

1. Introduction

This Handbook provides education hubs with a clear and authoritative guide to delivering assessments for The Leisure Experts Qualifications (TLEQ). It supports education hubs to uphold consistent, fair and compliant assessment practice, ensuring that every learner has a high-quality experience and that all assessment decisions meet the integrity and reliability standards required by the relevant regulatory bodies (CCEA / Ofqual / QQI).

Assessment within TLEQ programmes must be delivered in a manner that reflects the values of the organisation: learner-centred practice, fairness, transparency, and a commitment to excellence. This Handbook sets out the expectations for planning, delivering and recording assessments, as well as the processes for managing adjustments, safeguarding, internal verification, submission of evidence and engagement with TLEQ monitoring.

This document should be read in conjunction with **TLEQ Education Hub Handbook (04.01)**, **TLEQ Education Hub Agreement (04.03)**, **TLEQ Education Hub Quality Assurance Manual (04.02.01)**, **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)**.

2. Purpose

The purpose of this Handbook is to provide education hubs with a clear and consistent framework for delivering assessments that are valid, reliable, consistent and free from bias. It defines the responsibilities of assessors, tutors, internal verifiers and hub managers, ensuring a shared understanding of assessment standards, expectations and quality requirements across all TLEQ qualifications.



3. Scope

This Handbook applies to all assessments undertaken as part of any TLEQ regulated qualifications. This includes written tasks, practical assessments, direct observations, professional discussions, portfolio evidence, digital submissions and any other assessment method approved within a **TLEQ Assessment Policy (06.10)**. All education hubs and their staff must comply with the requirements set out in this Handbook.

4. Principles of Assessment

TLEQ assessments are governed by a set of core principles:

Validity - Assessment methods must measure the required skills, knowledge and behaviours as defined in the qualification specification.

Reliability - Assessment decisions must be consistent across assessors, hubs and cohorts.

Fairness - Every learner must have access to a fair opportunity to demonstrate competence.

Transparency - Assessment requirements must be clear and communicated in advance.

Authenticity - Learners must produce their own work, and evidence must reflect genuine performance.

Safety and Professionalism - Particularly for practical qualifications, assessments must reflect safe practice and professional standards.

Education hubs must ensure that all staff working with TLEQ qualifications understand and embed these principles.

5. Preparing for Assessment

Education hubs must ensure assessments are properly planned and resourced. This includes:

- Ensuring assessors are suitably qualified, occupationally competent and current in their practice
- Briefing learners clearly on assessment requirements, timescales and expectations
- Preparing appropriate assessment environments (e.g., safe poolside, classroom space, online platform)



- Ensuring reasonable adjustments are in place where required
- Checking equipment, resources and documentation before assessments begin

Assessment planning should consider the needs of the learner group, the demands of each unit, and any risks that may affect assessment conditions or learner safety.

6. Assessment Delivery

Assessments must be delivered in accordance with the TLEQ Qualification Specification and the TLEQ Assessment Strategy. This includes:

- Applying the correct assessment methods
- Observing learners objectively during practical assessments
- Ensuring written work is submitted within agreed formats and timescales
- Providing clear and constructive feedback
- Maintaining a professional and supportive approach

Assessors must ensure they follow the set criteria exactly and do not substitute assessment requirements, simplify tasks or introduce unauthorised methods.

All assessments must be evidence-based. Assessors must record their decisions clearly and retain their notes, observation records, feedback forms and associated evidence in line with TLEQ data retention rules.

7. Assessment Conditions

Assessment must always take place under conditions that:

- Uphold integrity and minimise risk of malpractice
- Provide a safe environment for practical performance
- Support equality and inclusion
- Comply with qualification-specific requirements

For practical / aquatic assessments, this means ensuring:

- Appropriate lifeguard / first aid cover where applicable



- Safety checks of equipment and environment
- Clear briefing of learners and participants
- Controlled access to assessment spaces

For written or digital assessments, this may include identity verification, supervised arrangements or online proctoring where required.

8. Reasonable Adjustments and Special Considerations

Education hubs are responsible for identifying learners who may require reasonable adjustments and for following the **TLEQ Reasonable Adjustments and Special Considerations Policy (06.09)**. Adjustments must:

- Remove unnecessary barriers
- Not compromise the integrity of the assessment
- Be approved in advance by TLEQ (where required)
- Be recorded clearly in the Hub's assessment documentation

Special considerations may be requested after assessment where unforeseen circumstances have impacted a learner's performance.

Evidence must be submitted to qualityassurance@tlequalifications.com in line with the published procedures.

9. Internal Verification and Support for Assessors

Internal Verification (IV) is integral to maintaining quality and consistency. Assessors are expected to engage fully with IV requirements including:

- Submitting assessment decisions for sampling
- Acting upon IV feedback
- Attending standardisation sessions
- Maintaining up-to-date assessor CPD



Internal Verifiers will review assessment decisions, learner evidence, feedback quality and adherence to TLEQ standards. Any actions must be completed within the timeframe agreed with the Education Hub Manager / Responsible Officer or Internal Verifier.

Where concerns are raised about an assessor's practice, support and targeted development activity must be recorded and monitored until resolved.

10. Recording and Retention of Evidence

Education hubs must maintain complete and accurate assessment records, including:

- Learner submissions
- Observation records
- Assessment feedback
- IV feedback
- Records of adjustments or special considerations
- Attendance and participation records

These must be stored securely and retained for the required regulatory period. Digital storage solutions must be secure, backed up and access-controlled.

Evidence must be accessibly organised for TLEQ sampling or monitoring. Failure to supply evidence when requested may lead to sanctions.

11. Managing Malpractice and Maladministration

Where malpractice or maladministration is suspected, education hubs must act immediately and follow the **TLEQ Malpractice and Maladministration Policy (06.02)**.

This includes documenting concerns, securing evidence and notifying TLEQ without delay.

Examples include:

- Plagiarism or fraudulent work
- Collusion
- Assessor bias
- Unsafe assessment practices



- Unauthorised adjustments
- Compromised assessment materials

TLEQ will guide and oversee all investigations and may intervene directly where necessary.

12. Communication with TLEQ

Education hubs must maintain open and timely communication with TLEQ throughout delivery. This includes:

- Notifying TLEQ of staffing changes
- Advising of issues affecting assessments or delivery
- Submitting IV and standardisation reports
- Responding promptly to TLEQ sampling requests
- Reporting incidents, complaints or safeguarding concerns

Education hub engagement with communication responsibilities is monitored as part of annual review and risk rating.

13. External Quality Assurance and Monitoring

TLEQ may undertake planned sampling, desk reviews or education hub visits. Education hubs must make records, staff, learners (where appropriate) and facilities available.

Monitoring provides assurance that:

- Assessments meet required standards
- Internal verification is effective
- Assessor judgements are consistent
- Learners receive fair and professional treatment

Where issues are identified, education hubs must work with TLEQ to implement corrective actions. Serious or sustained concerns may result in withdrawal of education hub approval.



14. Commitment to Excellence

TLEQ approach to assessment is built upon professional integrity, learner-centred practice and continuous improvement. Education hubs play a vital role in delivering this commitment. By following the guidance in this Handbook, education hubs ensure that every learner benefits from a high-quality, reliable and supportive assessment experience that reflects the values of TLEQ and the expectations of regulatory bodies (CCEA / Ofqual / QQI).

15. 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

16. 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)

