

Teaching, Assessment and Quality Handbook

Table of Contents

1.0	Purpose
1.1	Scope
2.0	Ethos
3.0	Learner Induction
4.0	Teaching
5.0	Assessment
6.0	Conflicts of Interest
6.1	Handling Conflicts or Potential Conflicts of Interest in Specific Areas
7.0	Quality Process
7.1	Compliance
7.2	Consistency
7.3	Continuous Improvement and Development
7.4	Review and Evaluation of Quality Improvement Arrangements
7.5	Internal Audit
7.6	Verification of Assessment
8.0	Related Links
9.0	Document Control
9.1	Version Control
9.2	Next Review Date
9.3	Document Authorisation

Teaching, Assessment and Quality Handbook

1.0 Purpose

To ensure that:

- Colleagues have clear information, advice and guidance given about us, the expected standards of teaching, learning and assessment and the strategies that will be implemented to achieve these across all our contracts.
- Colleagues understand that meeting at least supportive and independent pathways expectations for teaching, learning and assessment is the standard for all staff facilitating learning activities.
- Each learner is supported to achieve their full potential whilst studying with us, through this and our robust information, advice, and guidance mantra.
- Each learner's experience of learning is positive.
- Foster an inclusive approach to teaching delivery through the provision of tailored learning support, to maximise successful learning outcomes.

Quality activities will be conducted to ensure that we drive continuous improvements of the company to maintain and achieve internal Key Performance Indicators (KPI) as well as Ofsted, WYCA, ESFA and Awarding Organisational standards.

This policy handbook sets out the committed to assuring and continuously improving the provision, seeking always, is to enhance the learner's experience and to set high expectations. Talented Training Ltd vision and values places the learner, their needs, and experiences, at the centre of all activities.

1.1 Scope

This handbook applies to all staff and activities within Talented Training Ltd that relate to teaching, assessment, and quality.

2.0 Ethos

Here at Talented Training our aim is to deliver progressive training with an emphasis on developing individuals, empowering them to recognise their own value and potential to achieve their personal and professional aspirations.

We operate throughout the UK and have long-standing, successful partnerships with organisations that share our vision and values which allow us to offer comprehensive training packages that give our learners the skills, knowledge and behaviours they need to enter the labour market and build a successful career in their chosen field.

3.0 Learner Induction

Our commitment is that we will:

- Provide a learner handbook.
- Provide learners with a clear overview of their programme, including how they will be assessed, progress reviewed and how the programme will be funded.
- Review agreed expectations from all relevant stakeholders, including code of

conduct.

- Provide the learner with key support contacts and details available to them.
- Provide the learner with information on how to keep safe and well.
- Provide the learner with information around key policies.
- Provide the learner with information around careers, education, information, advice, and guidance (CEIAG).
- Provide the learner with details of how to submit any complaints and how to appeal against assessment.

4.0 Teaching

Our commitment is that we will:

- Provide high quality teaching and learning and commit to the continuous improvement of the learner experience.
- Ensure the learners' starting point is established using robust initial assessment (IA), including identified recognised prior learning (RPL).
- Ensure teaching and learning focuses on the appropriate sequencing of components and allows learners to demonstrate their skills in terms of recall and building expertise.
- Providing learners with challenging targets to raise aspirations and ensure their potential to achieve goals is evident.
- Ensure all staff reflect on their current practice, develop strategies to enhance teaching, tutoring, learning and achieve a result which is beyond expectations.
- Ensuring continuous professional development (CPD) events are held both internally and externally to support our staff in the development of their own expertise and pedagogy.
- Ensure the quality and operational management team provide our staff with ongoing coaching and support. This includes supporting them in the use of technology and remote teaching and learning techniques, including during periods of disruption.
- Ensure the provision of continued teaching, learning and assessment using technology, when this is the chosen method of delivery and learner awareness is raised to stay safe online.
- Provide online resources and a range of technology solutions to support learner progress.

5.0 Assessment

Assessment will take place regularly through any programme on a formative and summative basis and serve the following purposes:

- Assessing an individual's progress to deliver constructive and developmental feedback to support future success and provide every opportunity to stretch beyond the standards.
- Assessing an individual's performance to allow for formal grading and certification.
- Establishing the effectiveness of memory recall and impact of sustained learning
- Checking on the development of learners' progress and to inform them of distance travelled in relation to progress towards achievement of programme goals and aspirations.
- Making assessment decisions based on learner evidence being valid, reliable, consistent and authentic.

The approach to assessment follows the following principles:

- Working within Awarding Organisation guidelines, the assessment process should always be appropriate for each individual learner and adopt the flexibility allowed to us by Ofqual during any periods of disruption.
- Learners will be made aware of the procedures for appeal against assessment decisions both internally and externally.
- Formal assessments will always comply with Awarding Organisation regulations and adequate preparations for such assessment should be scheduled into every programme.
- Special assessment adjustments need to be applied for, when appropriate, through the Awarding Organisation.
- Initial assessment, completed predominantly online, will be carried out and assessed against screening indicators, where available, to determine any additional learning support needs and advice given accordingly.

6.0 Conflicts of Interest

Conflict of Interest Policy - The following aspects are subject to conflict-of-interest requirements: Observation and Assessment

The purpose of the below is to provide guidance to staff and any other relevant individuals on handling conflicts, or potential conflicts, of interest that may arise because of their roles as assessors, invigilators, internal verifiers, or assessment-related administrators. This policy applies to all staff or other individuals whenever they interact or potentially interact with any Talented Training Ltd assessment-related functions.

6.1 Handling Conflict, or Potential Conflicts of Interest in Specific Areas

The following are examples of conflicts or potential conflicts of interest from different areas and routes at Talented Training Ltd. These notes are intended to be helpful to staff in making decisions that relate to potential conflict of interest in situations in their day-to-day work.

If a teaching member of staff is involved in any way with the development of a secure assessment for either internal or national use, he or she cannot make use of the knowledge of that assessment in any teaching or learning activity.

Assessors, invigilators, internal verifiers, and assessment related administrators do not take responsibility to ensure the security and confidentiality of all assessment instruments, including examination papers.

Learning and teaching materials are not based on live examinations or other assessment materials (although they can make use of past examinations of other assessment materials).

A member of staff is not asked to assess, invigilate or internally verify the work of an enrolled learner who is a family member, other relative, close friend or colleague undertaking CPD within Talented Training Ltd.

A member of staff must not share assessment materials with individuals, whether learners of Talented Training Ltd, when not specifically tasked with assessing them as part of a

scheduled activity.

7.0 Quality Process

7.1 Compliance

Our quality improvement arrangements are continually reviewed to ensure that they meet the required compliance of a range of organisations that influence and guide provision. These requirements include those that are laid down by UK Government, funding bodies, and by awarding organisations or qualifications authorities. This includes any short-term requirements linked to periods of disruption.

7.2 Consistency

To maintain consistency and the quality of training, we use several quality sampling approaches, which culminate in the annual self-assessment. These include internal audit, verification of assessment, observation of activities and learning walkthroughs. Trends are used to make improvements, including additional training and changes in processes. Trends are collated monthly and reported in the monthly Business meeting. Reporting is enhanced by additional data, such as external quality assurance reports from awarding organisations and provider performance reviews from funding bodies.

Our [Quality Calendar](#) outlines the quality activities planned.

Our [OTLA Policy](#) outlines our procedures for observations.

7.3 Continuous Improvement and Development

Talented Training Ltd uses the quality tools outlined above to identify areas for improvement and takes appropriate action using consultation and collaboration with others. Learning walks and quality review, including business meetings, all focus on identifying good practice and areas that require improvement to ensure learners receive the best experience. Staff exchange good practice identified across the provision, to proactively develop the best possible learning experiences and achievements for each learner. Feedback from learners, employers, and staff is systematically gathered to ensure that we meet the needs of primary stakeholders in the business and to make continuous improvements.

7.4 Review and Evaluation of Quality Improvement Arrangements

Quality improvement arrangements inform self-assessment activities based in the EIF criteria, accurately evaluating all programmes and identifying strengths and weaknesses. The input of a range of staff is included, as well as using quality improvements arrangements to include input from learners, and other stakeholders.

A Quality Improvement Plan (QIP) is prepared using the findings of the self-assessment activities and reports, or after the receipt of a formal inspection or audit reports. The QIP is a long-term improvement tool and is managed, regularly reviewed, and updated to record progress and impact. Additional items will be added as improvement actions are identified and triggered.

7.5 Internal Audit

Talented Training Ltd has a systematic internal audit to ensure its compliance with funding requirements and documentation control. A summary report is provided after each audit. The outcome of all audits will be reported at the Business Meetings.

7.6 Verification of Assessment

Quality assurance is a key activity for ensuring learners' achievements are valid. Talented Training Ltd undertake learning visits, learner interviews, sampling learner progress, and the verification of assessment decisions, against a planned schedule.

All verification activities are in line with the qualification authorities, awarding organisations and Codes of Practice. Practices are outlined in the [Quality Assurance Policy](#).

8.0 Related links

[Staff Handbook](#)

[E-Safety and Acceptable Use](#)

[RARPA](#)

[Malpractice and Maladministration](#)

8.0 Document Control

Below is the change history and document 'sign off' information.

8.1 Version Control

Record of Amendments		
Version Number	Date of Issue	Detail of Change
V1.0	May 2025	Document created.

6.2 Next Review Date

The next scheduled review of this document will be May 2026 or earlier if there is a need for an additional review.

6.3 Document Authorisation

Document Authorisation		
Name and Position	Signature	Date
Laura Jambawai Quality and Adult Skills Lead	LJambawai	28 May 2025