

# STAND & DELIVER

Learning & Development

## Teaching and Learning Policy

Version 1.0 | June 2026

<b>Applies to</b>	All delegates, trainers, assessors and associates delivering or attending Stand & Deliver programmes
<b>Covers</b>	Programme design, delivery, assessment, feedback, learner support and quality of teaching
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This Teaching and Learning Policy sets out Stand & Deliver's approach to the design, delivery, assessment and quality of all training and development programmes. It applies to both our ILM accredited qualifications and our non-accredited business skills and management development programmes.

Stand & Deliver has been delivering high-quality, participative and experiential learning since 1993. Our approach is rooted in the belief that adults learn best when they are engaged, challenged and supported in a positive environment, and when learning is directly relevant to their professional context. This policy describes how we put those beliefs into practice.

This policy reflects the requirements of ILM as our awarding organisation, our own quality standards, and relevant UK legislative and regulatory frameworks including the Equality Act 2010, the Education and Training (Welfare of Young Persons) Act 2000, and the Further Education and Training Act 2007.

## 1. Statement of Intent

Stand & Deliver is committed to providing learning experiences that are:

- relevant and immediately applicable to delegates' professional roles and contexts;
- participative, engaging and grounded in real experience rather than passive reception;
- inclusive and accessible to all, regardless of background, learning style or prior experience;
- delivered by knowledgeable, qualified and enthusiastic practitioners;
- supported by high-quality materials and constructive, timely feedback; and
- continuously reviewed and improved in response to evaluation, quality assurance activity and changes in best practice.

We recognise that our delegates are working adults with existing professional knowledge and experience. Our role is to build on that foundation, challenge thinking, extend capability and support the practical application of new skills and knowledge in the workplace.

## 2. Programme Design

### 2.1 Needs Analysis and Suitability

Before any programme is confirmed, Stand & Deliver works with the client organisation or individual delegate to establish the level and type of programme appropriate to their needs. This includes:

- assessing the delegate's existing role, responsibilities and experience;
- establishing the appropriate ILM qualification level (Level 2, 3, 4 or 5) or confirming whether a non-accredited programme is more suitable;
- identifying any prior learning or Recognition of Prior Learning (RPL) that may be applicable;
- agreeing the programme content, structure and duration with the client; and
- identifying any additional learning support needs or access requirements.

These discussions are documented and retained as part of the programme record. For ILM accredited programmes, the initial assessment process is conducted in accordance with ILM's requirements and Stand & Deliver's Learner Identification and Suitability Policy.

## 2.2 Programme Structure

All Stand & Deliver programmes are designed to provide a coherent, progressive learning journey. For ILM accredited programmes, the structure aligns to the relevant qualification specification and unit requirements. Each programme includes:

- a clearly defined set of learning outcomes communicated to delegates at the outset;
- a structured programme schedule showing the sequence of learning, delivery dates and assessment milestones;
- a range of learning activities including input, discussion, case studies, group exercises, individual reflection and practical application;
- assessment activities designed to require delegates to apply their learning to their own professional context; and
- opportunities for tutorial support and individual guidance throughout.

## 2.3 Tailored and In-House Programmes

Where Stand & Deliver designs a bespoke or in-house programme for a client organisation, the programme design incorporates the client's mission, values, culture, performance management processes and working practices where relevant. This contextualisation ensures that learning is immediately applicable and that delegates can see its direct relevance to their organisation.

Bespoke programme outlines are produced as written proposals, retained in our programme records, and shared with the client for review and agreement before delivery commences.

## 2.4 Materials

All programme materials are developed by, or in close collaboration with, the programme trainer. Materials are:

- written to an appropriate level for the qualification and delegate group;
- reviewed at the start of any new programme and at least every six months for ongoing programmes to ensure they remain current, accurate and inclusive;
- designed to reflect diverse perspectives, avoiding stereotyping and using positive, inclusive language and examples;
- indexed and retained electronically and, where appropriate, in hard copy, to support traceability and the reuse of proven content; and
- provided to delegates in advance of, or at the start of, each learning session.

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# 3. Delivery Approach

## 3.1 Participative and Experiential Learning

Stand & Deliver's delivery philosophy is firmly participative and experiential. We believe that people learn more effectively by experiencing things for themselves and engaging actively with ideas, rather than through passive instruction. Our trainers are experienced practitioners who design and facilitate learning sessions that encourage dialogue, reflection, problem-solving and application.

Typical delivery methods used across our programmes include:

Delivery Method	Purpose
Facilitated group discussion	Sharing experiences, testing ideas, and learning from peers in a structured way.
Case studies and scenario exercises	Applying concepts to realistic workplace situations and practising decision-making.
Individual and group reflection	Encouraging delegates to connect new learning to their own experience and professional context.
Role-play and skills practice	Building confidence in new behaviours and receiving feedback in a safe environment.
Coaching conversations	Developing skills in questioning, listening and supporting others, particularly on coaching programmes.
Presentations and group tasks	Developing communication and leadership skills through active participation.
Action planning	Translating learning into specific, measurable commitments to workplace application.
Assignment work	Demonstrating knowledge and capability through written evidence linked to the delegate's own professional context, on ILM accredited programmes.

### 3.2 Learning Styles and Inclusion

Stand & Deliver recognises that delegates learn in different ways and that effective teaching makes provision for a range of learning preferences. Our trainers are skilled in adjusting their delivery style and the range of activities used to ensure that all delegates can engage fully with the learning.

Delegates who have additional learning needs, disabilities or other requirements that may affect their learning experience are encouraged to make these known to us before or at the start of their programme. Reasonable adjustments will be made in accordance with our Equality, Diversity and Inclusion Policy and our Access to Assessment Policy. We will never compromise the integrity of an assessment in making such adjustments, but we are committed to ensuring that no delegate is disadvantaged.

### 3.3 Overcoming Barriers to Learning

We recognise that for some delegates, formal training is an unfamiliar or even daunting experience. Our trainers are skilled in creating a relaxed, encouraging and safe learning environment that allows all delegates to participate with confidence. We use encouragement, humour and a variety of approaches to keep sessions lively and to ensure that learning is presented accessibly for everyone in the room.

Where a delegate appears to be struggling with the pace or content of a programme, the trainer will make time to discuss this and offer additional support, including tutorial time and guidance on resources.

### 3.4 Trainer Conduct and Professional Standards

All trainers and assessors working for Stand & Deliver are selected on the basis of their subject expertise, their experience in adult learning and development, and their ability to engage and inspire delegates. They are expected at all times to:

- arrive prepared, with materials and resources in good order;
- deliver learning to the agreed programme schedule and learning outcomes;
- use inclusive, respectful and professional language;
- model the leadership and management behaviours that underpin our programmes;
- respond constructively to delegates' questions and contributions;
- maintain clear professional boundaries in all interactions with delegates; and
- complete all assessment, feedback and administrative requirements within the agreed timescales.

Trainers undergo an induction with the IQA before being assigned to an ILM accredited programme. Their practice is monitored annually through observation and review, as set out in the IQA Strategy.

## 4. Learner Induction

Every programme delivered by Stand & Deliver begins with a structured induction. For ILM accredited programmes, this must be a minimum of one hour in duration, as required by ILM. The induction ensures that all delegates begin their programme with a clear understanding of what is expected of them and what support is available.

The induction covers the following as a minimum:

- an introduction to Stand & Deliver and the programme team;
- an overview of the qualification or programme, its aims, learning outcomes and structure;
- the programme schedule, including dates, times, locations and delivery methods;
- assessment requirements, including assignment briefs, marking criteria, submission dates and the referral and resubmission process;
- ILM registration (where applicable), including the registration period and certification process;
- roles and responsibilities of Stand & Deliver staff, trainers, assessors, the IQA and ILM;
- expectations of delegates, including attendance requirements and academic integrity;
- Stand & Deliver's policies, including malpractice and plagiarism, equal opportunities, complaints and appeals, and the use of artificial intelligence in assignments;
- tutorial support available, including how to access it and when it is most useful;
- ILM student membership and associated benefits (where applicable); and
- any additional support available for delegates with additional learning needs.

Delegates receive a Candidate Handbook at induction, which sets out the programme information, assessment requirements and key policies in a single reference document. Attendance at induction is recorded.

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## 5. Assessment

### 5.1 Assessment Principles

Stand & Deliver is committed to assessment that is fair, valid, reliable and consistent. All assessment decisions are made against the published ILM assessment criteria and sufficiency descriptors for the relevant qualification. Assessment must:

- reflect the genuine knowledge, understanding and capability of the delegate;
- be based on the delegate's own work, applied to their professional context;
- be assessed consistently across all delegates on equivalent programmes; and
- be subject to internal quality assurance through the IQA sampling process.

### 5.2 Assignment Design

Assignment briefs are designed to require delegates to draw on their own professional experience and context. This approach serves two purposes: it makes the learning more relevant and immediately applicable, and it supports the integrity of the assessment by making it difficult to submit generic or bought-in work.

Assignment briefs, mark sheets and sufficiency descriptors are provided to delegates at the appropriate stage of the programme and are discussed by the trainer to ensure that delegates understand what is required.

### 5.3 Submission and Marking

Delegates submit assignment work electronically unless otherwise agreed. Each submission must be accompanied by a signed plagiarism cover sheet or equivalent declaration of authenticity. Assessors mark submissions against the unit assessment criteria and sufficiency descriptors, providing written feedback that clearly explains the outcome and, in the case of a referral, specifies what is required for the work to meet the standard.

Marked work is returned to delegates within the timescale agreed at the pre-programme meeting and confirmed in the programme schedule. Stand & Deliver's target for returning marked assignments is 15 working days from the date of receipt of a complete submission.

### 5.4 Referral and Resubmission

Where an assignment does not meet the required standard, it will be referred. The delegate will receive clear written feedback explaining the specific areas that need further development, and will be given the opportunity

to resubmit. The number of permitted resubmissions, and the timescale for doing so, is set out in the Candidate Handbook and reflects ILM's guidance.

A referred assignment does not represent a failure; it represents an opportunity for the delegate to engage more deeply with the learning and to demonstrate their capability more fully. Trainers provide tutorial support to delegates who have received a referral to help them understand the feedback and plan their resubmission.

## 5.5 Recognition of Prior Learning

Stand & Deliver operates a Recognition of Prior Learning (RPL) process for ILM accredited programmes. Where a delegate has prior learning or experience that is directly relevant to one or more units of a qualification, an RPL claim may be considered. Full details are set out in Stand & Deliver's Recognition of Prior Learning Policy, available on our website and on request.

## 6. Feedback to Delegates

Constructive and timely feedback is central to effective learning. Stand & Deliver provides feedback to delegates in the following ways:

Type of Feedback	When Provided	How Provided
Verbal feedback during sessions	Throughout each taught session	By the trainer in response to delegate contributions, exercises and discussions
Written assessment feedback	Following submission and marking of each assignment	On the ILM Unit, Task and Mark Sheet, with specific comments against each assessment criterion
Tutorial feedback	At individual tutorial sessions throughout the programme	One-to-one discussion with the trainer, covering progress, assignment preparation and any concerns
Progress updates to client organisations	At agreed intervals during the programme	Written or verbal update to the client contact, summarising the cohort's progress
End-of-programme summary	On completion or near completion of the programme	Written summary to the client contact and/or delegate confirming outcomes

All feedback is designed to be specific, constructive and forward-looking. Assessors are trained to provide feedback that clearly identifies what has been achieved, what requires further development, and how the delegate can improve their work.

## 7. Tutorial Support

Tutorial support is included within the programme fee for all ILM accredited qualifications. The minimum tutorial hours required by ILM are:

Qualification Level	Minimum Tutorial Support (in addition to guided learning hours)
ILM Level 2 Award in Leadership & Team Skills	At least 1 hour of tutorial support
ILM Level 3 Award in Leadership & Management	At least 2 hours of tutorial support
ILM Level 3 Certificate in Leadership & Management	At least 2 hours of tutorial support
ILM Level 3 Award in Effective Coaching	At least 2 hours of tutorial support

Qualification Level	Minimum Tutorial Support (in addition to guided learning hours)
ILM Level 4 Award / Certificate in Leadership & Management	At least 2 hours of tutorial support
ILM Level 5 Certificate / Diploma in Leadership & Management	At least 3 hours of tutorial support
ILM Level 5 Certificate / Diploma in Effective Coaching and Mentoring	At least 3 hours of tutorial support

Tutorial support is provided by the programme trainer and may be delivered face-to-face, by telephone or by video call, as agreed with the delegate. Delegates are strongly encouraged to use their tutorial allocation, particularly when preparing assignments. Tutorial sessions are logged and retained as part of the programme record.

Additional support beyond the minimum tutorial hours is available to any delegate who needs it. Delegates should contact their trainer or the Stand & Deliver office in the first instance.

## 8. Evaluation and Quality of Teaching

### 8.1 Delegate Evaluation

Stand & Deliver evaluates every programme through structured evaluation forms completed by delegates at the end of each training session or programme. Evaluation forms capture delegates' views on the quality of delivery, the relevance and usefulness of the content, the quality of materials, and the overall learning experience.

Evaluation data is collated and summarised by the Stand & Deliver office and shared with the client contact where appropriate. It is reviewed at programme review meetings and used to inform improvements to programme design and delivery.

### 8.2 Observation of Teaching

The quality of teaching and assessment delivery is monitored through observation activity carried out by the IQA, in accordance with the IQA Strategy. All assessors and trainers are subject to observation at the discretion of the Centre Manager, and as a minimum all new trainers or assessors will be observed within their first programme. Observation findings are discussed with the trainer and any development actions are agreed and recorded.

### 8.3 Trainer Annual Review

All associate trainers and assessors working with Stand & Deliver have an annual review with the IQA or Centre Manager. The review covers all aspects of the trainer's delivery and assessing, including: the quality of their teaching, the standard of their marking and feedback, their engagement with IQA processes, their continuing professional development (CPD), and any actions arising from observation or evaluation feedback.

The ratio of assessors to one IQA does not exceed five, in accordance with ILM's requirements. This ensures that all assessors receive adequate monitoring and support.

### 8.4 Standardisation

Standardisation activities are conducted on at least an annual basis to ensure that assessment decisions are consistent across all trainers and assessors working on Stand & Deliver programmes. Standardisation involves reviewing sample assessments and discussing marking decisions, with any discrepancies resolved by the IQA. Records of standardisation activity are retained.

### 8.5 Continuous Improvement

Stand & Deliver is committed to continuous improvement in the quality of its teaching and learning. Improvement activity is informed by:

- delegate evaluation feedback;
- client feedback;

- trainer and assessor feedback;
- IQA sampling findings;
- observation outcomes;
- standardisation activity;
- information from ILM's External Quality Assurer (EQA); and
- the Centre Manager's own quality review and self-assessment.

Improvement actions are recorded, assigned to a responsible person and monitored to completion. The outcomes of the quality review process are used to update this policy, the IQA Strategy, programme designs and training materials as appropriate.

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## 9. Attendance and Engagement

Regular attendance at scheduled sessions is important for all delegates, both for their own learning and to maintain the cohort dynamic. The minimum attendance requirements for each programme are set out in the Candidate Handbook provided at induction.

Attendance is recorded at every session by the programme trainer. Where a delegate is absent, the trainer or Stand & Deliver office will make contact to establish the reason and to discuss how the delegate can catch up on missed learning.

Where a delegate's attendance falls below the required minimum and it is not possible for them to make up the missed learning, it may not be possible for them to complete the programme or to achieve certification. Stand & Deliver will advise the client and the delegate in this situation and explore all reasonable options before concluding that completion is not possible.

Delegates are expected to engage actively with all learning activities, to complete pre-work or reading where requested, and to submit assignments by the agreed deadlines. Where a delegate is experiencing difficulties that are affecting their engagement or submission of work, they should speak to their trainer or contact the Stand & Deliver office so that appropriate support can be put in place.

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## 10. Use of Technology in Learning

Stand & Deliver embraces the appropriate use of technology to support and enhance the learning experience. This may include the use of presentation technology in the classroom, online or blended delivery where agreed with the client, digital submission of assignment work, and electronic communication between delegates and their trainer or the Stand & Deliver office.

Where any part of a programme is delivered online or via a digital platform, Stand & Deliver will ensure that delegates have access to the relevant technology and are briefed on how to use it effectively. Technical difficulties will be addressed promptly and will not be allowed to disrupt the learning experience.

### 10.1 Artificial Intelligence

Stand & Deliver recognises that artificial intelligence (AI) tools are increasingly used in professional and educational contexts. Our approach to AI in the context of assessed work is set out in our Artificial Intelligence Policy, which is shared with all delegates at induction.

In summary, delegates may use AI tools as a research aid, to help structure their thinking, or to improve the presentation of their work. They may not submit AI-generated text as their own original work, as this would be inconsistent with the authenticity requirements of the qualification and would not demonstrate their own learning and capability. The boundary is between AI as a thinking tool and AI as a replacement for the delegate's own intellectual contribution.

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## 11. Responsibilities

Role	Responsibilities Under This Policy
Centre Manager (Malin Patel)	Overall responsibility for the quality of teaching and learning; ownership of this policy; oversight of trainer recruitment, induction, observation and review; liaison with ILM; responding to evaluation feedback; continuous improvement.
IQA	Monitoring and sampling assessment practice; conducting trainer observations; facilitating standardisation; providing feedback and support to assessors; signing off certification.
Trainers and Assessors	Designing and delivering engaging, inclusive programmes to the agreed learning outcomes; marking and providing feedback on assignment work within agreed timescales; maintaining programme records; engaging with observation, review and standardisation activity; undertaking CPD.
Delegates	Attending scheduled sessions; engaging actively with learning activities; submitting own original work by agreed deadlines; accessing tutorial support; providing honest evaluation feedback.
Client Organisations	Providing accurate information about delegate roles and needs; supporting delegates to attend and complete the programme; engaging with progress updates; providing feedback on the programme.

## 12. Related Policies and Documents

This policy should be read alongside the following Stand & Deliver policies, all available on our website and on request:

- IQA Strategy
- Equality, Diversity and Inclusion and Malpractice Policy
- Access to Assessment Policy
- Artificial Intelligence Policy
- Recognition of Prior Learning Policy
- Learner Identification and Suitability Policy
- Complaints Procedure (including Appeals Procedure)
- Privacy Policy
- Terms and Conditions of Sale

Key ILM documentation informing this policy includes the ILM Centre Handbook, the relevant qualification handbooks for Levels 2, 3, 4 and 5, and ILM's Guide to VRQ Assessment.

## 13. Policy Review

This policy will be reviewed at least annually and updated where required to reflect changes in our programmes, ILM requirements, relevant legislation or best practice in adult learning and development. The current version is always available on our website at [www.standanddeliver.co.uk](http://www.standanddeliver.co.uk) and on request.

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