

The CPL Institute

Course Management and Learner Supports Policy and Procedures

QQI learner process from enquiry and admission through to completion, supports, RPL, complaints, appeals and progression

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1. Purpose

The purpose of this policy and procedure is to set out how the CPL Institute manages the full learner process for QQI Level 4-6 provision. It covers the learner journey from initial enquiry and admission through to enrolment, induction, recognition of prior learning (RPL), learner supports, reasonable accommodation, blended and online learner supports, engagement, complaints, appeals, protection of enrolled learners, learner records and progression information.

This updated procedure strengthens the controls for RPL evidence, online learning support, staff and instructor training, assessment conduct, reasonable accommodation, academic integrity and online assessment contingency arrangements. It is intended to ensure that learner processes are fair, transparent, accessible, inclusive, consistently applied and aligned with QQI requirements, the CPL Institute Quality Management System and relevant statutory requirements.

2. Scope

This policy applies to all learners, applicants, staff, instructors, administrators and managers involved in QQI Level 4-6 programmes and awards delivered by the CPL Institute. It applies to in-person, blended synchronous, blended asynchronous and fully online synchronous delivery where approved for use.

The policy covers learner-facing processes. It does not replace separate policies and procedures for QQI assessment development, assessment security, internal verification, external authentication, results approval or certification, but it cross-references those procedures where the learner process interacts with assessment, RPL, appeals, evidence retention or online assessment arrangements.

3. Policy Statement

The CPL Institute is committed to providing an accessible, learner-centred and quality-assured learner experience. Learners must receive accurate information before enrolment, fair admission decisions, clear entry requirements, appropriate support, reasonable accommodation where required, fair treatment, and access to complaints and appeals processes.

Learner processes will be managed so that decisions about admission, support, assessment access, RPL, transfer, progression and appeals are based on objective criteria and are not influenced by commercial considerations. Learners will be treated with dignity and respect and will have access to information in plain English before, during and after their course.

4. Principles

- **Transparency:** learners receive clear, accurate and timely information on course requirements, entry criteria, delivery mode, assessment, supports, complaints, appeals and certification.
- **Fair access:** admission decisions are based on published entry requirements, course capacity, programme requirements and the learner's ability to participate successfully.
- **Equality and inclusion:** learners are supported to participate regardless of disability, learning need, location or mode of study, where the required standard can still be met.

- **Learner responsibility:** learners are expected to provide accurate information, engage with the course, meet deadlines, uphold academic integrity and tell staff where support is needed.
- **Confidentiality:** learner information, support needs, RPL evidence and complaints are managed confidentially and in line with GDPR.
- **Consistency:** admissions, RPL, reasonable accommodation, complaints and appeals are applied consistently across QQI Level 4-6 provision.
- **Continuous improvement:** learner feedback, complaints, appeals, support requests, completion data and course review outcomes are used to improve learner processes.

5. Roles and Responsibilities

Role	Responsibility
Associate Director	Overall accountability for learner processes, governance, resources and legal compliance. Ensures commercial considerations do not override academic standards or learner protections.
Quality and Compliance Manager	Owns this policy, monitors compliance, reviews trends, supports complaints and appeals escalation, ensures alignment with QMS, QQI and GDPR requirements, and reviews staff/instructor training needs arising from learner-process trends.
Training Manager	Oversees admission decisions where judgement is required, approves RPL decisions, reasonable accommodation, learner support arrangements, complaints and appeals outcomes. Ensures instructors and assessors are briefed on online delivery, assessment conduct, reasonable accommodation and academic integrity.
Training Administrator	Manages enquiries, booking, learner registration on ARLO, course communication, learner records, support requests, extension requests, RPL logs, complaint logging and administrative follow-up.
Sales team	Manages enquiries, booking, learner registration on ARLO, established client requirement and safeguarding requirement
Instructor / Assessor	Explains course and assessment expectations, identifies learner support concerns, applies agreed accommodations, supports learner engagement, applies online teaching requirements and refers issues to the Training Manager.
Subject Matter Expert	Reviews RPL evidence where specialist judgement is required and confirms whether evidence maps to the relevant QQI Level 4-6 outcomes.
Learner	Provides accurate information, confirms any support needs, engages with learning, completes required activities, follows communication and assessment requirements and raises concerns promptly.
Academic Council /	Reviews trends, significant issues, learner feedback, access and support matters and

Programme Review Board	approves policy or process changes where required.
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6. Learner Process Overview

The learner process is managed as a single learner journey. Each stage must be recorded in the appropriate system, normally ARLO, Airtable or SharePoint. The process is summarised below.

Stage	Learner process	Main record
1	Public information and enquiry: course information, delivery mode, entry requirements and support routes are made available.	Website, course information, email records.
2	Admission and enrolment: application or booking is reviewed against course requirements and capacity and safeguarding requirements.	ARLO registration, booking record.
3	Pre-course communication: learner receives confirmation, timetable, joining instructions, learner handbook and assessment/support information.	ARLO confirmation email, course joining instructions.
4	Support and reasonable accommodation: learner support needs are identified, reviewed and recorded.	Support record, accommodation record, Airtable feedback, restricted file.
5	Course induction: instructor explains course requirements, assessment, academic integrity, supports, complaints and appeals.	Attendance record, induction slides, course file.
6	Learning participation: attendance, engagement, technical access and learner issues are monitored.	Attendance sheet, Airtable feedback, administrator notes.
7	Assessment and results: learner completes assessment and receives feedback/results in line with assessment procedures.	Assessment record, feedback record, provisional/final results.
8	Complaints, rechecks, appeals and RPL: learner may access procedures where required.	Complaint/appeal log, RPL decision record, ARLO notes.
9	Completion and progression: certification is processed and progression information is provided where relevant.	QBS/ARLO certification record, learner communication, SharePoint folders.

7. Public Information, Enquiries and Pre-Entry Guidance

The CPL Institute must provide clear information to enable applicants and corporate clients to make informed choices before a learner is booked onto a QQI course. Course information must be accurate, current and consistent with the validated programme, award specification and approved delivery mode.

7.1 Required public and pre-course information

- Course title, QQI award title, award code, NFQ level and award type.
- Whether the course leads to a QQI award and any certification conditions.
- Delivery mode: in-person, blended synchronous, blended asynchronous or fully online synchronous, where approved.
- Course duration, timetable, venue or platform and attendance expectations.
- Minimum entry requirements and any prerequisite qualification, experience, language or technology requirement.
- Assessment methods, assessment deadlines and learner responsibilities.
- Technical requirements for online or blended delivery, including internet access, Zoom/Teams access, headset/camera where required and LMS access.
- Learner supports, reasonable accommodation process, complaints, rechecks and appeals routes.
- Fees, cancellation terms, transfer arrangements and protection of enrolled learner information where applicable.

Marketing and admissions information must be written in plain English and reviewed regularly to ensure it remains accurate and consistent with programme specifications and learner feedback.

8. Admission and Enrolment Procedure

Admission to QQI Level 4-6 courses is based on objective entry criteria, course capacity and the learner's ability to participate in and benefit from the programme. Where a corporate client books learners, the client must be informed of the relevant entry requirements and must confirm, where appropriate, that learners meet those requirements.

8.1 Admission criteria

- The learner meets the published entry requirements for the course and award level.
- A place is available and the minimum and maximum cohort requirements can be met.
- The learner has the English language ability required to complete the course and assessment in English, unless another language arrangement has been approved.
- The learner has the practical, academic, technology and workplace access needed to participate, where applicable.
- Any specific prerequisite qualification or certification is verified before course commencement.
- The learner or client accepts The CPL Institute terms and conditions.

8.2 Enrolment steps

1. Receive enquiry, booking or application through the website, email, client request, sales team or training administration route.

2. Check whether the course is suitable and that the learner or client has received the relevant course information.
3. Check course capacity, entry criteria, prerequisite evidence and language/technology requirements where applicable.
4. Ask the learner or client to identify any support needs, reasonable accommodation requests or accessibility requirements before the course date where possible.
5. Register the learner on ARLO and assign the learner to the correct course instance and ARLO course code.
6. Issue the booking confirmation, learner handbook, course joining instructions, timetable, online access instructions and assessment information where applicable.
7. Record any support, RPL, extension, accessibility, safeguarding or client-specific requirement in the relevant restricted record and escalate where necessary.

Where an applicant does not clearly meet the entry requirements, the matter must be referred to the Training Manager. Admission may be refused where the learner does not meet the minimum requirements, where the course is full, where the required support cannot be reasonably provided, or where the learner cannot safely or fairly participate in the course. The reason must be recorded and the learner informed of their right to query or appeal the decision.

9. Learner Induction and Course Commencement

All learners must receive a course induction at or before course commencement. The induction may be delivered by email, learner handbook, LMS induction, live online session, in-person briefing or a combination of these methods.

- Course aims, learning outcomes and expected learner commitment.
- Attendance and engagement requirements, including camera/participation expectations for online sessions where required.
- Assessment methods, deadlines, submission rules, academic integrity and learner declaration requirements.
- Learner support routes and how to request reasonable accommodation.
- RPL, transfer and progression information where relevant.
- Complaints, rechecks and appeals process.
- Technical support and contingency arrangements for online or blended delivery.
- Data protection and records information relevant to the course.

10. Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process by which the CPL Institute may recognise knowledge, skill or competence already acquired by a learner. RPL may be used to support admission, transfer, progression, exemption or credit where this is allowed by the validated programme and awarding body requirements.

RPL may be based on certified learning, uncertified learning or experiential learning. The learner must provide evidence that is authentic, current, sufficient and mapped to the relevant QQI Level 4-6 programme, module or award outcomes.

10.1 RPL principles

- RPL decisions must be evidence-based and must not reduce the standard required for the award.
- Evidence must be reviewed by the Training Manager and/or a suitably qualified subject matter expert.
- RPL evidence must be mapped to the relevant learning outcomes and the level of the QQI award.
- Evidence must be authenticated where there is any doubt about the source, currency, ownership or relevance of the evidence.
- Where there is a gap in evidence, the learner may be asked to complete a supplementary assessment, interview, practical demonstration or challenge test.
- RPL decisions and supporting evidence must be retained in line with learner record and data protection requirements.
- Where RPL is not permitted by the validated programme or awarding body rules, the learner must be informed.

10.2 RPL procedure

1. Learner requests RPL in writing before enrolment or as early as possible after enrolment.
2. Training Administrator sends the learner the RPL evidence requirements and records the request.
3. Learner submits evidence, such as certificates, transcripts, syllabus, CV, employer verification, portfolio, work samples or prior assessment evidence.
4. Training Manager checks whether RPL is permitted for the specific programme, award or module.
5. Subject Matter Expert reviews the evidence against the relevant QQI Level 4-6 learning outcomes, award level and programme requirements.
6. Where evidence is insufficient, unclear or not authenticated, additional evidence or a supplementary assessment may be requested.
7. Training Manager confirms the decision in writing: approved, partly approved, further evidence required or refused.
8. Administrator records the decision, stores evidence securely and updates the learner record.
9. Where RPL affects assessment, progression or certification, the relevant assessor, Internal Verifier, External Authenticator and Results Approval Panel are informed only of the information needed for their role.

10.3 RPL evidence mapping and authentication

The RPL review must include an evidence mapping check. The purpose is to confirm that the evidence provided demonstrates the required knowledge, skill and competence at the relevant QQI level and that it aligns with the target programme or module outcomes. Evidence must not be accepted solely because it is work-related or because it appears relevant. It must be judged against the specific outcome requirements.

- Certified learning must normally be supported by an official certificate, transcript, module descriptor, syllabus or provider confirmation.
- Experiential learning must normally be supported by a structured CV, job description, employer verification, portfolio, reflective account, work samples or professional discussion.
- Portfolio evidence must be checked for authenticity, currency, sufficiency and relevance to the outcomes.

- Where evidence is from another provider or employer, the Training Manager may seek confirmation from that provider, employer or referee.
- Where evidence is not in English, certified translation may be requested.
- Where a gap is identified, the learner may be asked to complete a challenge test, oral questioning, interview, written task or practical demonstration.

10.4 RPL decision record, appeal route and retention

Each RPL decision must be recorded using an RPL decision record or equivalent controlled record. The record must show the learner, course, award/module, evidence considered, outcome mapping, reviewer/SME involved, decision, date and any conditions or further evidence required.

If RPL is refused or only partly approved, the learner must be given the reason in writing and may appeal the decision through the learner issues and appeals route. The appeal must state the grounds for appeal and include any relevant additional evidence. RPL records must be retained in accordance with the learner records and retention requirements. Where RPL affects assessment, certification or progression, the record must be available for relevant QA review.

11. Transfer, Progression and Access to Further Learning

Learners must receive information to help them understand possible transfer and progression routes from QQI Level 4-6 courses. The CPL Institute's short-course model means that transfer and progression queries are normally handled on an individual basis by the Training Manager or Training Administrator.

- Learners may be advised about related CPL Institute courses, higher NFQ levels or linked awards.
- Transfer between courses is subject to availability, entry requirements, timetable suitability and approval by the Training Manager.
- Learners seeking transfer must make a written request before attending a different course.
- Progression information is provided through the website, learner handbook, course induction or direct administrator support.
- Where a learner does not meet progression or entry criteria, RPL may be considered where permitted.
- Appendix E provides a QQI Programme and Progression Pathways List for current CPL Institute QQI provision.

12. Learner Supports

The CPL Institute provides practical, academic, administrative and technical supports to help learners participate effectively and complete their course. Supports are proportionate to the course type, duration, delivery mode and learner needs.

12.1 Support available

- Pre-course information, learner handbook, timetable, joining instructions and assessment information.
- Access to Training Administrators through support@cplinstitute.com or relevant course communication channels.

- Instructor support during course delivery, including explanation of learning outcomes and assessment requirements.
- Tutorial or one-to-one support where a learner has a course-related concern and this is practicable within the course model.
- Technical support for blended or fully online learners, including guidance on Zoom/Teams, LMS access and submission links.
- Reasonable accommodation for learners with disabilities or specific needs where the standard is not compromised.
- Extension or compassionate consideration process where exceptional circumstances affect assessment participation.
- Complaints, rechecks and appeals processes.

12.2 Support procedure

1. Learner identifies a support need through application, booking, induction, instructor discussion or direct contact with training administration.
2. Training Administrator records the request and escalates to the Training Manager where a decision is required.
3. Training Manager reviews the request, consults the learner and relevant staff where appropriate, and decides the support action.
4. Support action is communicated to the learner and relevant staff on a need-to-know basis.
5. The support record is stored securely, and any agreed accommodation is made available for assessment, IV, EA or appeal review where required.
6. Support effectiveness is monitored through learner feedback, instructor feedback, issue records and course review.

13. Reasonable Accommodation and Inclusive Participation

A reasonable accommodation is an adaptation that helps remove a substantial disadvantage for a learner with a disability, ongoing illness, learning difficulty or other protected need. It allows the learner to demonstrate the required learning outcomes without lowering or changing the standard of the award.

13.1 Examples of reasonable accommodation

- Additional time for assessment where appropriate.
- Rest breaks or adjusted seating arrangements.
- Modified presentation of materials, such as larger print or accessible file format.
- Use of assistive technology or adaptive software.
- Reader, scribe or practical assistant where appropriate.
- Adjusted scheduling where practicable.
- Alternative but equivalent method of presenting evidence, where this does not change the learning outcomes being assessed.

13.2 Reasonable accommodation procedure

1. Learner is invited to disclose support needs before the course. A learner may also disclose a need during the course.
2. Training Administrator or Instructor refers the request to the Training Manager.
3. Training Manager considers the request, taking into account the learner need, the assessment standard, safety, delivery mode and practical feasibility.
4. Evidence may be requested where appropriate and proportionate. Evidence must be handled confidentially.
5. The agreed accommodation is recorded, including what will be provided, who must be informed and whether the arrangement applies to learning, assessment or both.
6. Instructor/assessor applies the agreed accommodation. Any assessment accommodation is noted for IV and EA where relevant.
7. If the requested accommodation cannot be provided, the learner is informed of the reason and any alternative support available.

Reasonable accommodation must never reduce the validity, reliability or standard of assessment. Where there is uncertainty, the Training Manager must consult the Quality and Compliance Manager before confirming the arrangement.

14. Blended and Fully Online Learner Supports

Where QQI Level 4-6 provision is delivered through an approved blended or fully online mode, learners must receive additional information and support to ensure they can access, participate in and complete the course.

14.1 Pre-course online readiness

- Learner is informed of the delivery mode, platform, timetable and online participation expectations before enrolment.
- Learner receives technical requirements, including internet access, device requirements, camera/microphone where required and any LMS or Zoom/Teams instructions.
- Learner receives links to course materials, learner handbook and support contacts in advance where practicable.
- Learner is informed of how identity, attendance, engagement, assessment submission and technical issues will be managed.
- Learner is informed of accessibility features available through the LMS or platform, such as playback speed, transcript, font size, high contrast or reduced motion where available.

14.2 Online support and communication

- Training Administrator provides first-line support for access, joining instructions and technical issues.
- Instructor supports learning engagement, explains expectations and monitors learner participation in live sessions.
- Learners may use support@cplinstitute.com for administrative or technical queries.

- Where a learner experiences a technical issue during an assessment, this must be recorded and escalated to the Training Manager.
- Digital learner records, online access and assessment submissions must be managed securely in line with GDPR and CPL Group IT controls.

14.3 Online assessment contingency arrangements

Online assessment contingency arrangements are controlled through the QQI Assessment Procedures, QQI PL 01 Assessment Development, Strategy and Approval Policy and QQI PL 03 Assessment Records and Secure Storage Policy. This policy requires learner-facing and administrative actions to be consistent with those procedures.

Issue	Immediate action	Decision / record
Learner loses internet connection during an online assessment	Instructor or administrator records the time and attempts to reconnect learner where appropriate.	Training Manager decides whether the assessment can continue, must be paused, rescheduled or treated as incomplete. Record decision and rationale.
Zoom/Teams or LMS failure	Instructor pauses activity where possible and contacts Training Administrator.	Training Manager reviews impact on fairness and decides whether additional time, rescheduling or alternative access is required.
Airtable or assessment link failure	Administrator checks the link and provides corrected secure link where appropriate.	Record issue, affected learners, time and corrective action. Escalate if assessment validity may be affected.
Camera or identity verification issue	Instructor records the issue and reminds learner of online assessment rules.	Training Manager decides whether identity can be confirmed or whether assessment must be rescheduled or otherwise verified.
Wrong file or incomplete submission	Administrator records submission received and contacts learner only where the approved assessment procedure allows.	Training Manager decides whether late, corrected or replacement evidence can be accepted.
Suspected unauthorised assistance	Instructor preserves evidence and escalates immediately.	Manage under academic integrity / malpractice procedure and retain record for IV, EA and RAP if applicable.

Learners must be informed in advance that technical issues must be reported as soon as possible, and that assessment integrity and fairness will determine whether an assessment can continue, be rescheduled or be treated as not completed.

15. Attendance, Engagement and Learner Participation

Learners are expected to attend and engage with all scheduled course activities. Attendance and engagement requirements are defined by the course, award, validated programme and delivery mode. Short QQI courses may require full attendance where the duration and assessment model depend on complete participation.

- Attendance is recorded for all course sessions.
- For online sessions, participation may include login attendance, camera use where required, response to instructor engagement checks and completion of online activities.
- Where a learner is absent, late, leaves early or does not complete required online activity, this must be recorded.
- The Training Manager decides whether the learner can continue, defer, repeat, complete missed activity or cannot be presented for assessment/certification.
- Attendance concerns must be communicated to the learner as early as possible.

16. Staff and Instructor Training Requirements

Staff and instructors involved in QQI learner processes must be appropriately briefed and competent for the responsibilities they carry out. Training may be provided through induction, procedure briefing, one-to-one coaching, updates issued by the Training Manager, quality meetings or specific training workshops.

16.1 Required briefing areas

- QQI Level 4-6 learner admission, entry criteria and course suitability.
- RPL evidence requirements, outcome mapping, SME review and decision recording.
- Reasonable accommodation and inclusive participation, including confidentiality and need-to-know communication.
- Academic integrity, learner declaration, plagiarism, unauthorised AI use and suspected malpractice escalation.
- Assessment conduct, learner briefing, assessment deadlines, submission rules and feedback expectations.
- Online teaching expectations, learner engagement, attendance, camera/participation requirements and managing learner behaviour online.
- Online assessment contingency controls, including Zoom/Teams failure, Airtable/link issues, internet loss and identity verification concerns.
- GDPR, SharePoint, ARLO and Airtable record controls.
- Complaints, rechecks, appeals and escalation routes.

16.2 Training records and monitoring

- The Training Manager confirms that relevant instructors and administrators have received appropriate briefing before delivering or supporting QQI courses.
- Records of relevant staff and instructor training, briefing or update attendance are retained.
- New instructors are subject to additional monitoring and support as required by the QMS and instructor approval process.

- Training needs identified through learner feedback, instructor feedback, IV, EA, appeals, complaints or online incidents are recorded and actioned through the QIP or management review process.

17. Learner Communication Channels

Learner communication must be clear, consistent, timely and recorded where it affects admission, support, assessment, complaints, appeals or certification. Standard communication routes include ARLO emails, course confirmation emails, learner handbook, instructor briefing, support email, phone, website and approved online learning platforms.

Communication type	Normal route	Record
Booking confirmation and joining instructions	ARLO automated email / Training Administrator	ARLO record
Support request	support@cplinstitute.com / instructor referral	Support log / email record
Reasonable accommodation	Training Administrator / Training Manager	Restricted support record
RPL request	Training Administrator / Training Manager	RPL record and evidence file
Complaint, appeal or recheck	support@cplinstitute.com or written email	Complaint/appeal log
Results and certification information	Training Administrator / authorised system	ARLO/QBS/certification record

18. Learner Issues, Complaints, Rechecks and Appeals

Learners may raise an issue or complaint about admission, access, support, course delivery, assessment process, results, service or certification. The process must be accessible, fair, timely and based on natural justice. Complaints and appeals provide important feedback for quality improvement.

18.1 Informal resolution

Where possible, concerns should be resolved quickly and informally by the Instructor, Training Administrator or Training Manager. Informal resolution may include clarification, correction of an administrative issue, additional guidance, explanation of assessment feedback or referral to the correct process.

18.2 Formal complaint or appeal procedure

1. Learner submits the complaint, recheck request or appeal in writing, normally by email to support@cplinstitute.com
2. Training Administrator logs the issue and acknowledges receipt.
3. Training Manager reviews the issue and assigns an appropriate person to investigate or review. Where possible, the reviewer should not be the person who made the original decision.

4. Relevant evidence is gathered, such as learner communication, assessment records, attendance, support records, RPL evidence or instructor notes.
5. Learner is given a fair opportunity to explain their concern and provide relevant information.
6. Outcome is issued in writing with reasons and any corrective action, where applicable.
7. Corrective actions are logged and monitored through the QIP or non-conformance process where required.

For QQI assessment appeals, learners must be allowed a minimum of 14 calendar days to lodge an appeal of the assessment process or result. The specific assessment appeal process is managed through the QQI assessment procedures and the Results Approval Panel process. Where any other CPL operational timescale is used, it must not be shorter than the QQI minimum appeals period.

19. Protection of Enrolled Learners

The CPL Institute will protect enrolled learners where required by legislation and awarding body requirements. Learners must be informed of the relevant protection, refund or course continuity arrangements where applicable to their programme or course.

- Where a course cannot proceed, learners will be offered an alternative date, transfer or refund in line with terms and conditions.
- Where a course ceases unexpectedly, the Training Manager and Quality and Compliance Manager will review the impact on learners and agree a learner protection action plan.
- Learners will be informed promptly of the issue, options available and next steps.
- Records of decisions, communications and any refund or transfer must be retained.

20. Safeguarding and Learner Welfare

Most CPL Institute learners are adults. Where a learner is under 18, a vulnerable adult or where a course includes activities involving children or vulnerable adults, the CPL Institute safeguarding and protection procedures apply. The learner process must identify this at booking or admission wherever possible.

- Booking process should identify if a learner under 18 or vulnerable adult will attend.
- The Training Manager must decide whether the course can proceed and what safeguards are required.
- Relevant instructors must meet any Garda Vetting and safeguarding training requirements before delivery.
- Any safeguarding concern must be escalated immediately in line with the Child Safeguarding and Work Placement Protection Policy.
- Learner welfare concerns must be treated confidentially and recorded appropriately.

21. Learner Records, Data Protection and Confidentiality

Learner records are controlled documents and personal data. Records must be accurate, secure, accessible only to authorised personnel and retained in line with the CPL Institute retention schedule and GDPR obligations.

- ARLO is used for learner registration, course assignment, communications, learner profile and course records.
- SharePoint is used for controlled storage of course records, learner evidence and related documentation with restricted access.
- Airtable is used for specified learner feedback, instructor feedback, assessment, IV and QA records where applicable.
- Access to learner records is limited to authorised staff and external quality assurance personnel where required.
- PPS numbers are only used where required for QQI certification and must be restricted to staff who need them for QBS processing.
- Support, RPL, medical, disability, complaint, appeal and safeguarding records must be treated as confidential and shared only on a need-to-know basis.
- Any suspected data breach must be reported immediately to the Quality and Compliance Manager and handled in line with CPL Group data protection requirements.

22. Monitoring, Evaluation and Continuous Improvement

The effectiveness of learner processes must be monitored through learner feedback, instructor feedback, complaints, appeals, RPL decisions, support requests, reasonable accommodation records, attendance, completion data, certification outcomes and internal audit.

Monitoring input	What is reviewed	Where reviewed
Learner feedback	Accessibility, communication, course information, supports, delivery and assessment experience.	Weekly by training administrator, weekly operations meeting, QIP, course review.
Instructor feedback	Learner readiness, attendance, engagement, support needs and suitability of course information.	Weekly by training administrator, weekly operations meeting, QIP, course review.
Complaints and appeals	Fairness, timeliness, root cause, repeat issues and corrective actions.	Non-conformance log/Issues, QIP, quality meetings.
RPL requests	Consistency of decisions, evidence quality, outcome mapping, SME review and learner outcomes.	Training Manager / Quality Manager review.
Reasonable accommodation	Effectiveness, fairness, confidentiality and assessment integrity.	Course review, IV/EA where relevant.
Online support data	Technical issues, access issues, platform suitability, online assessment contingencies and learner engagement.	Digital learning review, QIP.
Training records	Instructor/admin briefing on online teaching,	Training Manager and QMS review.

	assessment conduct, accommodation, RPL, academic integrity and data controls.	
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Trends and significant issues must be escalated to the Programme Review Board, Academic Council or Quality Improvement Plan where required.

23. Related Documents and Records

- The CPL Institute Quality Management System Manual, Version 3.6.
- Guidelines for Blended and Fully Online Learning and Strategic Planning, Version 1.0.
- QQI Assessment Procedures.
- QQI PL 01 Assessment Development, Strategy and Approval Policy.
- QQI PL 03 Assessment Records and Secure Storage Policy.
- QQI Internal Verification, External Authentication and Result Approval SOP.
- QQI Sampling Plan and Evidence Selection SOP.
- Learner Information Handbook.
- Learner Charter.
- Reasonable Accommodation and Diversity Policy.
- Academic Integrity Policy.
- Learner Issues / Complaints / Rechecks and Appeals procedure.
- Protection of Enrolled Learners arrangements.
- Data Protection and Records Retention Policy.
- ARLO learner records, Airtable records, SharePoint course folder, support records, RPL records and complaints/appeals records.

Appendix A - RPL Evidence Guide

Evidence type	Examples	Review point
Certified learning	Certificate, transcript, syllabus, module descriptor, provider confirmation.	Is the learning at the required NFQ level and relevant to the learning outcomes?
Experiential learning	CV, job description, employer verification, reflective account, work samples.	Does evidence show the learner has achieved the relevant knowledge, skill and competence?
Portfolio evidence	Projects, reports, photographs, records, completed documents, presentations.	Is the evidence authentic, current, sufficient and mapped to outcomes?
Interview or professional discussion	Structured interview with Training Manager or subject matter expert.	Does the learner demonstrate understanding at the required level?
Supplementary assessment	Challenge test, practical demonstration, written task or oral questioning.	Does the learner address the identified gap?

Appendix B - RPL Decision Record

This record may be used as a standalone form or adapted into the ARLO, Airtable or SharePoint learner record.

Field	Record
Learner initials / ID	
Course / module / award title	
QQI code and NFQ level	
RPL purpose	Admission / exemption / credit / progression / other
Evidence submitted	
Outcome(s) mapped	
Evidence authenticated?	Yes / No / N/A. Method used:
SME reviewer	
Further evidence required?	
Decision	Approved / partly approved / further evidence required / refused
Reason for decision	
Decision approved by	
Date communicated to learner	
Appeal information issued	Yes / No
Retention location	

Appendix C - Reasonable Accommodation Record

Field	Record
Learner initials / ID	
Course title and ARLO code	
Date request received	
Nature of support need disclosed	
Evidence reviewed, if applicable	
Accommodation agreed	
Applies to learning, assessment or both	
Staff informed on need-to-know basis	
Decision approved by	
Date communicated to learner	
Review / outcome	

Appendix D - QQI Programme and Progression Pathways List (PPL)

This Programme and Progression Pathways List (PPL) should be used by administrators and instructors when giving general guidance to learners. It is not a guarantee of admission, exemption, employment, progression or certification. Learners must always be checked against current entry criteria, validation requirements, course availability and any client-specific requirements. The list should be reviewed when QQI validation, revalidation or the approved course schedule changes.

Current validated QQI programmes

- PG10311 Manual Handling Instructor, 6S0242, Level 6 Special Purpose: for learners with relevant manual handling, health and safety or training experience. Possible pathway to further Level 6 health and safety, instructor or workplace training programmes.
- PG16338 Instructing People Handling, 6M4978, Level 6 Major: for learners involved in people handling, healthcare, manual handling or safety training. Possible pathway to specialist instructor development, training and health and safety programmes.
- PG17308 Training and Development, 6S3372, Level 6 Special Purpose: for learners with responsibility for training, instruction, supervision or workplace learning. Possible pathway to training design, delivery, evaluation and further learning and development roles.
- PG17306 Health Service Skills, 5M3782, Level 5 Major: for learners working in, or seeking to work in, healthcare support settings. Possible pathway to Healthcare Support, specialist healthcare modules or related Level 6 learning subject to entry criteria.
- PG17305 Healthcare Support Certificate, 5M4339, Level 5 Major: for learners working in, or seeking to work in, healthcare support roles. Possible pathway to specialist healthcare modules, employment in healthcare support roles or Level 6 learning subject to entry criteria.

Current QQI modules

- Safety and Health at Work, 5N1794, Level 5: supports progression to health and safety, manual handling instruction or workplace compliance training.
- Health and Safety Representation, 5N1451, Level 5: supports progression to further health and safety or workplace safety training.
- Customer Services, 5N0972, Level 5: supports progression to supervisory management, communications or Level 6 workplace skills modules.
- Employment Law, 6N4322, Level 6: supports progression to related management, HR or workplace compliance learning.
- Managing People, 6N6945, Level 6: supports progression to supervisory management, employment law, HR or higher management learning.
- Training Needs Identification and Design, 6N3325, Level 6: supports progression to Training Delivery and Evaluation and training and development awards.
- Training Delivery and Evaluation, 6N3326, Level 6: supports progression to the Training and Development special purpose award and further trainer/assessor development.

Healthcare and related QQI Level 5 modules within the CPL pathway list

- Care Skills, 5N2770: contributes to healthcare major awards and related care pathways.
- Care of the Older Person, 5N2706: contributes to healthcare major awards and specialist care pathways.

- Care Support, 5N0758: contributes to healthcare major awards and care support progression.
- Communications, 5N0690: supports progression across healthcare, training, workplace and major award pathways.
- Infection Prevention and Control, 5N3734: supports healthcare, safety and workplace compliance pathways.
- Intellectual Disability Studies, 5N1652: supports healthcare support, disability service and specialist care pathways.
- Palliative Care Support, 5N3769: supports healthcare support and specialist palliative care pathways.
- Work Experience, 5N1356: supports major award completion, employment progression and further learning.

PPL maintenance note

- The PPL must be checked against current QQI validation, revalidation status, approved delivery mode, course availability and published entry criteria before guidance is given to a learner or client.

Appendix E - Key Definitions

Term	Definition
Access	The process by which a learner can enter and participate in a course.
Admission	The decision to allow a learner to enrol on a course based on entry criteria and course requirements.
Applicant	A person who has enquired or applied for a course but has not yet been enrolled.
Learner	A person enrolled on a CPL Institute course.
RPL	Recognition of Prior Learning: the process of recognising certified, uncertified or experiential learning already achieved.
PPL	Programme and Progression Pathways List: an internal guide to current QQI courses, typical entry points and possible progression routes.
Transfer	Movement from one course to another where criteria and capacity allow.
Progression	Movement to further learning, normally at a higher level or related award.
Reasonable accommodation	An adaptation to learning or assessment arrangements that removes a substantial disadvantage without lowering the standard.
Compassionate consideration	A process for considering exceptional circumstances that affect a learner's ability to undertake assessment or learning activity.
Recheck	Administrative check of recording and calculation of results.
Appeal	A formal request to review a decision, process or result based on stated grounds.

References

- The CPL Institute Quality Management System Manual, Version 3.6, 22 May 2025.
- The CPL Institute Guidelines for Blended and Fully Online Learning and Strategic Planning, Version 1.0, 23 January 2025.
- QQI Quality Assuring Assessment Interim Guidelines for Providers 2025.
- QQI Core Statutory Quality Assurance Guidelines.
- Equal Status Acts 2000-2018.
- General Data Protection Regulation and Data Protection Act 2018.
- Qualifications and Quality Assurance (Education and Training) Act 2012.