ACL Quality Assurance of Teaching, Training and Learning Policy 2025 - 2026

Title	ACL Quality Assurance of Teaching, Training and Learning Policy
Responsible Group	ACL SLT
Author	Vice Principal Quality and Compliance
Intended Audience	All ACL staff, including tutors, coaches, assessors, support teams, curriculum leads, quality leads, managers, and senior leaders.
Status	Live
Version	1
Last Review and Approval	September 2025
Approved By	ACL SLT
Next Review	September 2026
Original Date of Acceptance	
Changes Made	New policy
Stored Location	Master Copy on ACL Teams/ACL Essex/Line Managers ACL Website (service users) ACL Staff Portal (staff)

Changes Made and Date	.New policy for 2025-2026

Our Vision
Giving Essex residents the opportunity to be the best they can be and achieve their goals.

Our Mission
To provide a high-quality learning offer that makes a positive difference to the lives of residents and businesses of Essex.

Our Values

Inclusion:
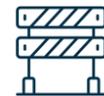Treating each other with respect and kindness and embracing the diversity of our communities.

Respect:
Being kind to each other, acting with integrity and being considerate of each other's feelings.

Inspiring:
A sense of purpose and responsibility, to create positive change.

Ambitious:
Helping colleagues and learners to realise their potential and overcome barriers to reach their goals.

Sustainable:
Making green choices so that we leave a smaller impact on our environment now, and don't compromise future generations.

Collaborative:
Pulling together as a team so everyone can learn and succeed.

ACL Quality Assurance of Teaching, Training and Learning Policy 2025 - 2026

Purpose

This policy sets out Adult Community Learning's (ACL's) commitment to delivering consistently high-quality adult education, apprenticeships, and community learning that is inclusive, learner-centred, and responsive to the needs of communities and employers.

Scope

This policy applies to all funded learning programmes across ACL. It is relevant to all ACL staff, including tutors, coaches, assessors, support teams, curriculum leads, quality leads, managers, and senior leaders.

It covers all delivery models, including classroom-based, online, blended, and hybrid learning.

ACL will also review the quality of non-funded learning programmes through learner feedback, enrolment trends, retention measures, and other quality review processes.

Quality Commitments

ACL is committed to:
- Maintaining a clear, cyclical Quality Assurance Framework that drives continuous improvement across all provision.
- Monitoring teaching, learning and assessment through:
  o Planned and unannounced observations
  o Learner and employer feedback analysis
  o Performance data (achievement, retention, destinations).
- Using Self-Assessment Reports (SARs) and Quality Improvement Plans (QIPs) to evaluate and improve provision.
- Sharing good practice across ACL.
- Ensuring senior leaders regularly review dashboards, KPIs, SARs, and quality reports to monitor progress and hold teams accountable.
- Promoting a culture of high expectations, inclusion, safeguarding, and continuous professional development.
- Actively collecting, analysing, and acting on the learner and employer voice to shape curriculum design and delivery.
- Fully complying with relevant frameworks and standards, including:
  o The current Ofsted Education Inspection Framework
  o Awarding organisation regulations
  o Safeguarding and Prevent duties.

Roles and Responsibilities for Quality Assurance

Tutors
- Deliver high-quality teaching, learning, and assessment.
- Support learner and apprentice progress.
- Engage with Continuous Professional Development, standardisation, and quality review processes.
- Embed English, maths and digital skills where appropriate.

Curriculum Leads and Managers
- Oversee curriculum planning and delivery.
- Drive quality improvement activity.
- Ensure staff wellbeing and manage workloads.
- Implement QIPs and monitor progress.

Reviewers and observers
- Conduct timely reviews and observations.
- Provide helpful feedback within given timescales.
- Ensure tutors know how to further develop their practice following feedback.
- Ensure leaders receive clear feedback to be able to improve provision.

Senior Leaders
- Monitor overall performance and compliance.
- Lead the annual self-assessment process.
- Review the Quality Assurance Framework and implement improvements

Annual Review and Continuous Improvement

This policy, and associated Quality Assurance processes, will be formally reviewed annually and updated to reflect:
- National and local funding and regulatory requirements
- The needs of learners, apprentices, communities, and employers
- Internal performance data and improvement priorities