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Quality excellence and continuous improvement policy for NIS Group – Academic Year 2025-26

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1. Introduction

At NIS Group for quality is not an isolated process or department is embedded within the culture of our organisation. This Quality Excellence and Continuous Improvement Policy outlines our guiding principles, strategic priorities and organisational approach to delivering high quality education and training across all areas of provision.

It sits alongside our operational Quality and Improvement Framework (QaIF), which outlines the specific process is roles and mechanisms that underpin quality assurance and improvement. Together, these documents articulate not just what we are committed to, but how we implemented consistently and affectively.

Our mission is to inspire everyone through education, eliminate barriers to employment and build a powerful platform enabling individuals and wider society to thrive.

This mission statement is the anchor of all quality activity at NIS Group. It shapes our curriculum intent, informs our delivery approach and drives our desire for continuous improvement.

2. Purpose and scope

The purpose of this policy is to define and communicate NIS Group's organisational commitment to education excellence, regulatory compliance, and continuous improvement. It established a clear framework of expectations and standards for all stakeholders, including staff, learners, employers, regulatory bodies and delivery partners.

By setting out our collective responsibilities and strategic intent, this policy ensure that quality is delivered consistently and transparently across all aspects of our work. It aligns will the national and regional regulatory frameworks such as:

- Ofsted's Education Inspection Framework (EIF)
- West Midlands Combined Authority (WMCA) Quality and Standards Framework
- National Skills Academy for Rail (NSAR) Quality Assurance Framework
- Awarding Organisation requirements.

This policy is applicable across all NIS Group educational and training provision, encompassing adult education, commercial programmes and short courses. It extends to all staff roles in leadership, delivery, learner support, assessment, curriculum planning and quality assurance. This policy governs all partners, subcontractors and stakeholders contributing to the delivery or oversight of provision under the NIS Group brand.

3. Strategic aims and objectives

Our strategy for quality is designed to drive high performance, enable inclusive learning experiences and ensure a responsive and accountable delivery model. It is rooted in a clear ambition: to delivery meaningful education that transforms lives and meets the expectations of learners, employers and the wider community.

To realise this ambition, our strategic aims for quality include:

- Delivering teaching, learning and assessment that is consistently high-quality, inclusive and responsive to learner needs, regardless of background or starting point.
- Embedding a culture of continuous improvement that is driven by robust use of data, reflective practice, and the active involvement of learners, staff and employers.
- Ensuring that all provision is compliant with, and where possible exceeds the standards set by external agencies.
- Investing in staff development through a structured programme of CPD, feedback, mentoring and professional dialogue that builds confidence and pedagogical/andragogical expertise.
- Implementing a unified, transparent quality assurance system that is applied across all delivery sites and programme types, supporting consistency and coherence.
- Prioritising learner success by monitoring progress and outcomes to ensure individuals achieve recognised qualifications, employment outcomes or other positive destinations.

These aims do not sit in isolation. They are translated into tangible actions through our Quality and Improvement Framework (2025/26), which provides the operational tools and structures required to embed these objectives at every level of the organisation.

4. Our quality principles

NIS Group's approach to quality is underpinned by a set of interrelated principles that define our culture and guide our practice. These principles shape how we plan, deliver, evaluate and improve our services to ensure they remain learner-centred, inclusive and high performing.

1. **Learner and employer-centered –** the experiences, aspirations and outcomes for our learners guide our curriculum design and delivery methods. We work in close partnership with employers and other stakeholders to ensure that training

is relevant, responsive to labour market demand, and aligned to current industry expectations.

2. **Ambitious for all –** we set high expectations for learners and staff, believing in the capacity for every individual to achieve and grow. We acknowledge that not all learners start from the same place, so we embed strategies that provide both support and the stretch required to help every learner reach their potential.
3. **Collaborative and inclusive –** quality improvement in not the responsibility of the quality team, but a shared responsibility. We foster a culture in which all staff are engaged in continuous improvement, from frontline delivery through to leadership and governance.
4. **Responsive and agile –** we adapt quickly when learner and employer needs change, when feedback signals a shift in direction, or when sector reforms require a new approach. Flexibility and innovation are critical to sustaining quality over time.
5. **Accountable and ethical –** we take ownership of our standards and outcomes. We reflect, respond and learn. Integrity is central to everything we do, ensuring we uphold our commitments to learners, staff, partners, and communities.

5. Quality governance and oversight

Accountability for quality rests at all levels of the organisation. Roles and responsibilities are clearly defined and aligned to strong strategic leadership, operational delivery and local responsiveness:

- **CEO and SMT**: Ensure that quality remains a strategic priority and is embedded.
- **Head of Quality and Development**: Leads the quality strategy, oversees inspection readiness, and manages the SAR/QIP cycle.
- **Lead IQAs / IQAs**: Deliver sampling, standardisation, assessment observations and provide developmental feedback to delivery teams in line with external requirements.
- **Head of Training and Lead Trainers**: Ensure curriculum and staffing align with quality expectations, drive quality of education, support staff development and delivery requirements.
- **Tutors, Trainer and Assessors**: Plan, deliver, assess and review provision in line with internal policies and procedures and external standards. Maintain professional competence and take responsibility for own professional development. Actively engage in standardisation and quality improvement cycle.
- **Advisory Board**: Provides independent review, support and challenge, ensuring that quality is reported and discussed at governance level.

6. Policy alignment and external requirements

This policy is aligned to the following frameworks and standards:

- Ofsted Education Inspection Framework (EIF)
- WMCA Quality and Standards Framework
- NSAR Quality Assurance Framework
- Awarding organisation centre and qualification regulations.
- ETF Professional Standards for Teachers and Trainers

We regularly review our practice against these standards and adapt internal processes accordingly.

7. Integration with the Quality and Improvement Framework

This policy sets out the strategic rational and organisational expectations for quality: however, it's our QaIF that implements actions into daily operations. The QaIF provides the working blueprint for how quality is delivered, monitored and improved in real terms across NIS Group.

At its core is a continuous improvement cycle, structured about the four stages of:

This cycle ensures that our actions are data-informed, reflective and responsive, allowing us to maintain momentum, and adapt to emerging trends or risks.

The QaIF outlines the quality assurance mechanisms in practical detail. This includes out teaching and learning observations, learning walks, assessment observations, all of which as designed to generate insight and drive performance.

The QaIF governs out Internal Quality Assurance (IQA) strategy, providing sampling protocols, standardisation procedures, and quality controls of assessment activity. Self-assessment and Subject Area Impact Reports (SAIRs) are integral components, ensuring that delivery teams reflect critically on delivery and progress, and identify specific areas for enhancement.

Staff development is embedded within the framework, with a clear link between observation outcomes. The QaIF defines the use of data and compliance schedules, aligning internal audit activity with external expectations and ensuring readiness for inspections or audits.

By integrating all of these components into a single, cohesive quality system, the QaIF ensures that quality at NIS Group is not accidental, or compliance driven but continuous, embedded and purposeful.

8. Related documents

This policy should be read in conjunction with the following key organisational policies and documents, which collectively support the quality assurance processes outline in this policy:

- Quality and Improvement Framework
- Internal Quality Assurance Strategy
- Teaching Learning and Assessment Policy
- CPD Guidance Document
- Observation Grading Matrix
- Quality Calendar