

Quality Management Policy

Date Approved:	19/09/2025	Approved By:	Managing Director		
Next Review Due Date:	19/09/2026	Manual ID Number:	BSA025	Version No:	1
Author and Responsible Manager:	Head of Centre				
Applicable to:	Staff				
Publication:	Staff SharePoint				

Document Control

Version	Date	Author	Notes on Revisions

Contents

Section	Section Title	Page Number
1	Scope and Purpose of the Policy	3
2	Policy Statement	3
3	Accountability	4
4	Student Involvement	6
5	Linked Policies and Procedures	6
6	Equality Impact Assessment	7

1. Scope and Purpose of the Policy

All employees who undertake activities on behalf of Blackpool Skills Academy are subject to the requirements of this policy.

The purpose of this policy is to ensure that there is both a consistent approach to quality management, and that BSA meets the requirements of the government, funding, awarding, regulatory and audit bodies that it reports to alongside the needs of students and customers.

BSA's quality management is committed to promoting a culture of high expectations, rigorous self-evaluation, and continuous improvement, to support, outcomes for students, the quality of education, teaching and assessment, student progression and destinations of students.

2. Policy Statement

At BSA the aim is to place our students and customers at the heart of all we do through providing the highest standards of learning, teaching and assessment leading to positive outcomes and sustained employment opportunities.

All employees are required to fully engage with our quality management processes through

- Participating in continuous professional development in order to maintain and continuously improve standards and to ensure that BSA's delivery and provision incorporates the latest practice
- Being fully involved in the review of provision on an annual cycle, which results in impactful improvements/targets being set, monitored and achieved in a timely manner
- Contributing to the quality management of all aspects of our business against the standards set out by the relevant bodies who accredit and regulate our provision and activities
- Supporting a culture of continuous improvement through an openness to engage in reflective and professional dialogues as well as a willingness to share good practice
- Undertaking activities to ensure that the level of service being provided is of the highest possible standard

3. Accountability

The intent and application of the Quality Management Policy is embedded within the work of all BSA employees as set out below:

Senior Management Team

The Senior Management Team is responsible for agreeing the policy and how it will be delivered through a defined quality assurance cycle and the established quality management procedures. This team is also responsible for monitoring and reviewing the effectiveness of the implementation of the policy through monthly performance monitoring meetings using an agreed set of key performance indicators.

Head of Centre

- Ensuring that the policy is adhered to as well as providing reports on the effectiveness of its operation to established managerial forums
- Planning and overseeing the annual cycle of quality processes, to rigorously assess performance and support continuous improvement, which is linked to strategic priorities and operational planning
- Ensuring that employees understand and are fully compliant with the quality procedures
- Ensuring teams are appropriately supported and monitored to improve the service that they provide to students and customers
- Ensuring that feedback from employees, students, parents, employers, external verifiers, is used to inform the quality processes and is an integral part of Programme Reviews, Quality Assurance Meetings and Further Education and Skills - Self Assessment Reports (SAR)
- Requiring employees to actively participate in continuous professional development and industry updating, to maintain their professional credentials and expertise, as well as addressing any areas for development and improvement as identified in the observation of learning, teaching and assessment
- Requiring all the employees that they line manage, complete an annual performance review
- Ensuring that the Development and Observation of Learning, Teaching and Assessment policy and procedure is implemented with regard to all employees in scope for observation

- Partaking in the annual cycle of quality processes for course/programme reviews, self-assessment, to rigorously assess performance and support continuous improvement, which is linked to strategic priorities and operational planning
- Participating in continuous professional development and industry updating, in order to maintain their professional credentials and expertise, as well as addressing any areas for improvement as identified through performance reviews
- Seeking the views and insights of all students and customers to drive forward improvements and enhancements through the quality assurance process
- Using feedback from students, employers and customers is used to continually inform curriculum design and delivery
- Ensuring that the assessment process is adhered to
- Fully engaging and participating in the observation of learning, teaching and assessment, to secure impactful and continuous improvements
- Sharing good practice to support continuous improvement and enhance performance to achieve outcomes, which meet the highest possible standards that exceed, where appropriate, external benchmarking for excellence
- Direct involvement in the delivery and management of student learning
- Contributing to the development of the services provided
- Being fully conversant with programme(s) course regulations and specifications for the defined area thus ensuring conformity and best practice
- Contributing to the setting and reviewing of targets for the QIP
- Assisting with the continuous development of learning resources to support curriculum delivery (including online resources)
- Ensuring that OneFile is fully utilized as a tool for assessing students' knowledge, skills and behaviour
- Monitoring, reporting and actioning, as appropriate, on a range of quality indicators related to the student experience. These will include (but not limited to): attendance, retention, achievement, value added, student survey outcomes and progression

4. Student Involvement

BSA recognises that realising the aspirations of its students is integral to its purpose. BSA places considerable emphasis on student engagement and feedback to refine and maximise the effectiveness of its focus on continuous improvement and enhancing the student experience. Student input is captured through, but not limited to, the active participation of students in quality assurance, validation and curriculum planning meetings as well as centrally administered surveys and student forums.

5. Linked Policies and Procedures

- Further Education (FE) and Work Based Learning (WBL) Internal Quality Assurance Policy and Procedure
- Assessment Policy and Procedure

7. Equality Impact Assessment

Impact Assessment for the 4 strands of Equality, Safeguarding, Health and safety and Sustainability	
Initial Form to be completed with Risk Assessments or as part of a proposal or change to a policy, plan or new way of working	
Title of Activity: Author and Date: Dionne McCann Nov 2020	☐ New or ☒ Revision (Tick as appropriate) Expected Implementation Date: Nov 20 What is the Review Date: Every 2 Years
Equality and Diversity. Which of the characteristics may be impacted upon? And, if yes, how has this been considered? What are the risks? What are the benefits?	None, no impact
Safeguarding: Are there any aspects of this proposal which could cause a Student/member of staff/visitor to feel unsafe? If yes, how has this been considered? What are the risks? What are the benefits	☐ Yes ☒ No
Health and Safety: Have any risks been identified? If yes, how has this been considered? What are the risks? What are the benefits?	☐ Yes ☒ No
Sustainability: Are there expected benefits or impacts on sustainability issues? If yes, how have these been considered?	☐ Yes ☒ No
Evidence: What evidence do you have for your conclusions and expectations for these conclusions? How will this impact be monitored for all these considerations?	Quality is monitored through both internal and external reviews
Is this policy of a high/medium or low risk? :	☐ High ☐ Medium ☒ Low