



Quality & Standards Strategy

Focus on Standards and Quality Improvement

The fundamental purpose of Middlesbrough College is captured in

The College Mission

Driving Ambition Inspiring Success

This is supported by the **College Strategic Aim**

Growth based on quality and reputation, which improves educational achievement, employment prospects, economic prosperity and wellbeing for all.

Our strategic priorities are intended to deliver the College's ambition of inclusivity and excellence:

1. **One Ambition** – To be an outstanding provider of education and training that provides pathways to employment, Further or Higher Education.
2. **One Commitment** – To enhance the region's economic competitiveness by directly aligning our offer to the skills requirements of employers.
3. **One Community** – To listen, learn from and respond to students and the wider community.
4. **One Team** – To work as one highly skilled, creative and dynamic team within a supportive, aspirational and entrepreneurial environment.
5. **One Network** – To foster the development of a network of educational and training excellence that raises aspirations and promotes opportunities.

Our Core Values

- Aim High.
- Take Responsibility.
- Respect Others.
- Take Pride.
- Work Hard.
- Do What's Right.
- Challenge Yourself.

Internal Action

The College will seek to demonstrate that:

- Data on student achievement, retention, the quality of teaching and learning and other relevant information including student feedback, progression and destination is collected and used to review progress in raising student success rates, the quality of teaching and learning, the quality of support services and the quality of the student learning journey.
- Challenging targets are set to improve the College's performance by drawing on relevant data and feedback from stakeholders, and that achievement against these targets is measured and recorded against the relevant action points in Quality Improvement Plans at Course, Directorate and College level.

External Action

The College will seek to demonstrate that:

- The College delivers a quality provision in the community and amongst employers, and is recognised as a high quality service provider.
- Advice on quality is sought, when appropriate, from relevant outside agencies, including OFSTED, QAA, EFA and the SFA and Awarding Bodies

Outcomes

Continuous monitoring will allow the college to evaluate its progress. Application of the Quality and Standards Strategy should result in:

- Evidence of improvements in, or consistently high levels of student success.
- An enhanced reputation in the local community and amongst employers.
- Increasing levels of stakeholder satisfaction.
- High progression rates leading to employment, university, apprenticeship or further training.
- Reducing any discernible achievement gaps in relation to equality, ensuring the best opportunity for all individuals.

Meeting funding body requirements

The College will seek to demonstrate that it is:

- Committed to continuous quality improvement.
- Meeting the needs of individual students, employers and the community.
- Able to meet funding body criteria relating to the quality and value for money of provision.

Review of the Quality Policy

The Quality Strategy will be reviewed annually and be subject to regular review by the College Leadership Team and the Standards Committee and / or Governing Body.

Operational Aims

1. Provide and deliver a Quality Strategy that will:

- Provide a Quality Assurance Framework which will ensure outstanding provision across the curriculum and business support areas of the college.
- Ensure timely intervention and support for areas of underperformance utilising the College's Underperformance and Review Cycle.
- Set and monitor aspirational and challenging targets for agreed KPMs (Key Performance Measures) for all Directorates, Faculties and Business Support Areas.
- Adhere to a planned programme of audits and quality health checks as detailed within the College's Quality Calendar to assure quality compliance.
- Promote the sharing of identified good practice and continuous improvement strategies across the provision.
- Provide an efficient and effective examination service.
- Ensure effective response to external quality monitoring agencies and external awarding body verification activities.
- Make a commitment to equal opportunities by ensuring that robust processes are in place for curriculum staff who strive to reduce achievement gaps for gender, ethnicity and learning difficulties and disabilities.

2. Provide a Quality Assurance framework which will ensure outstanding provision across the curriculum and business support areas of the college by:

- Ensuring a timely and robust annual self-assessment across the College provision, leading to the development and implementation of clear, focused and timely improvement plans.
- Half termly review of all College and Directorate/Faculty Key Performance Measures and progress against improvement planning activities as documented on the relevant Quality Improvement Plan (QuIP).

- Maintaining up to date policies and procedures in order to deliver the commitments of the Quality Strategy.
- Formulating an Annual Quality Calendar which sets out key dates for monitoring and measuring progress against quality improvement plans, consultation with the community, employers, students, parents and staff and meeting dates of major quality committees, forums and the Student Council.
- Regular and effective training and skills updating for all staff regarding quality processes and standards.
- Providing timely and accurate management reports on all aspects of the Quality Assurance framework to the College Leadership Team, Governors and Staff.
- Ensuring robust processes and measures for assessing and monitoring the quality of teaching and learning.
- Maintaining rigorous quality assurance arrangements which provide objective assessments of the quality of provision and which facilitate an open and transparent accounting for performance.
- Ensure there are no discernible achievement gaps in relation to equality, ensuring the best opportunity for all individuals.

3. Ensure timely intervention and support for areas of underperformance by:

- Identifying and regularly monitoring areas of underperforming provision through the use of the College's Underperformance Review Cycle ensuring and supporting the development of robust in year action planning.
- Supporting managers and staff in implementing improvement and intervention strategies.
- Ensuring sharing of good practice across the college.
- The timely and regular review of Directorate and Business Support Area QulPs as detailed in the College's Quality Calendar.

4. Set and monitor aspirational and challenging targets for agreed Key Performance Measures (KPMs) by:

- Setting targets for College and Directorates for success, retention, achievement, value added, teaching progression and learning progression, attendance, and student satisfaction, based on national benchmarks and previous performance.
- Agreeing and regularly reviewing KPMs for Business Support Areas.
- Providing timely and comprehensive management reports on progress and outcomes against targets to the College Leadership Team and Governors.
- Ensuring valid and accurate data to support the above.

5. Adhere to a planned programme of audits and quality health checks designed to assure quality compliance by:

- Agreeing an annual audit cycle, as documented on the College's Quality Calendar, to ensure adherence to Quality Assurance Policies and Procedures, covering teaching and learning, quality of student target setting and review, progress against KPMs, course review, action planning, and student and employer feedback.
- Engage with external agencies to provide external validation and audit if required.

6. Promote the sharing of identified good practice and continuous improvement strategies across the provision by:

- Ensuring examples of good practice are identified, promoted and shared across the directorates, through the delivery of a robust and effective Workforce Development Strategy, CPD opportunities and Workforce Development Days. Good practice is shared, discussed and disseminated by the Heads of Quality Group and through Directorate and Team Meetings.
- Ensuring timely identification of underperformance and implementation of effective intervention strategies as detailed within the College's Underperformance Review Cycle.

7. Provide an efficient and effective examination service by:

- Ensuring all students are registered with the appropriate awarding body in a timely and accurate manner.
- The effective scheduling of all college paper based and on line examinations.
- Ensuring all examinations are carried out in line with awarding body and Joint Council Requirements and Guidelines.
- Ensuring all results are recorded on College systems in an efficient, accurate and timely manner.
- Ensuring students and staff are notified of examination outcomes in a timely manner.

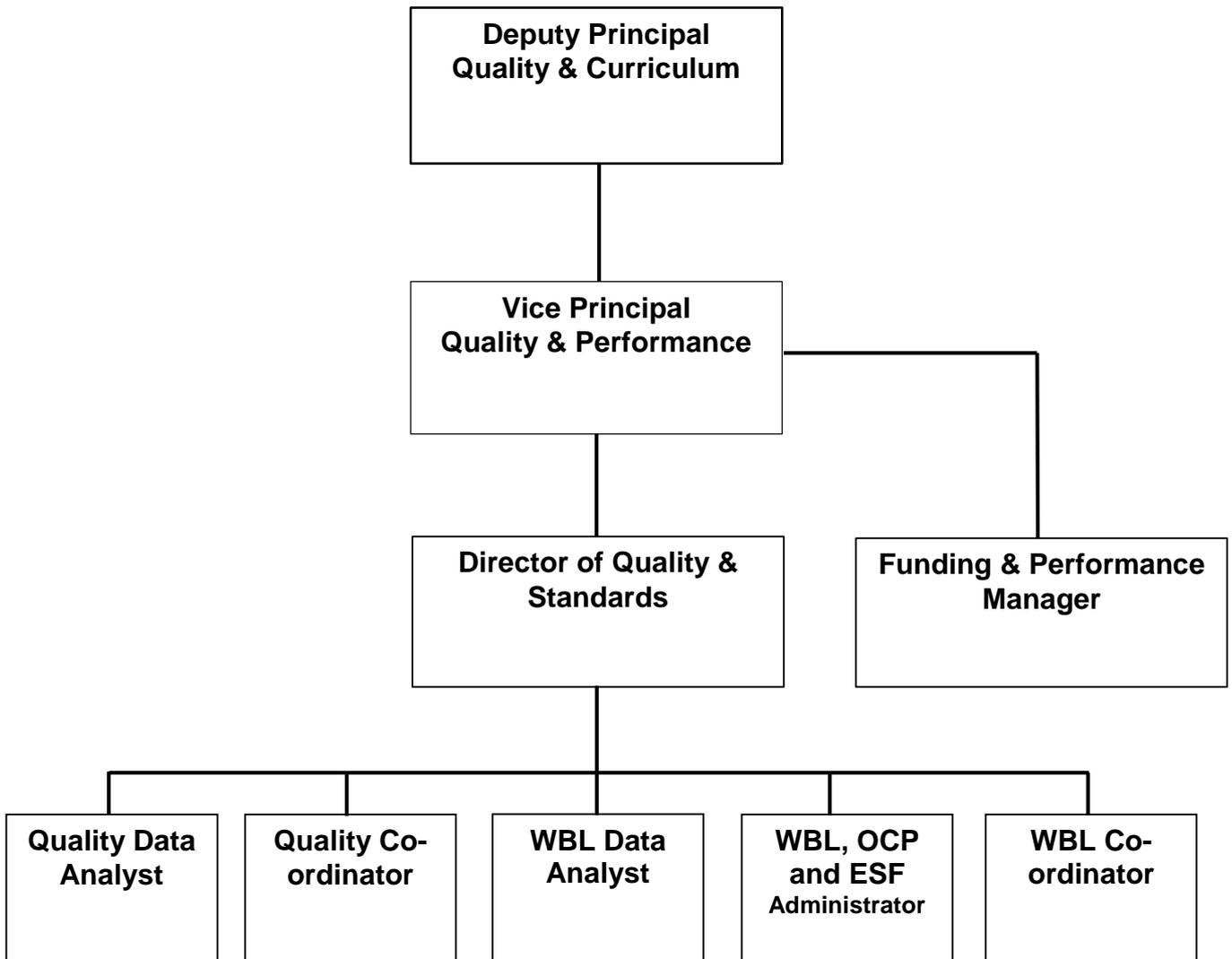
8. Ensure effective response to external quality monitoring agencies by:

- Organising and supporting cross college responses to external agencies, including Ofsted, IQER, Awarding Bodies, Matrix and IIP ensuring positive outcomes.

Related Documents

- College, SSA and Business Support Department Self – Assessment Reports and Quality Improvement Plans.
- College and Directorate KPMS.
- Student voice reports, survey outcomes and improvement plans.
- The College Annual Quality Calendar.
- Underperformance Cycle and Review Process.

Quality Organisational Structure





Appendix 1

Quality Calendar

QUALITY AND PERFORMANCE CALENDAR OF ACTIVITIES

AUGUST 2016	SEPTEMBER 2016	OCTOBER 2016	NOVEMBER 2016	DECEMBER 2016	JANUARY 2017	FEBRUARY 2017	MARCH 2017	APRIL 2017	MAY 2017	JUNE 2017	JULY 2017
<ul style="list-style-type: none"> • Induction Policies Reviewed • Apprenticeship Audit 	<ul style="list-style-type: none"> • Directorate KPMs finalised • VP/APs KPMs finalised • Draft of Directorate and College SAR and pre Governor validation meetings • Finalise and review 16/17 Directorate and College QuiP • Access Desktop Review • Audit & Review of Induction Process • Review of final 15/16 Directorate QuiP (Impact Analysis) • Red flag EV report reviewed • Timetable Audit and Review • 15/16 Underperforming Course Analysis - Notice to Improve and Quality Review • Attendance Process - Audit and Review • Annual Complaints Report • J2 Profit Analysis 	<ul style="list-style-type: none"> • QDP Induction Survey Launched (main and A Levels) • 1st stage SAR business support validation • 6 Week Drop Out Analysis and Report • Finalise and review 15/16 progression • Interim final report against KPMs 15/16 reviewed • 1st course review completed & sample activity • 15/16 Underperformance courses meetings completed • Marked work assessment review • Scheme of Work and Assessment Plan Audit & Review • Canvas Test and Review • Attendance Process - Audit and Review • Assessment & Progression Board Review 	<ul style="list-style-type: none"> • SAR Governor final validation • Learning Plus Assessment Point 1 Analysis • Apprenticeship Focus Groups • Marked Work Audit - Sample and Review outcomes • Attendance Process - Audit and Review 	<ul style="list-style-type: none"> • QDP induction survey results analysed and action plans completed • IV process review • 1st performance review 16/17 KPM and QUIP • Attendance Process - Audit and Review 	<ul style="list-style-type: none"> • Work experience review & reporting • 2nd course review • Review of Quality Manual and procedures • Canvas Test and Review • Apprenticeship Audit • Attendance Process - Audit and Review • Marked work assessment review • Assessment & Progression Board Review • Learning Plus Assessment Point 2 Analysis • Term 1 Complaints Report • J2 Profit Analysis 	<ul style="list-style-type: none"> • National Learner Survey • Underperformance course meetings • Attendance Process - Audit and Review 	<ul style="list-style-type: none"> • QDP On Programme Launched (main and A Level) • Employer QDP • Marked work assessment review • 2nd Review of KPMs and QUIP 16/17 • Attendance Process - Audit and Review • Assessment & Progression Board Review 	<ul style="list-style-type: none"> • Term 2 Complaints Report • Work experience review & reporting • Attendance Process - Audit and Review • Learning Plus Assessment Point 3 Analysis 	<ul style="list-style-type: none"> • QDP Staff Launched • 3rd review of KPMs and QUIP 16/17 • Underperformance course meetings • Apprenticeship Audit • Attendance Process - Audit and Review • Marked work assessment review • Learning Plus Assessment Point 4 Analysis 	<ul style="list-style-type: none"> • Assessment & Progression Board Review • SLT to approve 17/18 KPMs • End of year course reviews and action plan update • Approve Apprenticeships KPMs • Attendance Process - Audit and Review • Learning Plus Assessment Point 4 Analysis 	<ul style="list-style-type: none"> • SAR Initial Data • 17/18 KPMs approved by Governing Body • Access final moderation board • Term 3 Complaints Report





Appendix 2

Quality Framework

Quality Framework 2015 / 2016

Activity	Person(s) Responsible	Purpose
Self-Assessment Process	Deputy Principal Vice Principal Quality & Standards All managers and staff	<p>An annual process intended to assess strengths and areas for improvement across all areas in the College. The Self-Assessment Process is structured to reflect all key aspects in the Common Inspection Framework. The report is accompanied by a Quality Improvement Plan (QuiP) which is monitored through the year at regular intervals to assess progress against Middlesbrough College's priorities contained in the strategic plan. The Principalship, Governors and external critical friends assist in the validation of the judgements.</p> <p>Key judgements are:</p> <ul style="list-style-type: none"> • Effectiveness of Leadership and Management. • Quality of teaching learning and assessment. • Personal development, behaviour and welfare. • Outcomes for learners. <p>The Self-Assessment Report is submitted to Governors and made available to the SFA/EFA and Inspectorates.</p>
Course Reviews	Director of Quality & Standards Director of Programme Heads of Quality All Course Leaders	<p>This is an in-year process intended to assess strengths and areas for improvement on all significant programmes delivered in the College or by partners. This document is also structured to reflect all key aspects in the CIF. Each course review is reviewed on a regular basis and is graded by the Director of Programme at the end of the academic year. The course review contains the in-year course action plan which is developed at the end of the academic year in preparation for the next academic year and continually updated and developed at regular intervals throughout the year to monitor the impact of improvement planning activities. Course reviews are required for all classroom based and apprenticeship provision. In addition, support strategies are discussed, identified and implemented if appropriate. The Course Reviews also ask the curriculum delivery team to analyse achievement and retention gaps in relation to equality and provide action plans where appropriate. This is to ensure that all students have the best opportunity to progress.</p>

Activity	Person(s) Responsible	Purpose
Internal Quality Assurance and Assessment	Directors of Programmes Head of Quality Cross College Awarding Body Co-ordinator	<p>This is key to ensuring robust quality assessment on all programmes. The IQA will sample the planning, level and marking of all assessments on the programme</p> <ul style="list-style-type: none"> • A schedule for IQA and appropriate tracking documents must be held by the Course Co-ordinator/Head of Quality. • Internal Verifiers must have the appropriate verification qualification at L3 or L4. • Ensuring the rigour of assessment on all qualifications is key to learner and College success. • The IQA process ensures the quality and accuracy of assessment. • Timely assessment board meetings should be held for all courses at regular and timely intervals. This process is monitored by the relevant Head of Quality.
Stakeholder Satisfaction Surveys	Director of Quality & Standards	<p>A number of learner surveys are carried out each year. Surveys include 16-18 and 19+ students, apprentices and employers. They provide valuable information to course and departmental managers to assist quality improvement. All surveys are scheduled and documented on the College's Quality Calendar.</p> <p>Reference to actions taken as a result of survey outcomes is included in course reviews and self-assessment reports, directorate and course action plans. 'Induction' and 'on course' surveys are used across the curriculum departments for all groups of learners. Focus groups are used across various curriculum areas to provide further detail for improvement planning purposes.</p> <p>An employer survey has been developed and is completed on an annual basis. There is an annual Business Support survey linked to Quality Service Key Performance Indicators which is reviewed as part of the support area's self-assessment report.</p>

Activity	Person(s) Responsible	Purpose
Annual Quality Calendar	Vice Principal Quality & Performance Director of Quality & Standards	<p>A comprehensive cycle of key activities throughout the academic year that proactively monitors college performance against targets including feedback, target setting, course reviews and QulP Progress.</p> <p>The Quality Management Calendar encompasses all stages of the learner journey and proactively assesses the quality of provision being delivered. Performance against targets and the impact of improvement planning activities are regularly tested and reviewed.</p>
Underperformance Cycle	Vice Principal Quality & Performance Funding and Performance Manager Directors of Programme	<p>This is a formal process that reviews all provision, including classroom based and apprenticeship and identifies course underperformance through a number of indicators encompassing retention, achievement and success rates, attendance, QDP learner survey outcomes, EV report outcomes, value added and high grades. Provision is reviewed and flagged at regular intervals. Meetings are held with staff delivering on courses identified as potentially not meeting performance targets. In year action plans are discussed and reviewed. In addition, support strategies are discussed, identified and implemented if appropriate.</p>
Quality Health Checks	Quality Team WBL Team	<p>A number of audits are carried out annually to assess compliance with Quality Standards. These include Pro Monitor effectiveness, quality of target setting, course reviews and learner tracking and monitoring. Quality Health Checks encompass classroom and apprenticeship provision and provide accurate assessment of internal quality assurance.</p> <p>All outcomes are reported to CLT (College Leadership Team).</p>

Activity	Person(s) Responsible	Purpose
External Verification	Cross College Awarding Body Co-ordinator	<p>All validating organisations have their own methods of ensuring compliance and Quality Assurance. Most will involve an external moderator or external quality assurer either visiting the college or asking for samples of work. They will look for compliance with their regulations and procedures and assess the rigour of the internal systems.</p> <p>A report is submitted to the college detailing their findings. All reports must be sent to the Quality Department who monitor actions required and progress.</p> <p>All reports are graded either red/amber/green and updates to achieve will be required by the Cross College Co-ordinator in a timely manner. Progress is also monitored by the Director of Quality and Standards and Vice Principal – Quality & Performance.</p> <p>External Moderators can advise the validating organisations that verification or further enrolments should be withdrawn as a result of an unsatisfactory visit.</p> <p>The Cross College Awarding Body Co-ordinator supports any coordinator in advance or during a visit.</p>
Key Performance Measures	<p>Vice Principal Quality & Performance</p> <p>Funding and Performance Manager</p>	<p>Learner outcomes are a key indicator of the college performance and are scrutinised by the College Leadership Team, inspectorates and Governors.</p> <p>Targets include success, retention, achievement, attendance rates, progression rates, value added and distance travelled. Course Leaders and staff are set targets linked to KPMs in their personal reviews.</p> <p>Pro-Achieve and Pro Solution software is used throughout the College to monitor this data and regular reports are made to a range of Committees. The Quality Department is tasked with ensuring the validity and reporting of this data</p> <p>Weekly attendance reports are compiled to monitor progress and the impact of improvement strategies across all vocational areas.</p> <p>Regular reports are provided to Governors and the College Leadership Team.</p>

Activity	Person(s) Responsible	Purpose
Target Setting	Vice Principal Quality & Performance Funding and Performance Manager	The College is required to set key performance targets on a range of in-year and final learner outcomes at college and directorate level. This starts at course level and is based on previous performance and national rates. All Directors of Programmes and Course Leaders are set course targets in line with policy in each course review document.
Inspection	Deputy Principal Quality & Curriculum Vice Principal Quality & Performance	Ofsted carries out inspections on a cyclical basis. The last inspection was in March 2011. Strengths identified are expected to be continued and built on and areas for improvement rectified. Post Inspection Actions Plans are development and have been monitored since inspection. A College Ofsted Plan has been developed and details key activities from the point of inspection notification through to the end of the inspection.
Value Added High Grades Distance Travelled	Vice Principal Quality & Performance	The College has used the ALPS system for Value Added for a number of years and reports are reviewed on publication. The College is also trailing Learning Plus UK for in-year value added tracking (as per the Quality Calendar). This is currently being utilised in A Levels and Level 3 BTEC's. Value added assesses the progress made by a student from their initial assessment scores and indicates whether the college has supported the student to achieve higher outcomes than initially predicted. College and Directorate Value Added targets are set and reviewed regularly at Directorate Performance Reviews.
Programme Validation Committee	Deputy Principal Quality & Curriculum	All courses which are delivered at the College are approved by this committee. As well as linking to the strategic plan, resources implications and funding, the committee needs to be assured that quality assurance procedures can be implemented before inclusion on the college course file and curriculum.
Course Review Meetings	Directors of Programme Heads of Quality Course Leaders	All programmes hold regular course meetings. The college has built in meeting times in the weekly timetable to allow these to take place. An agenda is available. Minutes are held in the course file.

Activity	Person(s) Responsible	Purpose
Assessment Boards	Heads of Quality Course Leaders	All significant programmes hold termly assessment boards where student progress is discussed and monitored.