legitimate assessment and quality assurance purposes. Records must be traceable to the ARLO course code, learner, assessor, award/module, course instance and certification period.

- SharePoint is the primary storage location for course folders and learner evidence.
- Airtable is used for QA checks, feedback, IV records, examination/assessment results and reporting where applicable.
- ARLO course code is the key reference for course folders, records and retrieval.
- Access to learner evidence for IV or EA is granted only for the period required and removed when the task is complete.
- Retention periods must follow the CPL assessment records and secure storage procedure and any relevant QQI, legal, client or funding requirement.
- Assessment records must be available for internal audit, external authentication, QQI monitoring, appeals and programme review.

22. Monitoring, Analysis and Continuous Improvement

Assessment quality is monitored through learner feedback, instructor feedback, IV reports, EA reports, RAP decisions, complaints, appeals, non-conformance records, internal audit, programme review and online learning data. Repeated issues must be escalated for corrective action and improvement.

Monitoring input	What is reviewed	Frequency / owner
Learner feedback	Assessment clarity, support, workload, fairness, online access and feedback.	Each course / Administrator and Training Manager
Instructor feedback	Assessment suitability, technical issues, learner support issues and assessment workload.	Each course / Administrator and Training Manager
Internal verification	Missing evidence, calculation errors, transcription errors, grade-band errors and process adherence.	Each assessment period / Internal Verifier
External authentication	Consistency with standards, grade boundaries, marking reliability and evidence quality.	Each certification period / EA and RAP
Results data	Unsuccessful rate, pass/merit/distinction profile, completion rate and patterns by assessor/delivery mode.	Bi-monthly and annually / Quality Manager
Online learning data	Engagement, completion, learner progress, technical issues and assessment submissions.	Course review / Training Manager
Appeals and complaints	Fairness, deadline issues, communication, support, marking and assessment security concerns.	As received and annual trend review / Quality Manager
Corrective actions and QIP	Action closure, recurrence, root cause and effectiveness.	Governance meetings / Quality Manager

23. Non-Conformance, Assessment Incidents and Escalation

Any failure to follow this procedure, or any issue affecting validity, reliability, fairness, security or integrity of assessment, must be treated as a quality issue and recorded in the appropriate corrective action, non-conformance or QIP record.

Issue type	Examples	Escalation
Assessment security breach	Unauthorised access to exam paper, incorrect link, public link, missing evidence, lost evidence.	Immediate escalation to Training Manager and Quality Manager. Consider withholding affected results.
Academic integrity concern	Plagiarism, unauthorised AI use, copying, contract cheating, impersonation.	Training Manager and Quality Manager. Record, investigate and withhold result if required.
Marking or result error	Incorrect marks, grade band error, transcription error, inconsistent assessor marking.	Internal Verifier, Training Manager and RAP. Correct before certification where possible.
Reasonable accommodation issue	Failure to provide approved accommodation or accommodation not recorded.	Training Manager and Quality Manager. Review fairness and impact on result.

Issue type	Examples	Escalation
Online assessment incident	Technical failure, identity concern, learner disconnected, proctoring issue.	Record incident, review evidence and decide whether assessment remains valid.
Repeated process failure	Repeated missing evidence, late submissions, incomplete IV/EA packs.	QIP/corrective action and governance review.

24. Procedure Review

This procedure will be reviewed annually or earlier where there are changes to QQI requirements, validated programme requirements, blended/online learning arrangements, assessment systems, academic integrity risks, audit findings, external authentication findings, results approval outcomes or corrective actions.

Appendix A - Assessment Readiness Key Steps

Key process steps
ARLO course code created and course folder available
Current approved assessment brief, marking scheme and rubric available
Assessment schedule and deadlines confirmed
Learner assessment instructions issued
Submission route confirmed and tested
Technical requirements and online support route issued where applicable
Reasonable accommodation requests checked and recorded
Learner declaration enabled or included
Assessment evidence receipt log available
Secure SharePoint/Airtable access in place

Appendix B - Assessment Security Key Steps

Security check
Current approved assessment version used
Assessment master copy restricted
Exam paper/link released only at the agreed time
Learner identity verification applied where required
Online assessment proctoring/camera requirement applied where required
Learner evidence stored in correct ARLO course-code folder
Airtable/SharePoint permissions restricted to authorised users
Learner declaration collected or tick-box record available

Security check

No unnecessary personal data included in EA/IV sampling records

Access removed after IV/EA/RAP activity complete

Appendix C - Key Definitions

Term	Definition
Assessment	The process of judging learner evidence against intended learning outcomes and standards.
Assessment strategy	The planned approach to assessment for a programme or module, including techniques, weighting, timing, criteria and quality assurance.
Assessment instrument	The specific task, brief, examination paper, skills task or activity used to assess the learner.
Portfolio	The assessment evidence for an individual learner within a course, module or award.
Cohort	The group of learners being considered together for a course, module, award, assessor, assessment period or QQI submission.
MIPLO / MIMLO	Minimum intended programme learning outcome / minimum intended module learning outcome.
Internal verification	Provider check that assessment procedures were applied and results are complete and accurate.
External authentication	Independent moderation of learner evidence and results against validated programme requirements and national standards.
Results Approval Panel / Examination Board	The group that reviews IV and EA reports and approves results before release and certification.
E-assessment	Assessment conducted using digital technology, including online examination, online submission or computer-based assessment.

References

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