

1. Introduction

Safeguarding is fundamental to the work of TLEQ and its education hubs. Every learner has the right to feel safe, respected and supported while engaging in learning and assessment. This summary sets out the core safeguarding and learner protection responsibilities of TLEQ education hubs, including the requirement to appoint a Designated Safeguarding Lead (DSL) and to maintain effective, up-to-date safeguarding arrangements.

Safeguarding expectations apply to all staff, contractors and volunteers involved in the delivery or assessment of TLEQ qualifications, regardless of the age or background of learners.

2. Safeguarding Responsibilities

Education hubs must operate safeguarding procedures that align with **TLEQ Safeguarding Policy (07.02)** and the relevant legal frameworks for the jurisdiction in which they operate. Each education hub must appoint a Designated Safeguarding Lead who has appropriate training, experience and authority to act on safeguarding concerns. The Designated Safeguarding Lead should be clearly identified so that staff and learners know who to approach.

All staff must receive safeguarding induction as part of their onboarding and refresh this training at appropriate intervals. Induction should cover recognising signs of abuse, responding to disclosures, boundaries of confidentiality and the internal reporting pathways. Staff must understand that safeguarding concerns must always be taken seriously and never ignored.

Where a safeguarding concern arises, the education hub must follow its safeguarding process and inform TLEQ promptly, using the reporting route defined by TLEQ. This ensures that both the education hub and TLEQ are aware of potential risks and can coordinate any necessary actions.



3. Protecting Learners in the Learning and Assessment Environment

Education hubs are responsible for creating and maintaining safe environments. This includes physical safety in practical settings such as pools, sports halls or classrooms, as well as emotional and psychological safety in all learner interactions.

Learners should not be exposed to harassment, bullying, discrimination or degrading treatment. Staff must model respectful behaviour and challenge inappropriate conduct. Where delivery involves physical demonstration or close contact, this must be managed sensitively, with clear explanations to learners and adherence to professional boundaries at all times.

4. Managing and Recording Safeguarding Concerns

Every safeguarding concern, regardless of perceived severity, should be documented. Records must be factual, timely and stored securely. They should include what was observed or reported, the actions taken and any referrals made.

These records must be retained in line with **TLEQ Record Retention Schedule (07.08)** and be available to TLEQ on request. Patterns of safeguarding concerns may inform education hub risk ratings and quality support needs.

5. Continuous Review and Improvement

Safeguarding is not static. Education hubs must review their safeguarding practice regularly, taking into account emerging risks, changes in legislation or guidance, and any learning from past cases.

Education hubs are expected to engage with TLEQ led safeguarding updates, training and monitoring activities.

By maintaining strong safeguarding arrangements, education hubs demonstrate their commitment to learners as people first, and candidates second.



6. 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

7. 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)

