

2023
V4

Teaching and Learning Policy

Policy Statement

At Debut Academy we know that learning will be most effective when:

- The environment is secure, stable and stimulating
- Learners self-esteem is continually encouraged to be of a high standard
- Learners understand the purpose of the learning and see relevance to their own experience
- Learners understand the ways in which learning takes place
- The learning builds on prior knowledge and the learners starting points and understanding
- Success and grading criteria, are explicit and models are provided
- The learning is active and collaborative
- Learner questioning, reflection and discussion are encouraged
- Independent learning and thinking is facilitated and encouraged
- There are opportunities for creativity and utilising different learning styles
- Learners can self assess, know what they need to do to improve and are able to set appropriate targets

A Definition of Learning

Learning is the acquisition, retention, application and development of skills, knowledge, understanding, values, and wisdom to promote greater understanding and to make evaluations about the world in which we live. Learning can be applied throughout life. It is the goal of education, and the product of experience. Learning is an exercise of constructing personal knowledge that requires the learner to be mentally active rather than passive; interpreting rather than recording information.

Responsibility and Authority

The organisation has ultimate responsibility for ensuring arrangements for teaching and learning are effective, robust and reviewed on a regular basis. As such two senior members of staff have been designated as Teaching & Learning Key Personnel.

The designated Teaching & Learning personnel are:

Charlotte McHiggins

Teaching, Learning & Assessment Lead

01268 560552

charlotte@debutacademy.com

Bobbie Hales

Functional Skills Lead

01268 560552

bobbie@debutacademy.com

Introduction:

Debut Training Academy maintains a strong commitment to all its learners and fundamental to this commitment is the assurance that teaching, learning and assessment will always be of the highest quality.

The aims of the Teaching & Learning quality process are:

- To improve the quality of the learners experience and their outcomes.
- To identify strengths and promote excellence in teaching, learning and assessment.
- To support Debut Training Academy's aim of continuous improvement of teaching, learning and assessment.
- To encourage reflective practice and identify development needs
- To generate robust data to be used for monitoring quality and identify areas for improvement.
- To ensure that the Debut Training Academy meets and exceeds the requirements of external agencies and inspections, including the Education Inspection Framework for Further Education and Skills.

The following process form part of our quality assurance practices:

- Observations learning processes including teaching and learning
- Apprentice/employer interviews
- Learner/Apprentice/employer surveys
- Staff interviews/appraisals
- Internal Quality Assurance/Moderation
- Mock EPA's
- Deep dives
- Written feedback checks
- Functional Skills checks



Observation of Teaching and Learning:

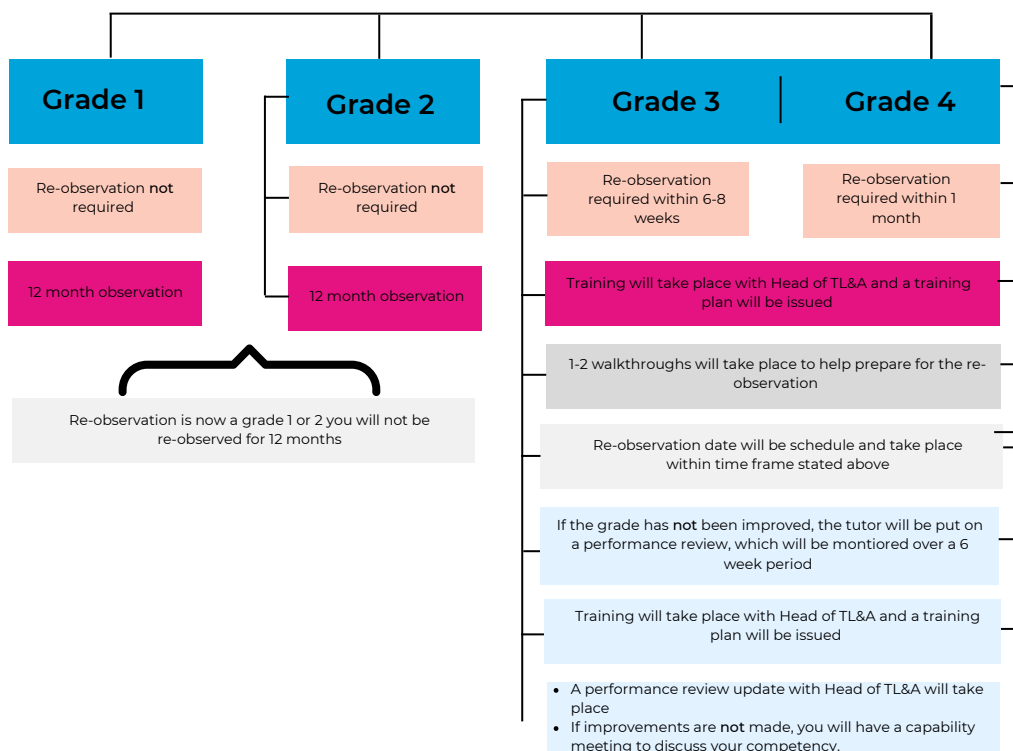
A summary of the graded observation process

- All tutors will be observed on an annual cycle which runs 1st of August to 31st of July.
- All tutors will be seen at least once a year, including an observation of practical teaching and an observation of theory session teaching, including Functional skills delivery.
- There are 2 type of observations carried out - observations that are unannounced, and observations that are planned. Planned observations will take place within 2 working days of notice being given to the trainer.
- All documentation relating to the session, learners and apprentices, including, scheme, lesson plan and resources used in the lesson must be made available to the observer.
- Wherever possible, observers will talk to apprentices and/or learner about what they are doing and, without disrupting the lesson, view the work in apprentices' and/or learner file of evidence.
- Once observed, feedback will be given and an action plan created regardless of the awarded grade.
- All observations will be graded based on grade descriptors in the education Inspection Framework:
 - Grade 1: Outstanding
 - Grade 2: Good
 - Grade 3: Requires improvement
 - Grade 4: Inadequate
- Verbal feedback should take place as soon as possible after the observed lesson, or within 48 hours of the observation.
- Documentation will be completed within 5 working days and given to the trainer.

Timescale for observations based on previous grades for each tutor.

- Grade 1 – At least 1 observation a year
- Grade 2 – At least 1 Observations a year/ Walkthroughs
- Grade 3 – Within 6-8 weeks
- Grade 4 – Observation within 1 month (6 weeks for part time)

OBSERVATION GRADING FLOW CHART



- Members of staff receiving grade 3 “requires improvement” will be given an appropriate action and development plan and will be re-observed within 6 weeks.
- An inadequate grade 4, will require a re-observation within 4 weeks and given an action plan and development to aid improvement.
- Tutors will receive appropriate, developmental support for improving teaching, learning and assessment between observations. Activities recorded within individual action plans may include:
 1. Allocation of a mentor to provide support on teaching, learning and assessment issues.
 2. Peer observation
 3. External events and/or curriculum networks
 4. Professional updating/work placement
 5. Team Teaching, where appropriate

Action Plan and Appeals

When the grades and feedback have been provided, and where appropriate, an action plan is drawn up and agreed, which will then be provided to the observee. This is then reviewed and updated at the next observation.

Where the observee disagrees with the formal feedback and/or grade issued, they have the right to appeal. The appeals procedure should be followed and submitted to Linda Edwards within 2 working days of receiving formal feedback.

Where the appeal is upheld, a re-observation should be re-scheduled within 14 days of the outcome of the appeal.

Appeals Procedure for Graded Observations

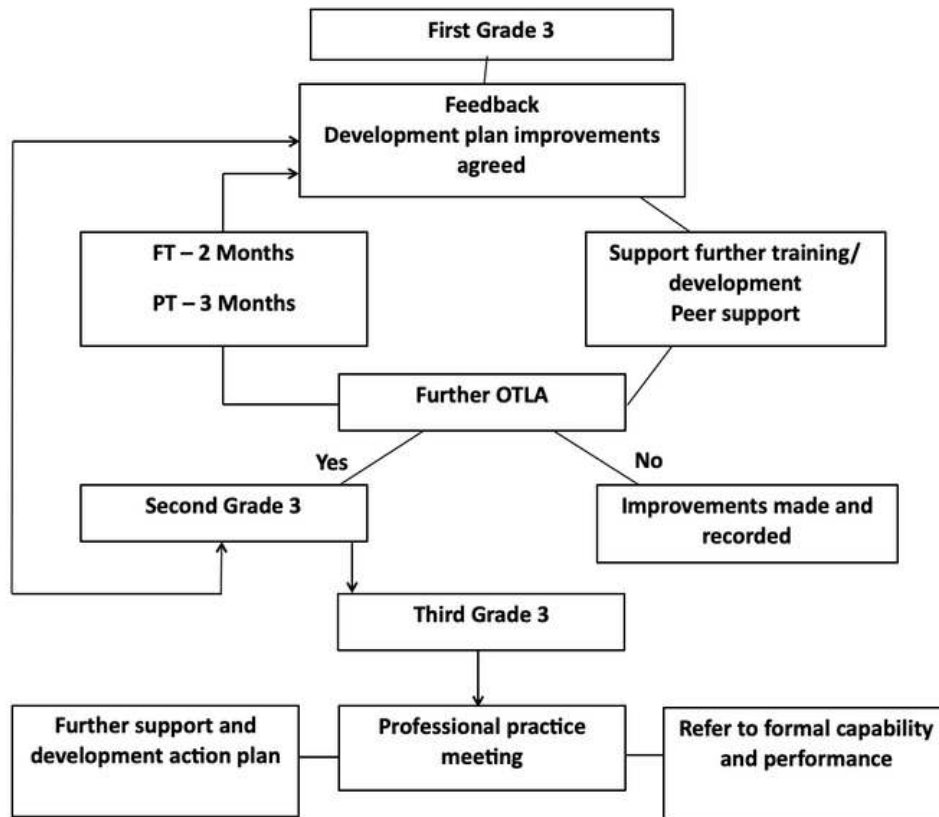
A tutor has the right to appeal the graded observation that they feel is not a fair or accurate reflection of the observation that took place.

Tutors may appeal on the following grounds: A procedural issue, i.e – no feedback was given by the observer.

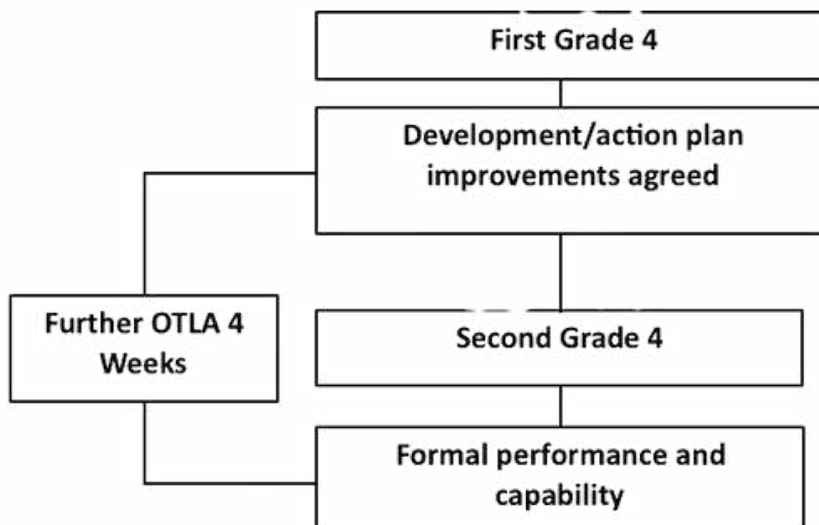
Grading disagreements

- Tutors that disagree with the grade or report can appeal in writing to Linda Edwards within 14 days of receiving their formal feedback. Any appeal must be based on fact and evidence and not based on opinion.
- Linda Edwards will aim to resolve the appeal in consultation with the observer and reply within 7 working days of receiving the appeal.
- Where the appeal is upheld a second observation will be arranged by Linda Edwards to replace the contested observation. The original observer will not be involved in this second observation.
- Any appeal made on the second observation and grading result will not normally be permitted.

OTLA Scheme
Graded observation process – Grade 3



OTLA Scheme
Graded observation process – Grade 4



Details and arrangements

Observee's

- All tutors to be observed will receive Debut's Training's Guidelines for Quality Assurance including the observations of Teaching, learning and assessment criteria.
- Tutors should inform Linda Edwards and observer of any timetabled session within the notified week which will not take place, or will be unsuitable for observation. Such sessions would include visits or trips, those in which visiting tutors will take part or all of the session or those in which the main or only activity will be an exam.
- Any timetabled session may be observed, i.e. functional skills sessions, practical sessions or theory classes.
- Any tutor who is absent on the day of their observation will have another date allocated.
- At the beginning of the session the observee should give the observer the relevant documentation (scheme of work, lesson plan, learner records, copies of resources etc appropriate to the session being observed.) In addition, a class summary or 'rationale' detailing learners' individual or special needs and circumstances must also be provided.
- The observer should be introduced to learners. It is useful to avoid saying that they (learners) will not be observed. As it is their learning in that session which is being examined, attention will be paid to them.

Observers

- Observers will be qualified tutors who are also trained observers
- Observers aim to be unobtrusive, but, wherever possible will speak to learners/ apprentices and examine their work to establish progress with learning. They will not join in or intervene in the session without good reason, i.e. urgent health and safety issues.
- Observers will focus on the quality of the learning experience and how this is facilitated by the tutor.
- The observer will be expected to stay for an appropriate length of time to determine a judgment. Observers may be present at the start, leave and then return to the lesson at a later point if this is appropriate, remaining as long as is necessary gather evidence to support judgments about the quality of teaching and learning taking place.

Observation Performance Indicators and Grading Criteria (T&L)

Key to the grades:

1	Outstanding
2	Good
3	Area for Improvement
4	Inadequate

An **Outstanding** session will have a minimum of 50% of observed indicators rated at Grade 1. An Outstanding session will have no indicators rated at Grade 3 & 4.

A **Good** session will have a minimum of 50% of observed indicators rated at either Grade 1 or 2. A good session will have no more than 25% of observed indicators rated at Grade 3. A good session will have no indicators at Grade 4.

A **Satisfactory** session will have a minimum of 50% of observed indicators at Grades 1, 2, & 3. A satisfactory session will have no more than 25% of observed indicators at Grade 4

Inadequate session will have more than 25% of observed indicators at Grade 4.

Grade Characteristics for Teaching and Learning (**Compliance, operational & Quality manual-P.G 64-65**)

Please see the Grading matrix for the specific criteria that will be used for Observation of teaching and Learning (OTLA's) next. (**Compliance, operational & Quality manual-P.G 66-69**)

Points to consider for the tutor and the observee:

- How effective was the learning that took place? Was the apprentice and/or learner effectively challenged?
- How effectively was the session planned and prepared?
- How effective was the pace, structure, stretch and challenge of Learning?
- How effective was the Health, Safety & Safeguarding Promotion/Teaching?
- How effectively was E&D/BV embedded into the learning?
- How effective was the planning of the learning?
- Was the learning environment conducive to learning?
- How effective were the learning materials and resources used?
- How effective was the identification and support of individual learning needs (differentiation)?
- How effective was the development of English, Maths?
- How effective were the learning methods which were used?
- How effective were the checks made on Learning and the appropriate questioning skills used?
- How effective were the tutors style and communication skills?
- How knowledgeable was the tutors?
- How effective were the assessment strategies/activities used?
- How effective was the apprentices participation, involvement and response?
- How effectively were links in learning made to previous sessions, next session and work practice?
- How effective was the review/recap/summary of learning?

Other Quality Process's

Deep Dive Quality Checks:

This methodology is used to scrutinise the learner's journey – planning, initial assessment, teaching/assessment, target setting and monitoring progress (intent, implementation and impact).

The intent of the deep dive is to establish an evidence base on the quality of education and drive improvement where required. This is to ensure that the learner's journey is tracked and monitored in order and flows appropriately.

Written Feedback Check:

This process is to facilitate further checks on tutors quality of feedback to learners, this process can be carried out as a desk audit or during quality observations.

Apprentice, Employer and/or learners Interviews:

This process is used in addition to the six monthly surveys carried out. Interviews are carried out with individual learners, apprentices and employers on an ADHOC basis to ensure they fully understanding key components of the apprenticeship program and where additional support and information can be given.

Apprentice, Employer and Learner surveys:

Apprentice, employer and learner surveys are carried out every 6 months and the results are published and placed on the Padlet, and within the Self Assessment.

Reporting and Review:

A summary report of the outcomes of observations will be produced for the Padlet and this information will inform the self-assessment report. A copy of the report will be circulated to all teaching staff detailing areas of good practice and areas for development.

Action Plans:

All tutors will receive, and action plan based on the findings of the quality assurance activities. Where additional training is needed appropriate support will be put in place. This plans will be checked and monitored on re-observations to ensure development points have been met.

Good Practice and Peer Review:

Exchange of ideas and dissemination of good practice will be promoted internally through meetings with tutors. Peer observations are encouraged (where appropriate) promoted and planned throughout the company to share good practice. There may also be opportunities to peer observe with tutors from other companies. Tutors that are identified as strong in one area are paired with tutors that are in need support in that area and vice versa.

Employer survey questions examples:

On your initial contact with Debut Training Academy, how satisfied were you with the way your enquiry was dealt with?

How satisfied are you with the way the tutor briefed you on the apprenticeship and the way that it will be delivered, including your role in supporting the training of your apprentice?

How satisfied are you with the way your tutor involved you in developing the training plan and targets for you apprentice, including preparing your apprentice for EPA [end point assessment]?

How satisfied are you with the communication / update you receive from your tutor on your apprentices' progress or any issues?

How satisfied are you with the advice and guidance you have received during workplace visits on employment issues [wages, contracts, hours], health & safety requirements, equality & diversity and safeguarding

How satisfied are you with the progress your apprentice is making in completing their apprenticeship?

How satisfied are you with the development of practical, professionalism, knowledge skills and behaviours by your apprentice?

How satisfied are you with the standard of training from Debut Training Academy?

How satisfied are you with the level of communication from Debut Training Academy?

How would you rate the Professionalism, expertise and competence of your tutor?

Apprentice and learner survey questions example:

How would you rate your induction and how your qualification was explained at the beginning

How would you rate the support and training you receive from the tutor to improve your maths and English?

How satisfied are you that the setting of your long and short term targets is helping you in completing your apprenticeship on time?

How would you rate your understanding of additional areas such as health & safety, equality & diversity, safeguarding, British values and Prevent [radicalisation] including the discussion of "Hot topics"

How satisfied are you with the overall quality of training from your tutor?

How satisfied are you with the quality of support you receive from your tutor (their visits, being able to contact them, being helpful when you need it)?

How satisfied are you with the feedback from your tutor to help you improve the standard of your work

How satisfied are you with the development of your practical skills, knowledge skills and behaviours during your apprenticeship?

How satisfied are you with the support and training you receive from your employer to help you achieve your apprenticeship?

How would you rate the advice and guidance given to you on your next steps after completion of your apprenticeship (further training, career, or employment opportunities)?

If you had a problem at work, or in your personal life, that was affecting you and your training, do you know how to get help from the Debut Training Academy safeguarding team?

How satisfied were you with the explanation of the end point assessment process?

Lessons

Lessons must be carefully planned and clearly structured to include an engaging and stimulating variety of learning, activities and tasks which contribute to meeting the learning objectives. Teachers must evaluate their lessons so that their own practice can improve. Every course should be planned in a scheme of work, which will set out a clear timescale for different units of the course to be covered, resources, suggestions for learning activities, planned differentiation and assessment activities.

Start of the Lesson:

- The start of the lesson has a clear focus, using activities which immediately engage the learner, setting out the learning aims and goals
- The first 30 minutes of each session is set aside for embedding maths and English via Business Plan Project tasks or 'Get Switched On' activities
- The expected learning outcomes are shared with learners, in the context of prior learning, to ensure they understand what they are doing and why
- The success criteria by which the learning will be evaluated are made explicit
- The teacher establishes and communicates clear expectations for behaviour

Lesson Development

- Present lessons with clarity, enthusiasm and pace, ensuring timings are clear and adhered to
- Make learning active by providing tasks which enable learners to make meaning, construct knowledge and develop understanding and skills
- Model activities and processes, making their thinking and decision making explicit to students
- Provide exemplar work so that learners are aware of the sophistication of response expected
- Use a variety of questioning techniques to probe and develop learners understanding
- Promote active listening, inviting a range of different responses and building time for reflection
- Give constructive, positive feedback on work in progress
- Provide opportunities for success for every learner and seek frequent opportunities for praise
- Provide opportunities for progression which increase the level of conceptual challenge, the depth of understanding and the breadth of application of skills
- Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate
- Set a variety of homework tasks to deepen, extend, or initiate learning

Principles of Teaching and Learning

Debut see teaching and learning as a process of co-operative teamwork.

Marking

All activities are marked according to standardised criteria to ensure fairness and consistency. Detailed comments are provided to guide learners in their learning journey. This includes:

- **Workbook Marking:** Comments within the workbooks identify the learners' spelling, punctuation, and grammar (SPG) errors and ensure the learner has met the criteria. Stretching questions may be applied to challenge learners further.
- **Module Work on BUD:** For module work, an overall feedback sheet is completed on the BUD system, providing a comprehensive overview of the learner's performance.

Regular Feedback

Feedback is given to learners after every module, ensuring they receive ongoing guidance and support. This regular feedback helps learners stay on track and continuously improve their skills and knowledge.

The feedback process includes:

- **Detailed Analysis:** In-depth comments that address both strengths and areas for improvement.
- **Actionable Advice:** Specific steps that learners can take to enhance their understanding and performance.

BUD System

Feedback is documented on the BUD system, where learners have the opportunity to ask questions and engage in discussions about their progress. The system offers several key features:

- **Feedback Recording:** Records and timestamps all feedback, providing a clear history of the learner's progress.
- **Portfolio and Tracker:** Serves as a comprehensive portfolio and progress tracker for each learner.
- **Interactive Platform:** Allows for ongoing dialogue between tutors and learners, facilitating continuous support and improvement.

Timely Response

To ensure that learners can promptly address any issues or areas for improvement, feedback must be provided within 5-7 working days of submission of work. This prompt response time ensures that learners receive consistent and timely support throughout their learning journey.

Performance Monitoring

Compliance with the marking and feedback policy is mandatory.

To uphold high standards, the following measures are in place:

- **Monitoring Meetings:** Failure to provide timely and constructive feedback will result in a performance monitoring meeting. This ensures accountability and consistency in feedback practices.
- **Quality Assurance:** Regular audits and reviews of marking and feedback practices to maintain high standards.

Detailed and Specific

Our feedback is designed to be:

- Targeted comments that address particular aspects of the learner's work.
- Highlighting both strengths and areas for improvement to encourage development.
- Based on the learner's starting points and individual progress, ensuring relevance and effectiveness.

Moderation

To ensure fairness and consistency across all courses and tutors, we conduct regular moderation of marking and feedback. This process involves:

- **Cross-Review:** Tutors review each other's marking and feedback to ensure consistency and adherence to standards.
- **Standardisation Meetings:** Regular meetings to discuss and align on marking criteria and feedback practices.
- **End-of-Year Performance:** The outcomes of the moderation process are used for end-of-year performance reviews, ensuring that all tutors maintain high standards and contribute to the overall quality of education at Debut Academy.

Scheme of Work (SOW) Delivery

Our Scheme of Work (SOW) is planned to maintain learner engagement while meeting the requirements of the qualification. This approach ensures a balanced integration of assessments and exam preparation throughout the course, preventing learners from losing skills and knowledge. Our SOW is designed to incorporate a wider curriculum, focus topics, and the development of soft skills.

Maintaining Learner Engagement

Interactive Teaching Methods:

- **Variety of Activities:** Incorporate diverse teaching methods such as group discussions, practical exercises, multimedia presentations, and interactive workshops to cater to different learning styles.
- **Real-World Applications:** Use case studies, simulations, and real-world examples to make learning relevant and engaging.
- **Continuous Feedback:** Provide ongoing, formative feedback to keep learners motivated and informed about their progress.

Structured Assessments and Exam Weeks:

- **Assessment Integration:** Schedule regular formative assessments throughout the course to gauge learner understanding and provide timely feedback.
- **Exam Preparation:** Designate specific weeks for exam preparation and practice, ensuring learners are well-prepared without feeling overwhelmed.
- **Review Sessions:** Include periodic review sessions to reinforce knowledge and address any learning gaps.

Skill Retention Strategies:

- **Cumulative Learning:** Build upon previously learned concepts throughout the course to reinforce and integrate knowledge.
- **Revision Activities:** Incorporate regular revision activities, such as quizzes and flashcards, to help learners retain information.
- **Practical Application:** Encourage learners to apply their knowledge through practical projects and assignments, ensuring skills are practiced and retained.

Incorporating a Wider Curriculum

Focus Topics:

- **In-Depth Exploration:** Allocate time for in-depth exploration of key topics relevant to the qualification, ensuring a thorough understanding of essential concepts.
- **Current Trends:** Include discussions on current trends and advancements in the field to keep learners informed and engaged.

Soft Skills Development:

- **Communication Skills:** Integrate activities that enhance verbal and written communication, such as presentations and report writing.
- **Critical Thinking:** Encourage critical thinking through problem-solving tasks and analytical discussions.
- **Collaboration:** Promote teamwork and collaboration through group projects and peer reviews.

Wider Educational Goals:

- **Personal Development:** Include modules on personal development, such as time management, goal setting, and resilience.
- **Ethical Considerations:** Address ethical considerations and professional standards within the industry, fostering a holistic understanding of the subject matter.

End-of-Course Preparation**Comprehensive Review:**

- **Final Revision:** Allocate dedicated time at the end of the course for comprehensive revision of all topics covered.
- **Mock Exams:** Conduct mock exams to simulate the final exam environment and reduce learner anxiety.

Skill Reinforcement:

- Offer practical refresher sessions to ensure learners' skills remain sharp and up-to-date.
- Use recap sessions to revisit key concepts and ensure knowledge retention.

Feedback and Support:

- **One-on-One Tutorials:** Provide one-on-one tutorials for personalised feedback and support.
- **Peer Support Groups:** Encourage the formation of peer support groups to facilitate collaborative learning and mutual assistance.

Incorporating a Wider Curriculum**Mandatory Participation:**

- Debut allocate a whole week for the wider curriculum, making it mandatory for learners to participate on their dedicated lesson day..
- Tutors will actively encourage all learners to engage in these sessions to maximise their benefits and encourage them to participate in more sessions.

Focus Activities:

- Cover a variety of topics that prepare learners for the wider world, including industry trends, technological advancements, and professional practices.
- Include specific activities that prepare learners to deal with real-world salon scenarios, such as client management, customer service, and business operations.

Wider Educational Goals:

- **Personal Development:** Include modules on personal development, such as time management, goal setting, and resilience.
- **Ethical Considerations:** Address ethical considerations and professional standards within the industry, fostering a holistic understanding of the subject matter.

End-of-Course Preparation

Comprehensive Review:

- Allocate dedicated time at the end of the course for comprehensive revision of all topics covered.
- Conduct mock exams to simulate the final exam environment and reduce learner anxiety.



Teachers work towards the Teaching and Learning Policy aims by:

- Using the Learning Cycle as a tool for ensuring continuous quality of teaching and learning is maintained (via CONNECT, SHARE, PRESENT, APPLY, RECALL & REVIEW and CREATE A SUPPORTIVE LEARNING ENVIRONMENT).
- Providing a challenging and stimulating programme of study designed to enable all students to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual learner according to ability and aptitude
- Ensuring that learning is progressive and continuous
- Being good role models – punctual, well prepared and organised
- Maintaining CPD (Continued Professional Development)
- Having a positive attitude to change
- Completion of all necessary documentation
- Working collaboratively with a shared philosophy and commonality of practice and purpose.
- An engagement programme with the senior leadership of an organisation; agreeing an organisational strategy which focusses on teaching and learning
- A learning cycle which is made up of 8 distinct stages for teachers to implement in order to improve lesson structure and delivery
- A differentiating coaching model to support teaching improvement following classroom observation on an individual basis
- Embedded coaching which is a unique teaching and learning coaching model to support teams or departments

Learners work towards the Teaching and Learning Policy aims by:

- Attending Debut in good health maintained by adequate diet, exercise and sleep
- Being punctual and ready to begin lessons on time and dressed/presented in line with the Dress Code Policy
- Have an attendance record of 90%+, avoiding course time holidays
- Ensure early contact with personal tutor to discuss matters which affect their happiness, progress and behaviour
- Being organised – bringing necessary books, kit and equipment
- Conducting themselves in an orderly manner whilst on the premises and off the premises during breaks
- Taking growing responsibility for their own learning

Monitoring the Quality of Teaching & Learning

This is achieved by the following:

- Observation Walkthroughs
- Peer Observations
- Deep Dives
- Observations
- Monitoring learner success & achievement
- Mediation and monitoring of exam grades, assessment grades & assignment grades
- Mediation and monitoring of feedback to learners
- Learner feedback surveys
- Employer feedback surveys
- Regular Teaching & Learning Meeting Reviews
- End of Year Feedback from Assessors
- Learner Target Trackers
- Learner Voice Feedback
- Progression and Destination information
- Learner feedback at end of each lesson on distance travelled, knowledge gained and if the learning aim(s) have been met

Quality & Standards

Each tutor's performance, whether it is:

- Teaching in an engaging and exciting way
- Effective classroom management for positive behaviour
- Retention of learners
- Completing paperwork
- Commitment to Literacy and Numeracy within all course programmes
- Delivery of mandatory workshops to all learners
- Commitment to E&D, H&S, Safeguarding, Prevent, Promotion of Fundamental British Values
- Effective assessing and marking to specific expected standards



Please refer to Debut's linked policies below for additional information regarding Teaching, Learning & Assessment Standards:

- Academic & Vocational Appeals Policy
- Academic Work Completion & Plagiarism Policy
- Attendance, Lateness & Punctuality Policy
- AI Policy
- Code of Conduct – Staff Policy
- Code of Conduct – Learner Policy
- Complaints Policy
- Careers Development Policy
- Communications Policy
- Confidentiality & Disclosure Policy
- Data Protection Policy
- Diploma Course Training Policy
- Disciplinary Policy
- Dress Code – Staff Policy
- Dress Code – Learner Policy
- Equal Opportunities & Inclusion Policy
- Functional Skills Policy
- Guidance Policy
- Health & Safety Policy
- Health & Wellbeing Policy
- IAG Policy
- Induction & Onboarding Policy
- Learner/Staff Support & Mentoring Policy
- Learner Positive Behaviour Management Policy
- Learner Safeguarding & Safeguarding Vulnerable Adults Policy
- Meetings Policy
- Prevent Duty Policy
- Promoting Fundamental British Values Policy
- Quality Assurance Policy
- Questionnaire & Feedback Policy
- Review & Appraisal – Staff Policy
- Review & Appraisal – Learner Policy
- Safer Recruitment Policy
- Staff CPD/Personal Development Training Policy
- Standards Moderation Policy
- Whistle Blowing Policy

Policy Revision

Issue 10 - Updated June 2024

Revision Date – June 2025