

# Educator/EA Guidelines for the achievement of MIMLOs in City of Dublin FET Colleges (2026) - v1.3



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## Introduction

This guide explains how City of Dublin FET College defines learner eligibility for certification, in line with Section 11d of the updated 27 module descriptors (September 2025). It also provides practical examples to help educators and external authenticators (EAs) apply this definition consistently across different modules and assessment situations within City of Dublin FET Colleges.

**Section 11d statement** (*As per ETBI and as stated in the module descriptors for all the 27 updated modules – issued Sept 2025*)

### ***‘Learners are eligible for certification when they have demonstrated the achievement of all MIMLOs***

#### **2026 - City of Dublin FET approach to meet section 11d:**

In order to be eligible for certification the learner must:

Achieve a minimum of 50% (a pass) of the overall combined marks for the module **and** (A or B)

a) Achieve a minimum of 50% (a pass) in each of the assessment techniques used in the module (e.g., examinations, continuous assessment, collection of work, skills demonstration).

**OR**

b) Demonstrate achievement of the relevant MIMLOs through alternative evidence, which may include:

- o Evidence generated elsewhere within the module, or
- o Evidence sourced from a different module, where appropriate and verifiable.

If using method **b** to demonstrate the achievement of the MIMLO/s the educator should provide information as to where the evidence is located (e.g. exam in 5N2006 nutrition module)

## Competency Gap - Definition:

A **competency gap** occurs when:

- a learner achieves an overall mark of 50% or higher,  
**but**
- has not demonstrated competence in one or more MIMLOs

## Transitional Arrangements (2026)

For **2026, Route A** is in place as a **temporary transitional measure** to support educators in adapting to the requirement for full MIMLO achievement. From **2027 onwards**, all learners must meet the full requirements outlined below.

## Key Requirements for Certification (Jan 2027 onwards – Route A will no longer exist)

To achieve certification, learners must:

1. Achieve an overall module mark of greater than or equal to 50%,  
**AND**
2. Demonstrate competence in all MIMLOs

Demonstrating competence in **all MIMLOs** is a mandatory requirement of the award standard (Section 11d of the module descriptors).

- If the overall module mark is greater than or equal to 50% and competence is demonstrated in all MIMLOs → Pass
- If the overall module mark is greater than or equal to 50% **but** competence is not demonstrated in any MIMLO → **a competency gap remains** and the learner cannot pass, regardless of overall mar

## When Competence Is Not Fully Demonstrated

If a learner has not demonstrated competence through module assessments:

- Additional evidence may be considered at **Exam Board or Results Approval Process (RAP)** stage
- If competence is still not demonstrated, the learner:
  - is **not eligible to pass the module**, and
  - must be recorded as **UNSUCCESSFUL in QBS**

*(Note: This scenario may be more prevalent for learners seeking June certification for Round Zero offers. In centres where learners are not subject to such time constraints, management may opt to defer submission until the next certification period, allowing the learner time to demonstrate competence through resubmission).*

## Recording Results in QBS (2026 – Competency Gap Cases – see students 5 in the below Case Studies)

**Where a competency gap arises:**

- The learner's result must be amended to **49%** to generate an **UNSUCCESSFUL** outcome in QBS, enabling access to the appeals process
- Centres must issue supplementary information with results, clearly identifying the MIMLO(s) not sufficiently evidenced
- Centres should flag and manage these cases internally, ensuring those handling appeals are fully informed of the basis for the decision

## Supporting Teacher Judgement – Rubric

This guide includes a 'MIMLO Achievement Rubric' to support teachers in making consistent, fair, and evidence-based judgements when determining whether a learner has demonstrated competence in a MIMLO.

The rubric:

- ❖ provides a clear, shared framework for decision-making
- ❖ supports internal verification, external authentication, and appeals
- ❖ applies specifically to Route B decisions (2026) and future full MIMLO achievement requirements

### *RUBRIC: MIMLO Achievement*

This rubric supports teachers in making consistent, fair, and evidence-based judgements when determining whether a learner has achieved a MIMLO under Route B (2026). It provides a clear, shared framework to guide professional judgement, ensure alignment with expected standards, and support transparency for internal verification, external authentication, and appeals.

#### **Decision Rule**

A MIMLO is deemed achieved only where all three criteria (Relevance, Sufficiency, and Quality) are met.

If any criterion is not met, the MIMLO is **not achieved**, and a competency gap remains.

Criteria	Achieved	Not Achieved
Relevance	Evidence clearly aligns to the MIMLO	Evidence does not align or is unclear
Sufficiency	Enough evidence to demonstrate competence across the MIMLO	Insufficient or incomplete evidence
Quality (Level Standard)	Work is fit for purpose and meets expected level (e.g. Level 5/6)	Work is below standard, inconsistent, or contains significant errors

Educators make a holistic, evidence-based judgement guided by the criteria above. Evidence may be drawn from module assessment and/or other validated programme modules, where relevant to the MIMLO. Evidence must be meaningful and demonstrable; minimal or superficial evidence is not sufficient to meet the standard.

## Worked Example Case Studies - Module: Communications 5N0690

	Results for EAs								Centre QBS Input	
Student Name	CofW Mark (Out of 50)	SD Mark (Out of 50)	Combined Total Marks	CofW ≥ 50% (Pass)	SD ≥ 50% (Pass)	MIMLOs achieved through route A or B?	If B, source of alternative MIMLO evidence	Eligible for certification	Entered into QBS as	2026 City of Dublin ETB QBS approach
Student 1	28	28	56	Yes	Yes	A	-	Yes	56% = Pass	No change - As per previous years
Student 2	22	20	42	No	No	Not applicable	-	No	42% = Unsuccessful	No change - As per previous years
Student 3	43	22	65	Yes	No	B	MIMLOs 1,2,3,4 sufficiently demonstrated through the Oral Presentation and One-to-One discussion (See SD portfolio)	Yes	65% = Merit	No change - As per previous years
Student 4 *	26	25	51	Yes	Yes	A*	*	Yes	51% = Pass	No change - As per previous years
Student 5	48	6	54	Yes	No	No	No evidence available	No	49% = Unsuccessful	<b>NEW:</b> Competency gap remains. If going for certification in this certification period enter the learner's mark as <b>49%</b> to ensure an

							to meet MIMLOs			UNSUCCESSFUL outcome in QBS is generated, enabling the learner to initiate an appeal, if desired.
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★ Abbreviations: CofW = Collection of Work SD = Skills Demonstration QBS = QCI Business System (QCI certification platform)

**Student 1:** Combined overall mark is greater than or equal to 50%. Achieved greater than or equal to 50% in both techniques; MIMLOs 1–6 evidenced. **Eligible (Route A).**

**Student 2:** Combined overall mark is less than 50%. Achieved less than 50% in both assessment techniques. **Not eligible for certification.**

**Student 3:** Combined overall mark is greater than or equal to 50%. Achieved mark greater than 50% in CofW; less than 50% in SD. MIMLO competence demonstrated sufficiently across other verifiable module tasks. **Eligible (Route B).** (This [RUBRIC: MIMLO Achievement](#) is designed to help educators determine if MIMLO evidence is sufficient in cases such as this).

**Student 4:** Combined overall mark is greater than or equal to 50%. Achieved greater than or equal to 50% in both techniques. **Eligible (Route A) (2026).** \* **Note:** On closer review, MIMLO 1 evidence was not handed up within the Comms 5N0690 assessed tasks and therefore not achieved. For 2026, this learner remains eligible under Route A (combined mark  $\geq 50\%$  and  $\geq 50\%$  in each technique). However, from 2027 onward, in a similar scenario, verifiable evidence of MIMLO 1 must be provided (via Route B from within this module or from an appropriate alternative source), and the source/location must be recorded in the portfolio.

**Student 5: (Not eligible for certification under Route A or Route B – MIMLOs missing - competency gap remains)**

The learner achieved a combined overall mark greater than or equal to 50%, however, they obtained greater than or equal to 50% in only one assessment technique and are therefore not eligible under Route A.

In addition, there is insufficient or missing evidence for MIMLOs 2 and 3 – sufficient verifiable evidence of competence around these MIMLOs must be obtained from alternative modules or formal assessments for the learner to become eligible under Route B. **In the case of this student there is no sufficient alternative evidence available to become eligible under route B for certification - the competency gap still remains - and the student must be deemed as UNSUCCESSFUL.**

**QBS Implications and 2026 Approach (where a competency gap remains – i.e. student 5 above)**

- The learner’s result must be amended to 49% to ensure an **UNSUCCESSFUL outcome in QBS**, to enable the learner access to the appeals process.
- Centres must issue **supplementary information with results**, clearly identifying the MIMLOs that were not sufficiently evidenced.

- Centres should **flag and manage these cases internally**, ensuring that those handling any appeal are fully informed of the basis for the decision.

## Detailed Results – Communications 5N0690

### STUDENT 1 Results:

Communications 5N0690	Sample Learner Marking Sheet 1: Collection of Work - 50%
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Learner Name: Student 1 Learner Group: BUSINESS ADMINISTRATION

Assessment Criteria	Weighting: 50%		
Structured Written Piece (Part A) – 10 marks	MIMLOs	Maximum Mark	Learner Mark
• Content & Research	1,5,6	4	3
• Writing Quality & Clarity	5,6	3	1
• Referencing & Source Use	6	3	2
<b>Total - Part A</b>		<b>10</b>	<b>6</b>
Functional Writing (Part B) – 15 marks			
• Content & Structure	5,6	6	3
• Writing Quality	6	4	2
• Formatting & Presentation	6	3	1
• Evidence of Drafting	5	2	1
<b>Total – Part B</b>		<b>15</b>	<b>7</b>
Personal Expression (Part C) – 10 marks			
• Depth & Insight	4,5	5	2

• Style & Expression	5	3	2
• Structure & Coherence	5	2	2
<b>Total – Part C</b>		<b>10</b>	<b>6</b>
<b>Reading and Interpretation (Part D) – 5 marks</b>			
• Comprehension & Interpretation	5	3	1
• Engagement & Reflection	5	1	0.5
• Clarity & Expression	5	1	0.5
<b>Total – Part D</b>		<b>5</b>	<b>2</b>
<b>Media Literacy Task (Part E) – 10 marks</b>			
• Understanding and Explanation	1,5	5	3
• Use of Examples	5	3	2
• Presentation and Clarity	5	2	1
<b>Total – Part E</b>		<b>10</b>	<b>6</b>
<b>Total Mark – Collection of Work</b>		<b>50</b>	<b>28</b>

<b>Communications 5N0690</b>	<b>Sample Learner Marking Sheet 2: Skills Demonstration- 50%</b>
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Learner Name: Student 1 Learner Group: BUSINESS ADMINISTRATION

Assessment Criteria	Weighting: 50%		
Oral Presentation (Part A) – 15 marks	MIMLOs	Maximum Mark	Learner Mark
• Content & Relevance	2,4	4	3
• Digital Literacy & Visual Communication	1,3	4	2

• Verbal & Non-Verbal Communication	2,3	4	2
• Audience Engagement and Q&A	2,4	3	1
<b>Total - Part A</b>		<b>15</b>	<b>8</b>
<b>One-On-One Conversation (Part B) – 15 marks</b>			
• Clarity & Professionalism	2,4	4	3
• Listening & Responsiveness	2,4	4	3
• Verbal & Non-Verbal Communication	2,3	4	3
• Confidence & Persuasion	2,4	3	2
<b>Total – Part B</b>		<b>15</b>	<b>11</b>
<b>Group Meeting / Discussion Panel (Part C) – 15 marks</b>			
• Active Participation	2	5	2
• Listening and Responding	4	5	2
• Meeting Etiquette	3	5	2
<b>Total – Part C</b>		<b>15</b>	<b>6</b>
<b>Reflection (Part D) – 5 marks</b>			
• Depth of Reflection	2,4	2	1
• Application of Digital Literacy	1,3	1	1
• Clarity & Organisation	2	1	0.5
• Self-Assessment and Future Growth	4	1	0.5
<b>Total – Part D</b>		<b>5</b>	<b>3</b>
<b>Total Mark - Skills Demonstration Assessment</b>		<b>50</b>	<b>28</b>

### Conclusion – Student 1

This is a straightforward case. The learner achieved a combined overall mark of greater than 50%, with greater than 50% attained in both assessment techniques (Collection of Work: 28/50; Skills Demonstration: 28/50), resulting in a total of 56/100. All MIMLOs (1–6) have been sufficiently evidenced across the assessments, and no alternative evidence was required. **The learner is therefore eligible for certification under Route A.**

### STUDENT 2 Results:

<b>Communications 5N0690</b>	<b>Sample Learner Marking Sheet 1: Collection of Work - 50%</b>
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Learner Name: Student 2 Learner Group: BUSINESS ADMINISTRATION

Assessment Criteria	Weighting: 50%		
Structured Written Piece (Part A) – 10 marks	MIMLOs	Maximum Mark	Learner Mark
• Content & Research	1,5,6	4	1
• Writing Quality & Clarity	5,6	3	1
• Referencing & Source Use	6	3	1
<b>Total - Part A</b>		<b>10</b>	<b>3</b>
Functional Writing (Part B) – 15 marks			
• Content & Structure	5,6	6	2
• Writing Quality	6	4	1
• Formatting & Presentation	6	3	1
• Evidence of Drafting	5	2	1
<b>Total – Part B</b>		<b>15</b>	<b>5</b>
Personal Expression (Part C) – 10 marks			

• Depth & Insight	4,5	5	2
• Style & Expression	5	3	2
• Structure & Coherence	5	2	2
<b>Total – Part C</b>		<b>10</b>	<b>6</b>
<b>Reading and Interpretation (Part D) – 5 marks</b>			
• Comprehension & Interpretation	5	3	1
• Engagement & Reflection	5	1	0.5
• Clarity & Expression	5	1	0.5
<b>Total – Part D</b>		<b>5</b>	<b>2</b>
<b>Media Literacy Task (Part E) – 10 marks</b>			
• Understanding and Explanation	1,5	5	3
• Use of Examples	5	3	2
• Presentation and Clarity	5	2	1
<b>Total – Part E</b>		<b>10</b>	<b>6</b>
<b>Total Mark – Collection of Work</b>		<b>50</b>	<b>22</b>

<b>Communications 5N0690</b>	<b>Sample Learner Marking Sheet 2: Skills Demonstration- 50%</b>
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Learner Name: **Student 2** Learner Group: BUSINESS ADMINISTRATION

Assessment Criteria	Weighting: 50%		
Oral Presentation (Part A) – 15 marks	MIMLOs	Maximum Mark	Learner Mark
• Content & Relevance	2,4	4	0

• Digital Literacy & Visual Communication	1,3	4	0
• Verbal & Non-Verbal Communication	2,3	4	0
• Audience Engagement and Q&A	2,4	3	0
<b>Total - Part A</b>		<b>15</b>	<b>0 (not done)</b>
<b>One-On-One Conversation (Part B) – 15 marks</b>			
• Clarity & Professionalism	2,4	4	3
• Listening & Responsiveness	2,4	4	3
• Verbal & Non-Verbal Communication	2,3	4	3
• Confidence & Persuasion	2,4	3	2
		<b>15</b>	<b>11</b>
<b>Group Meeting / Discussion Panel (Part C) – 15 marks</b>			
• Active Participation	2	5	2
• Listening and Responding	4	5	2
• Meeting Etiquette	3	5	2
<b>Total – Part C</b>		<b>15</b>	<b>6</b>
<b>Reflection (Part D) – 5 marks</b>			
• Depth of Reflection	2,4	2	1
• Application of Digital Literacy	1,3	1	1
• Clarity & Organisation	2	1	0.5
• Self-Assessment and Future Growth	4	1	0.5
<b>Total – Part D</b>		<b>5</b>	<b>3</b>
<b>Total Mark - Skills Demonstration Assessment</b>		<b>50</b>	<b>20</b>

### Conclusion – Student 2

The learner achieved a combined overall mark of less than 50% and attained less than 50% in both assessment techniques. As a result, the learner does not meet the minimum requirements for certification and is not eligible for certification.

At this stage, it is assumed that educators have made all reasonable efforts to support the learner in achieving a pass. Despite these efforts, the learner has not met the required standard. The learner is therefore not eligible for certification and must be recorded as **UNSUCCESSFUL**.

### STUDENT 3 Results:

<b>Communications 5N0690</b>	<b>Sample Learner Marking Sheet 1: Collection of Work - 50%</b>
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Learner Name: Student 3 Learner Group: BUSINESS ADMINISTRATION

Assessment Criteria	Weighting: 50%		
Structured Written Piece (Part A) – 10 marks	MIMLOs	Maximum Mark	Learner Mark
• Content & Research	1,5,6	4	4
• Writing Quality & Clarity	5,6	3	2
• Referencing & Source Use	6	3	2
<b>Total - Part A</b>		<b>10</b>	<b>8</b>
Functional Writing (Part B) – 15 marks			
• Content & Structure	5,6	6	5.5
• Writing Quality	6	4	3.5
• Formatting & Presentation	6	3	3
• Evidence of Drafting	5	2	2
<b>Total – Part B</b>		<b>15</b>	<b>14</b>

<b>Personal Expression (Part C) – 10 marks</b>			
• Depth & Insight	5	5	4.5
• Style & Expression	5	3	2.5
• Structure & Coherence	5	2	1.5
<b>Total – Part C</b>		<b>10</b>	<b>8.5</b>
<b>Reading and Interpretation (Part D) – 5 marks</b>			
• Comprehension & Interpretation	5	3	3
• Engagement & Reflection	5	1	0.5
• Clarity & Expression	5	1	0.5
<b>Total – Part D</b>		<b>5</b>	<b>4</b>
<b>Media Literacy Task (Part E) – 10 marks</b>			
• Understanding and Explanation	1,5	5	4.5
• Use of Examples	5	3	2.5
• Presentation and Clarity	5	2	1.5
<b>Total – Part E</b>		<b>10</b>	<b>8.5</b>
<b>Total Mark – Collection of Work</b>		<b>50</b>	<b>43</b>

<b>Communications 5N0690</b>	<b>Sample Learner Marking Sheet 2: Skills Demonstration- 50%</b>
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Learner Name: Student 3 Learner Group: BUSINESS ADMINISTRATION

Assessment Criteria	Weighting: 50%		
Oral Presentation (Part A) – 15 marks	MIMLOs	Maximum Mark	Learner Mark

• Content & Relevance	2,4	4	3
• Digital Literacy & Visual Communication	1,3	4	3
• Verbal & Non-Verbal Communication	2,3	4	3
• Audience Engagement and Q&A	2,4	3	2
<b>Total - Part A</b>		<b>15</b>	<b>11</b>
<b>One-On-One Conversation (Part B) – 15 marks</b>			
• Clarity & Professionalism	2,4	4	3
• Listening & Responsiveness	2,4	4	3
• Verbal & Non-Verbal Communication	2,3	4	3
• Confidence & Persuasion	2,4	3	2
<b>Total – Part B</b>		<b>15</b>	<b>11</b>
<b>Group Meeting / Discussion Panel (Part C) – 15 marks</b>			
• Active Participation	2	5	0
• Listening and Responding	4	5	0
• Meeting Etiquette	3	5	0
<b>Total – Part C</b>		<b>15</b>	<b>0</b>
<b>Reflection (Part D) – 5 marks</b>			
• Depth of Reflection	2,4	2	0
• Application of Digital Literacy	1,3	1	0
• Clarity & Organisation	2	1	0
• Self-Assessment and Future Growth	4	1	0
<b>Total – Part D</b>		<b>5</b>	<b>0</b>

<b>Total Mark - Skills Demonstration Assessment</b>	<b>50</b>	<b>22</b>
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### Conclusion – Student 3

A case like this is new for 2026. The learner achieved a combined overall mark of greater than or equal to 50%, with a pass in the Collection of Work but not in the Skills Demonstration, and is therefore not eligible under Route A.

The learner has left out two tasks in the Skills Demonstration that were aligned to MIMLOs 1, 2, 3, 4 - however, the educator has deemed the competence across these 4 MIMLOs to be sufficiently demonstrated through the other Skills Demo tasks (Oral Presentation and One-on-One conversation). (This [RUBRIC: MIMLO Achievement](#) is designed to help educators determine if MIMLO evidence is sufficient for cases such as this). Based on the sufficient evidence available, the learner meets the requirements for Route B. **The learner is therefore eligible for certification under Route B.**

### STUDENT 4 Results:

<b>Communications 5N0690</b>	<b>Sample Learner Marking Sheet 1: Collection of Work - 50%</b>
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Learner Name: Student 4 Learner Group: [BUSINESS ADMINISTRATION](#)

Assessment Criteria	Weighting: 50%		
Structured Written Piece (Part A) – 10 marks	MIMLOs	Maximum Mark	Learner Mark
• Content & Research	1,5,6	4	0
• Writing Quality & Clarity	5,6	3	0
• Referencing & Source Use	6	3	0
<b>Total - Part A</b>		<b>10</b>	<b>0</b>
Functional Writing (Part B) – 15 marks			
• Content & Structure	5,6	6	5.5
• Writing Quality	6	4	3.5
• Formatting & Presentation	6	3	2.5

• Evidence of Drafting	5	2	2
<b>Total – Part B</b>		<b>15</b>	<b>13.5</b>
<b>Personal Expression (Part C) – 10 marks</b>			
• Depth & Insight	4,5	5	4
• Style & Expression	5	3	2
• Structure & Coherence	5	2	2
<b>Total – Part C</b>		<b>10</b>	<b>8</b>
<b>Reading and Interpretation (Part D) – 5 marks</b>			
• Comprehension & Interpretation	5	3	2.5
• Engagement & Reflection	5	1	1
• Clarity & Expression	5	1	1
<b>Total – Part D</b>		<b>5</b>	<b>4.5</b>
<b>Media Literacy Task (Part E) – 10 marks</b>			
• Understanding and Explanation	1,5	5	0
• Use of Examples	5	3	0
• Presentation and Clarity	5	2	0
<b>Total – Part E</b>		<b>10</b>	<b>0</b>
<b>Total Mark – Collection of Work</b>		<b>50</b>	<b>26</b>

<b>Communications 5N0690</b>	<b>Sample Learner Marking Sheet 2: Skills Demonstration- 50%</b>
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Learner Name: Student 4 Learner Group: BUSINESS ADMINISTRATION

Assessment Criteria	Weighting: 50%		
Oral Presentation (Part A) – 15 marks	MIMLOs	Maximum Mark	Learner Mark
• Content & Relevance	2,4	4	0
• Digital Literacy & Visual Communication	1,3	4	0
• Verbal & Non-Verbal Communication	2,3	4	0
• Audience Engagement and Q&A	2,4	3	0
<b>Total - Part A</b>		<b>15</b>	<b>0</b>
One-On-One Conversation (Part B) – 15 marks			
• Clarity & Professionalism	2,4	4	3
• Listening & Responsiveness	2,4	4	3
• Verbal & Non-Verbal Communication	2,3	4	3
• Confidence & Persuasion	2,4	3	2
<b>Total – Part B</b>		<b>15</b>	<b>11</b>
Group Meeting / Discussion Panel (Part C) – 15 marks			
• Active Participation	2	5	4
• Listening and Responding	4	5	4
• Meeting Etiquette	3	5	4
<b>Total – Part C</b>		<b>15</b>	<b>12</b>
Reflection (Part D) – 5 marks			
• Depth of Reflection	2,4	2	1
• Application of Digital Literacy	1,3	1	0

• Clarity & Organisation	2	1	0.5
• Self-Assessment and Future Growth	4	1	0.5
<b>Total – Part D</b>		<b>5</b>	<b>2</b>
<b>Total Mark - Skills Demonstration Assessment</b>		<b>50</b>	<b>25</b>

### Conclusion - Student 4 (2026 Context)

This is a new and transitional case under 2026 arrangements. The learner achieved a combined overall mark of greater than 50%, with greater than 50% in both assessment techniques, and is therefore eligible for certification under Route A (2026).

\*However, on closer inspection no relevant, sufficient, or quality evidence was presented for MIMLO 1. This represents a **competency gap**.

Under 2026 rules (in this transition phase while colleges get used to MIMLOs), this gap does not impact eligibility because Route A criteria are met.

However, from 2027 onward, this learner would not be eligible for certification unless the **competency gap** is addressed.

In future cases, verifiable evidence of all MIMLOs (including MIMLO 1) must be identified - either within the module or through an appropriate alternative source - and the source and location of this evidence must be clearly documented.

### STUDENT 5 Results:

<b>Communications 5N0690</b>	<b>Sample Learner Marking Sheet 1: Collection of Work - 50%</b>
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Learner Name: **Student 5** Learner Group: BUSINESS ADMINISTRATION

Assessment Criteria	Weighting: 50%		
Structured Written Piece (Part A) – 10 marks	MIMLOs	Maximum Mark	Learner Mark
• Content & Research	1,5,6	4	4
• Writing Quality & Clarity	5,6	3	3
• Referencing & Source Use	6	3	2
<b>Total - Part A</b>		<b>10</b>	<b>9</b>

<b>Functional Writing (Part B) – 15 marks</b>			
• Content & Structure	5,6	6	4
• Writing Quality	6	4	4
• Formatting & Presentation	6	3	3
• Evidence of Drafting	5	2	2
<b>Total – Part B</b>		<b>15</b>	<b>13</b>
<b>Personal Expression (Part C) – 10 marks</b>			
• Depth & Insight	4,5	5	4
• Style & Expression	5	3	2
• Structure & Coherence	5	2	2
<b>Total – Part C</b>		<b>10</b>	<b>8</b>
<b>Reading and Interpretation (Part D) – 5 marks</b>			
• Comprehension & Interpretation	5	3	2
• Engagement & Reflection	5	1	1
• Clarity & Expression	5	1	1
<b>Total – Part D</b>		<b>5</b>	<b>4</b>
<b>Media Literacy Task (Part E) – 10 marks</b>			
• Understanding and Explanation	1,5	5	4
• Use of Examples	5	3	3
• Presentation and Clarity	5	2	2
<b>Total – Part E</b>		<b>10</b>	<b>9</b>
<b>Total Mark – Collection of Work</b>		<b>50</b>	<b>48</b>

<b>Communications 5N0690</b>	<b>Sample Learner Marking Sheet 2: Skills Demonstration- 50%</b>
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Learner Name: Student 5 \_\_\_\_\_ Learner Group: BUSINESS ADMINISTRATION

Assessment Criteria	Weighting: 50%		
Oral Presentation (Part A) – 15 marks	MIMLOs	Maximum Mark	Learner Mark
• Content & Relevance	2,4	4	0
• Digital Literacy & Visual Communication	1,3	4	0
• Verbal & Non-Verbal Communication	2,3	4	0
• Audience Engagement and Q&A	2,4	3	0
<b>Total - Part A</b>		<b>15</b>	<b>0</b>
One-On-One Conversation (Part B) – 15 marks			
• Clarity & Professionalism	2,4	4	0
• Listening & Responsiveness	2,4	4	0
• Verbal & Non-Verbal Communication	2,3	4	0
• Confidence & Persuasion	2,4	3	0
<b>Total – Part B</b>		<b>15</b>	<b>0</b>
Group Meeting / Discussion Panel (Part C) – 15 marks			
• Active Participation	2	5	2
• Listening and Responding	4	5	2

• Meeting Etiquette	3	5	2
<b>Total – Part C</b>		<b>15</b>	<b>6</b>
<b>Reflection (Part D) – 5 marks</b>			
• Depth of Reflection	2,4	2	0
• Application of Digital Literacy	1,3	1	0
• Clarity & Organisation	2	1	0
• Self-Assessment and Future Growth	4	1	0
<b>Total – Part D</b>		<b>5</b>	<b>0</b>
<b>Total Mark - Skills Demonstration Assessment</b>		<b>50</b>	<b>6</b>

### Conclusion – Student 5

A case like this is new for 2026. This is a clear case where a **competency gap** remains. The learner achieved a combined overall mark of greater than 50%; however, they attained less than 50% in only one assessment technique and are therefore not eligible under Route A.

There is also insufficient or missing evidence for MIMLOs 2 and 3. (*This [RUBRIC: MIMLO Achievement](#) is designed to help educators determine if MIMLO evidence is sufficient in cases such as this*). Despite educators' efforts no verifiable or sufficient alternative evidence is available to demonstrate competence in these MIMLOs, the learner does not meet the requirements for Route B. As competence has not been demonstrated across all MIMLOs, the learner is not eligible for certification and must be recorded as **UNSUCCESSFUL**.

### QBS Implications and 2026 Approach

- The learner's result must be amended to **49%** to ensure an **UNSUCCESSFUL outcome is flagged in QBS**, enabling the learner access to the appeals process.
- Centres should issue supplementary information with results, clearly identifying the MIMLO/s that were not sufficiently evidenced.
- Centres should flag and manage cases like these internally, ensuring that those handling any appeal are fully informed of the basis for the decision to bring the learner's mark down to 49%.

## Worked Example Case Studies - Module: Word Processing 5N1358

Student Name	CofW Mark (Out of 60)	Exam (Out of 40)	Combined Total Marks ≥ 50% (Pass)	CofW ≥ 50% (Pass)	Exam ≥ 50% (Pass)	MIMLOs achieved through route A or B?	If B, source of alternative MIMLO evidence	Eligible for certification	Entered into QBS as	2026 City of Dublin ETB QBS approach
Student 1	37	14	51	Yes	No	B	MIMLOs 3 & 5 are evidenced throughout the module other summative tasks	Yes	51% = Pass	No change – As per previous years
Student 2	27	31	58	No	Yes	B	MIMLO 4 is evidence through XX module	Yes	58% = Pass	No change – As per previous years
Student 3	24	17	41	No	No	-	-	No	41% = Unsuccessful	No change – As per previous years
Student 4 *	40.5	26	66.5	Yes	Yes	A*	*	Yes	58% = Merit	No change – As per previous years
Student 5	47	6	53	Yes	No	No	No evidence available	No	49% = Unsuccessful	<b>NEW:</b> Competency gap remains. If going for certification in this certification period enter the learner's mark as <b>49%</b> to ensure an <b>UNSUCCESSFUL outcome in QBS</b> is generated, enabling the learner to initiate an appeal, if desired.

★ Abbreviations: **CofW = Collection of Work**    **SD = Skills Demonstration**    **QBS = QQI Business System** (QQI certification platform)

**Student 1:** Combined overall mark greater than 50% (51/100) with CoW 37/60 (greater than 50%) and Exam 14/40 (less than 50%). All MIMLOs evidenced across the module's summative tasks (Route B used to cover Exam shortfall). (*This [RUBRIC: MIMLO Achievement](#) is designed to help educators determine if MIMLO evidence is sufficient in cases such as this*). **Eligible (via route B).**

**Student 2:** Combined overall mark greater than 50% (58/100) with CoW 27/60 (less than 50%) and Exam 31/40 (greater than 50%). MIMLO 4 shortfall evidenced via appropriate external module mapping (Route B); all MIMLOs achieved overall. (*This [RUBRIC: MIMLO Achievement](#) is designed to help educators determine if MIMLO evidence is sufficient in cases such as this*). **Eligible (via route B).**

**Student 3:** Combined overall mark less than 50% in both techniques (CoW 24/60; Exam 17/40); combined 41/100 (<50%). Insufficient evidence of full MIMLO achievement; no alternative evidence recorded. **Not eligible.**

**Student 4:** Achieved greater than 50% in both techniques (CoW 40.5/60; Exam 26/40); combined 66.5/100 (≥50%). **Eligible (via route A).**

*\* Note: On closer review, MIMLO 4 evidence was insufficient (5/15) within the Wordprocessing 5N1358 assessed tasks. \* For 2026, this learner remains eligible under Route A (combined ≥50% and ≥50% in each technique). From 2027 onward, in a similar scenario, more verifiable evidence of MIMLO 4 would have to be provided (via route B either within this module or from an appropriate alternative source), and the source/location must be recorded in the portfolio.*

#### **Student 5: (Not eligible for certification under Route A or Route B – competency gap remains)**

The learner achieved a combined overall mark greater than or equal to 50%, however, they obtained greater than or equal to 50% in only one assessment technique and are therefore not eligible under Route A.

In addition, there is insufficient or missing evidence for MIMLOs 3 and 5 – sufficient verifiable evidence of competence around these MIMLOs must be obtained from alternative modules or formal assessments for the learner to become eligible under Route B. **In the case of this student there is no sufficient alternative evidence available to become eligible under route B for certification – so the competence gap still remains - and the student must be deemed as UNSUCCESSFUL.**

#### **QBS Implications and 2026 Approach (where a competency gap remains – i.e. student 5 above)**

- The learner's result must be amended to **49%** to ensure an **UNSUCCESSFUL outcome in QBS**, to enable the learner access to the appeals process.
- Centres must issue **supplementary information with results**, clearly identifying the MIMLOs that were not sufficiently evidenced.
- Centres should **flag and manage these cases internally**, ensuring that those handling any appeal are fully informed of the basis for the decision.

## Detailed Results – Word Processing 5N1358

### STUDENT 1 Results:

<b>SAMPLE Individual Learner Marking Sheet</b> Word Processing 5N1358		Learner Name: <b>Student 1:</b>	
<b>Assessment Technique:</b> Collection of Work 60%			
Assessment Criteria:	<b>MIMLO</b>	<b>Maximum Mark</b>	<b>Learner Mark</b>
<b>File Management</b> <ul style="list-style-type: none"> <li>• Created and managed filing structure</li> <li>• Utilised file handling techniques</li> </ul>	5	7.5	6
<b>Document Creation - Text</b> <ul style="list-style-type: none"> <li>• Inserted text</li> <li>• Formatted characters and paragraphs</li> <li>• Document reviewed for errors and accessibility</li> <li>• Document printed/shared</li> </ul>	2	7.5	5
<b>Document Creation – Graphics</b> <ul style="list-style-type: none"> <li>• Graphics (images, shapes, etc) inserted and formatted</li> <li>• Additional relevant elements (i.e. text formatting, page setup, etc.) appropriated applied</li> <li>• Document printed/shared</li> </ul>	2	15	10

<b>Document Creation – Tables</b> <ul style="list-style-type: none"> <li>• Inserted and manipulated tables</li> <li>• Additional relevant elements (i.e. text formatting, page setup, etc.) appropriated applied</li> <li>• Document printed/shared</li> </ul>	2	10	5
<b>Additional Resources/Features (a minimum of two)</b> <ul style="list-style-type: none"> <li>• Software/tools required for additional resources/features successfully demonstrated</li> <li>• Relevant documentation appropriated presented</li> </ul>	4	15	7
<b>Primary functions and processes</b> <ul style="list-style-type: none"> <li>• Illustration of features, functions and processes of word processing application</li> </ul>	1	5	4
<b>Total Mark</b>		<b>60</b>	<b>37</b>

<b>SAMPLE Individual Learner Marking Sheet</b> Word Processing 5N1358		Learner Name: <b>Student 1:</b>	
<b>Assessment Technique:</b> Examination 40%			
Assessment Criteria			
<b>The learner will show evidence that they can recall word processing documents from a specified location and apply the following changes:</b>			
<b>Document 1 – Prepare for Publication</b>	<b>MIMLO</b>	<b>Maximum Mark</b>	<b>Learner Mark</b>
<ul style="list-style-type: none"> <li>• Cover page inserted appropriately</li> </ul>	3,5	20	4
<ul style="list-style-type: none"> <li>• Page setup configured to meet document requirements</li> </ul>	3,5		

<ul style="list-style-type: none"> <li>Text, paragraphs, and objects formatted consistently and effectively</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>References and citations accurately inserted using appropriate tools</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document reviewed for accuracy, errors, and accessibility considerations</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document saved in multiple formats and to specified location(s)</li> </ul>	3,5		
<b>Document 2 – Collaboration, review and proofing</b>			
<ul style="list-style-type: none"> <li>Document tracking features, including comments, utilised effectively</li> </ul>	3,5	10	6
<ul style="list-style-type: none"> <li>Text, paragraphs, and objects formatted consistently and effectively</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Hyperlinks applied effectively</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document reviewed for accuracy, errors, and accessibility considerations</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document saved to specified location(s)</li> </ul>	3,5		
<b>Document 3 – Formatting</b>			
<ul style="list-style-type: none"> <li>Text, paragraphs, and objects formatted consistently and effectively</li> </ul>	3,5	10	4
<ul style="list-style-type: none"> <li>Document reviewed for accuracy, errors, and accessibility considerations</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document prepared for printing and/or distribution</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document saved to specified location</li> </ul>	3,5		
<b>Total Mark</b>		<b>40</b>	<b>14</b>

**Student 1:** A case like this is new for 2026. The learner achieved a combined overall mark greater than 50% (51/100) with CoW 37/60 (greater than 50%) and Exam 14/40 (less than 50%). On review it is determined by the educator that MIMLOs 3 & 5 are deemed sufficiently evidenced across the module's

summative tasks and therefore the learner has reached competency and should be eligible to pass. (This [RUBRIC: MIMLO Achievement](#) is designed to help educators determine if MIMLO evidence is sufficient in cases such as this). **Eligible for certification (via route B).**

**STUDENT 2 Results:**

<b>SAMPLE Individual Learner Marking Sheet</b> Word Processing 5N1358		Learner Name: <b>Student 2:</b>	
<b>Assessment Technique:</b> Collection of Work 60%			
Assessment Criteria:	<b>MIMLO</b>	<b>Maximum Mark</b>	<b>Learner Mark</b>
<b>File Management</b> <ul style="list-style-type: none"> <li>Created and managed filing structure</li> <li>Utilised file handling techniques</li> </ul>	5	7.5	4
<b>Document Creation - Text</b> <ul style="list-style-type: none"> <li>Inserted text</li> <li>Formatted characters and paragraphs</li> <li>Document reviewed for errors and accessibility</li> <li>Document printed/shared</li> </ul>	2	7.5	3
<b>Document Creation – Graphics</b> <ul style="list-style-type: none"> <li>Graphics (images, shapes, etc) inserted and formatted</li> <li>Additional relevant elements (i.e. text formatting, page setup, etc.) appropriated applied</li> <li>Document printed/shared</li> </ul>	2	15	5

<b>Document Creation – Tables</b> <ul style="list-style-type: none"> <li>• Inserted and manipulated tables</li> <li>• Additional relevant elements (i.e. text formatting, page setup, etc.) appropriated applied</li> <li>• Document printed/shared</li> </ul>	2	10	7
<b>Additional Resources/Features (a minimum of two)</b> <ul style="list-style-type: none"> <li>• Software/tools required for additional resources/features successfully demonstrated</li> <li>• Relevant documentation appropriated presented</li> </ul>	4	15	5
<b>Primary functions and processes</b> <ul style="list-style-type: none"> <li>• Illustration of features, functions and processes of word processing application</li> </ul>	1	5	3
<b>Total Mark</b>		<b>60</b>	<b>27</b>

<b>SAMPLE Individual Learner Marking Sheet</b> Word Processing 5N1358		Learner Name: <b>Student 2:</b>	
<b>Assessment Technique:</b> Examination 40%			
Assessment Criteria			
<b>The learner will show evidence that they can recall word processing documents from a specified location and apply the following changes:</b>			
<b>Document 1 – Prepare for Publication</b>	<b>MIMLO</b>	<b>Maximum Mark</b>	<b>Learner Mark</b>
<ul style="list-style-type: none"> <li>• Cover page inserted appropriately</li> </ul>	3,5	20	
<ul style="list-style-type: none"> <li>• Page setup configured to meet document requirements</li> </ul>	3,5		

<ul style="list-style-type: none"> <li>Text, paragraphs, and objects formatted consistently and effectively</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>References and citations accurately inserted using appropriate tools</li> </ul>	3,5		15
<ul style="list-style-type: none"> <li>Document reviewed for accuracy, errors, and accessibility considerations</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document saved in multiple formats and to specified location(s)</li> </ul>	3,5		
<b>Document 2 – Collaboration, review and proofing</b>			
<ul style="list-style-type: none"> <li>Document tracking features, including comments, utilised effectively</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Text, paragraphs, and objects formatted consistently and effectively</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Hyperlinks applied effectively</li> </ul>	3,5	10	8
<ul style="list-style-type: none"> <li>Document reviewed for accuracy, errors, and accessibility considerations</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document saved to specified location(s)</li> </ul>	3,5		
<b>Document 3 – Formatting</b>			
<ul style="list-style-type: none"> <li>Text, paragraphs, and objects formatted consistently and effectively</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document reviewed for accuracy, errors, and accessibility considerations</li> </ul>	3,5	10	8
<ul style="list-style-type: none"> <li>Document prepared for printing and/or distribution</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document saved to specified location</li> </ul>	3,5		
<b>Total Mark</b>		<b>40</b>	<b>31</b>

**Student 2:** A case like this is new for 2026. Combined overall mark greater than 50% (58/100) with CoW 27/60 (less than 50%) and Exam 31/40 (greater than 50%). MIMLO 4 is insufficiently evidenced through the assessment task (5/15marks) so appropriate external evidenced is used to supplement the

shortfall evidenced through the summative assessment so the learner can be eligible through Route B to pass. (This [RUBRIC: MIMLO Achievement](#) is designed to help educators determine if MIMLO evidence is sufficient in cases such as this) **Eligible for certification (via route B).**

**STUDENT 3 Results:**

<b>SAMPLE Individual Learner Marking Sheet</b> Word Processing 5N1358		Learner Name: <b>Student 3:</b>	
<b>Assessment Technique:</b> Collection of Work 60%			
Assessment Criteria:	<b>MIMLO</b>	<b>Maximum Mark</b>	<b>Learner Mark</b>
<b>File Management</b> <ul style="list-style-type: none"> <li>• Created and managed filing structure</li> <li>• Utilised file handling techniques</li> </ul>	5	7.5	2
<b>Document Creation - Text</b> <ul style="list-style-type: none"> <li>• Inserted text</li> <li>• Formatted characters and paragraphs</li> <li>• Document reviewed for errors and accessibility</li> <li>• Document printed/shared</li> </ul>	2	7.5	5
<b>Document Creation – Graphics</b> <ul style="list-style-type: none"> <li>• Graphics (images, shapes, etc) inserted and formatted</li> <li>• Additional relevant elements (i.e. text formatting, page setup, etc.) appropriated applied</li> <li>• Document printed/shared</li> </ul>	2	15	5

<b>Document Creation – Tables</b> <ul style="list-style-type: none"> <li>• Inserted and manipulated tables</li> <li>• Additional relevant elements (i.e. text formatting, page setup, etc.) appropriated applied</li> <li>• Document printed/shared</li> </ul>	2	10	4
<b>Additional Resources/Features (a minimum of two)</b> <ul style="list-style-type: none"> <li>• Software/tools required for additional resources/features successfully demonstrated</li> <li>• Relevant documentation appropriated presented</li> </ul>	4	15	5
<b>Primary functions and processes</b> <ul style="list-style-type: none"> <li>• Illustration of features, functions and processes of word processing application</li> </ul>	1	5	3
<b>Total Mark</b>		<b>60</b>	<b>24</b>

<b>SAMPLE Individual Learner Marking Sheet</b> Word Processing 5N1358		Learner Name: <b>Student 3:</b>	
<b>Assessment Technique:</b> Examination 40%			
Assessment Criteria			
<b>The learner will show evidence that they can recall word processing documents from a specified location and apply the following changes:</b>			
<b>Document 1 – Prepare for Publication</b>	<b>MIMLO</b>	<b>Maximum Mark</b>	<b>Learner Mark</b>
<ul style="list-style-type: none"> <li>• Cover page inserted appropriately</li> </ul>	3,5	20	
<ul style="list-style-type: none"> <li>• Page setup configured to meet document requirements</li> </ul>	3,5		

<ul style="list-style-type: none"> <li>Text, paragraphs, and objects formatted consistently and effectively</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>References and citations accurately inserted using appropriate tools</li> </ul>	3,5		10
<ul style="list-style-type: none"> <li>Document reviewed for accuracy, errors, and accessibility considerations</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document saved in multiple formats and to specified location(s)</li> </ul>	3,5		
<b>Document 2 – Collaboration, review and proofing</b>			
<ul style="list-style-type: none"> <li>Document tracking features, including comments, utilised effectively</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Text, paragraphs, and objects formatted consistently and effectively</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Hyperlinks applied effectively</li> </ul>	3,5	10	3
<ul style="list-style-type: none"> <li>Document reviewed for accuracy, errors, and accessibility considerations</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document saved to specified location(s)</li> </ul>	3,5		
<b>Document 3 – Formatting</b>			
<ul style="list-style-type: none"> <li>Text, paragraphs, and objects formatted consistently and effectively</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document reviewed for accuracy, errors, and accessibility considerations</li> </ul>	3,5	10	4
<ul style="list-style-type: none"> <li>Document prepared for printing and/or distribution</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document saved to specified location</li> </ul>	3,5		
<b>Total Mark</b>		<b>40</b>	<b>17</b>

**Student 3:** This is a straightforward case. The learner did not achieve a result greater than or equal to 50% in the overall combined, nor did the learner achieve greater than or equal to in either technique (CoW 24/60; Exam 17/40); combined 41/100. There is no other evidence that would go towards pulling up the grade to reach 50%. **Not eligible for certification**

**STUDENT 4 Results:**

<b>SAMPLE Individual Learner Marking Sheet</b> Word Processing 5N1358		Learner Name: <b>Student 4:</b>	
<b>Assessment Technique:</b> Collection of Work 60%			
Assessment Criteria:	MIMLO	Maximum Mark	Learner Mark
<b>File Management</b> <ul style="list-style-type: none"> <li>Created and managed filing structure</li> <li>Utilised file handling techniques</li> </ul>	5	7.5	5
<b>Document Creation - Text</b> <ul style="list-style-type: none"> <li>Inserted text</li> <li>Formatted characters and paragraphs</li> <li>Document reviewed for errors and accessibility</li> <li>Document printed/shared</li> </ul>	2	7.5	6.5
<b>Document Creation – Graphics</b> <ul style="list-style-type: none"> <li>Graphics (images, shapes, etc) inserted and formatted</li> <li>Additional relevant elements (i.e. text formatting, page setup, etc.) appropriated applied</li> <li>Document printed/shared</li> </ul>	2	15	12
<b>Document Creation – Tables</b> <ul style="list-style-type: none"> <li>Inserted and manipulated tables</li> <li>Additional relevant elements (i.e. text formatting, page setup, etc.) appropriated applied</li> <li>Document printed/shared</li> </ul>	2	10	8

<b>Additional Resources/Features (a minimum of two)</b> <ul style="list-style-type: none"> <li>• Software/tools required for additional resources/features successfully demonstrated</li> <li>• Relevant documentation appropriated presented</li> </ul>	4	15	*5
<b>Primary functions and processes</b> <ul style="list-style-type: none"> <li>• Illustration of features, functions and processes of word processing application</li> </ul>	1	5	4
<b>Total Mark</b>		<b>60</b>	<b>40.5</b>

<b>SAMPLE Individual Learner Marking Sheet</b> Word Processing 5N1358		<b>Learner Name:</b> Student 4:	
<b>Assessment Technique:</b> Examination 40%			
Assessment Criteria			
<b>The learner will show evidence that they can recall word processing documents from a specified location and apply the following changes:</b>			
<b>Document 1 – Prepare for Publication</b>	<b>MIMLO</b>	<b>Maximum Mark</b>	<b>Learner Mark</b>
<ul style="list-style-type: none"> <li>• Cover page inserted appropriately</li> </ul>	3,5	20	10
<ul style="list-style-type: none"> <li>• Page setup configured to meet document requirements</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>• Text, paragraphs, and objects formatted consistently and effectively</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>• References and citations accurately inserted using appropriate tools</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>• Document reviewed for accuracy, errors, and accessibility considerations</li> </ul>	3,5		

<ul style="list-style-type: none"> <li>Document saved in multiple formats and to specified location(s)</li> </ul>	3,5		
<b>Document 2 – Collaboration, review and proofing</b>			
<ul style="list-style-type: none"> <li>Document tracking features, including comments, utilised effectively</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Text, paragraphs, and objects formatted consistently and effectively</li> </ul>	3,5	10	8
<ul style="list-style-type: none"> <li>Hyperlinks applied effectively</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document reviewed for accuracy, errors, and accessibility considerations</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document saved to specified location(s)</li> </ul>	3,5		
<b>Document 3 – Formatting</b>			
<ul style="list-style-type: none"> <li>Text, paragraphs, and objects formatted consistently and effectively</li> </ul>	3,5	10	8
<ul style="list-style-type: none"> <li>Document reviewed for accuracy, errors, and accessibility considerations</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document prepared for printing and/or distribution</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document saved to specified location</li> </ul>	3,5		
<b>Total Mark</b>		<b>40</b>	<b>26</b>

**Student 4:** A case like this is new for 2026. The learner achieved greater than 50% in both techniques (CofW 40.5/60; Exam 26/40); combined total marks are 66.5/100 (greater than 50%). **Eligible for certification (via route A).**

**\* Note:** On closer review, MIMLO 4 evidence was insufficient (5/15marks) within the Word processing 5N1358 assessed tasks. \* For 2026, this learner remains eligible under Route A (combined  $\geq 50\%$  and  $\geq 50\%$  in each technique). However, from 2027 onward, in a similar scenario, more verifiable evidence of MIMLO 4 would have to be provided to pass via Route b - either within this module or from an appropriate alternative source with the source/location recorded in the portfolio.

**STUDENT 5 Results:**

<b>SAMPLE Individual Learner Marking Sheet</b> Word Processing 5N1358		Learner Name: <b>Student 5:</b>	
<b>Assessment Technique:</b> Collection of Work 60%			
Assessment Criteria:	MIMLO	Maximum Mark	Learner Mark
<b>File Management</b> <ul style="list-style-type: none"> <li>Created and managed filing structure</li> <li>Utilised file handling techniques</li> </ul>	5	7.5	0
<b>Document Creation - Text</b> <ul style="list-style-type: none"> <li>Inserted text</li> <li>Formatted characters and paragraphs</li> <li>Document reviewed for errors and accessibility</li> <li>Document printed/shared</li> </ul>	2	7.5	6
<b>Document Creation – Graphics</b> <ul style="list-style-type: none"> <li>Graphics (images, shapes, etc) inserted and formatted</li> <li>Additional relevant elements (i.e. text formatting, page setup, etc.) appropriated applied</li> <li>Document printed/shared</li> </ul>	2	15	14
<b>Document Creation – Tables</b> <ul style="list-style-type: none"> <li>Inserted and manipulated tables</li> <li>Additional relevant elements (i.e. text formatting, page setup, etc.) appropriated applied</li> <li>Document printed/shared</li> </ul>	2	10	9

<b>Additional Resources/Features (a minimum of two)</b> <ul style="list-style-type: none"> <li>• Software/tools required for additional resources/features successfully demonstrated</li> <li>• Relevant documentation appropriated presented</li> </ul>	4	15	14
<b>Primary functions and processes</b> <ul style="list-style-type: none"> <li>• Illustration of features, functions and processes of word processing application</li> </ul>	1	5	4
<b>Total Mark</b>		<b>60</b>	<b>47</b>

<b>SAMPLE Individual Learner Marking Sheet</b> Word Processing 5N1358		<b>Learner Name:</b> Student 5:	
<b>Assessment Technique:</b> Examination 40%			
Assessment Criteria			
<b>The learner will show evidence that they can recall word processing documents from a specified location and apply the following changes:</b>			
<b>Document 1 – Prepare for Publication</b>	<b>MIMLO</b>	<b>Maximum Mark</b>	<b>Learner Mark</b>
<ul style="list-style-type: none"> <li>• Cover page inserted appropriately</li> </ul>	3,5	20	2
<ul style="list-style-type: none"> <li>• Page setup configured to meet document requirements</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>• Text, paragraphs, and objects formatted consistently and effectively</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>• References and citations accurately inserted using appropriate tools</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>• Document reviewed for accuracy, errors, and accessibility considerations</li> </ul>	3,5		

<ul style="list-style-type: none"> <li>Document saved in multiple formats and to specified location(s)</li> </ul>	3,5		
<b>Document 2 – Collaboration, review and proofing</b>			
<ul style="list-style-type: none"> <li>Document tracking features, including comments, utilised effectively</li> </ul>	3,5	10	2
<ul style="list-style-type: none"> <li>Text, paragraphs, and objects formatted consistently and effectively</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Hyperlinks applied effectively</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document reviewed for accuracy, errors, and accessibility considerations</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document saved to specified location(s)</li> </ul>	3,5		
<b>Document 3 – Formatting</b>			
<ul style="list-style-type: none"> <li>Text, paragraphs, and objects formatted consistently and effectively</li> </ul>	3,5	10	2
<ul style="list-style-type: none"> <li>Document reviewed for accuracy, errors, and accessibility considerations</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document prepared for printing and/or distribution</li> </ul>	3,5		
<ul style="list-style-type: none"> <li>Document saved to specified location</li> </ul>	3,5		
<b>Total Mark</b>		<b>40</b>	<b>6</b>

### Conclusion – Student 5

A case like this is new for 2026. This is a clear case where a **competency gap** remains. The learner achieved a combined overall mark of greater than 50%; however, they attained less than 50% in only one assessment technique and are therefore not eligible under Route A.

There is also insufficient or missing evidence for MIMLOs 3 and 5. Despite educators' efforts no verifiable alternative evidence is available to demonstrate competence in these MIMLOs, the learner does not meet the requirements for Route B. As competence has not been demonstrated across all MIMLOs, the learner is not eligible for certification and must be recorded as **UNSUCCESSFUL**.

### QBS Implications and 2026 Approach

- The learner’s result must be amended to **49%** to ensure an **UNSUCCESSFUL outcome is flagged in QBS**, enabling the learner access to the appeals process.
- Centres should issue supplementary information with results, clearly identifying the MIMLO/s that were not sufficiently evidenced.
- Centres should flag and manage cases like these internally, ensuring that those handling any appeal are fully informed of the basis for the decision to bring the learner’s mark down to 49%.

## Summary of Key Points

- ❖ Eligibility for certification requires the learner to achieve greater than or equal to 50% in the overall combined module mark **PLUS** either route A or route B below. (in line with Section 11d of the updated module descriptors - Sept 2025).
  - **Route A:** The overall combined mark for the module is greater than or equal to 50% **and** greater than or equal to 50% has been scored in each assessment technique used.

or

  - **Route B:** The overall combined mark for the module is greater than or equal to 50% **and although** less than 50% has been scored in an assessment technique, eligibility for certification can still be achieved **all MIMLOs are demonstrated through sufficient, relevant, and quality-assured evidence from:**
    - within the module, or
    - another appropriate and verifiable module.

*(This [RUBRIC: MIMLO Achievement](#) is designed to help educators determine if MIMLO evidence is sufficient in such cases).*
- ❖ **Evidence requirement:** The **source and location** of any alternative evidence must be **clearly identified and recorded** in the learner portfolio/assessment records.
- ❖ **2026 Transitional Arrangement:**

In 2026, where a learner achieves a **combined module mark greater than or equal to 50%** and **greater than or equal to 50% in all assessment techniques** (Route A), they may still be deemed eligible for certification **even if one or more MIMLOs are not fully evidenced** (see Student 4 in the case studies). This reflects a **temporary transitional allowance**.

From 2027 onwards, **all MIMLOs must be demonstrated**. Where a MIMLO is not achieved, **verifiable alternative evidence must be provided (Route B)**; otherwise, the learner is **not eligible for certification**.
- ❖ **Key principle (Section 11d):**

Certification requires **demonstrated achievement of all MIMLOs**.

Where this is not achieved, a **competency gap remains**, and the learner is **not eligible for certification**, regardless of overall mark.

❖ **Common pitfalls to avoid:**

- Assuming a combined mark greater than or equal to 50% alone confirms eligibility
- Failing to verify and record alternative evidence sources
- Accepting evidence that is insufficient, not relevant, or below standard
- Misaligning evidence to incorrect MIMLOs
- Not applying a consistent, evidence-based judgement approach across contexts

## Appendix A: RUBRIC - MIMLO Achievement

The rubric aims to provide a clear, shared framework to guide professional judgement, ensure alignment with expected standards, and support transparency for internal verification, external authentication, and appeals.

### Decision Rule

A MIMLO is deemed achieved only where all three criteria (Relevance, Sufficiency, and Quality) are met.

If any criterion is not met, the MIMLO is Not Achieved and a **competency gap** remains.

Criteria	Achieved	Not Achieved
Relevance	Evidence clearly aligns to the MIMLO	Evidence does not align or is unclear
Sufficiency	Enough evidence to demonstrate competence across the MIMLO	Insufficient or incomplete evidence
Quality (Level Standard)	Work is fit for purpose and meets expected level (e.g. Level 5/6)	Work is below standard, inconsistent, or contains significant errors

Educators make a holistic, evidence-based judgement guided by the criteria above.

Evidence may be drawn from module assessment and/or other validated programme modules, where relevant to the MIMLO.

Evidence must be meaningful and demonstrable; minimal or superficial evidence is not sufficient to meet the standard.