

1. Introduction

TLEQ Education Hub Quality Assurance Manual sets out the expectations, standards and quality principles that govern the delivery of The Leisure Experts Qualifications (TLEQ) programmes. It provides the foundation on which every education hub operates, ensuring that learners experience high-quality teaching, assessment and support that reflects TLEQ commitment to fairness, transparency and integrity.

This manual is more than a procedural guide; it is an extension of the TLEQ ethos. It describes how education hubs contribute to the reliability of qualification outcomes, how they uphold the standard of assessment decisions and how they protect learner experience. It also explains the shared responsibilities between TLEQ and its education hubs, ensuring that both operate within a robust quality ecosystem regulated by CCEA, Ofqual and QQI.

As part of the wider TLEQ quality framework, this manual should be read alongside the **TLEQ Education Hub Handbook (04.01)**, **TLEQ Education Hub Agreement (04.03)**, **TLEQ Education Hub Assessment Delivery Handbook (04.02.02)**, **TLEQ Education Hub Internal Verification and Standardisation Guide (04.02.03)**, **TLEQ Education Hub RPL Submission Guide (04.02.04)**, **TLEQ Education Hub Malpractice and Maladministration Procedure (04.02.05)**, **TLEQ Education Hub Complaints and Appeals Guide (04.02.06)**, as well as **TLEQ Education Hub Safeguarding and Learner Protection Policy (04.02.07)**, **TLEQ Education Hub Data Handling and Storage Policy (04.02.08)** and **TLEQ Education Hub Annual Monitoring and Submission Policy (04.02.09)**.

Compliance with this manual is mandatory. It forms a core part of the education hub approval and ongoing recognition.

2. Purpose

The purpose of this manual is to bring clarity, consistency and quality to the delivery of TLEQ qualifications across all approved education hubs. It explains how education hubs are expected to manage learning, assessment, internal verification and standardisation,



and sets out the requirements for evidencing the quality of their activity. The manual also defines the standards of learner support, record-keeping, communication, and organisational governance that must be upheld to ensure all learners receive a safe, fair and high-quality experience.

3. Scope

This manual applies to every individual, process and environment involved in the delivery of TLEQ qualifications. Its requirements apply equally whether learning takes place in a outdoors, indoors, practical environment, classroom, digital platform or blended environment. All tutors, assessors, internal verifiers, managers and support staff within approved education hubs must comply with the expectations outlined in this manual, without exception.

4. Governance and Quality Responsibilities

TLEQ holds overall responsibility for qualification design, assessment standards, regulatory compliance and certification. It sets the rules, defines qualification expectations and establishes the mechanisms through which quality is assured.

Education hubs, however, play a critical role in bringing the qualification to life. They are responsible for the day-to-day delivery of training and assessment, the competence and conduct of assessors, the accuracy of records, and the protection of learners within their environment. They are expected to interpret and apply TLEQ requirements consistently and to engage fully with verification, standardisation and monitoring activity.

Each education hub must appoint an Education Hub Manager or Responsible Officer to oversee compliance with TLEQ requirements. Assessors and Internal Verifiers must be appropriately qualified, occupationally competent and up-to-date in their practice. Administrative staff must support accurate record-keeping and communication. All staff must complete a TLEQ induction so that expectations are fully understood before delivery begins.



Together, TLEQ and its education hubs operate a joint quality system founded on openness, professionalism and shared accountability.

5. Delivery Requirements

Education hubs must ensure that every aspect of programme delivery reflects the qualification specification and the standards defined by TLEQ. This includes providing appropriate learning environments, ensuring that resources and equipment are suitable, and making reasonable adjustments where required to support learner access and inclusion.

Assessment must take place under controlled and consistent conditions. Learners must receive clear guidance and fair opportunities to demonstrate competence. Assessors must give constructive, accurate and timely feedback that supports learner development. Education hubs must be able to demonstrate that delivery has been planned, resourced and monitored appropriately. Any proposed changes to delivery structure, staffing or assessment arrangements must be communicated to TLEQ in advance. No unauthorised deviation from approved delivery is permitted.

6. Internal Verification

Internal verification is central to maintaining consistency and fairness in assessment decisions. Education hubs are expected to implement an internal verification process that runs throughout the year, not merely at the conclusion of a course. This process should provide structured opportunities to review and sample assessor judgements, monitor assessment practice, identify trends and address concerns promptly.

The annual internal verification plan submitted to TLEQ at the beginning of each governance year must outline how sampling will be structured, how new assessors will be supported, and how verification outcomes will be recorded and acted upon. Internal Verifiers should work closely with assessors to improve practice and ensure that assessment judgements remain aligned to qualification standards.



All internal verification activity must be transparent, well-documented and accessible for TLEQ review.

7. Standardisation

Standardisation ensures consistency across assessors and across delivery sites. Education hubs are required to participate fully in the TLEQ led standardisation programme and to run their own internal standardisation activity at regular intervals. These activities help maintain shared understanding of assessment requirements and promote good practice.

Standardisation may include reviewing anonymised learner work, analysing borderline decisions, discussing exemplar materials and evaluating variations in assessor interpretation. Attendance and contribution to these sessions are essential because they directly influence assessment reliability and learner fairness.

The outcomes of all standardisation sessions must be carefully recorded, with clear notes on agreed judgements, actions and follow-up requirements. Education hubs must be prepared to evidence participation and implementation of agreed improvements during TLEQ monitoring.

8. Record-Keeping and Data Management

Accurate, secure records underpin every aspect of regulated qualification delivery. Education hubs must maintain reliable records relating to learner registration, attendance, assessment, feedback, internal verification, reasonable adjustments and standardisation. These records must be stored securely and retained in line with **TLEQ GDPR and Data Protection Policy (07.03)**.

Data handling procedures must reflect the sensitivity of learner information. Only authorised staff should have access to assessment records, and electronic systems must be appropriately protected. Hubs must be able to supply records promptly when requested by TLEQ, regulators or auditors.



9. Safeguarding and Learner Protection

Education hubs must demonstrate a strong commitment to learner safety and wellbeing. They are required to operate safeguarding arrangements that align with TLEQ own Safeguarding Policy, including the appointment of a Designated Safeguarding Lead (DSL).

All staff must undertake safeguarding training appropriate to their role, and concerns must be reported to TLEQ within prescribed timescales. Learner protection is non-negotiable, and education hubs must maintain environments that are safe, welcoming and inclusive.

10. Malpractice and Maladministration

Education hubs must actively prevent malpractice and maladministration by maintaining transparent processes and clear lines of accountability. Suspected cases must be reported to TLEQ immediately and handled in accordance with **TLEQ Malpractice and Maladministration Policy (06.02)**.

Education hubs must be able to show that concerns have been investigated fairly and that appropriate actions have been taken. Any attempt to manipulate assessment decisions, influence verification outcomes or interfere with sampling will be treated with the utmost seriousness and may lead to the withdrawal of hub approval.

11. Reporting and Communication

A high-functioning relationship between TLEQ and its education hubs depends on clear, timely communication. Education hubs must keep TLEQ informed of operational changes, staffing updates, assessment schedules, risks, incidents or learner concerns.

The submission of annual plans, sampling evidence, verification reports and standardisation records is an essential part of ongoing recognition. TLEQ will provide structured opportunities to engage, and hubs are expected to respond professionally and promptly.



12. Monitoring, Review and Sanctions

TLEQ monitors the performance of each education hub through a combination of sampling activities, review of submissions, education hub visits and analysis of learner outcomes, complaints and incidents. Monitoring may be risk-based, routine or thematic, depending on the profile of the hub.

Where areas for development are identified, TLEQ will work with the education hub to implement improvements. However, persistent non-compliance, failure to engage or evidence of compromised assessment integrity may result in sanctions, including conditional approval, suspension or full withdrawal.

This monitoring is not punitive; it is designed to protect the learner experience and safeguard qualification standards.

13. Commitment to Continuous Improvement

Education hubs form an important part of TLEQ wider quality improvement model. Their feedback, data, annual reviews and engagement in standardisation all contribute to continuous improvement across the TLEQ system. Education hubs are encouraged to share best practice, identify enhancement opportunities and support sector innovation.

TLEQ values openness, aspiration and collaboration and expects the same from every education hub that carries its name.

14. Record of Approval and Review

At TLEQ, regulatory assurance is more than compliance, it is our commitment to quality, fairness, and the lifelong trust placed in our qualifications.

Version	Date of Approval	Approved By	Next Review	Owner
25.11.1	3 November 2025	TLEQ Board of Directors	1 November 2026	Governance Lead



15. Sign-Off

Approved by:

TLEQ Board of Directors Chair: Joni Harding (3 November 2025)

Responsible Officer: Paul Cain (3 November 2025)

Governance Lead: Rory Ryan (3 November 2025)

