



Scope and Purpose

Middlesbrough College is committed to delivering high-quality education, training, and services to all learners, employers, and stakeholders. This policy applies to all College provision, including 16–18 study programmes, adult learning, apprenticeships, higher education, commercial training, and business support functions.

The policy defines our approach to quality assurance and continuous improvement, embedding a culture of accountability, excellence, and learner-focused practice across the College. It ensures compliance with regulatory and funding requirements, including Ofsted, ESFA, DfE, OfS, and local combined authorities such as the Tees Valley Combined Authority (TVCA) and North East Combined Authority (NECA).

Quality Principles

Middlesbrough College's approach to quality is guided by the following principles:

- Learners are at the centre of all we do.
- High standards are maintained across teaching, learning & assessment (TLA), and support.
- Performance is monitored using accurate and timely data, with KPIs benchmarked against national and sector averages.
- Continuous improvement is promoted through reflective practice, innovation, and professional development, with CPD linked to quality objectives.
- Compliance with statutory, funding, awarding body, and local authority requirements is maintained.
- The College's annual Quality Cycle (see Appendix 1) maps out quality activity across the academic year, ensuring systematic monitoring, review, and improvement.

Curriculum Performance Review Cycle (CPR)

The Curriculum Performance Review Cycle (CPR) provides a structured, termly review of curriculum performance, ensuring high standards of teaching, learning, assessment, and learner outcomes.

- CPRs monitors KPIs including TLA, attendance, retention, achievement, progress, destinations, and learner satisfaction.
- Learner and stakeholder feedback is incorporated, gathered through student surveys, focus groups, student councils, employer and parent surveys, employer advisory boards, audits, and apprenticeship progress reviews.

- Insights from CPRs inform the Self-Assessment Report (SAR) and Quality Improvement Plan (QIP):
 - SAR process is bottom-up, driven by course-level reviews, aggregated into departmental SARs, and culminating in the College-wide SAR.
 - QIP process is top-down, where College priorities are identified and cascaded to departments, courses, and curriculum and support staff where actions are required.
- The process ensures that course performance is regularly evaluated, corrective actions are implemented where needed, and improvements are tracked to maintain accountability and drive continuous improvement.
- CPR is aligned with the annual Quality Cycle (see Appendix 1), ensuring a coherent, college-wide approach to monitoring and improving curriculum standards throughout the academic year.

Business Support Performance Review Cycle (BPR)

The Business Support Performance Review Cycle (BPR) provides a structured review of business support departments, ensuring that all non-curriculum functions effectively contribute to the College's strategic priorities and learner outcomes.

- BPR monitors departmental KPIs, including operational efficiency, service delivery, and support for curriculum teams and learners.
- Performance data is collected, analysed, and benchmarked where relevant to identify areas of strength and areas for improvement.
- Findings inform departmental improvement plans (QIPs), ensuring that corrective actions are implemented, monitored, and evaluated for effectiveness.
- BPR is aligned with the annual Quality Cycle (see Appendix 1), providing a coherent framework for oversight, accountability, and continuous improvement across all business support functions.
- Reports from BPR are used to inform governance, strategic planning, and resource allocation, ensuring that business support departments consistently meet the needs of learners, curriculum and support staff, and stakeholders.

Support and Intervention Process

Departments identified through CPR or BPR as requiring additional support and intervention receive enhanced oversight from Senior Leadership Team (SLT).

- Monthly meetings are held to review progress, provide targeted support, and ensure focused improvement actions are implemented effectively.

- The process ensures timely corrective actions, accountability, and sustained improvement across both curriculum and business support areas.

Responsibilities for Quality

- **Senior Leadership Team (SLT)**
 - Provide strategic direction for quality improvement across the College.
 - Ensure adequate resources, training, and support for departments to achieve quality objectives.
 - Oversee the Support and Intervention process for underperforming areas.
 - Review KPIs, SARs, QIPs, and report key findings to the Governing Body.
- **Associate Directors / Heads of Department**
 - Responsible for quality assurance and improvement within their departments/faculties.
 - Each department has a quality lead supporting oversight of quality, curriculum performance, and QIP implementation.
- **Curriculum and Support Staff**
 - Deliver high standards of teaching, learning, assessment, and support.
 - Apply evidence-informed pedagogical practice.
 - Engage in professional reflection and set/review learner targets.
 - Provide timely feedback and support assessment through internal quality assurance (IQA) processes.
- **Internal Quality Assurance (IQA) Leads**
 - Ensure assessment and feedback meet awarding body and College standards.
 - Support curriculum staff with verification, moderation, and standardisation activities.
 - Identify trends in assessment outcomes to inform CPD and improvement actions.
- **Teaching, Learning and Assessment leads**
 - Ensure staff engage in relevant professional development to maintain and enhance quality.
 - Monitor the impact of CPD on teaching, learning, assessment, and learner outcomes.

Quality Policy

- **Quality and Performance Department**
 - Monitors KPIs, conducts audits, analyses data, supports departments in improvement actions, coordinates SAR and QIP processes, and maintains the College's Quality Cycle (see Appendix 1).
- **Governors / Governing Body**
 - Approve the College Quality Policy and monitor its effectiveness.
 - Receive and review quality and performance reports, challenge areas of underperformance, and ensure compliance with statutory and regulatory requirements.

KPI Monitoring and Benchmarking

- KPIs include attendance, retention, achievement, progress, destinations, and satisfaction, and are reviewed through both CPR and BPR cycles.
- KPIs are benchmarked against national rates and sector averages (e.g., NARTs, RCU, ONS data) to inform targets and identify areas for improvement.
- Corrective actions are implemented where performance falls below expectations, tracked for effectiveness, and reported at all levels of management.

Reporting and Governance

Quality and performance reports are submitted to the Governing Body via relevant committees, including:

- Curriculum & Standards
- Audit & Risk
- Corporate Services
- HE Committee

This ensures transparency, accountability, and alignment with the College's strategic priorities.

Policy Review

The Quality Policy and associated processes are reviewed annually to ensure relevance, effectiveness, and alignment with strategic objectives. Changes are informed by feedback from learners, curriculum and support staff, employers, and other stakeholders.

Middlesbrough College Quality & Performance Cycle 2025-26



Key

- Governors**
- Performance Review**
- Teaching, Learning & Assessment**
- SAR & QIP**
- Surveys/ forums**
- Data & Performance**
- Exams/Results**

