



TyneCoastCollege

Quality of Education Policy

This strategy is available online at: www.tynecoast.ac.uk

- We will consider any request for this policy to be made available in an alternative format or language. Please note that the College may charge for this. Please contact: Director of Quality: Teaching and Training.
- We review our policies regularly to update them and to ensure that they are accessible and fair to all. We welcome suggestions for improving the accessibility or fairness of this policy.

Approved by:	Version:	Issue date:	Review date:	Contact Person
Executive Group, Quality and Standards Committee, Board	V 7	Dec 2023	Dec 2026	Tony Pattison

- Review every three years, or when appropriate to respond to changes in the educational landscape.

Review: 3 Years

POLICY NUMBER: 48

Quality of Education Policy 2023-25

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1.0 Policy Statement

This is an overarching policy to set out the arrangements at Tyne Coast College to deliver and quality assure a high-quality curriculum, aligned to the mission and values set out in the Quality Strategy. This policy sets out the purpose, annual cycle and arrangements and role of groups that underpin the planning, delivery and administration of a successful curriculum. The policy supports the college to meet its quality objectives as set out in the Quality Strategy and address its strategic objectives:

- Potential – we believe that every student should achieve their potential.
- Respect – we value the professionalism, commitment and excellence in our staff.
- Inclusive – we believe in having a strong and inclusive community presence, embedding everything we do in the local community.
- Diversity - we believe in celebrating the difference between individuals and the diversity in our community.
- Excellence – we believe in having high standards to ensuring excellence in everything we do.

The policy provides clarity of standards across the professional learning community, and enables the college to meet its mission and vision.

The Quality of Education is a significant indicator of performance within the Education Inspection Framework (EIF) and a key judgement by Ofsted inspectors. This policy aligns directly with EIF indicators.

Developing strong Quality Assurance standards is essential to support the college's continued development of high standards and its commitment to providing an outstanding service to its learning community and stakeholders.

This policy sets out the standards and the process by which systematic review will measure the Quality of Education provided by Tyne Coast College. The key processes are set out annually in the college's quality cycle. (See appendix 1)

The Higher Education provision is reviewed within the guidance provided by the Office for Students, as the QAA is no longer the designated quality body for HE.

2.0 Scope

This policy covers all college activities and staff, both academic and business/service support.

3.0 Responsibility and Authority

Within Tyne Coast College all employees have an impact on the quality of the service and a responsibility to uphold the college's commitment to quality and have up-to-date knowledge of quality systems and receive training relevant to their roles to assure the delivery of quality systems.

The Principals of Tyne Coast College and South Shields Marine School have overall responsibility for ensuring that the quality systems and procedures are effective in assuring and improving standards and quality.

The Senior Management Team is responsible for delivering the key strategic aim of outstanding teaching, learning and assessment to maximise learners and apprentices' potential and also for ensuring that the provision meets the needs of employers and the community.

The Senior Management Team is responsible for ensuring that all college support systems work effectively and efficiently, supporting the provision of high-quality services to all stakeholders.

The Director of Quality: Teaching and Training is responsible for the oversight of quality processes and their day-to-day operations.

The Vice Principal at Tyne Metropolitan Campus and the Assistant Principal at South Tyneside Campus will support the quality strategy and policy on their campus sites. They will ensure that the key principles are adhered to.

Heads of Department and Managers are responsible for ensuring the standards laid out within the Quality of Education Policy are fully embedded across all aspects of their work and the work of their teams.

The Quality Team will use the Quality of Education Policy to measure performance and work with Heads of Department and Managers to improve standards.

The Learning and Development Manager, supported by the Quality Team, will use the Quality of Education Policy to inform CPD events and to enhance learning opportunities across the College.

All staff are responsible for meeting the standards set out in this policy in relation to their own areas of work, and collegiate work within College teams.

Governors will appraise the impact of these key processes through their involvement in quality assurance and improvement activity and through the lines of enquiry presented at the Curriculum, Quality and Standards Committee. In doing so they form a key role in the quality of education at Tyne Coast College.

4.0 Principles of Quality Assurance and Improvement at Tyne Coast College

The principles of quality assurance and enhancement are built on the college strategic drivers:

These are:

- Potential – we believe that every student should achieve their potential.
- Respect – we value the professionalism, commitment and excellence in our staff.
- Inclusive – we believe in having a strong and inclusive community presence, embedding everything we do in the local community.
- Diversity - we believe in celebrating the difference between individuals and the diversity in our community.
- Excellence – we believe in having high standards to ensuring excellence in everything we do.

These are important in both enabling college students and apprentices to develop the knowledge, skills and behaviours they need for sustained success in future learning and employment; and in enabling them to maximise their contribution to the prosperity of the local, regional and national economies.

5.0 Key Quality Assurance and Improvement Systems

5.1 Performance Review and Business Planning

PR and BP processes are designed to improve the responsiveness of the College. This focusses on both the financial performance and the quality performance of the College's departments.

Each department has its own space on the Teams site, 'Performance and Business Planning'.

Relevant data is sent to the departments in advance of the BP/PR process at least one week in advance of the BP/PR. This includes financial, HR and performance data. HODS will be expected to complete 4 PRs and 2/3 BPs throughout the academic year. Completed documentation is uploaded two days before the PR/BP meeting. This allows time for senior leaders to read and prepare lines of enquiry for the meeting. A list of the content can be found at this link.

[BP-PR Outline of content](#)

Actions from the meeting are recorded on 'Planner' and updated before every meeting. It is expected that managers address their actions in a timely manner.

5.2 Self-Assessment Process (SAR)

Each campus and department will annually review the efficacy of its curriculum and quality. The SAR will be conducted within an alignment to Ofsted's Education Inspection framework. The SARs will be approved at panels involving senior leaders and governors. The panels will also approve the campus/departmental quality improvement plan. (DIP)

An overall Tyne Coast College SAR and improvement plan will also be subject to panel and approval by governors and senior leaders.

The Quality Team will draft the college-wide actions following consultation with college leaders to produce a College Quality Improvement Plan (CQIP). This latter document identifies significant common themes to most (although not necessarily all) provision.

Where actions are relevant, Campus leaders will adopt them into their Campus Quality Improvement Plans (CQIP), with additional operational actions.

Whilst improvement plans are produced annually, they are expected to be working documents and will therefore be updated at least four times annually through the BP/PR processes. It is an expectation that the improvement plans will change throughout the year as actions are closed out and new ones brought into scope.

The timeline for completion of self-assessment processes is June through to September annually. These are clearly outlined in the college quality cycle.

5.3 Deep Dives

Deep dives are reviews of curriculum offered by the college. They focus on:

- Intent, implementation, and impact of curriculum on the learners and apprentices of Tyne Coast College.
- The aim of this process is to enable departments to reflect constructively on the feedback received.
- Specific areas of focus include: leadership and management, learner progress, marked work scrutiny, observed lesson data, staff CPD, destination and progression of learners and their personal development behaviour and attitudes.

Managers receive written and verbal feedback after each deep dive. They are then able to add any actions to their department improvement plans.

The process for deep dives is:

- Notification sent to the Head of Department 5 working days before the deep dive starts.
- The deep dive will be scheduled for 2 or 3 days dependent on size of area for example.
- The HoD prepares a briefing for the deep dive team and arranges meetings with staff and students.
- 'Keep in Touch' meetings may be held with managers at the end of each day.
- The themes that may be explored include:
 - Robustness of self-assessment and improvement planning.
 - Work scrutiny
 - Learner/Apps progress – including target setting and monitoring.
 - Leadership and management
 - Staff CPD
 - Learner/Apps feedback
 - Behaviour and attitudes Personal development
 - Work experience
 - How well the department addresses the Skills agenda set out in the EIF.
- Verbal feedback will be presented to the departmental managers at the end of the process followed by written feedback.

5.4 Lesson observation processes

- There will be four observation windows per academic year where the majority of observations will take place. These will be carried out by the Quality Team and Departmental managers.
- Lesson observation processes are all based on a coaching model. We believe the best way to develop and maintain high standards of teaching, assessing and training is through dialogue and informed practice based on evidence and dialogue. Lesson observations will be differentiated to allow new staff a 'developmental' observation within the first three months of their start date. The process for these observations are set out as: Peer observations, walkthroughs,

developmental observations and Teaching and Training Reviews. The processes are:

5.4.1 Peer observations/Joint Practice Development

- a) Peer observations represent a peer-driven teaching and training improvement model, providing staff with the framework to not only develop their own practice but also to contribute to college-wide improvements through formalised opportunities to observe the practice of colleagues, share best practice, share reflections, and receive and give support to colleagues.
- b) All curriculum staff are required to participate in the peer observation process which will be co-ordinated by the Head of Quality (HoQ) who may use one or more themes from the college's key areas for improvement as the focus for the observations.
- c) Each member of curriculum staff will be expected to participate in observing at least two peers each year. Staff need to maintain a record of their observations and reflections; and records of completed peer observations should be submitted to department heads and the HoQ within 10 working days.
- d) The HoQ will co-ordinate the sharing of best practice from peer observations at TCC level through the CPD planning, including annual events and more tailored events to support departments and teams. Best practice at departmental level should be shared through team meetings.

5.4.2 Unannounced teaching & training walkthroughs

- a) All departmental managers will undertake non-graded teaching & training walkthroughs on their curriculum staff. These will typically be 15-20 minutes in duration with each member of staff typically observed termly (unless there is a developmental observation or teaching & training review planned in that term). Some walkthroughs may be conducted jointly with either the Director of Quality (DoQ), the Head of Quality (HoQ), Quality Reviewers (QR) or external consultants for standardisation purposes. Shorter walkthroughs will typically be less than 10 minutes, and typically be used for the identification of teaching and training themes.
- b) Teaching & training walkthroughs may be undertaken across TCC by the Principal, Vice Principal, Assistant Principal, Director of Quality, the Head of Quality, Quality Reviewers; and for each campus as appropriate by the relevant campus managers. Note governors/other senior managers may also accompany the DoQ, the HoQ and QRs; on some teaching & training walkthroughs.
- c) The managers responsible for IAG, Higher Education, Youth College provision, the tutorial programme, provision for learners with high needs; and learning support may undertake joint teaching and training walkthroughs with a departmental manager; these will typically focus on investigation of good practice and areas for development related to cross college themes that may include, but is not restricted to:
 - Sequencing and structuring of programmes

- Delivery of the tutorial programme. This includes consideration of Fundamental British Values and the Prevent agenda
 - Learner behaviour
 - Planning and utilisation of additional learning support
- d) Departmental managers may undertake joint teaching & training walkthroughs of study programme English and maths provision attended by learners in their department. These walkthroughs will be conducted with either a member of the Quality Team or a manager responsible for study programme English and maths. Conversely a manager responsible for study programme English and maths provision may undertake joint teaching & training walkthroughs with a member of the Quality Team or a departmental manager when study programme English and maths provision is delivered by other departments.
- e) Teaching & training walkthroughs may also focus on checking progress on developmental observation or teaching & training review action plans.
- f) Individual feedback from departmental managers will be provided ideally within 3 working days. More generic team feedback will be provided at the next suitable opportunity. Feedback will include particular points of good practice as well as areas for further development. This will be recorded on a development plan. Where areas of development have been identified, allow 3 weeks for the staff member to develop their practice and then carry out a follow up walkthrough to assess development. Where there has been insufficient development the staff member should be referred to the Quality Team for further support.
- g) Where a walkthrough is carried out for less than 10 minutes, no feedback will be provided to staff. The walkthrough and any themes will be recorded on a MS Teams form.
- h) Outcomes of teaching & training walkthroughs must be recorded on MS Teams preferably within 5 working days of the walkthrough taking place. The Director of Quality will ensure outcomes feed into performance review, self-assessment, improvement plans and the staff development programme.
- i) Concerns relating to safeguarding or health & safety must be referred immediately to the appropriate manager and progressed through relevant College policies and procedures. Concerns relating to standards of teaching and training should be initially progressed by a departmental manager through a repeat teaching & training walkthrough; followed by a developmental observation if concerns continue.

5.4.3 Developmental observations

- a) All new members of curriculum staff will have a developmental observation within the first 3 months of their probationary period with further developmental observations carried if concerns are identified. These will be organised by, and usually carried out by, a member of their departmental management team.

- b) Developmental observations may be undertaken at any point for other curriculum staff where the Head of Department and/or the HoQ determines the member of staff would benefit from the more in-depth feedback associated with this type of extended, 45-60 minutes, observation. Some developmental observations may be conducted jointly with either the DoQ, other Quality Team member or external consultants for standardisation purposes.
- c) Developmental observations will be undertaken by a member of the College observation team (a group agreed by the DoQ as being suitably qualified and trained) or an appropriate external consultant. Observers are all qualified (to at least PGCE/Cert Ed or equivalent standard) and will attend training updates and standardisation sessions to ensure a consistent team approach. These observations will include a professional discussion with the member of staff and discussions with learners wherever possible.
- d) Curriculum staff will be notified by their Head of Department, the HoQ or QRs of the arrangements for their developmental observation and the allocated observer will then agree the day the developmental observation will take place; this will normally be around 5 working days in advance of the observation. Following notification the member of staff must meet the observer prior to the observation for a professional discussion around planning for learning and its implementation.
- e) The member of staff being observed will ensure group profiles, schemes of work/lesson planning documents and session resources are available to the observer before, or at, the start of the observation. Registers must be available.
- f) Following the observation, the observer will meet with the member of staff to give feedback and identify strengths and areas for development. The session will not be graded. The feedback meeting should take place as soon as practicable and preferably within 2 working days and will include an opportunity for self-reflection and professional discussion.
- g) The observer will complete the initial part of the action plan and update the member of staff's record on MS Teams. This should take place as soon as practicable and preferably within 5 working days of the observation taking place.
- h) The member of staff observed must then complete their part of the development plan with the observer prior to uploading to MS Teams. They will identify the actions they will take to address areas for development. Support for the development plan may be requested from department managers or peers but it is important to note that the member of staff observed has accountability for ensuring actions are appropriate. The development plan must be completed within 5 working days of the member of staff observed.
- i) Heads of Department, or another appropriate departmental manager, will review the development plan and may request it is revised by the member of staff observed if actions are deemed to lack the potential to result in high standards of teaching and training. The appropriate Head of Department or line manager will confirm agreement of actions through the PR process.
- j) If significant concerns are identified by the Head of Department which are not resolved within a reasonable period of time, typically 4 working weeks, the

member of staff may be referred for more intensive support in agreement with the DoQ. This process will involve support from both the HoQ and the department; and may also involve support from other members of the quality team or an appropriate external consultant. This will help support the individual to rapidly improve their performance. Individuals will be typically supported for 6 working weeks before a further developmental observation is completed by either a departmental manager, the HoQ or the QRs and the progress of the individual reviewed. This support, with repeat observations every 6 working weeks, will continue until both the Head of Department and the HoQ agree support has impacted in improved performance to the extent that intensive support is no longer needed. Any disagreement on this point will be resolved in a meeting that will also include the DoQ and the relevant SMT lead.

5.4.4 Teaching & Training Reviews

- a) As part of the college commitment to supporting staff; all curriculum staff will have a yearly teaching & training review (TTR). This review will take approximately 60 minutes in total and will be a mix of professional discussion around planning with a focus on 'what' and 'why' followed by a short observation that will focus on 'how' and a discussion with learners to help establish impact of teaching & training over time (not just in the individual session observed). TTRs in 2023/24 will be organised by, and usually carried out by, a member of the departmental management team or the Quality Team. Note some TTRs may be conducted jointly with either the DoQ, the HoQ or external consultants for standardisation purposes.
- b) Also see actions c-j in the section above that are equally applicable to TTRs.

5.4.5 Teaching and Training Reviews and Walkthroughs Offsite

- a) As part of our work with assessors, partners and subcontractors we may carry out routine quality activities as set out in the strategy and policy.
- b) As far as is possible these will be carried out and recorded in the same manner as set out in this policy.
- c) Where this is not possible we will ensure that alternative arrangements are agreed with the assessor, partner or subcontractor.
- d) This also includes dual observations where required for standardisation purposes. Normally this will be in the first round of observations in the academic year.

6.0 Learner and Employer Voice

Service User opinion is very important in confirming levels of satisfaction with services and facilities at Tyne Coast College, and also for planning quality improvements to further enhance the service users' experience. A variety of methods are used to ensure feedback is as representative as possible:

6.1 QDP Surveys FE/APPS/HE/Employer Voice

These surveys allow us to compare satisfaction ratings with other participating colleges in England. There are currently 75 colleges completing these surveys. All surveys are electronic surveys.

6.2 FE learners and Apprentices

- This survey applies to 14-16 Youth College, FE learners 16-18 and 19+ and Apprentices.
- Surveys are conducted in October (Learner survey 1: Induction survey) and in February (Learner Survey 2: On programme)
- We differentiate the questions for accessibility for ESOL and Foundation Learners.
- Reports are made to college managers, and they are given access to their departmental results once the survey is closed after a 3week window.
- The surveys are set up by the Quality Team and target lists are sent to Heads of Departments for confirmation. There is a two-week deadline on this.
- Once confirmed the names are uploaded to QDP and the survey goes live to all learners on the agreed date set out in the Quality Calendar.

6.3 Higher Education Learners

- HE will be subject to walkthroughs, meet and greet and student forums throughout the year.
- We carry out three surveys for HE learners: November (Survey 1), February (Survey 2), and May (Survey 3).
- The surveys will be adapted depending on learner start dates. For example, some students may start in January and Survey 1 will be in February.
- The operation of the survey is the same as for the other QDP surveys cited above.
- The Director of HE Quality and Systems will be responsible for checking the student lists, supported by the Quality Team.
- Group forums will also be held in Weeks 9 and 25.

6.4 Employer Voice

- Employers will be surveyed twice per academic year. These will take place in November and April.
- We will also look to include employer voice in deep dive activity and any other quality functions carried out off site, such as walkthrough and lesson observation activity.

6.5 Meet and Greet

Meet and greet is designed to gain quick snapshots of the learner experience. It is a means to identify any emerging issues that may require further investigation, the process will be carried out

- This will be carried out by the Quality Team and departmental managers on a regular basis.

- Normally, but not exclusively, this will be between 8.45 and 9.15am during selected weeks. However, it will also be carried out by evening duty managers from 5.30pm – 6.00pm.
- The process will be kept simple – ask student questions around a nominated theme. For example:
 - First weeks – safeguarding
 - How is induction?
 - Are there any things you are concerned about?
- The Quality Team will sign post the themes the week prior to this activity taking place.
- Comments will be added to a Microsoft form.
- The Quality Team will circulate any actions resulting from this exercise at the end of each week.
- Findings will be reported to managers’ meetings where significant issues should be added to a department improvement plan.

6.6 Ten Minute Takeover

With learner Inductions having taken place in early September it is vitally important that our learners remain positively informed about safeguarding, positive behaviour, British Values and Radicalisation/Extremism, and that we are able to test memory, and understanding of what they have learned so far.

The aim of the ‘10 Minute Take-Over’ is to innovatively gather feedback and assess the impact of learner’s knowledge and understanding of the topics stated and a range of other topics that need to be further addressed.

Each half term, a curriculum area will organise the structure of their 10-minute takeovers. These will be conducted by curriculum staff / pastoral tutors and the Quality Team. The timings are agreed within the Quality calendar, but additional sessions may be covered where ‘in year’ topics need to be further addressed.

The staff completing the takeover should complete the form for that period. It may be that you choose to print off a form and complete it in the class but a copy must be submitted via the microsoft form.

During the 10 minutes a range of questions will be posed to the learners to check learning of key topics, including safeguarding, healthy relationships, positive behaviour, British Values, and radicalisation/extremism including on-line safety.

We need to ensure that learners are reminded of these important topics and to support curriculum to develop our learner’s awareness and understanding. This will allow us to assess and plan more effectively our future approach and interventions with learners, as well as gauge what is missing, and current levels of awareness in these areas. Assessing impact and the difference we make is key to best practice in ensuring our approach and commitment to these key areas.

Process:

Each half term, the curriculum area will organise the structure of their 10-minute takeovers. These will be conducted by Departmental Managers and Quality Team. The timings are agreed within the Quality calendar.

The Manager completing the takeover should complete the form for that period. It may be that the manager chooses to print off a form and complete it in the class but a copy must be submitted electronically via the microsoft form.

Managers will be given four classes from their own area and four classes from another department to survey. This will allow us to triangulate the consistency of managers reporting levels of learner understanding across the college.

Reports on completion will be submitted to SMT half termly. Where classes report low levels of understanding these will be signposted to the PD manager for further follow up.

7.0 At Risk Process and Predicted Achievement

- From October we will commence a monthly 'at risk' meeting schedule with HoDs. This will move to weekly meetings in January. This will include all types of funded provision.
- The meetings will explore each learners' opportunities to achieve and any likely barriers they have. In starting early, we can identify individuals and/or groups that need more support to achieve.
- The meetings will involve Departmental Heads and relevant managers. They will also include, where appropriate, senior campus managers and the college's Quality Manager.
- From October we will carry out monthly checks on each learner's:
 - registration with awarding organisation
 - status of course approval
 - early indicator of risk based on current performance.
- The Quality team will work with MIS to ensure processes for approval and registration are effectively used.
- From January weekly meetings will be held to monitor each learner's status in terms of risk to their achievement.
- Each learner will receive a RAG rating.

8.0 Attendance Monitoring

- Attendance is a key driver in ensuring learners make good progress in lessons and over time. However there are no national averages for attendances – largely because it is all recorded differently across the sector. In November 2021 the AOC concluded that the median average for attendance in GFE was @88%. An Ofsted research project in London in 2013 gave a range of attendances from 80% to 87%. The Ofsted Tuition Fund Inspector, in April 2023, allowed for around 5% less than the vocational area. This would give 83% in English and Maths.

- The college understands that good attendance does not happen in isolation – there is an interrelationship between attendance and the quality of the college’s curriculum, ethos, behaviour and inclusivity.
- There is a constant focus on attendance across the college.
- Every three weeks a report is circulated to all curriculum and support managers identifying those learners that have not attended in the previous three weeks. Weekly reports are issued that give attendance detail by:
 - College level
 - Campus level
 - Department level
 - Sub department level
 - English and Maths
- We have refined the level of detail in attendance reports and from 23/24 we will report attendance weekly on vulnerable learners and also on level of learner. By increasing the focus on attendance details we can be more responsive to attendance patterns.

9.0 Retention Reporting

- Retention Reporting takes place monthly from RO3 in November until May R09. This report covers retention levels by:
 - College
 - Campus
 - Department
 - Sub-department
 - Apprenticeships
 - Learner type – vulnerable categories
 - Analysis is also given at course level in a written report circulated to all curriculum and support managers.

10.0 Celebration of Good Practice

- During the observation windows (four per year) managers will complete a Microsoft forms report detailing any good practice they’ve seen.
- These will be collated and a congratulatory email will be sent from the Quality Team.
- The staff members will also be asked to share their practice at the learning fayre.
- This will give the college access to a bank of examples that show strength of practice.
- A termly quality newsletter will also be sent out as a means of celebrating good practice and sharing current teaching and training issues.

11.0 Consideration for New Curriculum

Tyne Coast College has basic principles for the development of new curricula activity. This will be addressed during the PP/PR process. The fundamental questions that need to be addressed in this process are:

1. Where is the demand?

2. Is it local/regional/national and does it stem from government, employers, or learners?
3. Can we provide high quality service?
4. Do we have the resources – staff and facilities for example to support the provision?
5. Are there any links to other elements of the Tyne Coast College Community we can utilise?
6. Are the qualifications already available or do we need to work with stakeholders to develop them?

12.0 Review

This policy should be reviewed every three years and approved by the Quality and Standards Committee at governance level.

13.0 Related Other Policies

- Assessment Policy – Further Education – No8
- Assessment Policy – Higher Education – No9
- Complaints Policy – No12
- Equality Diversity and Inclusion Policy-No117
- FE Internal Verification Policy – No34.
- Learning and Development Policy – No58
- Learning and Teaching Policy – No39
- Learning Support Policy – No34