



Learner Information Handbook

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Learner Information Handbook Document Details

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Welcome to the CPL Institute

Dear Students,

Congratulations on joining the CPL Institute community! We are thrilled to have you as part of our diverse and vibrant learning experience. This Learner Information Handbook is designed to provide you with essential information to support your academic journey, including our policies, resources, and services available to you.

At the CPL Institute, we are committed to your success. Whether you are here to gain new skills, explore your passions, or prepare for your future career, our staff are here to guide and support you every step of the way. We encourage you to take advantage of the many opportunities available, from academic programmes to student support services.

As you embark on this exciting chapter, we hope you will engage, explore, and grow both academically and personally. Stay curious, ask questions, and make the most of your time in completing your continuous professional learning.

Yours Sincerely,



Derek Donohoe
Associate Director

1.0 Key Commitments

At the CPL Institute, we are proud to partner with you in building your future. Our charter reflects our commitment to creating a learning community that empowers every individual to succeed. Let's work together to achieve your goals and make your continuous professional learning, a positive and rewarding experience.

This handbook covers all programmes and courses offered by the CPL Institute, with respect to teaching, learning and assessment of programmes whether delivered face-to-face or in blended form.

1.1 Company Profile and Purpose

The CPL Institute is your trusted partner in comprehensive training and consultancy services. At the CPL Institute we specialise in delivering high-quality professional development, health and safety training, eLearning solutions, healthcare training, and driver training to empower individuals and organisations for success.

CPL - Continuous Professional Learning, refers to the ongoing process of acquiring new knowledge, skills, and competencies throughout an individual's professional life. It goes beyond formal education and encompasses any form of learning aimed at improving professional capabilities, adapting to changing job requirements, and staying current with developments in one's field.

The core idea behind CPL is that learning doesn't stop after initial qualification or education. Instead, professionals are encouraged to continually develop their skills to meet new challenges, enhance their performance, and keep pace with the evolving demands of their profession.

CPL emphasizes the idea that learning is not a one-time event or something that only happens during formal education, but rather a lifelong commitment. It may involve various activities such as:

- Workshops, seminars, and conferences: Events designed to expand knowledge in a specific area.
- Online courses or certifications: Formal or informal learning opportunities to acquire new skills or deepen existing knowledge.
- On-the-job learning: Practical experiences, mentoring, or coaching.
- Self-directed learning: Reading, research, or other independent efforts to stay up to date with industry trends.

Our courses are carefully designed to provide learners with the opportunity to achieve QQI, PHECC, and IOSH accreditation or to complete internal organisational certification for upskilling and continuous professional development.

All course materials align with the validation requirements of awarding bodies, ensuring effective delivery that meets the necessary certification standards.

Through our consultancy-based approach, we offer tailored training solutions, including bespoke training events and a comprehensive range of professional development courses. These customised programmes are certified by the CPL Institute and adhere to the quality standards of our rigorous quality management system.

Why choose the CPL Institute?

- **Tailored Solutions:** We understand that every organisation is unique. Our team works closely with you to develop customised training programmes that align with your specific goals and challenges.
- **Experienced Trainers:** Our trainers bring a wealth of industry knowledge and practical experience, ensuring that the training provided is not just theoretical but also applicable in real-world scenarios.
- **Cutting-Edge Technology:** With a commitment to innovation, we leverage the latest technologies to deliver engaging and effective training solutions. Our eLearning platforms are designed for maximum impact and accessibility.
- **Compliance and Quality Assurance:** We adhere to the highest standards of quality and compliance. Our programmes are regularly updated to reflect industry best practices and regulatory requirements. The Cpl Institute boasts multiple accreditation systems including the provision of over 40 QQI validated programmes, PHECC accreditation and we hold ISO 9001 Quality Assurance Management and ISO 14001 Environmental Management accreditation.

1.2 The CPL Institute Mission Statement and Values

The CPL Institute provides training and consultancy services in the areas of Health and Safety, Professional Development, eLearning, Fleet Safety Services and Healthcare. Our aim is to increase our learner's knowledge and workplace productivity through relevant education and training and set the standard in the delivery of accredited courses nationwide.

The CPL Institute acknowledges that it is ultimately responsible for the academic standards of awards made in its name and for its learners' quality of learning experiences.

The CPL Institute's Core Values are:

- **Respect:** This encompasses integrity, fairness, listening, co-operation, responsiveness and perceptiveness.
- **Accountability:** It is not just about your part of the job or task; it is about seeing the whole job through to the end – it is not done until it is all done.
- **Customer Focus:** Excellence in everything we do for our clients and internal customers, including a commitment to innovation.
- **Effective Communication:** Clarity in communication, openness and willingness to listen ensures a clear understanding of any request.
- **Empowerment:** An entrepreneurial spirit and passion for the work we do which in turn supports and enables people to maximise their own individual potential.

1.2 Learner Charter

Our Commitment to You

At The CPL Institute, we are dedicated to supporting your journey as a learner. This charter outlines the promises we make to ensure your experience is fulfilling, inclusive, and empowering. Together, we strive to create a positive, respectful, and inspiring environment where every learner can thrive.

1.2.1 What You Can Expect from Us

A High-Quality Learning Experience

- We will provide well-designed courses led by knowledgeable and experienced staff.
- We will continually improve our teaching methods to meet the needs of all learners.

A Supportive and Inclusive Environment

- We are committed to ensuring equality, diversity, and inclusion. You will be treated with respect, fairness, and understanding.
- We will provide a safe and welcoming space where you feel valued and supported.

Access to Resources and Facilities

- Online and in-person resources will be made available to ensure flexible learning opportunities.
- You will receive guidance to help you use these resources effectively.

Communication and Feedback

- We will support and communicate with you about your progress, and you will receive clear, timely feedback on your work to help you improve.
- Your opinions and feedback will be welcomed and used to improve our services.

A Commitment to Your Future

- We will help you gain skills, qualifications, and experience that prepare you for further study, work, or personal growth.
- We will celebrate your achievements and support your transition to the next stage of your journey.

1.2.2 What We Ask of You

As a Learner, you commit to:

Engage Fully in Your Learning

- Attend and participate in all classes, whether online or on in person.
- Complete your assignments on time and to the best of your ability.

Respect Others

- Treat fellow students and staff with respect.
- Be part of a positive, inclusive, and welcoming atmosphere.

Communicate Effectively

- Let us know if you are facing challenges that affect your learning.
- Actively participate in feedback opportunities to help us improve.

Take Responsibility for Your Progress

- Make the most of the resources and support available to you.
- Set personal goals and strive to achieve them.

1.2.3 Together, We Achieve Success

At The CPL Institute, we are proud to partner with you in building your future. This charter reflects our commitment to creating a learning community that empowers every individual to succeed. Let's work together to achieve your goals and make your continuous professional learning, a positive and rewarding experience.

1.3 Quality Policy

The CPL Institute hereinafter termed the company is engaged in the provision of training and consultancy services in the areas of Professional Development, Health and Safety, eLearning, Fleet Safety Services and Healthcare.


Our quality policy is built on the following commitments:

- **Customer Focus:** We prioritize understanding and fulfilling our clients' training needs, ensuring satisfaction through effective communication and continuous engagement.
- **Continuous Improvement:** We are dedicated to continually enhancing our training programmes, processes, and systems. We encourage feedback from clients and employees to identify areas for improvement.
- **Employee Development:** We recognize that our success relies on the skills and motivation of our employees. We invest in their professional development and provide a supportive work environment.
- **Compliance and Standards:** We adhere to all relevant legal, regulatory and accreditation body requirements and strive to exceed industry standards to ensure the highest quality of our training services.
- **Process Approach:** We implement a systematic approach to managing our processes, ensuring that our training programmes are effective, efficient, and aligned with our quality objectives.
- **Data-Driven Decision Making:** We utilise data and analysis to guide our decision-making, monitor performance, and drive improvement across our training services.

To achieve these Quality Principles, the Company has established a Quality Assurance Course which is intended to satisfy the requirements of ISO 9001:2015, QQI Quality Assurance standards and others, where applicable.

Specific and measurable quality objectives are established and reviewed during the management review process.

It is the Quality Policy of the Company to ensure that all requirements for quality are recognised by all personnel and that effective, consistent control of these requirements is achieved to enable client satisfaction.



Lorraine Conway
Training Quality and Compliance Manager
09-10-2024



Derek Donohoe
Associate Director
09-10-2024

1.4 Equality, Diversity, Inclusivity, and Accessibility in Learning and Teaching Policy

Introduction

The CPL institute is committed to ensuring that staff, learners, and all other stakeholders are treated fairly and without discrimination while working for or engaging with the organisation. All learners and staff have equal opportunities to access high-quality learning and teaching resources.

This policy outlines our commitment to fostering an inclusive, bias-free, and accessible learning environment that promotes gender sensitivity, diversity, and equal opportunities for all.

Our ethos is that Fairness, Respect, Equality, Diversity, Inclusion and Engagement are the responsibility of everyone within the CPL Institute.

Scope:

- Applies to all staff, job applicants and those who work/act on behalf of the organisation and all associated employment practices.
- Applies to all prospective and current learners and associated services, e.g., access, transfer and progression, support services, teaching etc.
- The policy ensures that our statutory equality duties outlined in the Employment Equality Acts 1998–2015 and the Equal Status Acts 2000 are met. The 9 Grounds are defined as being: Gender, Civil Status, Family Status, Sexual Orientation, Religion, Age, Disability, Race (includes race, colour, nationality or ethnic or national origins), Membership of the Travelling Community.
- All decisions made by The CPL Institute will be cognisant of the nine grounds of discrimination. All staff have received training on this policy, there is also a separate induction module on equality and diversity for our newly contracted Instructors.
- The Company will also take all reasonable steps to provide an environment that is free from intimidation, hostility, humiliation and other forms of harassment. Internal staff that believe they are suffering from inappropriate treatment on any of the grounds set out above, may raise a complaint under the Grievance Procedure or, if appropriate, the Bullying and Harassment policy, see chapter on supports for learners.

Commitment to Equality of Opportunity

To ensure learning and teaching resources promote equality of opportunity, it is essential to develop inclusive content that reflects diverse perspectives and learning needs.

To promote equality of opportunity, the CPL Institute will:

- Develop and provide inclusive curriculum materials that reflect diverse perspectives and experiences.
- Ensure resources are culturally sensitive, free from bias, and promote positive representations of all groups.
- Offer professional development for faculty on inclusive teaching practices and the use of accessible materials.

- Regularly review and update educational content to align with the latest diversity and inclusion standards.
- Encourage learner feedback and engagement to continuously improve resource inclusivity.
- Promote diversity awareness programmes to cultivate an inclusive culture.
- Equality and diversity are also included at Learner induction.

Online Learning Environment

To create a safe, accessible, and bias-free online learning environment, the CPL Institute will implement the following mechanisms:

- Enforce strict anti-discrimination and anti-harassment policies to ensure a respectful online learning space.
- Provide accessibility features such as screen readers, video captions, adjustable text sizes, and colour contrast options.
- Train faculty and staff on gender sensitivity, bias reduction, and inclusive pedagogical approaches.
- Utilise technology that supports diverse learning styles, ensuring adaptability to different needs.
- Establish clear reporting channels for learners and staff to address any concerns regarding inclusivity and accessibility.

Blended Learning Accessibility Arrangements

The CPL Institute recognises the importance of ensuring blended learning experiences are accessible to all learners, including those with disabilities or specific learning needs. The following arrangements are in place:

- Adoption of Universal Design for Learning (UDL) principles to cater to various learning preferences and abilities. We do this by providing multiple means of engagement, representation and action/expression.
- Provision of assistive technologies such as text-to-speech software, screen readers, and ergonomic equipment where applicable.
- Flexible learning options, including recorded lectures, transcripts, and alternative assessment methods.
- Learning platforms and resources to ensure compliance with accessibility standards.
- Dedicated support staff to assist learners with disabilities in navigating online and in-person learning experiences.

Monitoring and Evaluation of this policy

The CPL Institute will regularly monitor the effectiveness of this policy by:

- Conducting periodic reviews and assessments of teaching materials and digital platforms.
- Seeking feedback from learners and staff to identify areas for improvement.

- Provide training to staff and instructors on equality and diversity and promote our ethos in all courses at the induction stage.

The CPL Institute is committed to fostering an educational environment that is inclusive, accessible, and supportive of all learners. By implementing these measures, we aim to ensure that every learner can succeed regardless of their background, gender, or abilities.

2.0 Communication Processes

2.1 Communication with Learner Policy

Our communications policy to learners aims to ensure:

- Ensure learners are provided with all necessary information, advice and support in a manner that is appropriate to their abilities.
- Create a good working relationship with learners and improve customer care for learners.
- Encourage effective feedback from learners. Ensure consultation with regular and contracted staff, learners and other stakeholders regarding developments in training services
- Encourage openness in internal communication and the sharing of information.
- Ensure the general public made aware of any third-party relationships related to PHECC-approved courses and the responsibilities of those involved.

Learner communication occurs through the following formats, events and processes:

1. Website detailing our products and services.
2. Learner handbook (issued prior to course commencement), including the courses entry criteria, required resources included those required for online learning, objectives and main topics which are covered, learning outcomes, learning and assessment methods, teaching methods, supports, appeals/complaints and certification.
3. QQI and PHECC award specifications.
4. Enquiries, quotations and order forms, invoices and credit notes.
5. Confirmation of authorised orders and amended orders, booking details and course instructions (In person, Blended, Fully Online) This communication is automated through ARLO learning management software.
6. E-mails, phone calls, letters and general correspondence.
7. Learner feedback evaluation provided through a link to Airtable data base
8. Complaints management process.
9. Issuing of certification

The following documents are provided to all learners, before or at the commencement of a courses:

- A course manual (where applicable) e.g. PHECC FAR courses receive a First Aid Manual and CPG.

- A courses timetable/assessment information outlining the weighting and timing of assessments
- Assessment paperwork, progression details, eligibility and assignment deadlines, as applicable.
- Criteria for assessment, including descriptors of expected standards of attainment for marking bands
- Guidance notes and submission process for each assessment activity and process to request resits and submission extension requests.
- Instruction for online learning and technology requirements.

2.2 Publicly Available Information

It is our policy to present all information in a clear, accurate and transparent fashion which allows for comparison. External communication published in relation to courses of education and training considers all legal compliance obligations including the requirements of the Training and Education Act 2012.

Information must be presented in a form that does not conflict with our Equality and Diversity Policy.

Public information is provided through the following means.

- The CPL Institute website – www.theclinstitute.ie
- Facebook – www.facebook.com/theclinstitute
- Twitter – www.twitter.com/theclinstitute
- LinkedIn – www.linkedin.com/company/the-CPL-institute

Information available on our website includes:

- A dedicated section on our key policies and quality and accreditation reports.
- Course description.
- Whether the course leads to an award.
- The name of the awarding body.
- The title of the award and reference code.
- Whether the award is recognised on the NFQ (including type and level).
- Course fee and any other applicable fees
- Access, Transfer, Progression (where applicable).
- Learner support policy.
- Learner charter
- Evaluation reports.
- Quality Manual.
- Third-party relationships related to PHECC-approved courses (Affiliates).
- Complaint's policy and procedure.
- Equality and diversity policy.
- Protection of enrolled learner arrangements

2.3 Complaints, Rechecks and Appeals Policy

We facilitate learners and customers who wish to appeal an assessment result which they consider to be invalid or unfair or who wish to make a complaint about any aspect of our assessment process or services. A complaint can be made informally to any member of staff,

who will discuss the complaint with the learner and attempt to resolve. Formal complaints may be made via email. This policy applies to all courses irrespective of the teaching mode, i.e. in-person, blended or fully online.

Any applicant wishing to make a complaint or appeal a decision (either access, assessment or serviced based) may do so by contacting the Training Administrator via email at **support@thecplinstitute.ie**

Re-check means the administrative operation of checking (again) the recording and combination of component scores for a module and/or stage.

Review means the re-consideration of the assessment decision, either by the original assessor or by other competent persons or a committee. Learners are required to state the grounds for the requested review. The grounds for review will normally be that the learner suspects that the assessment was erroneous in some respect.

A **complaint** is an expression of a concern that a particular assessment procedure is unfair or inconsistent or not fit-for purpose.

The following principles underpin our appeals/complaints process:

- It is designed to be accessible and learner-focused; easy to understand and implement for the learner.
- It is a transparent process where appellants are given clear reasons for the decisions reached.
- Appeals/complaints/concerns are resolved at the earliest possible opportunity.
- The process is based on the principles of natural justice and gives learners the opportunity to voice their concerns in writing and in person as appropriate, giving access to the evidence to all parties and treating all documentation confidentially.
- Appeals provide an important source of feedback for the further development and supports improvement.

2.4 Assessments Appeal Process:

Learners are informed about the process at the beginning of a course and our policy is available on the website.

Learners that are being registered for a QQI award are notified of their provisional results in advance of the final submission to QQI. Learners have 10 working days to appeal the result from when they receive their provisional results. If no requests for further information or appeal are received, the learner's results are submitted to QQI, and the learner will be certified.

All learners (Including PHECC, IOSH and CPL Institute certified courses), if unsatisfied with the course result, may make an informal appeal on the day of assessment. The instructor will provide the learner with feedback on the day and address any concerns.

A formal appeal, if required should be requested in writing stating the grounds for appeal. This is typically done by email.

If the learner wishes to see the assessor's feedback, we email out their relevant assessment material with the examiner's comments on the marking sheets.

Complaints Process:

Any applicant wishing to make a complaint or appeal a decision (either access, assessment or serviced based) may do so by contacting the Training Administrator via email at **support@thecplinstitute.ie**. This will be logged for action, escalated as required, investigated and be managed in accordance with our procedure for managing formal complaints.

When the investigation is complete the learner/customer will be notified of the outcome in writing. Corrective action identified will be recorded and tracked for completion. These will inform our continuous improvement cycle.

A response will be issued by the Training Manager within 14 days from acknowledgement of the complaint.

2.5 Control of Information and Data – GDPR Policy

The CPL Group and subsidiary The CPL Institute operates the information management systems in compliance with GDPR legislation. The CPL Institute manages personal data throughout its lifecycle within the organisation, with data management being a part of all employee's daily role. This policy applies to all courses irrespective of the teaching mode, i.e. in-person, blended or fully online.

The following is a list of the data that is collected by employees and sub-contractors of The CPL Institute as part of delivering courses:

- Name
- PPS Number
- Date of Birth
- Address
- Gender
- Contact information
- Nationality.

This information is collected solely for the purposes of:

- I. Adhering to awarding body requirements,
- II. Issuing of certification,
- III. Contacting a learner in the event of further information being required.

Security

All data that is collected is stored securely, with access limited to both hard and soft copies of same. Each employee is provided with a unique account and profile to access the SharePoint network, PC are password protect with a requirement to change every 90 days.

Maintenance and Storage of Learner Files

We maintain learner files for a maximum of six months following certification. The hard copy files (assignments) are then removed from current file storage and placed in file archive for a

further 3- year period. After this three-year period of archive storage, we destroy the hard copy records these are then confidentially shredded by a licensed provider. A certificate of destruction is issued upon completion of this. Soft copies are deleted from the system as outlined under the retention schedule.

How Long Do We Retain Information?

We have developed a record retention schedule for all the personal data we hold. Each retention period varies dependent on the nature and the purpose of the processing.

The main factors which determine retention periods are as follows:

- How long it is required to perform the task.
- Any legal requirements to hold onto the data.
- Any pending legal actions.

Who Do We Share Information With?

We share information for the purpose of course certification and processing with:

- Quality and Qualifications Ireland (QQI)
- Pre-Hospital emergency Council (PHECC)
- Institution of Occupational Safety and Health (IOSH)
- Funding and Referral Agencies including government tendering process, including Skillnet and Education and Training Boards (ETB's)
- Sectoral and affinity Bodies
- External experts

Data Rights Management

What are your rights with respect to your personal data?

You have the following rights:

- The right to access the personal data we hold about you.
- The right to require us to rectify any inaccurate personal data about you without undue delay.
- The right to have us erase any personal data we hold about you in circumstances such as where it is no longer necessary for us to hold the personal data or, in some circumstances, if you have withdrawn your consent to the processing.
- The right to object to us processing personal data about you such as processing for profiling or direct marketing.
- The right to ask us to provide your personal data to you in a portable format or, where technically feasible, for us to port that personal data to another provider provided it does not result in a disclosure of personal data relating to other people

Queries and Complaints

If you are unhappy with the way we handle your personal data and wish to complain, or if you simply want further information about the way your personal data will be used, please contact us at the below:

Data Protection Officer

CPL Recruitment
83 Merrion Square S,
Dublin, D02 R299
Telephone: +353 1 614 6000
Email: dataprivacy@cpl.com

You have the right to lodge a complaint with the Data Protection Commission. To contact the Data Protection Commission, please use the following details:

Data Protection Commission

21 Fitzwilliam Square South
Dublin 2
D02 RD28
Ireland
Telephone: +353 (0)761 104 800
Telephone: +353 (0)57 868 4800
Email: info@dataprotection.ie

2.6 Use of the Personal Public Service Number (PPSN) - QQI only

As a unique identifier for individuals, the PPSN is a valuable piece of personal information that must be respected and safeguarded against misappropriation or misuse. We uphold data protection principles about the PPSN and take all reasonable security steps about the storage and handling of the PPSN and associated data. We do not disclose a person's PPSN to anyone, unless we are satisfied that the person making the enquiry is entitled to that information.

Use of the PPSN by The CPL Institute staff members is confined to staff members who need to use it and is redacted except when required for the inputting of learner data on the QQI QBS (the PPSN is used by QQI to uniquely identify individual learners).

We understand that it is an offence for any person or body to request or hold a record of a PPSN unless they are permitted by law to do so.

3.0 Teaching and Learning Policy

The CPL Institute is committed to providing learners with a high-quality learning experience in a safe training and learning environment, ensuring the highest standards in teaching and learning. We are continually improving the quality of our teaching and learning and associated services. This policy applies to all courses irrespective of the teaching mode, i.e. in-person, blended or fully online.

3.1 Teaching and Learning Policy

The CPL Institute is committed to providing a learning environment that enables learners to reach their maximum potential while achieving the best possible assessment results. This policy outlines our approach to teaching and learning and how our intention to have an ethos that promotes learning and high-quality teaching and learning practices.

We will achieve this by:

- Courses are typically delivered through face-to-face lectures or delivered directly via online platform such as ZOOM or MS Teams. Some courses are delivered by self-paced learning using an eLearning approach.
- The CPL Institute promotes a learning model and ethos that ensures flexibility for adult learners and recognises that managing learning can be difficult while juggling further education and other commitments in life. Learners are supported through effective timely supports and effective access routes for learners between courses or for progression to other courses in their field of practice.
- The CPL Institute has a learner-centred approach to teaching and learning with course content and assessment strategies that reflects learner needs, the range of learning styles of the learners and the different learning environments both on- and off-the-job.
- We offer learners the opportunity to meet individually and collectively with faculty and/or management. This is on a course-by-course basis and as required.
- We ensure that the modes of teaching and learning we use are appropriate to the courses being delivered to ensure that our learners fully understand the learning objectives, assessment and self-directed learning requirement of their courses.
- Teaching methods and delivery are designed to ensure a range of methods are used appropriate to the subject matter and learning objectives and include presentations, group work, role play, demonstrations, and practical exercises.
- Teaching methods and delivery are designed to ensure that courses are delivered in keeping with PHECC education and training standards and clinical practice guidelines, PHECC course are designed to ensure that the Knowledge, Attitudinal and Skills objectives are clear and understood.
- The teaching and learning strategies for each module and for the courses are set out clearly in the course validation documentation and course lesson plans with samples of teaching and learning activities provided for each module.
- We promote a commitment to self-directed and lifelong learning and must be dynamic to reflect ongoing changes for e.g. a change to the First Aid Response instructor standard and in PHECC Clinical Practice Guidelines (CPGs).
- We set out the skills and expertise required for staff involved in delivery of the course at the design stage.
- Our courses are developed with a mix of pedagogical techniques and are peer reviewed to ensure adequate review of the methodology employed.
- Instructors are required to complete feedback forms after each course and evaluate the effectiveness of these methodologies.
- Adequate guidance and support systems are put in place throughout the courses.
- We are committed to self-monitoring and continually improving the quality of training and learning.

3.2 Learner Admission Policy

This policy applies to all courses irrespective of the teaching mode, i.e. in-person, blended or fully online.

Access - the process by which learners may commence a course of education and training having received recognition for knowledge, skill or competence required.

The CPL Institute aim to provide a quality further education service that is accessible to all and allows for the acquisition and development of skills and knowledge at all levels. It is the policy of The CPL Institute, as far as practical, to admit all applicants who fulfil minimum academic requirements for its courses.

If a client books a group of employees onto a course, the client requirement is gathered by the sales team. This is then transferred to ARLO and a course registration is completed. The course minimum requirements are communicated on our website and on the initial contact and sales stage.

All courses offered are subject to minimum enrolment numbers and the appropriate Instructor/learner ratio (reference PHECC education standards).

The following outlines The CPL Institute Policy on admissions:

- There is a place available to be offered, i.e., the course is not full.
- We set out minimum entry requirements on the website and in each course award specification for QQI courses. These are comprehensive, clear and explicit. That the applicant meets the minimum entry requirements. These are summarised below:
 - The candidate is active or working in the area of proposed courses of study and has equivalent work/life experience in this related area/discipline/subject. This is normally equivalent to, or comparable with, at least two years relevant experiential learning. This period is not prescriptive and will be interpreted flexibly as a part of consideration for entry, or
 - The applicant's ability to complete the courses satisfactorily and benefit from it as a career, or
 - Have completed level 4 for entry to level 5 or completed level 5 for entry to level 6, or
 - Applicants who do not fully satisfy the general criteria will be considered and may be admitted if they are able to demonstrate that they are capable of successfully undertaking and completing the courses at the required standard and are able to contribute fully to, and benefit from, the learning experiences delivered within the courses, or
 - Holders of the Leaving Certificate Applied may gain entry QQI FET Level 5 or Level 6 award courses.
- In addition to minimum entry requirements, non-native English speakers have an English language requirement. EU and non-EU, non-native English speakers who are applicants to Level 5 and 6, taught courses are required to be competent in the English language. Learners must have the necessary English language level required to complete the training. This is confirmed by the client to our sales team on course booking. Also, the course confirmation email state that *"You must be competent in the written and spoken language in which the course is being delivered. This is English unless otherwise indicated. The use of a translator is only permitted with prior agreement from The CPL Institute. The translator cannot be a participant on the course."*

- The applicant learner and employer (as appropriate) agree to abide by our terms and conditions.
- The principle of equality and inclusivity is central to the implementation of our Admissions Policy.
- All applicants who seek additional supports or who has reasonable accommodation requests will be catered for.
- Some courses have specific prerequisites such as PHECC FAR re-certification and Instructor courses whereby the applicant must hold a valid qualification. These are specified in the course entry criteria and verified prior to the course commencement by the training administrators.
- Applicants who may not be able to demonstrate compliance with the entry criteria may request access by means of Recognition of Prior Learning.
- The applicant should demonstrate the capacity to successfully participate on the courses for which they have applied. This includes the academic, practical, and work experience (where applicable) elements of the courses.
- In the event of an application being refused, the applicant is entitled to appeal this decision. Any applicant wishing to appeal a decision may do so by contacting the Training Administrator, who will log the appeal as an action for review.
- Subject to meeting the above requirements, places are offered on a first come first served basis along with our terms and conditions. Courses enrolment is considered complete when all information and any supporting documentation requested has been submitted by the applicant and successfully inputted into our ARLO learning management system.

3.3 Learner Progression and Transfer Policy

Transfer - the process by which learners may transfer from one programme of education and training to another programme having received recognition for knowledge, skill and competence acquired: and

Progression - the process by which learners may transfer from one programme of education and training to another programme.

Programmes at The CPL Institute are aligned to either QQI at the appropriate level of the National Framework of Qualifications (NFQ), IOSH or PHECC accreditation body requirements. Procedures for admission, transfer, progression and recognition are in line with the national legislation. This policy applies to all courses irrespective of the teaching mode, i.e. in-person, blended or fully online.

The CPL Institute is committed to non-discrimination, diversity in its learner body, and the protection of the dignity of the learner at all stages in the learner lifecycle from application to graduation for major award. It is the policy of The CPL Institute, as far as is practicable, to admit all applicants who what want to achieve in further education and meet the minimum requirements for its courses and programmes.

We are committed to implementing Section 56, Part 4 of the Qualifications and Quality Assurance (Education and Training) Act 2012. Progression is defined by the Act as the process

whereby a learner may transfer from one programme of education and training to another programme, where each programme is of a higher level than the preceding programme.

It is our policy to do all we can to facilitate learners gain access to the programmes we offer, transfer to other programmes/providers and progress to programmes leading to awards at higher levels of the NFQ. Learners who successfully complete a programme leading to an award with The CPL Institute can progress to programmes at a higher level on the National Framework of Qualifications NFQ, IOSH or PHECC approved courses.

We allocate places on programmes based on objective criteria in a fair, transparent and consistent manner. To ensure this we provide information to applicants and learners regarding Access, Transfer and Progression and help them make informed choices regarding their choice of programme. Information on access, transfer and progression is available in our Learner Information Sheet and on our website or by contacting one of our Training Administrators. Information on minimum entry requirements for each programme is also readily with the advertise programme. At Induction, our instructors explain applicable transfer and progression routes, the next level available and how this links forward to higher levels within the framework of the NFQ.

As the programmes we offer are usually of a short-term duration, typically transfer queries are addressed by the Training Manager on an individual basis.

3.4 QQI/NFQ Transfer and Progression

The CPL Institute offers awards on the National Framework of Qualifications. The National Framework of Qualifications (NFQ) defines the relationship between awards. This contributes to improved transfer and progression. The NFQ is based on the European Credit Transfer System (ECTS) which allows for transfer and progression:

- between levels
- between award-types at the same level
- between named awards

The CPL Institute programmes are normally divided into modules. Modules are sub-programmes within programmes. A module is a rung on a progression ladder. Typically, the National Framework of Qualifications level for modules increases as a Learner progresses through successive stages of a programme. Full-time Learners study all the modules in a stage in parallel, while part time Learners may study as little as one module at a time. Our modules are usually studied part time.

Learners may apply for permission to transfer to another programme. Transfer applications, which must be made in writing, should be submitted to the Training Manager, who will process the application.

While every effort will be made to allow adequately qualified learners to change programme, it will not be possible to permit a transfer into a programme which already has a full complement of learners.

Learners who are being considered for a transfer to another programme, should register for and attend the programme to which they were admitted. In no case may learners register for a

programme until their application to transfer has been formally approved by the Training Manager.

The CPL Institute has adopted an approach based on the principle that Learners achieving an award are eligible to progress to a programme leading to another award at the next level up where there is such an award in the same or a related field of learning and may be eligible to progress to a higher level than that. At the same time, where there is not an award at a higher level in the same or a related field of learning, the framework concept implies that Learners achieving an award are eligible for transfer to a programme leading to another award at the same level.

Where programmes are organised in stages, a Learner, to be eligible to progress to a particular stage, is normally required to demonstrate achievement of the minimum intended learning outcomes of all the preceding stages.

3.5 Recognition of Prior Learning (RPL) Policy

The CPL Institute will assist learners to gain entry to a programme of education and training, to be granted credit or exemptions and/or receive a QQI award by recognising the knowledge, skills and competencies they already have acquired.

The CPL Institute actively promotes the principles of lifelong learning, including the recognition of learning wherever and whenever it is achieved; in this regard, it is committed to enabling more inclusive approaches for mature and lifelong learners at different stages of their personal and professional lives, who wish to undertake their studies on a full or part-time basis.

The CPL Institute acknowledge prior learning received at another provider or from another awarding body which will mean that the learner may receive recognition of skills and knowledge already acquired and/or certified or prior learning or experiential (non-certified), which can then go towards certification for the programme of study which is leading to a Major, Minor or Special Purpose award.

This prior learning can be recognised on the National Framework of Qualifications and may entitle the applicant to:

- Admission to a programme or course of study.
- Exemptions from some components of a programme.
- Exemptions from some components of a programme which duplicate the learning an individual has already acquired.
- Credits towards a qualification.

Where prior certificated learning is the basis for RPL, the learner is required to provide the relevant syllabus and a transcript of results and Certificate.

The CPL Institute reserves the right to seek supporting evidence from the training provider/education institution referred to, in the application and where appropriate seek other supporting reference documentation from an employer or referee.

Only when The CPL Institute is completely satisfied that the learner meets the criteria, that an exemption will be granted. Exemptions may be granted at any stage of a programme.

Evidence of learning must be presented by the applicant in the form of official transcripts of results and formal syllabi accompanied by relevant supporting documentation.

3.6 Recognition of Prior Experiential Learning (RPEL) Process

This involves the awarding of credit for learning from experience. The process of RPL is acknowledgement of an individual's current skills and knowledge acquired through previous education and training, work or life experience. It allows for both formal and informal learning. There are three types of RPL:

1. Uncertified
2. Certified
3. Experiential

In this process, the candidate must demonstrate that the learning outcomes have been achieved by producing a portfolio of evidence to support the claim for access, exemption, or credit (in some instances the Training Manager or the assessor may decide to use an alternative method of assessment, e.g., project/assignment or examination). All applications will be reviewed by The CPL Training Manger and/or a suitably qualified subject matter expert such as a PHECC Instructor or independent Instructor. Supporting documentation and authentication of evidence of work-related experience may be required from an employer.

The portfolio of evidence must be written in such a way that the matching of the knowledge, skills and competencies of the module learning outcomes to the prior learning and is clearly demonstrated. As part of the process the learner may be interviewed by an appointed Instructor/assessor.

Types of Evidence required to facilitate RPCL/RPEL requests includes:

- Interview may be held with a course instructor or a nominee.
- Portfolio of work which may include completed assessment items from previous study.
- Authentication of evidence of work-related experience by the applicant's supervisor or employer, reference, letter of verification.
- Description of each module studied (this should include syllabus, module learning and the number of contact hours)
- Official Certificates and Official transcripts of results.
- Published work, self-study details, project plans, designs, completed documents
- Work history, job descriptions, responsibilities, professional accreditations
- Descriptions of courses, cert of attendance and sample material.
- Method of assessment of each module studied (this should include a breakdown of assignments, exams and any other assessment required for completion of the unit).
- A gap analysis is performed on module learning outcomes (MLOs) for the target Level.
- Supplementary assessment tasks or challenge test - oral, written or practical.
- A list of required evidence is compiled (e.g., CV, Certificates, References, Evidence of work completed etc.).

All supporting documents must be issued by the relevant provider or institution and properly certified as genuine copies. These supporting documents should be accompanied by English translations if not originally issued in English.

The CPL Institute reserves the right to seek supporting evidence from the named education providers referred to in the application and where appropriate to request reference documentation from an employer or referee. An evaluation of an application for RPL may also involve a formal interview as appropriate. We maintain the right to refuse RPL applications.

Note: RPL for PHECC award is limited to PHECC guidelines.

3.7 Protection of Enrolled learner

The CPL Institute has learner protection in place for all learners who enrol on validated courses in accordance with the Qualifications and Quality Assurance (Education and Training) Act 2012. The arrangements are in the form of insurance which will provide learners with refunds should the organisation cease to trade.

The CPL Institute Training recognises that exceptional or unforeseen circumstances may arise outside of current contingency arrangements that require a training course to cease prematurely. If such a situation arises learners will be offered an alternative date in order to complete the training course or have their moneys rebated.

4.0 Learning Resources and Support

4.1 Learning resources

The CPL Institute provides high quality course reference handbooks, topic specific handouts, presentations and other learning materials that are regularly updated. The materials are structured to cater to the needs of adult learners, through the provision of separate sections that support each learning outcome. In addition, all learners receive a digital copy of the Learner information handbook.

Learners on fully online programmes have access to a digital library, and other resources applicable to their course. Learning resources are provided either digitally through the LMS, directly by email or physical copies are provided for in person courses.

The CPL Institute Instructors encourage self-directed study and learning through a focus on the learning outcomes which are in the course reference handbooks or learning material. The learners must complete some self-directed learning activities and in turn, are covering the learning outcomes.

If required, Learners have access to an instructor to support them with their studies. Tutorial supports are provided through a variety of media including, e-mail, telephone and face-to-face. Any or all the following areas may be discussed during tutorials:

- Revision of study topics.
- Assignment preparation, guidance and feedback.
- Additional issues that may arise relevant to the learning process e.g., Module Material.

Group activities are encouraged (as appropriate and specified in the lesson plan) to provide learners with the opportunity to collaborate with other learners and develop their understanding and appreciation of the learning outcomes associated with the module. Some of this is done through online media.

4.2 Learning Environments - Assuring Physical Premises, Equipment, and Facilities

We ensure that the premises, equipment, and facilities we use for training are fit-for-purpose, suitable for our learners and our programmes and are maintained in such a manner to ensure the health, safety and comfort of Instructors and learners. We have an up-to-date Health and Safety Statement, and Risk Assessment for The CPL Institute premises in Dublin.

When we use off-site venues for programme delivery, we either use conference facilities in four-star hotel as a minimum standard or clients' own premises. In using such venues, we have a checklist of criteria which the Training Administrator verifies that the venue meets prior to booking.

The training venues we use must be accessible for all, comfortable, well-ventilated, quiet, clean, safe and well serviced. Venues must also be able to provide suitable space for training equipment and supports, be served by public transport and have parking facilities. Our instructors are required to familiarise themselves with the venue prior to the training course commencing and to advise our learners regarding welfare facilities, housekeeping, safe access and exits; including fire assembly points, at induction.

We evaluate the venues we use as part of our ongoing monitoring and evaluation and ask both learners and Instructors for their feedback in their evaluation forms. Instructor and learner feedback forms assess the suitability/satisfaction with the choice of venue. This feedback is used to inform us for repeat bookings. Instructors are asked to inform the Training Administrators of any issues with room maintenance or technical equipment as soon as the issue is identified. Facilitates requirements are also included in our on-site compliance monitoring processes and are included as part of an external audit at random to verify criteria are being met.

Our premises selection criteria for each training venue reflects programme requirements and the specific needs of our learners. When we use external premises for our public courses we request and review a copy of the Premises Insurance and Safety Statement.

PHECC instructors are responsible for ensuring that their training venues are assessed and for confirming same to The CPL Institute by completing a Training Venue Inspection Checklist for each course they deliver.

4.3 Supports for Learners

To provide learners with additional support needs where required so that they can achieve assessment of the standards being assessed we practice the following:

- Learners may identify to staff any additional support needs when applying for a programme.

- Please send an email to **support@theclpinstitute.ie**, we are happy to discuss any additional support you may require to assist you in successfully completing your course.
- We can discuss with Individual learners their needs to assess additional support and agree appropriate accommodation(s)
- We are committed to monitoring and reviewing of resources to ensure they are fit for purpose and readily accessible.
- We provide sufficient pre-entry information on the content, assessment and demands of each programme to enable potential learners to make an informed choice about their participation on a programme.
- We ensure learners have access to Instructors and administrative support throughout their programme. Our instructors are available to meet with our learners on a one-to-one basis if a learner has a particular concern or an issue they wish to raise in confidence.
- Support from a scribe or a reader to complete examinations/assessments, rest periods or additional time allocated to complete assessments can be provided.
- We are committed to providing reasonable accommodation to ensure that learner needs are met, such as access and physical modifications to the training location e.g., seating arrangements
- We will support the learners in obtaining work placements, as appropriate.

4.3 Reasonable Accommodation and Diversity Policy

The CPL Institute is committed to delivering programmes with a comprehensive support system that facilitates effective learning and enables learners to reach their maximum potential while achieving the best possible results. The CPL Institute promotes a learning model that ensures flexibility for adults' learners and recognises that managing learning can be difficult while juggling further education and other commitments in life. Learners are supported through effective timely supports and effective access routes for learners between programmes or for progression to other programmes in their field of practice. This policy applies to all courses irrespective of the teaching mode, i.e. in-person, blended or fully online.

The CPL Institute is committed to ensuring that learners have access to all programmes. We are committed to equality of opportunity for learners, staff and stakeholders and take a pro-active approach to accommodating diversity. See section 1.4 for further details of our quality, Diversity, Inclusivity, and Accessibility in Learning and Teaching Policy.

We recognise our responsibility to learners who have a disability/specific need, and we aim to provide reasonable accommodation when it is practicable and feasible to do so (an accommodation is a modification of classroom, or an evaluation procedure designed to address a particular need).

A reasonable accommodation is any action that helps to alleviate a substantial disadvantage due to a disability and/or a significant ongoing illness.

As per The Equal Status Act 2000: "Discrimination includes a refusal or failure by the provider of a service to do all that is reasonable to accommodate the needs of a person with a disability by

providing special treatment or facilities, if without such special treatment or facilities it would be impossible or unduly difficult for the person to avail himself or herself of the service.”

We invite learners who have any additional needs/requirements to speak to either an instructor or Training Administrator in confidence before the scheduled course date and where practicably will do our best to accommodate special requirements and assist those who may need special assessment arrangements – e.g., additional time or the provision of special equipment.

In our course confirmations to learners, we also state “*The CPL Institute will make every effort to ensure that courses are inclusive. However, we require notification if you have any injuries, illnesses, physical disabilities, learning difficulties, or if you are pregnant, to ensure we can assist you effectively.*”

Please see section 4.4 Supports for Learners to request and discuss any supports you may require,

4.4 Anti-Bullying & Harassment Policy

Introduction

The CPL Institute is committed to fostering a safe, respectful, and inclusive environment for all learners and staff. Bullying and harassment of any kind will not be tolerated. This policy outlines our commitment to preventing and addressing bullying and harassment.

Scope

This policy applies to all learners, staff, and stakeholders of The CPL Institute, covering conduct that occurs in person, online, and in any activities related to the learning or working at the CPL Institute.

Harassment or bullying has the effect of causing undue stress on individuals and of demotivating them. Harassment or bullying of any kind will not be tolerated and serves to undermine the safe, supportive and welcoming environment which the CPL Institute wishes to encourage.

Definitions

- **Bullying:** Repeated behaviour that intends to intimidate, degrade, humiliate, or undermine an individual.
- **Harassment:** Unwanted behaviours related to a protected characteristic (e.g., age, disability, gender, race) that violates a person's dignity or creates an offensive environment.
- **Cyberbullying:** Bullying that takes place via electronic communication, including social media, emails, and text messages.

Commitment and Principles

The CPL Institute is committed to:

- Ensuring a zero-tolerance approach to bullying and harassment.
- Promoting a culture of respect, inclusion, and dignity.
- Providing confidential support to affected individuals.

- Taking prompt and effective action against any reported incidents.
- Educating learners and staff on respectful behaviours and conflict resolution.

Reporting Procedures

Any individual who experiences or witnesses bullying or harassment is encouraged to report the incident through the following channels:

- **Confidential Reporting:** Submit complaints via the support@theclinstitute.ie email or online reporting form.
- **Direct Reporting:** Speak with an Instructor or directly to a training administrator.
- **Online Reporting:** Use the feedback form* supplied for the course or the 'Contact us' form on the website or via this link, [Contact Us Today!](#)

All reports will be handled promptly and with confidentiality.

*QR code for access to the Feedback form:

COURSE FEEDBACK



Investigation Process

Upon receiving a report, the CPL Institute will:

1. Acknowledge receipt of the complaint.
2. Conduct a thorough and impartial investigation.
3. Take appropriate action based on findings.
4. Provide support to the affected individuals.

Consequences of Bullying and Harassment

Individuals found responsible for bullying or harassment may face:

- Verbal or written warnings.
- Mandatory participation in educational programmes.
- Suspension or dismissal (for students).
- Disciplinary action up to termination (for staff).

Prevention and Awareness

To prevent bullying and harassment, the CPL Institute will:

- Conduct regular awareness campaigns.
- Offer workshops and training sessions.
- Monitor the reporting of bullying.

Support Services

The CPL institute offers support services, including:

- Counselling and mental health support to all staff
- Mediation and conflict resolution services.
- External referral services where appropriate.

Review and Monitoring

This policy will be reviewed regularly to ensure its effectiveness and compliance with legal and ethical standards.

Conclusion

The CPL Institute provides a safe and inclusive educational and working environment where everyone is treated with respect and dignity. We encourage all staff and course participants to uphold these values and contribute to a positive learning experience.

4.5 The CPL Institute Academic Integrity Policy

Academic misconduct is any action that results in a learner having an improper advantage in relation to their assessment(s) or deliberately disadvantages other learners. Examples of academic misconduct include cheating in exams, plagiarism, presenting falsified or improperly obtained data or being assisted in the presentation of assessment tasks. It can be committed intentionally or accidentally. Learners are responsible for conducting their studies honestly, ethically and in accordance with accepted standards of academic conduct and have a duty to present only their own work for assessment.

Any form of academic misconduct is unacceptable. Cases of alleged academic misconduct are managed in accordance with this policy.

The CPL Institute operates a robust assessment process and ensures that all learners are assessed using fair and consistent assessment procedures. As part of this process, identification of academic misconduct is central to our assessment processes, and assessments are only awarded marks when the learner evidence submitted is the original work of the learner.

The CPL Institute upholds the principle of academic integrity, whereby appropriate acknowledgement is given to the contributions of others in any work, through appropriate internal quotes, paraphrasing and citation references. Learners should be aware that good referencing is integral to the study of any module and part of good educational practice.

What is academic misconduct?

The CPL Institute understands academic misconduct to be the inclusion of another person's writings or ideas or works, in any formally presented work (including essays, assignments, projects, reports, examinations, oral, poster or slide presentations) which form part of the assessment requirements for a module or programme of study, without acknowledgement of the original source of the material through appropriate referencing.

Academic misconduct is a form of academic dishonesty, where ideas are presented falsely, either implicitly or explicitly, as being the original thought of the learner.

The presentation of work, which contains the ideas or work of others without appropriate referencing and citation in whole or in part (other than information that can be generally accepted to be common knowledge) is an act of plagiarism.

It can include the following:

1. Presenting work written by a third party, including other learners, friends, family, or work sourced through internet services or using an Artificial Intelligence (AI) service such as Chat GPT.
2. Presenting work copied extensively with only minor textual changes from the internet, books, journals, an Artificial Intelligence (AI) service such as Chat GPT or any other source.
3. Improper paraphrasing, where a passage or idea is summarised without due acknowledgement of the original source or copying directly to work.
4. Failing to include references of all original sources and not identifying resources used.
5. Representing collaborative work as one's own and not referring to the team activity.

Plagiarism is a serious assessment offence and although plagiarism may be unintentional, it is defined by the action rather than the intention. All learners must therefore ensure that they complete consistent checks on evidence being submitted for assessment and marking to ensure that the work is their own and appropriate sources are cited as such.

Learners are responsible for being familiar with The CPL Institute policy on plagiarism and are encouraged, if in doubt, to seek guidance from their instructor or from the support team at The CPL Institute. Plagiarism is a serious academic issue, and The CPL Institute will investigate all alleged instances of plagiarism thoroughly.

Securing Assessment Integrity

The CPL Institute has systems and processes in place to ensure the security and integrity of assessment processes, assessment materials, instruments and records. Assessment materials refer to any documentation associated with the planning, conducting and concluding of the assessment process. Examples of assessment material include (but are not limited to):

- Assessment briefs
- Examination papers
- Solutions/Marking schemes/Model answers
- Practical/Skills Demonstration instructions
- Examination scripts
- Learner assessment evidence refers to any assessment evidence (hard copy, soft copy, artefacts, etc.) which forms part of a module or courses assessment.
- Assessment records include paper documentation, certification records, learner records, results sheet, electronic records/files, databases, photos, examination.

The following applies to the management of assessments:

- The CPL Institute Policy on academic integrity and associated procedures will be published, available widely and accessible to all Instructors and Learners.
- All assessments briefings will contain the instruction to use appropriate referencing and citation.
- Educating learners about what constitutes academic integrity. As part of the induction process, learners will receive info on academic integrity.

- Assessments will change occasionally for each module and/or will be rotated on some modules.
- Where assessments are being carried out at practical classes or demonstration of skills, these assessments will be recorded and periodically reviewed by Instructors, internally or by external examiner to ensure consistency of marking. Each learner will identify themselves on the videos as part of their introduction.
- Learners are required to confirm in writing that all assessment work submitted is their own. When assessment evidence is being submitted, the learner is required to complete an assignment submission form. Assignments are **not** accepted if they are not accompanied by the assignment submission form.
- Assignment evidence submitted via email is receipted by the training administrator. Instructors advise learners to retain a copy of all assignments submitted for reference.
- Exam that are conducted online are proctored by the instructor and the learner's camera must remain on at all times.

Suspected Academic Misconduct

Where an instructor suspects assessment malpractice this will be referred to the Training Manager, taking account of the specific context and nature of the case, any of the following courses of action may be followed:

- All material related to the alleged malpractice should be made available to the Training Manager.
- Alleged cases of plagiarism should be examined carefully to establish the facts and relative context of the alleged offence considering the nature and extent of plagiarism as well as the experience of the Learner.
- In all cases of referral, the learner should be informed that their assignment or examination script is under scrutiny as an alleged instance of plagiarism. The Training Manager will outline the grounds of suspicion, a copy of the piece of work and any supporting evidence will be provided.
- Where two or more learners present identical pieces of work, both learners will be informed and their work reviewed. If the learner who plagiarised admits to it, the other learners' assessment work is marked as normal while the plagiarised work receives a zero mark and must resubmit.
- If the outcome of this investigation is that there is no case to answer, then the case is closed, and recorded.
- If required, the learner will be contacted directly and may be invited to attend meeting.
The learner is requested to bring all evidence of their work to give them the opportunity to demonstrate that the work presented is their own original work. At the meeting, the concerns are raised with the learner and the learner is given a fair opportunity to respond. A record of the meeting is maintained.
- The Learner is notified in writing of the outcome including the penalty, if applicable, within 5 working days.

- The learner will be provided with advice about correct referencing and how to avoid plagiarism in the future. The Learner may be required to resubmit the work without any further penalty.
- The Learner has the right to appeal the decision and should do so within five working days of receiving the outcome notice. The process in place for appeals is further outlined in the learner information handbook under Learner Issues/Customer Complaints/Rechecks and Appeals.
- If the learner does not engage with the process, by not responding or by refusing to attend an interview, the learner will be deemed unsuccessful in the assessment.

A judgement is made on the required penalty for a plagiarism offence based on the following criteria:

- a) History of the learner and whether the case is a first, second etc. time offence.
- b) Amount of plagiarism involved (the percentage of the document plagiarised).
- c) Level of Award and Credit weighting.
- d) Value of the Assessment/Assignment.

Plagiarism will not be tolerated by The CPL Institute. If an instructor's/assessor's suspicions confirms that plagiarism has occurred, the learner will be informed and advised of the appropriate actions that will be undertaken:

- Resubmission of the learner work.
- Re-examination of all assessment submissions.
- Removal from programme for continued breaches.
- Recorded on the learner's file.

All queries in relation to our Academic Integrity Policy should be addressed to our Training Manager at support@theclpinstitute.ie.

5.0 Assessment of Learners

5.1 Assessment of Learners Policy

It is the policy of The CPL Institute that all learners should receive fair, transparent and consistent assessment, irrespective of learning mode, i.e. face to face, blended, fully online, that satisfy external awarding body requirements, and The CPL Institute internal quality standards, this is a fundamental quality objective. This policy applies to all courses at The CPL institute irrespective of the modes of teaching delivery, i.e. applies equally to classroom, blended and fully online formats.

The CPL Institute policies and procedures in relation to the assessment of learners are informed by QQI's Assuring Assessment, Guidelines for Providers (2013). In addition, reference is made to QQI's Core Statutory Quality Assurance Guidelines, Sector Specific Quality Assurance Guidelines for Independent/Private Providers (both published April 2016) and PHECC Education and Training standards.

Learners will be made aware of the methods of assessment and their responsibilities for achieving and demonstrating the required knowledge and skills in advance of any assessment event taking place.

The circumstances of each learner will be taken into consideration, and our procedure will detail guidelines for approaches and acceptable facilitation for those with additional support needs.

We are committed to all aspects of the assessment process and will ensure that it is:

- Understood by staff and learners.
- Valid for the purpose of awarding body requirements.
- Fair to learners, in terms of both access and process.
- Learners receive feedback on their performance and remediation occurs as appropriate
- That students with additional learning needs are reasonably accommodated during the assessment process.
- Internally verified to ensure the process is fair and consistent.
- Externally Examined to ensure it is consistent with national standards.
- Consistent with awarding body assessment policy and guidelines.
- PHECC and IOSH awards only use PHECC assessment material.

Evidence of assessment will be maintained to allow verification and validation of the assessment process.

It is our policy to ensure that learners are given sufficient information on assessment requirements.

There are five stages to the assessment process.

1. Assessment and feedback
2. Authentication
3. Results Approval
4. Appeals Process
5. Certification

The following is typical assessment types used by the CPL institute:

In Person/Blended Learning:

- **Formative and Summative Assessments:** Uses a mix of in-class participation, group projects, quizzes, and online submissions to evaluate student performance.
- **Real-Time Feedback:** Allow immediate feedback on in-class activities and online quizzes.

Fully Online:

- **Frequent Assessments:** Implement regular quizzes, discussion prompts, and reflection journals to keep students on track. Carried out synchronously through zoom
- **Peer Assessment:** Encourage peer reviews in group work to promote collaboration and accountability. This is often carried out in a breakout room.
- **Adaptive Feedback:** Use automated systems to provide instant feedback on quizzes, while instructors give personalised feedback for written assignments.

The Summative assessments for QQI courses offered may use one or more of the following assessment techniques:

- Project
- Assignment
- Learner Record
- Portfolio of work
- Examination (Theory) (Paper or issued through a secure Airtable link)
- Skills Demonstration
- Case Study
- Supervisor's Report

PHECC course assessment is conducted using PHECC approved assessment sheet for both examination and skills assessment.

Our training Instructor contract, and associated service level agreement requires all our instructors be committed to conducting fair and consistent assessment of learners, endeavour to provide a positive and safe learning environment, and are available to answer any questions or ease any concerns the learners may have in relation to the assessment.

Exam papers are provided in a sealed envelope. A learner must review and sign the security of assessment form along with the instructor.

Where assessments are being carried out at practical classes or demonstration of skills, these assessments will be recorded and periodically reviewed by Instructors, internally or by external examiner to ensure consistency of marking. Each learner will identify themselves on the videos as part of their introduction.

Results of assessments are maintained electronically and retained securely, as per retention schedule. Cross moderation may be applied.

Random observation of assessment activities may be carried out by the Training Manager.

Exams that are conducted online are provided through a dedicated Airtable link and the submission is automated back to an Airtable data base

5.2 Assessment Information to Learners

The Training Manager is responsible for ensuring that the learners have access to any information they need relating to assessment. Instructors have a role in disseminating the information.

All our courses whether, in person, blended or fully online (Zoom/MS Teams) have a face-to-face interaction with the instructor.

To ensure learners have access to information for them to successfully participate in the assessment process:

- All learners receive joining instructions in which the qualification for a QQI/PHECC/IOSH Award is clearly outlined. Links are provided to the relevant QQI awards specification or to PHECC education and training standard details.

- Learners should identify to staff any additional support needs when applying for a course.
- Learners are also made aware of the assessment process and course specific requirements by the instructor at induction. All critical assessment-related dates are highlighted at induction on Day 1 of the training course.
- Provision of assessment information including assessment and assignment brief.
- Learner handbook distributed to all learners, as required.
- We provide group briefing prior to each assessment activity and during the delivery of each course.
- Towards the end of the course, the instructor will take the class through the assessment process and answer any questions that the learners may have. Assessment and marking schemes are discussed with the learners as well as deadline dates for QQI accreditation and PHECC Instructor Assessments. Guidance on use of technology is also provided as required, if the exam is conducted online.
- PHECC course assessment is carried out using PHECC
- The instructor will provide feedback at the end of each assessment to the learner.
- Courses details on website include assessment details.

5.3 Submission of Assessment

The following applies to projects and written assignments:

- Assignment briefs are provided for all QQI and IOSH courses.
- Learners are advised to retain copies of their completed assignments.
- Projects and assignment should be submitted in word format.
- Learners are required to confirm in writing that all assessment work submitted is their own. When assessment evidence is being submitted, the learner is required to complete an assignment submission form containing this statement. Assignments are **not** accepted if they are not accompanied by the assignment submission form.
- Completed assignments must be emailed to **submissions@theclinstitute.ie** two weeks after the final day of the course, unless otherwise specified.
- Once assignments are received, they are checked by the Internal Verifier to ensure that all components of the work are complete. We will revert if there is additional information required.
- The training administrators keeps a record of all assessments submitted and these are logged to our learning management system. This record acts as the receipt system for learner work.
- Request for extensions to the submission deadline is described in section 4.5.
- Where assessments are being carried out at practical classes or demonstration of skills, these assessments will be recorded and periodically reviewed by Instructors, internally or by external examiner to ensure consistency of marking. Each learner will identify themselves on the videos as part of their introduction

- Exams that are conducted online are provided through a dedicated Airtable link and the submission is automated back to an Airtable data base. Cameras must always remain on during an online assessment.

5.4 Assignment Extension Request and non-submissions

In addition to direct support with programme content, we recognise that learners sometimes need help and guidance on administrative or personal issues e.g., delay an assignment because of sickness or cancel enrolment and postpone it to another date.

We recognise that exceptional circumstances may arise where learners may not be able to submit assessments/projects etc on the due date/attend an exam e.g., domestic crisis, death of a close relative. Where this arises, learners are asked to contact the Training Administrator directly to discuss the circumstances and apply for compassionate/special consideration. A process is in place to allow learners to apply for an extension to project and assignment deadlines without penalty.

Please send an email to support@theclinstitute.ie, we are happy to discuss any additional support you may require to assist you in successfully completing your course.

The initial extension is a two-week period. Request for longer extensions will be reviewed by the training administrator and escalated to the training manager as required.

Our training administrators will track the extension date and email the learner if the deadline has passed. **The maximum extension period will be 6 months after the course has been completed.**

When the learner does not submit their assignment and no request for an extension has been received, the learner will be emailed by the administrator and asked to formally request an extension. This gives the learner a further two weeks to submit.

If no response is received from the learner in 6 weeks after the end of the submission date (8 weeks after the course has ended), the learner should be emailed to inform them of the final deadline date or the learner will be recorded as a non-completion.

When there is no response from the learner, the individual learners will be recorded as non-completion with QQI.

5.5 Repeating an Assessment

Where a learner fails an assessment, or fails to avail of an assessment opportunity, they will be afforded a maximum of 1 repeat attempts, except where the programme validation states otherwise, as follows:

- Repeating an assessment must be agreed in advance, this is to be requested by email to support@theclinstitute.ie
- Learners may be asked to resubmit their assessment based on the feedback they have been given or given a new assessment task
- There will be a set timeframe within which the repeat assessment must be submitted which will be outlined in the course introduction.
- The CPL Institute will ensure that for examinations and skills demonstrations a different exam paper and brief are used.

- Typically, the repeat assessment period will be within 6 weeks of the final result being issued.
- Where a learner fails to achieve a pass mark of the assessment within the maximum number of repeat opportunities, they will not be permitted to progress further.
- Learners cannot repeat an assessment to improve their grade.

5.6 Assessment Result Approval

We ensure that results are fully quality assured and signed off by the Examination Board prior to submission to QQI.

Members of the Results Approval Panel

- Training Manager
- Quality and Compliance Manager
- Training Administrators

The Examination Board formally reviews and approves results data, confirming that our assessment results are fully quality assured and signed off prior to submission to the awarding body for certification and issuance to the learners.

A report of the meeting is prepared by the Chair and retained for auditing and monitoring purposes. The report includes:

The Panel highlights any issues identified and improvements recommended by the EA and required corrective action. The outcome of the results approval process is that results are submitted to QQI by the Quality Officer via the QBS who confirms that The CPL Institute has implemented all elements of the authentication process and adhered to all agreed procedures.

Results are issued to learners including results appeals information immediately on approval by the Examination Board. PHECC digital certificate portal.

Once the certificates are issued from QQI/PHECC or IOSH, they are scanned and saved to SharePoint. The QQI certificate and letter will be sent to the learner/client by post. NOTE: QQI awards are issued directly by QQI in a bimonthly cycle. Therefore, certificates may take **3 months** to be issued.

PHECC course awards are issued on completion of the internal verification and approval process. The digital certificate is issued directly by email.

5.7 Assessments Appeal Process:

Learners are informed about the process at begin of a course and our policy is available on the website.

Learner that are being registered for a QQI award are notified of their provisional results in advance of the final submission to QQI. Learners have 10 working days to appeal the result from when they receive their provisional results. If no requests for further information or appeal are received, the result learner's results are submitted to QQI, and the learner will be certified.

All learners (Including PHECC, IOSH and CPL Institute certified courses), if unsatisfied with the course, may make an informal appeal on the day of assessment. The instructor will provide the learner with feedback on the day and address any concerns.

A formal appeal, if required should be requested in writing stating the grounds for appeal. This is typically done by email.

If the learner wishes to see the assessor's feedback, we email out their relevant assessment material with the examiner's comments on the marking sheets.

5.8 Feedback to the Learner

Learner evaluation and feedback is one of the primary mechanisms to monitor our courses and identify ways to improve the quality and effectiveness of our courses and services. We have a structured process for feedback for improvement from learners for every course we deliver, including courses taught in a blended or fully online mode.

Instructor evaluation and feedback is an integral part of our commitment to high quality teaching and learning. Therefore, regular monitoring and evaluation is a fundamental element to our process of continuous quality improvement through collecting, collating and analysis of feedback from our instructors on courses.

These are review weekly by the Training Administrator Team, actions logged, and issues are escalated as required. A report of feedback is requested from learners and clients is supplied to all instructors monthly. This provides insights into performance and area of good/poor practice.

Learners can complete their feedback via a Learner Feedback link on our website www.thecplinstitute.ie or via a QR code provided by the instructor.

COURSE FEEDBACK



5.9 Consistency of Marking and Cross moderation

We have systems in place to ensure that there is consistency in marking and grading across assessments and that lecturers are marking and grading in line with national standards. To ensure the quality and consistency of our assessment grading practices we apply the following:

- We address marking and grading at instructor induction.
- We may request written assignments to be corrected/graded by an instructor that did not deliver the course.
- Cross moderation/second marking maybe carried out of a sample across a range of learners and assessors.
- If the assessor identifies a material difference in the standard of marking greater than 5%, the lead assessor has the authority to alter the mark awarded.
- If significant differences are identified on a consistent basis, further remedial actions may be actioned, e.g., further training, coaching etc.

- We have detailed marking schemes including assessment criteria in place for all courses, which shows clearly how the learner evidence is to be marked and graded. These are reviewed and updated in line with our course's reviews.
- Assessment briefs, examination papers, model answers and marking schemes are devised by the Subject Matter Expert and signed off by the Training Manager. Our detailed marking schemes are based on the validated Assessment Plans.
- Marking and grading on new courses or by new instructors are subject to cross-moderation.
- The Internal Verifier reviews each instructor's marking and grading to ensure consistency across the board and observations are recorded in an Internal Verification Report. Any instances of inconsistent marking are communicated to the Training Manager.
- We ask our External Authenticator to record any observations in relation to inconsistencies in marking in the External Authentication Report. If the External Authenticator has any concerns in this regard, they are discussed at the Examination Board meeting and a decision is made about corrective action.

Appendix 1 - Intellectual Property and Copyright Policy

Purpose: This policy aims to establish guidelines for the ownership, use, commercialisation of, and distribution of intellectual property (IP) created in the context of all content including blended and fully online learning at The CPL Institute. The policy seeks to protect the rights of faculty, students, and the institution while fostering innovation and collaboration.

Scope: This policy applies to all Instructors, staff, and learners involved in the creation, use, or distribution of educational materials including blended and fully online learning, including but not limited to lecture content, course materials, multimedia resources, and assessments.

IP is the tangible or intangible results of development, teaching, or other intellectual activity. It may be created by faculty, and other staff, by learners and by other relevant parties such as contractors and consultants.

Types of IP may include patents, copyright (including: - teaching materials and learning content, etc.), trademarks, designs, domain names, software algorithms and code (as a special case of copyright), data, databases, confidential information and know-how and specialist types of IP protection.

Ownership of Intellectual Property

CPL Institute-Created Materials

- All Intellectual Property Rights created, invented or discovered by staff (including contracted instructors) whether alone or with any other person at any time in the course of and during the continuance of their employment with the CPL Institute shall belong to, vest in and be the absolute sole and unencumbered property of the The CPL Institute, excluding any specific projects undertaken by the staff where the Company has consented (in writing) that any Intellectual Property Rights in the project and work associated with it shall remain the property of the staff member (such consent not to be unreasonably withheld).
- The staff hereby undertakes in relation to such Intellectual Property Rights to assign by way of present assignment all current and future Intellectual Property Rights to which this clause applies and acknowledges that, save as provided in this Agreement no further remuneration or compensation is or may become due to the Employee in respect of their performance of their obligations. Where the design, development, or dissemination of an educational resource by a person who is not an employee involves Significant Use of CPL Institute Resources then ownership rests with The CPL Institute. This includes curricular or pedagogical design that occurred through the CPL Institute or where a course has been accredited / validated by the CPL Institute.
- Staff members retain ownership of original teaching materials they create for blended/fully online learning unless:
 - The materials were developed as part of a specific institutional project or contract.
 - Substantial institutional resources (e.g., funding, specialized software, or technical support) were provided.

Student-Created Work

- The CPL Institute recognises that learners retain intellectual property rights to the work that they have exclusively created, subject to The CPL Institute's rights and responsibilities in relation to that material, in particular in relation to assessment, certification, course review and institutional review requirements. In addition, The CPL Institute's right to reproduce and distribute a learner's work is contained in the Irish Copyright Act 2000 (and amendments). This Act is available here: <https://www.oireachtas.ie/documents/bills28/acts/2000/a2800.pdf>
- Students retain ownership of the intellectual property they create as part of their coursework unless the work:
 - Is developed as part of a collaborative project funded or guided by the institution.
 - Incorporates significant institutional resources or proprietary content.

Institutional Contributions Materials created collaboratively or with substantial institutional support will have shared ownership between the creator(s) and the institution. Specific agreements should outline terms of use and ownership.

Licensing and Use

Institutional Rights: The institution reserves a non-exclusive, royalty-free license to use faculty- or student-created materials for educational purposes within the institution, provided such use is properly credited and aligns with the original intent of the creators.

External Use: Any external sharing or commercial use of educational materials developed for blended/fully online learning requires prior written consent from the creators and, where applicable, the institution.

Attribution and Acknowledgment: Creators must be credited appropriately for their work in all instances of use or distribution. Any adaptation or modification of materials must also acknowledge the original creators.

Resolution of Disputes: Disputes regarding intellectual property ownership or usage will be addressed through mediation facilitated by the institution. Final decisions rest with the

Periodic Review: This policy will be reviewed periodically to ensure it remains aligned with legal standards and the evolving needs of blended/fully online learning practices.

Procedure

Identification: In order to understand the copyright obligations that govern use of a text it can be helpful to follow the following steps. These steps are like those used when checking for a reference.

- When using hard copy documents, check the document carefully for copyright information.
- When using online resources, scan the sites for details of a copyright policy. This may be located at the top or bottom of the home page.
- Look for a Creative Commons licence on the site. Creative Commons (CC) license is a public copyright licenses that enable the free distribution of an otherwise copyrighted text. A CC license is used when an author wants to give other people the right to share, use, and build upon a work that the author has created. This may mean that the material can be used for educational purposes without written permission.
- If there is no obvious copyright policy, they try Google. Enter the organisation’s name and ‘copyright policy’ into Google. If the copyright information cannot be found then it is best to assume that the work is copyrighted, and act accordingly
- Copyright is a legal identification of the rights of a creator of work. It is important also to consider the ethics of use. These ethics have been codified and introduced in Ireland as a result of European Directives aimed at harmonising copyright law throughout the European Union in the Copyright & Related Rights Act, 2000. These principles apply in relation to all use – such as referencing and citing the works of others in academic writing:
 - The Paternity Right, which is the right to be identified as the author of the work
 - The Integrity Right, which is the right to prevent mutilation, distortion or other derogatory alteration of the work which would prejudice the artists’ reputation
 - The Right of False Attribution, which is the artists right not to have a work falsely attributed to them
- There are some exceptions to copyright. Generally fair usage and educational usage have some leniency with strict copyright requirement

Contact Information Questions or concerns regarding this policy should be directed to support@theclinstitute.ie.

Appendix 2 - Child Safeguarding and Work Placement Protection Policy

The CPL Institute are committed to safeguarding the well-being of children and young persons and vulnerable adults who are participating in training courses either in person, blended or fully online or residents where learners are completing a work placement.

These procedures aim to reflect national legislation, guidelines and best practice for the protection and welfare of Children and Young People and vulnerable adults. To this end, we adhere to the Children First Act 2015 and Children First: National Guidance for the Protection and Welfare of Children and all associated guidelines, as well as Safeguarding Vulnerable Persons at Risk of Abuse: National Policy and Procedures, published by the Health Service Executive.

Safeguarding Policy

- Our priority to ensure the welfare and safety of every child and young person who attends our service is paramount
- We are committed to upholding the rights of every child, young person and vulnerable adult who attends our service, including the rights to be kept safe and protected from harm, listened to and heard
- These procedures are for use of any learner/Instructor/staff member, that may want to report any concerns in respect of the protection of a child, young person or vulnerable adult. It specifies the actions and behaviours required by Instructors when dealing with Children/Young People and in the reporting of suspected child/young/vulnerable person abuse/neglect.
- It also provides a code of conduct applicable in respect of dealings with Children or Young People and sets out the reporting requirements in cases of suspected abuse of a child/young/vulnerable person in The CPL Institute or associated work placements. This duty applies to all management, staff, learners, Instructors and others contracted in by the company.
- The CPL Institute commits to a written assessment of risk of harm to children while availing of the service, and the measures that will be taken to manage any identified risks.
- Responsible Named Persons – these will be specified in role requirement as required to ensure we are meeting our responsibilities under Children First legislation and Children First: National Guidance for the Protection and Welfare of Children.
- The CPL Institute commitment to reviewing our guiding principles and child safeguarding procedures at least every two years, or sooner if necessary due to service issues or changes in legislation or national policy.

Scope

While most persons studying, working and using the facilities of The CPL Institute are adults, it is acknowledged that there may be learners on courses that are under the age of 18 or learners

on certain courses that interact with children and/or vulnerable adults as part of their training. These may also be learners under this scope on PHECC approved training courses booked through external faculty affiliates or attend through a corporate client requests.

Under the Child Care Act 1991, any person under 18 years of age is considered a child and should be protected under Children First, the National Child Protection guidelines. Categories of such persons include:

- Registered learners who are not yet 18 years of age.
- Children and vulnerable adults who interact with learners, staff and Instructors on work placement or during work placement visits.

Learners are responsible for informing themselves of the requirements under this policy and registration as a learner is considered confirmation of participation with the policy.

Our booking process entails a confirmation if person in these categories is to attend a course. When identified as a requirement, it is at the discretion of The CPL Institute if the course booking is confirmed, and the course scheduled. In the case that the booking is confirmed the above procedure including garda vetting will be applied.

The CPL Institute commits to:

- A Named person is appointed to lead the development of guiding principles and child safeguarding procedures and for ensuring that policies and procedures are consistent with best practice. The CPL Named Person delegated responsibilities are assigned to the Quality and Compliance Manger and overall responsibility for ensure we have a statement and procedures in place is held by the Associate Director.
- Under the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 all people working with children and vulnerable adults are required to undergo vetting. Our organisation must vet applicants and Instructors who will be working directly with children with the National Vetting Bureau prior to appointment and commencement of work.

Vetting and training requirement

The National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and Children First Act 2015 provide a statutory basis for the vetting of persons.

- The CPL Institute will ensure that all management and staff who are involved in the provision of designated courses where they will meet children or vulnerable adults, will undergo Garda Vetting as is required by current policy and legislation. Garda vetting cannot be applied for on a personal basis.
- The CPL Institute will ensure that all staff who are involved in the provision of designated courses where they will meet children, or vulnerable adults will receive child protection awareness instruction and a briefing on The CPL Institute's Safeguarding and Protection Policy.

Appendix 3 - Glossary of Terms

- **Access:** Refers to a learner's ability to avail of appropriate opportunities to enter and succeed in courses leading to awards, with recognition of learning already achieved
- **Blended Learning:** refers to a type of course where teaching, learning and assessment occur using a mix of on-site and online learning, with the online components taking place synchronously, asynchronously, or in combination
- **Credit:** A measure by which diverse learning achievements can be recognised; credit systems complement the Framework and the achievement of awards. Opportunities for credit accumulation enhance recognition of learning.
- **eLearning:** Short for electronic learning. This is where the learner has access to material from their course though the internet with the support of digital tools. This generally occurs outside of the traditional face-to-face centre
- **Evidence:** Material generated by the application of a procedure which demonstrates its effectiveness
- **Faculty:** refers to members of the PHECC faculty as described in the PHECC Teaching faculty framework, 2015.
- **Further Education:** Education and training other than primary or post primary or higher and Training: education and training.
- **Fully Online:** Learning refers to a type of course where all teaching occurs entirely online, either synchronously or asynchronously, or in combination. Importantly, learners can complete their course of study from a distance with no in-person or on-site requirements.
- **Learner:** A person who is acquiring or who has acquired knowledge, skill or competence
- **Major award:** This award type is the principal class of awards made at each level of the National Framework of Qualifications. At most levels, such award types capture a typical range of achievements at the level.
- **Minor Award:** This award type provides recognition for learners who achieve a range of learning outcomes, but not the specific combination of learning outcomes required for a major award. This recognition will have relevance.
- **Monitor:** A person who verifies that quality assurance procedures are being implemented as agreed. The monitor may be working on behalf of the provider (local monitoring) or QQI (national monitoring).
- **National Framework:** The single nationally and internationally accepted entity through which all learning Of Qualifications: Achievements may be measured and related to each other in a coherent way, and which defines the relationship between all education and training awards. The Framework has 10 levels, reflecting all learning from introductory to doctorate levels.
- **Peer review:** The involvement in self-evaluation of a Course of a person from another provider, in further or higher education and training, capable of giving an informed view on the success of the Course and able to contribute to its improvement.

- **Course:** A learning experience designed and offered by a provider, within the state, based on predetermined national standards and leading to a QQI award
- **Course Review:** The process whereby the provider reflects on its Course(s) to ensure its continued relevance. A review will be conducted more frequently but less formally and on a smaller in scale than a Course self-evaluation. The findings of reviews will contribute to a self-evaluation.
- **Progression:** Refers to a learner's ability to move to another course leading to an award at a higher level of the Framework/PHECC approved courses, having received recognition for knowledge, skill or competence acquired
- **Provider:** A person who provides, organises, or procures a Course of education and training
- **Quality Assurance:** The system(s) put in place by a provider to maintain and improve the quality of its course(s)
- **QQI Award:** That which is conferred, granted or given by an awarding body and which records that a learner has acquired a standard of knowledge, skill or competence.
- **QQI Award Type:** Refers to a class of named awards sharing common features and level. These include Major, Minor, Supplemental and Special Purpose award types. Different award types reflect different purposes of award and allow for the recognition of all learning achievement.
- **RPL Recognition of Prior Learning** i.e., recognition of learning that has taken place but not necessarily been assessed or measured prior to entering a Course. Such prior learning may have been acquired through formal, non-formal or informal routes.
- **Self-Evaluation:** The process whereby a provider, with the involvement of learners and an external evaluator, evaluates the quality of its course(s) and services. The findings of self-evaluation will be published in a standard format.
- **Special purpose:** This award type is made for specific, relatively narrow; purposes award often for certification of competence in specific occupational areas.
- **Supplemental Award:** This award type is for learning which is additional to a previous award. They could, for example, relate to updating and refreshing knowledge or skills, or to continuing professional development.
- **Transfer:** Refers to a learner's ability to move from one course leading to an award to another, including at the same level of the Framework, having received recognition for knowledge, skill or competence acquired
- **Validation:** The process through which QQI evaluates a course of education and training, to ensure that the proposed course provides the learner with the opportunity to reach the standards of the award to which the course is intended to lead.