

Teaching, Learning and Assessment Policy

Adult Skills Bootcamp Provision | Curriculum, Delivery, Assessment and Learner Progress

Policy field	Current position
Provider	Quack Recruitment & Training Ltd
Applies to	Adult learners aged 19+, tutors, trainers, assessors, IQAs, progression staff, learner-engagement staff, managers, employers, guest contributors and delivery partners.
Policy owner	Jessica Roughton - Quality & Compliance Lead
Senior accountable lead	Dion Bishop - Director of Contracts & Operations
Operational leads	Lead Assessor, programme tutors/assessors, nominated IQA, Progressions Officer and contract leads.
Approved systems and records	PICS, BKSBS, Microsoft Teams, Highfield Vault / Highfield systems, approved learner evidence platforms, controlled curriculum plans, ILPs, skills scans, progress reviews, registers, workbooks and quality records.
Reporting route	Line manager or Quality & Compliance Lead; DSL/DDSL for safeguarding or Prevent; Assessment Appeals, Malpractice, Complaints or Whistleblowing route where applicable.
Next review	August 2027, or sooner following inspection, funder, awarding-organisation, curriculum, delivery-model or significant quality change.
Policy intent Every learner should receive an ambitious, relevant and inclusive programme that builds securely from their starting point, is taught by competent staff, uses assessment to improve learning and prepares them for meaningful employment or progression. Evidence must show not only that activity occurred, but what learners learned, how they progressed and what leaders changed when quality was not strong enough.	

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Use with live curriculum and learner evidence

This policy sets the provider-wide standard. Each programme must also have an approved curriculum plan, scheme of work or equivalent, current qualification specifications, contract-specific requirements, learner handbook, assessment plan and evidence of implementation. Inspectors, funders and awarding organisations will judge what learners experience and achieve, not the existence of the policy alone.

1. Purpose and Policy Intent

Quack Recruitment & Training Ltd provides short, intensive adult Skills Bootcamp programmes designed to help learners develop occupational knowledge, practical skills, professional behaviours, confidence and employability. This policy defines the standards for curriculum design, teaching, training, assessment, feedback, progress review and quality improvement across face-to-face, remote and blended delivery.

The policy is intended to ensure that programmes are relevant to employer and labour-market need; learning is sequenced logically; staff know learners' starting points and barriers; teaching is adapted without lowering standards; assessment is valid and useful; learners make demonstrable progress; and leaders maintain an accurate understanding of the quality and impact of provision.

Quack does not require unnecessary paperwork or a single prescribed teaching style. Staff must, however, be able to demonstrate purposeful planning, appropriate subject expertise, effective teaching decisions, accurate assessment, individualisation, timely support and clear evidence of learner progress and achievement.

2. Scope and Application

Area	Application
Programmes	All Skills Bootcamps, regulated qualifications, non-regulated training, employability activity, practical training, assessment preparation and any other adult learning delivered or arranged by Quack.
Delivery models	Face-to-face, remote, blended, classroom, workshop, employer-linked, venue-based and digitally supported delivery.
People	Learners, tutors, trainers, assessors, IQAs, progression staff, learner-engagement staff, managers, guest speakers, employer contributors and delivery partners.
Learner journey	IAG and screening, initial assessment, induction, curriculum delivery, attendance, progress reviews, assessment, completion, interview preparation, employer activity and progression.
Records	Curriculum plans, schemes of work, session planning, registers, Teams attendance, ILPs, skills scans, BKSB, learner work, assessment/IQA records, feedback, support plans, OTLA, learner voice and improvement actions.

Where a contract, qualification specification or awarding-organisation rule imposes a higher or more specific requirement, that requirement takes precedence. Staff must use the current rules for the relevant cohort rather than assuming that arrangements are identical across funders or programmes.

3. Legal, Regulatory, Contract and Inspection Context

Framework / requirement	Application to Quack
Ofsted further education and skills inspection toolkit	Leaders must understand curriculum and teaching quality; programmes should be ambitious, appropriately sequenced, relevant to skills needs and inclusive; staff should use assessment to check understanding and adapt teaching; learners should make progress from starting points and be prepared for next steps.
Skills Bootcamp contracts and funding rules	Programmes must meet the current service specification, planned learning, initial/final assessment, employer engagement, interview and outcome requirements. Delivery and evidence must support accurate claims.
Ofqual General Conditions and awarding-organisation requirements	Regulated qualifications must be delivered and assessed by competent staff, in accordance with current specifications, assessment strategies, reasonable-adjustment rules, malpractice controls and internal/external quality assurance.
Equality Act 2010	Quack must avoid unlawful discrimination and make reasonable adjustments for disabled learners while maintaining the required learning and assessment standard.

Framework / requirement	Application to Quack
Counter-Terrorism and Security Act 2015 and Prevent guidance	Teaching, learner support and curriculum activity must support proportionate Prevent awareness and the safe escalation of concerns.
Health and Safety at Work etc. Act 1974	Learning activities, practical tasks, equipment, venues and work-related activity must be planned and delivered safely.
UK GDPR and Data Protection Act 2018	Learner information, assessment evidence, recordings and progress data must be processed lawfully, securely and only through approved arrangements.
Copyright, Designs and Patents Act 1988	Teaching resources, images, recordings and learner materials must be used lawfully and attributed or licensed where required.
Inspection position This policy does not claim that Ofsted prescribes lesson-plan formats, teaching methods or a specific volume of paperwork. Quack's assurance focuses on the intended curriculum, what is taught, how well learners understand and apply it, progress from starting points, inclusion, achievement and readiness for employment or further learning.	

4. Definitions

Term	Meaning for this policy
Curriculum intent	What learners are expected to know, understand, do and demonstrate by the end of the programme, and why those outcomes matter.
Curriculum implementation	How content is sequenced, taught, practised, assessed, supported and adapted during delivery.
Curriculum impact	The knowledge, skills, behaviours, confidence, achievement and progression learners secure as a result of the programme.
Starting point	The learner's relevant prior knowledge, experience, qualifications, English/maths/digital capability, barriers, support needs, career goal and initial assessment position.
Formative assessment	Assessment used during learning to check understanding, identify gaps, give feedback and inform the next teaching action.
Summative assessment	Assessment used to determine whether specified programme or qualification outcomes have been achieved.
Individual Learning Plan (ILP)	The live record of the learner's starting point, goals, support, SMART targets, progress, reviews and agreed actions.
OTLA	Observation of teaching, learning and assessment: a developmental and quality-assurance activity used to evaluate learner experience and staff practice.
Reasonable adjustment	A proportionate change that reduces disadvantage for a disabled learner without changing the competence or standard being assessed.
Progress from starting points	Demonstrable development in relevant knowledge, skills, behaviours, confidence or readiness compared with what the learner knew and could do at the start.

5. Core Teaching, Learning and Assessment Principles

- Learners will be set ambitious but realistic expectations linked to occupational standards, programme outcomes and their individual goals.
- Curriculum content will be relevant, current and informed by employers, sector practice, qualification requirements, funder specifications and local, regional or national skills needs.
- New knowledge and skills will build logically on prior learning. Staff will identify essential concepts, allow sufficient practice and revisit important learning where needed.
- Teaching will be inclusive, respectful and responsive to learner need without lowering the intended standard or creating unsupported assumptions about capability.
- Assessment will be used throughout delivery to check understanding, identify misconceptions, recognise progress and adapt teaching, rather than being treated only as an end-of-course event.
- Learners will receive clear, specific and constructive feedback that explains what is secure, what needs improvement and what action is required.
- Practical and vocational learning will reflect safe and credible industry practice and help learners apply knowledge in realistic contexts.
- Learner records will be individual, contemporaneous and meaningful. Generic or copied entries that do not evidence the learner's actual journey are unacceptable.
- Quality assurance will be evidence-led, proportionate and focused on learner impact, including differences in experience or outcomes between learner groups and delivery models.
- Employment and progression are part of curriculum impact. Teaching and assessment should prepare learners to use their new skills in interviews, work, enhanced responsibilities or self-employment.

6. Curriculum Intent and Employer Alignment

Each programme must have an approved curriculum rationale that identifies the intended occupational knowledge, practical or technical skills, professional behaviours, employability outcomes and progression destination. The rationale should explain how the programme responds to employer demand and the relevant contract or qualification requirements.

Curriculum design requirement	Minimum evidence
Skills need and employer relevance	Employer consultation, vacancy intelligence, letters/emails, labour-market information, stakeholder feedback or documented contract need.
Ambitious end points	Clear programme outcomes, qualification outcomes, practical competence, personal goals and progression expectations.
Logical sequence	Curriculum map, scheme of work or equivalent showing what is taught, in what order, and how concepts build.
Sufficient time	Planned hours and activities allow teaching, practice, consolidation, assessment, support and correction of gaps.
Employer contribution	Where required or appropriate: co-design, content review, guest input, work insight, mentoring, mock interviews, learner feedback or vacancy/interview activity.
Review and currency	Named owner, review date and evidence that feedback, EQA, OTLA, learner outcomes and industry change are used to update content.

Curriculum decisions must not be driven solely by what is easiest to deliver or assess. Where qualification content does not fully cover employer or learner needs, Quack may add relevant non-accredited learning, practice or employability activity, provided this is planned, safe, accurately described and does not displace mandatory content.

7. Curriculum Planning, Sequencing and Delivery Hours

- Every active cohort must have a current timetable and approved curriculum plan, scheme of work or equivalent that maps planned content, guided learning, assessment, reviews, employer activity and progression support.
- Planning must distinguish teaching, supervised practice, independent or supported work, assessment, review and break time accurately. Attendance and GLH must reflect what actually occurred.
- Staff must identify prerequisite learning and likely misconceptions, particularly where learners are entering a new occupational sector or have limited prior technical experience.
- Essential knowledge and safety-critical content must be taught and checked before learners undertake related practical or independent activity.
- Staff should use retrieval, questioning, modelling, worked examples, guided practice, demonstration, discussion, practical application and independent practice in combinations appropriate to the subject and learner group.
- Course content may be adapted during delivery where assessment identifies gaps or stronger prior knowledge. Material changes must be recorded and must not remove mandatory outcomes or planned hours without proper authorisation.
- Quack does not require a separate detailed lesson plan for every session where an approved curriculum plan and proportionate session preparation provide sufficient clarity. New, complex, practical or high-risk sessions may require more detailed planning.

8. Starting Points, IAG and Personalisation

Before or at the start of delivery, staff must build a coherent understanding of each learner's starting point. Information should be triangulated rather than repeatedly collected without purpose. Relevant sources include enrolment IAG, prior-learning information, CV/work history, qualification evidence, BKSb or other diagnostic activity, skills scans, employer information, support disclosures and discussion with the learner.

Starting-point area	Required use in teaching and support
Career goal and intended destination	Shape examples, targets, employer activity, interview preparation and progression support.
Prior knowledge and experience	Avoid unnecessary repetition; identify transferable skills and genuine knowledge gaps.
English, maths and digital capability	Plan contextualised support and identify whether additional resources, referral or adjustment are needed.
SEND, disability, health or other support need	Agree reasonable adjustments, accessible materials, support strategies and escalation where appropriate.
Confidence, motivation and barriers	Set appropriate early actions, monitor engagement and coordinate wraparound support.
Assessment readiness	Identify gaps that require teaching or practice before summative assessment or examination.
Employer or role requirements	Connect curriculum, professional behaviours and practical activity to credible sector expectations.

Starting-point area	Required use in teaching and support
Individualisation standard Personalisation does not mean designing an entirely different course for every learner. It means using accurate starting-point information to adjust explanation, support, practice, targets, examples, resources and progression activity while preserving the intended curriculum and assessment standard.	

9. Individual Learning Plans, Targets and Progress Reviews

The ILP is a live learner record, not a compliance form. It must show the learner's goal, starting point, support needs, meaningful SMART targets, progress, feedback and agreed next actions. Wording should be specific to the learner and consistent with IAG, skills-scan, assessment, attendance and progression evidence.

- Initial targets must be agreed early enough to guide learning and should include relevant occupational, personal, English/maths/digital, attendance, confidence or progression goals.
- Formal progress reviews will normally take place at least weekly during active short-course delivery, with additional checks where risk, absence, support need or assessment progress requires them.
- Reviews must evaluate what the learner has learned and can now do, not merely record that a discussion took place.
- Actions must identify who will do what and by when. Previous actions must be reviewed and closed, amended or carried forward with explanation.
- Tutors and progression staff must coordinate so that learning targets and career actions complement one another without unnecessary duplication.
- Where a learner is not making expected progress, staff must identify the cause, agree support or curriculum action, record it and review whether it worked.

10. Teaching Practice and Learner Engagement

10.1 High-quality teaching and training

- Staff will communicate subject knowledge accurately and clearly, use current vocational terminology and connect learning to relevant industry practice.
- Sessions will have a clear purpose and learners should understand what they are learning, why it matters and how it connects to previous and future content.
- Explanations, demonstrations and instructions should be broken down appropriately, with checks that learners have understood before moving on.
- Questioning and assessment should involve the full group and individual learners rather than relying only on volunteers or general questions such as "does everyone understand?"
- Activities must be purposeful, appropriately challenging and aligned to intended learning. Completion of an activity is not evidence of learning unless understanding or application is checked.
- Staff will create a respectful climate in which learners can ask questions, make mistakes safely, receive challenge and develop confidence and professional behaviour.
- Where early finish, low engagement or excessive tutor talk limits learning, the tutor must adjust the session and leaders must take appropriate follow-up action.

10.2 Practical, remote and blended delivery

Practical teaching must include suitable risk controls, demonstration, supervised practice and confirmation that learners can apply techniques safely. Remote and blended delivery must meet the same curriculum and quality standard as classroom delivery and follow the Online and E-Learning Policy for digital readiness, attendance, safeguarding, communication, participation and information security.

10.3 Wider skills and professional behaviours

English, mathematical and digital skills will be developed where they are relevant to the curriculum, assessment, job role or learner goal. Employability, communication, teamwork, reliability, resilience, equality, safeguarding, Prevent, health and safety, sustainability and professional conduct should be taught meaningfully through the curriculum rather than inserted as disconnected references.

11. Assessment, Feedback and Achievement

11.1 Assessment for learning

- Use assessment early and throughout the programme to identify what learners know, can recall, explain and apply.
- Use a suitable range of methods, including questioning, quizzes, observation, discussion, written work, practical activity, demonstration, scenario work and learner explanation.
- Check individual understanding. Group completion or confident responses from a small number of learners must not be assumed to represent the whole cohort.
- Record significant findings and adapt teaching, support or practice where gaps are identified.
- Revisit learning after feedback to confirm that misconceptions have been corrected and knowledge or skill is becoming secure.

11.2 Summative and qualification assessment

Summative assessment must follow the current qualification specification, assessment strategy, examination controls, reasonable-adjustment rules and Quack's IQA arrangements. Assessors must be competent, decisions must be evidence-based and certification must not be released while required assessment or IQA actions remain unresolved.

11.3 Authenticity, plagiarism and artificial intelligence

Learner evidence must be authentic. Staff must explain permitted and prohibited use of AI, collaboration, templates and external assistance. AI may support learning where authorised, but it must not generate assessed evidence that is presented as the learner's own work or prevent the learner demonstrating the required knowledge or competence. Suspected plagiarism, collusion or fabricated evidence must be handled under the Malpractice and Maladministration Policy.

11.4 Feedback and resubmission

- Feedback must be timely, specific, proportionate and understandable to the learner.
- It should identify strengths, gaps and the next action; vague comments such as "good work" are insufficient where improvement is needed.
- Feedback must not coach a learner to a predetermined answer or rewrite assessed work for them.
- Resubmission or reassessment must follow the qualification, examination or programme rules and preserve the original audit trail.
- Where assessment indicates a wider teaching issue, the tutor or assessor must address the underlying curriculum gap, not only correct the individual submission.

12. Inclusion, SEND and Reasonable Adjustments

Quack will maintain high expectations for all learners while identifying and reducing barriers to participation and achievement. Tutors must know the support arrangements relevant to their learners and use accessible teaching approaches, resources and communication. Adjustments must be agreed, recorded, reviewed and, where assessment is involved, authorised in line with awarding-organisation requirements.

Inclusive practice	Expected action
Accessible explanation and materials	Use clear language, appropriate layout, alternative formats or supported reading where needed; avoid unnecessary complexity.
Pace and practice	Allow additional processing, repetition or practice where this supports learning, without reducing the intended outcome.
Participation	Use varied methods so that confidence, language, disability or online access does not exclude learners from demonstrating understanding.
Reasonable adjustments	Agree and document adjustments; seek SEND Lead or awarding-organisation advice where competence standards or assessment security may be affected.
Support coordination	Share relevant information lawfully with tutors, assessors, progressions staff and external specialists on a need-to-know basis.
Impact review	Check whether support is improving access, progress and achievement; change ineffective arrangements promptly.

13. Attendance, Punctuality and Re-engagement

Attendance and punctuality support learning continuity, safe practical activity, qualification readiness and accurate funding evidence. Registers must be contemporaneous and accurate. Staff must distinguish absence, late arrival, early departure, approved break, independent activity and non-participation correctly.

- Expectations and absence-reporting routes will be explained at induction and reinforced during delivery.
- Unexplained absence or disengagement must be followed up promptly using approved contact routes, with safeguarding or welfare concerns escalated without delay.
- Tutors will identify missed learning and agree a realistic catch-up or support plan where contract and curriculum time permit.
- Repeated absence, low participation or early leaving must trigger management review of learner risk, support, programme suitability and funding implications.
- Learners must not be marked present merely because they logged into an online session or attended part of a day; evidence should reflect meaningful participation and actual hours.

14. Learning Resources, Environments and Equipment

- Resources must be current, accurate, accessible, appropriately challenging and aligned to the curriculum and assessment requirements.
- Venues, online platforms, workshops and equipment must be suitable, safe and conducive to learning. Environmental or technical issues that materially limit learning must be recorded and resolved.
- Practical resources, PPE and equipment must reflect safe industry practice and be checked before use.
- Digital resources and recordings must use approved systems and comply with data protection, information security, copyright and online-learning requirements.
- Learners must know how to access materials, support and catch-up resources without those materials replacing necessary teaching or supervised practice.
- Staff should evaluate whether resources improve understanding and application rather than using them because they are available or visually attractive.

15. Employer Involvement and Progression

Employer engagement should strengthen curriculum relevance and learner progression. The form and frequency will depend on the contract and programme, but staff must be able to evidence how employer or labour-market input influenced design, delivery, learner preparation or review.

Stage	Illustrative employer / progression contribution
Design and mobilisation	Confirm skills need, job roles, entry expectations, curriculum content, interview criteria and likely vacancies.
Delivery	Guest teaching, technical insight, work scenarios, mentoring, feedback on learner work, site/workplace insight or mock interviews.
Completion	Interview preparation, live-vacancy alignment, employer feedback on learner readiness and confirmation that required skills have been taught.
Post-course	Interviews, job matching, enhanced-role discussions, outcome verification, employer satisfaction and feedback for curriculum improvement.
Curriculum review	Analyse employer feedback, vacancies, outcomes, non-selection reasons and industry change to update future delivery.

16. Staff Competence, Induction and Continuing Professional Development

- Tutors, trainers, assessors and IQAs must meet the qualification, occupational competence and experience requirements relevant to their role and the programme they support.
- New staff will receive induction covering the curriculum, learner profile, systems, safeguarding, Prevent, SEND, data protection, assessment, funding evidence, ILP and quality expectations before independent delivery.
- New or unfamiliar staff will receive appropriate mentoring, co-delivery, observation, sampling or increased review until competence is established.
- Active delivery staff must maintain subject currency and teaching/assessment competence through CPD, employer engagement, standardisation, feedback, professional reading, industry activity or relevant qualifications.
- CPD must respond to evidence, including OTLA, IQA/EQA, learner outcomes, complaints, safeguarding themes, assessment gaps, curriculum change and individual development need.
- Completion of training is not sufficient evidence of impact. Managers should check how learning has changed staff practice and learner experience.

17. Observation of Teaching, Learning and Assessment

OTLA is non-graded and developmental. Its purpose is to evaluate the quality and impact of curriculum implementation, identify strengths, provide professional feedback and secure improvement. It must not become a performance theatre or a checklist detached from learner learning.

Trigger / frequency	Requirement
New tutor, assessor or trainer	Direct observation, supported learning walk or equivalent quality activity during the first live cohort or within four working weeks of active delivery, followed by proportionate support.
Established active staff	At least two quality activities in each rolling 12-month period where the person is actively delivering; at least one should normally include direct observation of live teaching or training.
Remote or blended delivery	Include remote observation, review of digital participation, resources, learner work and progress evidence.
Risk or concern	Increase frequency following weak learner progress, complaints, poor attendance, assessment concerns, new curriculum, significant delivery change or missed actions.
Strong practice	Use evidence to share effective approaches through standardisation, coaching or peer development without creating a fixed "approved teaching style".
Feedback and follow-up	Provide written feedback normally within five working days, agree actions and timescales, and complete follow-up sufficient to confirm impact.

- Observers must be competent, objective and free from material conflicts of interest.
- Evidence should include what learners were expected to learn, what they understood or could do, how the tutor knew, how support was used and what action followed.
- Observations may draw on learner discussion, work scrutiny, curriculum plans, assessment, attendance and progress records to understand typical practice.
- One observation does not, by itself, determine overall teaching quality. Leaders will triangulate evidence over time and across cohorts and delivery models.
- Where serious safeguarding, safety, malpractice or assessment-integrity concerns arise, the observer must intervene or escalate immediately rather than wait for routine feedback.

18. Learner Voice, Complaints and Continuous Improvement

Learner feedback will be gathered at suitable points, including during and after delivery, and may include surveys, discussions, focus groups, complaints, compliments, exit feedback and progression contact. Feedback must be analysed alongside attendance, work, assessment, achievement, support and outcome evidence. Leaders must distinguish isolated preference from recurring or material quality concerns.

- Learners must know how to raise a concern without disadvantage and how to use the Complaints or Assessment Appeals procedures.
- Staff should respond to feedback during delivery where practical rather than waiting until the cohort has ended.
- Changes made in response to feedback should be recorded and communicated where appropriate.
- Quality themes, risks and improvement priorities will feed into programme reviews, the Self-Assessment Report, Quality Improvement Plan, staff CPD and governance challenge.
- Where one concern indicates possible wider impact, leaders will test other learners, cohorts, staff, programmes or delivery models.

19. Records, Evidence and Document Control

Record	Minimum expectation
Curriculum plan / scheme of work	Current, approved, sequenced, contract/qualification aligned and version controlled.
Session preparation	Proportionate evidence of intended learning, activity, resources, assessment and adaptation where required.
Attendance and delivery	Contemporaneous registers, actual hours, delivery location/mode and explanation of corrections or exceptions.
Learner starting point and ILP	Individual, consistent with IAG and assessment, with meaningful targets and live review evidence.
Learner work and assessment	Authentic evidence, feedback, decisions, reassessment history, reasonable adjustments and IQA trail.
Support and safeguarding	Need-to-know records, agreed support, impact review and prompt escalation through the appropriate policy route.
OTLA and staff development	Observation evidence, feedback, actions, follow-up, CPD and impact.
Curriculum review	Learner/employer voice, achievement, progression, EQA/IQA, complaints, incidents, actions and resulting changes.

Records must be created and stored through approved systems, remain accessible for quality and audit purposes, and be retained in line with the Records Management, Information Security, GDPR and contract requirements. Corrections must preserve the original audit trail where the system or record permits.

20. Roles and Responsibilities

Role	Core responsibilities	Evidence / assurance
Director of Contracts & Operations	Set strategic expectations; approve programme direction and resources; ensure contract and employer alignment; review serious quality risk and improvement impact.	Leadership review, decisions, governance reports, QIP action closure.
Quality & Compliance Lead	Own policy; maintain quality framework; coordinate OTLA, curriculum review and learner voice; monitor inclusion and progress; escalate serious concerns.	Quality calendar, OTLA, audits, SAR/QIP, reports and action tracking.
Lead Assessor / curriculum lead	Coordinate curriculum planning, sequencing, standardisation, staff support and consistent implementation across cohorts.	Curriculum plans, meetings, resource review, delivery checks and actions.
Tutors / trainers	Plan and deliver high-quality learning; know starting points; assess understanding; maintain accurate attendance, ILP, feedback and progress records; escalate concerns.	Registers, plans, resources, ILPs, learner work, feedback and reviews.
Assessors	Make valid and impartial assessment decisions; give feedback; protect authenticity; apply adjustments and preserve audit trails.	Assessment records, learner evidence, feedback, authenticity and reassessment trail.
IQAs	Sample assessment; support standardisation; identify trends; hold certification where required; follow up actions.	Sampling plans/reports, standardisation, actions and EQA response.
SEND Lead / DSL / DDSL	Advise on support, reasonable adjustments, safeguarding and Prevent; coordinate specialist escalation and staff guidance.	Support plans, adjustment decisions, safeguarding records and training.
Progressions Officer / employer engagement	Align careers and employer activity with curriculum and learner goals; maintain progression evidence and feed employer insight into review.	Career plans, employer records, interviews, outcomes and feedback.
Learner engagement / administration	Support induction, attendance follow-up, accurate systems and timely communication; escalate discrepancies.	Contact notes, enrolment/attendance records, system checks and handovers.
Learners	Attend, participate, complete authentic work, use feedback, communicate support needs, follow conduct/safety rules and contribute to reviews.	Attendance, work, review participation, declarations and feedback.
Employers / contributors	Provide accurate skills insight, credible learning contribution and feedback; comply with safeguarding, conduct and confidentiality expectations.	Consultation, session evidence, feedback, vacancies and verification.

21. Monitoring, Assurance and Review

Monitoring activity	Purpose	Frequency / trigger
Curriculum review	Confirm relevance, sequence, content currency, employer alignment and planned hours.	Before launch; at least annually; after material contract, qualification or sector change.
Learner starting-point and ILP audit	Check individualisation, targets, support, reviews and consistency across records.	Risk-based during each cohort; thematic review at least quarterly.
OTLA / learning walks	Evaluate learner experience, teaching decisions, assessment and inclusion.	Planned rolling cycle and risk-triggered activity.
Assessment and IQA	Confirm validity, consistency, authenticity, feedback and certification readiness.	According to IQA strategy, qualification and risk.
Attendance and engagement review	Identify absence, low participation, early finish, withdrawal and support trends.	During active delivery and at cohort review.
Learner and employer voice	Test relevance, support, teaching, readiness and improvement priorities.	During/after cohorts and at contract review points.
Achievement and progression	Evaluate progress from starting points, qualification outcomes, personal goals, interviews and destinations.	Cohort close, monthly performance review and longer-term outcome cycle.
Equity analysis	Identify material differences in participation, progress, achievement or experience between learner groups.	At least quarterly where data volumes allow; immediate review of concerning patterns.
Quality action follow-up	Confirm actions are completed and have improved learner experience or outcomes.	Monthly QIP/quality review and governance oversight.
Policy review	Keep policy aligned with current roles, systems, law, inspection, funder and awarding-organisation requirements.	August 2027 or sooner following significant change.

Assurance standard

Leaders must be able to explain what learners are intended to learn, how the curriculum builds, how staff know whether learning is secure, which learners are falling behind, what support or teaching action followed, and whether that action worked. Activity counts without analysis of learner impact are insufficient.

Appendix A: Curriculum and Cohort Readiness Checklist

Check	Minimum requirement	Complete / evidence
Contract and programme rules	Current specification, delivery hours, eligibility, milestone, employer and evidence requirements reviewed.	
Curriculum intent	Knowledge, skills, behaviours, personal development and progression outcomes are clear.	
Sequence and timetable	Content, practice, assessment, reviews, employer input and catch-up capacity are logically scheduled.	
Staff competence	Tutors, assessors and IQAs are approved, current and briefed; conflicts and cover arrangements addressed.	
Learner starting points	IAG, prior learning, diagnostics, skills scans, goals and support needs available to relevant staff.	
Resources and environment	Venue/platform, equipment, PPE, accessibility, learning materials and technical access checked.	
Assessment plan	Formative and summative methods, reasonable adjustments, examination/IQA and authenticity controls agreed.	
Safeguarding and support	DSL/DDSL routes, SEND support, attendance follow-up and emergency arrangements confirmed.	
Employer and progression	Employer contribution, vacancy/interview activity and Progressions Officer handover planned.	
Quality assurance	OTLA, learner voice, file checks, cohort review and action owners scheduled.	

Appendix B: Session and Learning Review Checklist

Area	Review questions
Purpose and sequence	What should learners know or do by the end? How does this build on previous learning and lead to next content?
Starting points	What relevant prior knowledge, misconceptions, support needs or confidence differences should shape delivery?
Explanation and modelling	Is subject knowledge accurate, clear, current and broken down appropriately? Are examples credible?
Practice and challenge	Do learners have enough purposeful practice? Is challenge appropriate for different starting points?
Assessment	How will individual understanding or application be checked? What will happen if learning is not secure?
Participation and inclusion	Who is participating, who may be excluded or quiet, and how are barriers or adjustments addressed?
Learner progress	What new knowledge, skill or behaviour can learners demonstrate compared with the start?
Feedback and action	What feedback was given, what next step was agreed and how will impact be checked?
Professional and wider skills	Are safety, conduct, communication, employability, digital, English/maths or other relevant skills taught meaningfully?
Records and follow-up	Are attendance, ILP, assessment, support, safeguarding and curriculum changes recorded accurately?

Appendix C: OTLA Record - Minimum Fields

Field	Required content
Context	Programme, cohort, date/time, delivery mode, tutor, observer, planned content and learner profile.
Curriculum intent	What learners were intended to know, understand or do and how this fits the sequence.
Evidence of learning	What learners could recall, explain, apply or produce; how the observer checked this.
Teaching and training	Strengths and areas for development in explanation, modelling, practice, questioning, pace, challenge and subject accuracy.
Assessment and feedback	How understanding was checked, gaps identified, teaching adapted and feedback used.
Inclusion and support	How starting points, barriers, SEND, English/maths/digital needs and participation were addressed.
Learner experience	Relevant learner discussion, confidence, engagement, attendance and understanding.
Actions	Specific action, owner, due date, support, success measure and follow-up method.
Outcome	Follow-up evidence and whether practice and learner impact improved.

Appendix D: Learner Progress and ILP Quality Checklist

Check	Evidence standard
Individuality	Record sounds like the learner and aligns with IAG, skills scan, prior learning, support and career goal.
Starting point	Relevant knowledge, experience, qualifications, English/maths/digital capability and barriers are clear.
Targets	Specific, measurable, achievable, relevant and time-bound; not copied generic statements.
Progress	Shows what the learner has learned or can now do, with evidence or assessment reference.
Feedback	Clear strengths, gap and action; learner understands the next step.
Support	Need, adjustment or intervention is recorded, implemented and reviewed for impact.
Attendance and engagement	Accurate position, missed learning and re-engagement/catch-up action are clear.
Progression	Learning and employability actions connect to the learner's realistic next step.
Action closure	Previous actions are reviewed and either completed, revised or explained.
Consistency	ILP, tutor handover, assessment, learner work, career plan and outcome evidence tell a coherent story.

Appendix E: Version Control and Reference Framework

Version	Date	Owner / author	Summary of change	Next review
1.0	August 2026	Jessica Roughton / Dion Bishop	New provider-wide Teaching, Learning and Assessment Policy for adult Skills Bootcamps. Introduced curriculum intent and sequencing, starting points, ILPs, teaching standards, assessment and AI controls, inclusion, employer involvement, non-graded OTLA, records, monitoring and operational checklists.	August 2027

Reference framework

Current Ofsted further education and skills inspection toolkit and operating guidance; Skills Bootcamp contract, service specification, funding and performance-management requirements; Ofqual General Conditions; Highfield and other applicable qualification specifications, assessment strategies and centre requirements; Equality Act 2010; Counter-Terrorism and Security Act 2015 and Prevent guidance; Health and Safety at Work etc. Act 1974; UK GDPR and Data Protection Act 2018; Copyright, Designs and Patents Act 1988; and Quack's Safeguarding, Learner Support, EDI, Online Learning, IQA, Exams, Assessment Appeals, Malpractice, Information Security, Complaints and related quality documents.