

NO	OFS CONDITIONS E1 AND E2 TABLE OF CONTENTS	PAGE
1	Size of organisation	2
2	Academic Freedom	3
3	Accountability	3
4	Student Engagement	4
5	Academic Governance	5
6	Risk Management	6
7	Value for money	8
8	Freedom of Speech	10
9	Fit and Proper	11
10	Communication Systems, Duties and Responsibilities	12-26
11	Condition E2 Disclosing Information and Data	31
12	Assessments	33
13	Extenuation Circumstances	37
14	Condition E3 Withdrawal of Centre Approval	40

OFS GOOD GOVERNANCE

CONDITION E1 AND E2

Condition E1

The provider's governing documents must uphold the public interest governance principles that are applicable to the provider.

Initial or general ongoing condition?	Approved (fee cap) providers	Approved providers
Both	Yes	Yes

Condition E1

The Size of Organisation

Osymar International College of Education is a micro-business:

Status: Private Limited Company (Osymar UK Limited)

Forest House 3rd Floor, Ilford, Essex IG1 1BA

Staff Number: 08

Turnover 2024-2025: £134,910 (Due to the opened window of opportunity on funded adult Social Care, our current turnover 2024-2025 has increased more than 350%. We hope that gaining OFS approval will enable us to effectively compete within the education sector to double our effort in 2025-2026 annual turnover. We have already certificated within the current year 122 (one hundred and twenty-two) learners on Level 2 Adult social Care Certificate, 02 (two) learners on Level 2 Extended Diploma in Health and Social Care and 02 (two) Learners on Level 3 Certificate in Health and social care, and the course programme is ongoing for the latest cohorts (see annual account 2024, and the cashflow scenario 2025).

Asset: 2024-2025: £500,000

Notes: We have vast experience on curriculum and academic management, and have successfully delivered and still delivering Level 2, Level 3 and Level 5 with excellent results

and good learner experience. Presently, we are delivering NCFE qualifications due to available funding for learners, however, we intend to deliver Access to Higher Education, and Higher National Diploma qualifications as soon as our OFS application is approved. The college intends to deliver Pearson BTEC, OCN London and Ascentis qualifications. Based on our performance so far, the management of NCFE/CACHE testified of the quality of the work that we deliver through their Annual Monitoring Review (AMR), and External Quality Assurance (EQA) hence we are awarded DCS (Direct Claim Status). Members of the board of governance have excellent education and training qualifications and experiences. The Annual Monitoring Review (AMR) 2026, and the EQA Report 2026 by the Awarding Body (NCFE) was rated "low risk" (the highest rating). Collectively, the goodwill generated is more than £500,000 and this will increase as our annual turnover 2026. The registration with OFS will enable us to compete effectively and meet our target as projected.

Academic Freedom

Osymar International College of Education complies with the provisions of Higher Education (Freedom of Speech) Act 2023, section (6) (a-b) and hereby make this statement that all learners, academic staff, and the board of governance enjoy freedom of speech and association (see pages 12, 59 (Centre Policies)). They have the freedom to question, receive wisdom and to put forward new ideas, no matter how controversial or unpopular such opinions may be without fear of placing themselves in jeopardy of losing their jobs or privileges that may have with the college. All workers, be it full time, part time or contract have the freedom of speech in any issues concerning the management and operational decisions, and the practice of the college. All staff have the right to contribute to any academic issues, be it policy, learner experience and staff engagements. The college operates "Open Door Policy", and staff is welcomed to put their views and new ideas forward for the development of the college and customer satisfaction. No staff would be victimised for having different opinions, and such opinions shall form part of the organisational policy review. Our open-door policy encourages the staff to come up with new ideas that will enable the college to maintain their unique position within the industry, and such opinions are accommodated to improve our systems and enhance our best practices. The college staff meetings, including standardisation meetings and workshops are open to all, and everyone is encouraged to come up with new ideas, and to openly challenge the college practice and systems. The college welcomes all initiations of ideas for further improvement on teaching and learning practice, assessment, internal verifications, and the coordination with the outside world. Osymar International College of Education is focused on quality delivery of education, learner enjoyment of quality education and good learner experiences hence the college encourages and promotes academic freedom according to the law. The academic freedom must be adhered to and practised at all levels of the organisation.

Accountability

Osymar International College of Education operates openly, honestly, accountably and with integrity and we demonstrate English values of equality, diversity, and inclusion in all our activities (see page 6 (Centre Policies)). The college maintains transparency and due diligence. For financial accountability and sustainability, the college subscribed to comply with the provisions of section 68 (1-5) of Higher Education and Research Act 2017. The college also subscribed to comply with the provisions of Equality Act 2010 and the Freedom of Information Act 2000 (see page 12, 59 (Centre Policies)). The college maintains transparent accounting system and to secure that the information of our funding and the learner school fee are recorded and reported accordingly (see page 6 (Centre Policies)). The management of the college cooperates with the governing board to ensure that proper records and documentations are kept for inspection and monitoring (see pages 12-16 (Centre Policies)). The management of Osymar International College of Education had submitted on time all the annual accounts according to the chapter 4, section 394 of the Companies Act 2006 as amended 2019 and paid all corporation taxes to HMRC. This is to certify the public interest provision of the OFS application and to maintain transparency and accountability, and we shall continue to do so annually and as at when required by any authorities. The college maintains the record of learners, including all income and expenditures and proper accounting is maintained for any regulators and authorities to inspect our books. The college periodically audits the college income and expenditures, including employee salaries and wages according to the law. The college is registered and operate according to the provisions of Companies Act 1985, 2006 and 2029 as amended, and we file Annual Account according to the law. Osymar International College of Education operates according to the provisions of Consumer Rights Act 2015. The college operates "Equal Opportunity" policy, and we offer access to equal opportunity to our diverse learners (see page 44 (Centre Policies)) and promise to support all learners to meet their academic and vocational potentials hence our assessment and grading are according to the UK national standards as we obey the rules and regulations guiding quality education in the United Kingdom (see pages 35-41 (Centre Policies)). There is accounting team that is answerable to the governing board and the management. Periodically, there must be independent auditor to audit the accounting books of the organisation; that will correspond with the list of learners and the payments (see pages 60-61).

Student Engagement

According to Chapter 16 (Sections 1: Duties of registered higher education provider, and 3: Duties of student union) Part A4 and A5 of the Higher Education (Freedom of Speech) Act 2023, Osymar International College of Education complies with student engagement (see page 17 (Centre Policy)). The college also complies with the provisions of Equality Act 2010 relating to equality, diversity, and inclusion. The college maintains the policy of equality, diversity, and inclusion according to the Education Reform Act 1988. All our learners are

given the opportunity to voice their opinions, and to belong to and practise the activities of student union. Learners are part of our governing management team. Learners are included on the board meetings through student representatives (see page 11 (Centre Policies)). The students' representatives bring the concerns of learners to the governing board and their voices are heard through inclusion. Learners are engaged in policy reform, including teaching strategies, complaint policy and procedures and the representatives sit on the "Disciplinary Committee" for any learner disciplinary actions (see Pages 40-44 (Centre Policies)). The college adheres to the rules and regulations governing student engagement. For learner experiences, there is quarterly learner survey, aimed at identifying good practice and the areas of improvement. The survey is anonymous, and learners can air their opinions for anything that affects them. The survey includes suggestions on pedagogy, assessment for learning, and the systems, be it teaching and learning. The governing board ensures that learners are included in anything concerning them and their studies. They are informed on time ahead of any meetings and are encouraged to participate fully in any discussions. The board listens to them and includes their opinions on the decision-making. This policy and procedures must be adhered to and practised at all levels of the organisation.

Academic Governance

The academic governance of Osymar International College of Education oversees by the management and the head of centre, and this is scrutinised by the governing board that oversees the implementations of corporate policies on academic matters by the management (see pages 12-16 (Centre Policies)). The governing board is empowered to question the actions of the management and the academic issues, including learner admission, academic standards, quality assurance, and student protection. The Academic Governance team ensures that all matters concerning learner admission, academic standards, the quality of education, and maintaining the integrity of qualifications are implemented according to the national standards. The academic board of governance ensures that the college maintains its recruitment of workforce that is fit for purpose, capable of managing and delivering quality teaching and assessment. The academic governance involves the verification of assessment decisions and grading of learners' work according to the national standards. Osymar International College of Education maintains its focused on the delivery of quality education, and the board of governance ensures that the academic governance team and/or the management work according to expectations by adhering to the rules and regulations guiding the delivery of teaching and learning, assessment, and grading of learners' work at higher education provision. Academic governance team ensures that the college's internal quality assurance ensures that the learners' achievement meets the quality standards. The governing board ensures that the academic team are doing what they are set out to do to ensure that learners enjoy their studies and are supported according to the organisation's policies. The academic governance team is made up of experience teachers, internal quality assurers, including the head of centre.

The members of academic governance are qualified teachers with teaching and learning experience in education and training management. The team is led by an internal quality assurer. The board of governance ensures that the management of Osymar International College of Education maintains a robust learner admission that is focused on equality and diversity. They ensure that the academic standards specified are according to the academic standards of the United Kingdom. The academic governance team deliberates anytime there is any urgent matter concerning academic matters, be it delivery of teaching and assessment, internal quality assurance, learner complaint and all other academic matters. Quality assurance is key to quality education; the governing board seeks clarification from the academic governance team to ensure that all teaching and assessment are according to the national standards and comply with the procedures of the Awarding Body. The board of governance exercise its powers over the academic team to ensure that the management works for the best interest of the learners, ensuring quality, diversity, and inclusion both on staff and learners. This is to maintain the "open-door" policy, transparency, and accountability. The board ensures that the good learner experience and the integrity of our qualifications are maintained hence they scrutinise the practice of the college and the decisions of the academic governance team and that of the management. The board ensures that learners have good experience, participating in all matters concerning them. The board of governance scrutinises the learner admission policy and processes, academic quality assurances and standardisations, and ensures that accountability is maintained, including all operational activities. The governing board shall scrutinise and challenge the activities of the college at all levels.

Risk Management

(see Consumer Protection and Student Protection Plans)

This is to comply with the OFS Public Interest Governance Principles as required to be in place by the management of education provider to establish a framework for risk management (see Centre Policies, pages 50-55). The Management of Osymar International College of Education shall provide for corporate and operational risks that may arise while trading in education and training industry. The risk shall be followed, monitored and identified on time through global trend. The college shall monitor, plan for and review the process of risk management. This policy is binding on both student and the workforce of Osymar International College of Education. The management of the college shall ensure that we work to identify possible risks through our actions and inactions that may lead to potential risks, and to plan to mitigate them to an acceptable level. Risks may be any issues, actions and inactions of the students, teachers, management accounting, operational activities, and corporate issues that may disrupt the financial capability of the college to procure resources for operational activities of the college or any issues through learners activities and behaviours that may result to safeguarding issues, including academic cheating and plagiarism that may affect the integrity of our qualifications as follows:

- 1) Inability of the management to procure qualified teachers, assessors and internal verifiers
- 2) Inability of the management to maintain or procure good infrastructures to deliver quality teaching and learning to students
- 3) Inability of the management to pay statutory contributions, including salaries and wages, the awarding body's approval fee, registration fee, and others.
- 4) Inability of the management to provide effective platforms for monitoring and identify academic cheating and plagiarism
- 5) Management and operational activities that may lead to negligence, such as not acting on time to prevent health and safety issues due to cost-cutting
- 6) Should the college engage in partnership with other organisations and subcontractors; any of their actions and inactions that may affect the organisation as listed above.
- 7) Inability to comply with statutory requirements that may lead to any forms of punishment, including that which may negatively affects the image of the organisation that may lead to the withdrawal of licence or funding by the authorities.
- 8) Inability of the college to manage the learners' activities and behaviours that may lead to health and safety issues, including safeguarding issues, bullying and harassment to learners and others.

Mitigation Impact of Risk

(see Consumer Protection and Student Protection Plans)

The college shall maintain a zero tolerance of actions and inaction by the workforce and students:

- 1) The Head of Centre and the Head of Administration are jointly responsible in managing the potential risks.
- 2) All staff and students are required to report anything negative that may result to injury, disagreement, disruption of class activities, incidents and anything that can cause danger.
- 3) The management shall monitor expenses to minimise waste, and not to jeopardise the activities of the college that may affect the ability of the teachers to deliver quality teaching and learning.
- 4) The management shall maintain accurate accounting system, and to ensure that statutory deadlines are met.
- 5) To monitor and supervise learner activities and behaviours, the college shall engage with the services of security personnels, and electronic monitoring of the campus.
- 6) The college shall imitate good practice from other organisations within the industry.

- 7) The management, including the administration, teachers and other workforce shall intervene by stopping any dangerous activities to minimise the risk.
- 8) The Code of Conduct for the Workforce is to be adhered to by all workers to mitigate risks
- 9) Mitigating risks shall form part of the management and staff meeting, and any such outcomes shall be conveyed to the governance board.

Maintaining Financial Sustainability

(see Consumer Protection and Student Protection Plans)

The college has planned to mitigate the financial risk. It has been agreed with our bank to open a research account to enable the college to save money for short- and long-term financial sustainability for the college. The agreement was reached to open a 95-Day Liquidity Manager Account. The college planned to save £100,000 over a period of five (5) years. The savings would be in two stages:

- 1) £50,000 savings from 10% of the company generated income within three years
- 2) £100,000 savings from 10% of the company generated income with five years.

Part of the above savings would be used to acquire assets for the organisation. The company shall always retain a minimum of £50,000 of liquid asset to fund, and/or mitigate short-term financial risks.

Value for Money

According to the Higher Education and Research Act 2017, Osymar International College of Education delivers Value for Money course programmes, tailored to the needs of our students and according to the needs of the economic sectors that we engage in producing knowledge and skills (see pages 48 (Centre Policy)). In promoting Value for Money, the college maintains the right balance in designing, producing and delivering cost effective courses aimed at meeting the UK industry needs that enables learners to acquire the required skills, knowledge and understanding, including the aptitude in their envisaged profession. To do this, we keep the cost of our qualifications' delivery very low according to the recommendation of the government's funding principles as managed according to the OFS rules; this shall include the delivery of quality teaching and learning, working according to the consumer protection, maintaining transparency and ensuring that learners achieve their potentials as below:

1. Improving teaching quality
2. Protecting students as consumers
3. Increasing transparency
4. Securing positive employment outcomes

Value for money is mandatory upon the college; it is our corporate values and operational policy to ensure value for money for all our academic practices, including learner engagement, participation, inclusion, and experience. Osymar International College of Education maintains value for money in her operational activities as the college maintains transparency and due diligence, focusing on quality teaching, learning and assessment. For financial accountability and sustainability, the college subscribed to comply with the provisions of section 68 (1-5) of Higher Education and Research Act 2017. The college also subscribed to comply with the provisions of Equality Act 2010 and the Freedom of Information Act 2000, including Consumer Protection Act 1987 as amended 2025 by giving our learners clear, accurate and timely information about their course programme. Osymar International College of Education maintains accountability and transparency according to the Companies Act 2006 as amended 2019. The governing board and management of Osymar International College of Education operate and comply with the provisions of the Consumer Protection Act 2015 as amended 2023 by ensuring that they comply with section 1.14, paragraphs a, b, c and d (providing written information on course structure, school fee, duration, assessment and grading). The college also complies with all the rules and regulations guiding the OFS value for money as we deliver quality education to our diverse learners.

However, the governing board exercises the control and influence on the management to maintain the rule of transparency in learning that allows choices to our learners by inviting and including their preferences in our teaching and learning styles. There is additional information to the learners on the “induction” as presentations are made, clarifying all the written information already sent out to the learners. The learners have the choice to continue or to withdraw after the induction without any charges. The college securely keep the accurate records and lists of our learners, the overall costs of their course programmes and the documentation of their achievements. The college offers professional pastoral support to our diverse learners, and promise that any learners, registered on any course programmes shall be supported to complete their programmes with results. We offer equal opportunities to our diverse learners. We maintain equality, diversity, and inclusion to ensure that opportunities are available to those who need it. We maintain open records for any governing body to inspect. The governing board scrutinises and encourages the management to invest in technology that enhances the quality of teaching and learning. The governance board influences the management to maintain the best practice according to the national standards and to ensure that learners achieve their potentials. The governing body encourages the management to support the local environment and to attract learners from all backgrounds to embrace education and learning as the bedrock for decent community. The college promises to account for funds and school fees received and spent. For quality education and learner experience, the college plans to invest reasonably and to support the community, thereby ensuring value for money as the governing body influences the management to maintain due diligence.

Freedom of Speech

Osymar International College of Education promised to comply with all the conditionalities of OFS registration as higher education provider, including Freedom of Speech (see pages 12, 59 (Centre Policies)). The governance board ensures that the management abides by the provisions of Higher Education and Research Act 2017 and the Higher Education (Freedom of Speech) Act 2023. The college promised under the 2023 Act, Part A1, Section (2) (a-d) that freedom of speech must be maintained within the college and every employee, learner, members of the college and all visiting speakers shall have rights to the freedom of speech, and their voices must be heard and acted upon. The governing board maintains an open-door policy and we welcome any opinions and ideas (favourable or negative) to enable the review and implementation of our policy to achieve best practice. Any dissenting voices are welcomed and valued as learning curve. Osymar International College of Education is a learning organisation and must listen to all parties as freedom of speech shall be expressed freely without fear of recrimination or victimisation within the college, and within the premises. The college must comply with all the provision of the law, including sections 4, 6, 7 and 8 of Part A1 of the Freedom of Speech in Higher Education in the United Kingdom. The governing board hereby express our commitments that freedom of speech must be maintained and be practicable within our organisation and its premises. The college maintains that equality, diversity, inclusion, and freedom of speech are the bedrock of our organisation, and all the provisions of the Higher Education (Freedom of Speech) Act 2023 shall be always complied with by the governance body, the management, and the staff to promote best practice according to the law.

Fit and Proper

Osymar International College of Education employs and engages Fit and Proper Persons for the pursuance of the delivery of their products and services (see page 57 (Centre Policies)). All those engaged in the management and operational activities of the college are competent with good character and have the qualifications and experience needed to accomplish their roles and responsibilities. Members of the governing body are also fit for purpose. These are independently minded individuals who are tested in various field and capable of challenging the management of Osymar International College of Education to ensure accountability. Any individuals employed or engaged in the activities of the college are able by reason of their health, after reasonable adjustments are made, to properly perform the tasks of their office or position for which they are employed or appointed. They have not been found guilty of any misconduct and are not in the register of barring services for any offences. All those employed or engaged by the college are fit and proper persons and have not been disqualified according to Company Directors Disqualification Act 1986, Charities Act 2011, Public Interest Disclosure Act 1998, or the Protection of Freedoms Act 2012. The chair and the deputy chair of the governing board are men of integrity and will not allow anything to tarnish their reputable image. They are known within their communities, including the local authority. They have

senior management experience and are appointed due to their uprightness, integrity, and due diligence in accomplishing their professional responsibilities. Roger was a senior retired civil servant, active within the local authority. Jayabalan is the chief executive of an education and training institution, and has been involved in the local community activities, including the local authority. He is a man of integrity and due diligence and has the capacity and influence over the college management team. The governance body members individually accepted the invitation for the purpose of ensuring that the public interest is maintained according to the law. They are collectively responsible for ensuring that the college complies with the rules and regulations of Higher Education and Research Act 2017, and the Higher Education (Freedom of Speech) Act 2023. They all know the rules and they all know their responsibilities as member of the board of governance for Osymar International College of Education and shall exercise control and significant influence over the management of the college. The seven (7) man board of governance has their power under section A3 of the Act to exercise their responsibilities under sections A1 and A2 in promoting the importance of freedom of speech, and academic freedom according to the rules and regulations. The above members of the board of governance are fit and proper persons and are educated with industry experience hence they are appointed as capable men and women to hold the college to account according to the law.

Management and Communication Systems, Duties and Responsibilities

Osymar International College of Education has a management team under the provisions of Higher Education and Research Act 2017, Section 8 (1) (a-c) (see page 13-16, 55-56 (Centre Policies). The governing boards of the college ensures that the management of college complies with the provisions of the law to ensure that due diligence is always maintained. The college complied with the law under section 66 (2) (a-b) to have a designated governing body in pursuance of sections 64 (1) and 65 (1). To ensure the independence of the governing body and their freedom to hold the college to account for any actions and inactions that may impact on the operations of the organisation, the management of Osymar International College of Education shall uphold all the provisions of sections 64, 65, 66 and 68 of the Act to ensure compliance. There are seven (7) members of the governing board. This is to comply with the provisions according to the law.

Osymar International College of Education runs an open-door policy that translates into transparency and accountability (see pages 13-16, (Centre Policies). There is a clarified line of communication between the board of director, the governing board, the audit and risk management board, the academic board, student representative, and the staff, including teachers, assessors, and the internal quality assurers (IVs). The established line of communication is as follow:

- 1) **Board of Directors**
- 2) **The Board of Governance**
- 3) **Audit and Risk Management Board**
- 4) **The Academic Board**
- 5) **The Head of Centre**
- 6) **The Head of Administration**
- 7) **The Programme Manager**
- 8) **The Quality Assurance Manager**
- 9) **The Lead Internal Verifier**
- 10) **Cohort/Programme Leaders**
- 11) **Student Administration and Welfare**
- 12) **Module/Unit Leaders**
- 13) **Internal Verifiers/Lecturers and Assessors.**

Board of Directors

The Board of Directors is the governing body of Osymar International College of Education and is appointed by the shareholders in accordance with the Articles of Association. It is unambiguously and collectively accountable for the College's activities, long-term success, statutory oversight, financial sustainability and regulatory compliance. The Board of Directors takes all final decisions on matters of fundamental concern within its remit and ensures that directors discharge their regulatory, fiduciary and general duties.

The Board of Directors ensures that the College operates openly, honestly, accountably and with integrity and applies the principles of the Independent Higher Education Code of Governance. It establishes and maintains the Board of Governance, Audit and Risk Management Committee, and the Academic Board and approves the Scheme of Delegation defining their respective roles, responsibilities and authority.

The Board of Directors approves the College's vision, mission, strategic goals, objectives and key performance indicators and monitors their delivery. Through the Board of Governance and explicit reporting arrangements with the Academic Board, it receives and tests assurance that academic governance, teaching and learning, academic quality and standards and the student experience are adequately governed and effectively supported. Refer to the Board of Directors for Terms of Reference for further information. [Condition E1: Public interest governance - Office for Students](#)

BOARD OF DIRECTORS AND RESPONSIBILITIES

Purpose

The Board of Directors is the governing body of Osymar UK Limited T/a Osymar International College of Education as set out in section five of the Articles of Association. The Board of Directors is appointed by the Company's shareholders and is responsible for the statutory oversight of the College and for ensuring that it complies with the laws and regulations of a company, the requirements of its regulator and awarding bodies and the expectations of its students, staff, shareholders and wider stakeholders.

The Board of Directors is unambiguously and collectively accountable for the College's activities, taking all final decisions on matters of fundamental concern within its remit and that the directors meet their regulatory, fiduciary and general duties.

Terms of Reference

1. Ensure that the College operates openly, honestly, accountably and with integrity and it has the values appropriate to be recognised as an English higher education provider and that it applies the principles set out in the Code of Governance for Independent Providers of Higher Education.

2. Establish and thereafter maintain a Board of Governance and an Audit, and Risk Management Board to assist and support the Board of Directors in their oversight and direction of all aspects of college activity, approving the scheme of delegation pertaining to them. -
3. Establish an Academic Board to act as its academic authority and thereafter maintain through the oversight of the Board of Directors regulations governing the composition, powers and responsibilities of the Academic Board.
4. Approve on the recommendation of the Board of Directors, the vision, mission, goals, strategic objectives and key performance measures of the College.
5. Receive assurance through the oversight of the Board of Directors that regulations, policies and procedures that adhere to legislative and regulatory requirements are in place, ethical in nature, and followed.
6. Receive assurance through the oversight of the Board of Director, that academic governance is adequate and effective.
7. Receive assurance through the oversight of the Audit, and Risk Management Board that the College has in place effective systems of internal control, risk management and external audit and that it is transparent about value for money for students and taxpayers.
8. Recommend to the shareholders the appointment of the external auditors on the advice of the Audit and Risk Management Board.
9. Ensure the financial viability and solvency of the College and manage the investments, finance, accounts and corporate affairs of the College establishment and monitoring financial and operational controls.
10. Review and approve the College's annual report and financial statements, financial strategy, annual budget and capital expenditure and monitor financial performance.
11. Be responsible for the appointment (and termination) of the Chair of the Board of Directors, Chair of the Board of Directors, Chair of the Audit and Risk Management Board, and the Head of Centre.
12. To receive minutes from the Prevent Steering Group and give advice where necessary.

Composition

- A. The Board of Directors shall be composed of not less than two directors of whom at least one shall be a non-executive director, all of whom are to be appointed by the shareholders.
- B. The quorum for meetings may be fixed from time to time by a decision of the directors but must never be less than one executive directors.
- C. The Board of Directors meet jointly with the Board of Governance four times a year. The first part of the meeting deals with matters delegated by the Board of Directors to the Board of Governance and in the second section of the meeting the Board of Directors decide on the matters reserved for the Board of Governance members who are in attendance for the second part of the

meeting. An away day is generally organised annually to discuss matters related to strategic direction and/or governance arrangements.

- D. The Board Secretary (as distinct from the Company Secretary) will provide an agenda and papers at least one week ahead of each meeting. The Board Secretary will arrange for minutes of each meeting to be taken and agreed by the Board at its next meeting.

<https://www.officeforstudents.org.uk/publications/regulatory-framework-for-higher-education-in-england/part-v-guidance-on-the-general-ongoing-conditions-of-registration/condition-e1-public-interest-governance/>

Board of Governance

The Board of Governance assists and supports the Directors, and the College Head of Centre in their oversight and direction of all aspects of educational activity. It also provides independent advice on strategic direction, ensuring compliance with regulatory requirements from the Office for Students (OfS), awarding bodies, partners, and other regulators. It provides independent scrutiny and advice in relation to institutional strategy, academic governance, academic quality and standards, regulatory compliance, equality, diversity and inclusion, and the student experience.

The Board of Governance assists, supports and advises the Board of Directors to ensure that the College operates transparently, delivers high-quality education, and complies with its conditions of registration. Additionally, it advises on the arrangements for financial sustainability and the management of public funds in a manner that provides value for money.

The Board of Governance oversees the development of the College's vision, mission, strategic objectives and key performance indicators and recommends these to the Board of Directors for approval. It receives regular reports from the Head of Centre on delivery of the Strategic Plan and progress against agreed KPIs. The Board of Governance sets, develops or recommends, as appropriate under the Scheme of Delegation, and monitors academic KPIs and scrutinises student data, including recruitment, retention, continuation, completion and outcomes.

The Board of Governance actively seeks and receives assurance from the Academic Board that academic governance, teaching and learning, academic quality and standards are robust and effective. It reports this assurance to the Board of Directors, receives and considers Academic Board minutes, approves the Academic Board Terms of Reference and advises the Board of Directors on academic quality and standards, the student experience and the resources required to support high-quality tuition. Refer to the Board of Governance for Terms of Reference for further information. [PART I – The OfS's risk-based approach - Office for Students](#)

Board of Governance Members

01	Roger Farrow	Chair
02	Jayabalan Gukanesan	Deputy Chair
03	Elizabeth Kayembe	Member
04	Cathy Mandaza	Member
05	Kenneth Ahana	Member
06	Dr Nkiru Ikeh	Member
07	Oguchi Martins Egbujor	Coordinator

BOARD OF GOVERNANCE AND RESPONSIBILITIES

Purpose

Osymar International College of Education is a for-profit oriented provider of higher education and training. The governing body is the Board of Directors, which includes the Head of Centre as an attendee, except for reserved business. Under the Articles of Association, the Board has established a Board of Governance to assist and support the Head of Centre and the Board of Directors in their oversight and direction of all aspects of the College's activity. The Board of Governance meet jointly with the Board of Directors four times a year.

Terms of Reference

1. Oversee the development of the College's vision, mission, goals strategic objectives and key performance measures (KPIs) and recommend these to the Board of Directors for approval.
2. Receive and consider regular performance reports from the Head of Centre on delivery of the College's strategic plan and progress against its KPIs.
3. Actively seek and receive assurance from the Academic Board, for onward reporting to the Board of Directors, that academic governance is robust and effective.
4. Consider and advise the Board of Directors on academic quality and standards and the student experience.
5. Set and monitor academic KPIs.
6. Scrutinise student data including recruitment, retention and completion.
7. Advise the Board of Directors on the resources needed to support high quality tuition and a satisfactory student experience.
8. Advising the Board of Directors on new and changing risks insofar as those impact on academic life.
9. Approve the terms of reference of the Academic Board and receive and consider its minutes.
10. Monitor the regulatory environment (including Office for Students ongoing conditions for registration) and advise the Board of Directors on associated issues and risks.
11. Scrutinise external regulatory reports and ensure action plans are implemented.
12. Provide oversight of the College's approach to equality, diversity and inclusion.
13. Commission and advise the Board of Directors on governance effectiveness reviews.
14. Keep its own terms of reference under review recommending changes to the Board of Directors for approval.
15. Ensure appropriate coordination of assurance activity with the Audit and Risk Management Committee to avoid duplication and ensure comprehensive coverage of risk.

Composition

- Between 5 and 7 external members appointed by the Board of Directors, (at least one of whom shall be appointed as Chair, one of whom shall be the Chair of Audit and Risk Management Board and (at least one) shall be a non-executive member of the Board of Directors
- The Head of Centre, (Ex officio)

- Student Association President (Ex Officio)
- Student Members x 3 (or one per campus if there are more than three campuses)

In attendance

- A. The Executive members of the Board of Directors (Ex officio)
- B. Head of Programme Delivery (All Programmes)
- C. Head of Administration
- D. Other Senior Managers of the College may attend at the discretion of the Chair.

Quorum

The quorum for meetings may be fixed from time to time by a decision of the directors but must never be less than two independent members.

Notes

- A. Individual members of the Board of Governance are expected to provide time and their experience in order to support the Board of Directors and the Head of Centre during the year as issues arise that are relevant to their own experience and knowledge.
- B. The external members will be appointed initially by the Board of Directors but thereafter in accordance with the appointment process for non-executive external members. Appointments are for a period of 3 years and may be extended for a further term of 3 years. The Board of Directors may remove with 3 months' notice an external member who has not attended for two consecutive meetings without having given apologies.
- C. External members will bring experience in relevant fields to support the quality and effectiveness of the Board of Governance.
- D. The chair shall be appointed by the Board of Directors for a term of office co-terminus with their appointment as an external member of the Board of Governance.
- E. **Remuneration:** External members of the Board of Governance will be paid a fixed fee, payable against invoices submitted after each meeting, including the away day. In addition to attendance at meetings, members are expected to make themselves available for at least one day per year to provide specialist advice and support as necessary to the Head of Centre and Directors. The remuneration and terms of engagement of the Chair will be agreed between the Chair and the Board of Directors, prior to appointment.
- F. External members will be appraised biennially by the Chair of the Board of Governance.
- G. The Board of Governance jointly meet with the Board of Directors four times a year. The first part of the meeting deals with matters delegated by the Board of Directors to the Board of Governance and in the second section of the meeting the Board of Directors decide on the matters reserved for it. Board of Governance members are in attendance for the second part of the meeting. An away day is generally organised annually to discuss matters related to strategic direction and/or governance arrangements.
- H. The Board of Governance will be supported by a member of Osymar International College of Education staff designated as the Board Secretary. This person will be

responsible for planning and scheduling meetings; agreeing an agenda with the Chair; ensuring papers are prepared in a timely fashion; taking and agreeing minutes; and for the logistics of the meeting itself.

Frequency: For the first two years of OFS approval, the Board of Governance will meet every three months to deliberate on issues associated with the development of the college, and also meet jointly with the Board of Directors a minimum of four times per year.

<https://www.officeforstudents.org.uk/publications/regulatory-framework-for-higher-education-in-england/part-v-guidance-on-the-general-ongoing-conditions-of-registration/condition-e2-management-and-governance/>

THE AUDIT AND RISK MANAGEMENT BOARD

The Audit and Risk Management Board provides independent oversight and assurance to the Board of Directors in relation to external audit, financial sustainability, internal control, corporate risk management, value for money and senior staff remuneration. It reviews the annual report and financial statements, including the external auditor's opinion, the statement of members' responsibilities, the statement of internal control and any significant control issues. It also oversees the scope, nature and conduct of the external audit and advises the Board of Directors on the appointment of external auditors when required.

The Audit and Risk Management Board reviews the adequacy and effectiveness of the College's internal control and corporate risk management arrangements. It reviews the Corporate, Academic and Prevent Risk Registers at each meeting and undertakes detailed scrutiny of the College's most significant risks, including their potential impact on financial health, reputation, operations and regulatory compliance. Where necessary, particularly in the absence of a formal internal audit function, the Committee may commission proportionate internal assurance work or independent assessment. Refer to the Audit and Risk Management Board for Terms of Reference further information. [Condition E2: Management and governance - Office for Students](#)

AUDIT AND RISK MANAGEMENT BOARD RESPONSIBILITIES

Purpose

The Board of Directors of Osymar International College of Education establishes an Audit Board. The Board of Directors appoint the members of Audit Board, and it shall be called Audit and Risk Management Board. The purpose of the board is to provide oversight and assurance to the Board of Directors on risk management, audit, financial sustainability, and senior staff remuneration, by ensuring that the College's compliance, accountability, and long-term viability.

Terms of Reference

1. Provide assurance to the Board of Directors on the effectiveness of the external auditors through oversight of the scope, nature and conduct of external audit.
2. Advise the Board of Directors on the appointment of the external auditors when a new auditor is required.
3. Provide assurance to the Board of Directors on the College's financial sustainability through review of the annual report and financial statements, including the external auditor's opinion, the statement of members' responsibilities, the statement of internal control and any significant control issues.
4. Review and recommend to the Board of Directors the College's 'Value of Money' Statement.
5. Provide assurance to the Board of Directors on the adequacy and effectiveness of the College's internal control environment, including commissioning proportionate internal assurance work where necessary in the absence of an internal audit function.

6. Provide assurance that the College operates effective corporate risk management by reviewing and advising the Board of Directors on the adequacy of risk management processes.
7. Review the Corporate, Academic and Operational Risks, and undertake detailed scrutiny of the College's most significant corporate risks, advising the Board of Director on potential impacts on financial health, reputation, operations, and regulatory compliance.
8. Assures the Board of Directors that the arrangements for the remuneration of senior staff are consistent with regulatory requirements and good governance practice.
9. Review and recommend to the Board of Directors the Anti Bribery and Corruption, Data Protection and Whistleblowing policies, and monitor their application, including any breaches.
10. Keep its own terms of reference under review recommending changes to the Board of Directors for approval.
11. Ensure appropriate co-ordination of assurance activity with the Board of Governance to avoid duplication and ensure comprehensive coverage of risk.

Composition:

The Audit, and Risk Management Board will comprise of at least three external members, appointed by the Board of Directors, one of whom must be a member of the Board of Governance who will act as the Chair and one of whom must have recent and relevant financial or accounting experience.

In attendance:

- A. The Chair of the Board of Directors/ Director/ Head of Quality Assurance
- B. The Head of Centre
- C. The Head of Administration
- D. Senior Managers of the College may attend at the discretion of the Chair.

Quorum:

The quorum for meetings may be fixed from time to time by a decision of the directors but must never be less than two independent members.

Frequency: Meetings will be held every three months, and the chair can call for emergency meetings to deliberate on urgent issues.

[Condition E3: Accountability - Office for Students](#)

ACADEMIC BOARD

The Academic Board is the principal academic body of the College and has oversight and responsibilities for its local regulatory frameworks, policies and procedures, as well as for the management of academic standards and quality. The Academic Board aims to meet the expectations of the College's external stakeholders, more especially in relation to the quality of the student experience and the academic standards of our course programmes.

The Academic Board has 10 teams reporting to it:

1) Academic Assessment Team

The Academic Assessment and Re-Assessment Team is responsible for reviewing assessment decisions of students' results, cases of extenuating circumstances and approving students' results for transmission to the relevant awarding authorities.

2) Quality Assurance and Enhancement Team

The Quality Assurance and Enhancement Team is responsible for ensuring that the College's quality assurance systems meet the expectations of the UK Quality Code, awarding bodies, students' experience, Teaching and Learning quality, and other internal and external stakeholders' expectations.

3) Equality, Diversity, and Inclusion Team

The purpose of the Equality, Diversity and Inclusion Team is to ensure that the College complies with the Equality Act 2010 and the College Equality and Diversity Policy, and to make recommendations as it deems necessary.

4) Ethics Team

The Ethics Team considers issues relating to research undertaken by undergraduate (and/or postgraduate) students which raise ethical questions, and to teaching issues in which ethical issues may arise. The Ethics Team submits an annual report to the Academic Board.

5) Student Access and Participation Plan Team

The purpose of the Student Access and Participation Plan Team is to monitor the implementation and evaluation of the College's Access and Participation Plan, as approved by the Office for Students, and to make recommendations as it deems necessary. The Access and Participation Plan Team scrutinises the College's Access and Participation Plan (APP) documentation and monitor the progress made against the targets and commitments made within it. The group is mandated to provide support and guidance to the teams working in Access, Success and Progression delivery, and reports to the Academic Board. [Access and participation plans - Office for Students](#)

6) Prevent Team

The purpose of the Prevent Team is to ensure that the College meets the requirements of the Office for Students in relation to the College's statutory and regulatory responsibilities concerning the monitoring and prevention of violent extremism across the College. [Prevent monitoring: accountability and data return 2025 - Office for Students](#)

7) Student Engagement Team

The Osymar International College of Education Student Engagement Team is responsible to coordinate the planning and implementation of all activities under the Student Engagement Framework. The Student Engagement Team will have a say on key aspects of student life through various themes such as student events, student representation, student support, extra-curricular activities and Non-Curricular and Leisure Activities. [Condition B2: Resources, support and student engagement - Office for Students](#)

8) Programme Management Team

A Programme Management Team oversees all Course Programmes delivered by the College. The Programme Management Team reports to the Academic Board and are responsible for managing the day-to-day academic quality and standards of the programmes, and for ensuring effective engagement with students on programme-related matters. [The future of quality regulation – quick guide to our proposals - Office for Students](#)

9) Student Representative Team

The Student Representative Team provides a forum for student union and other activities in which students can express their views on their learning experience at the College. [Student representatives – a guide to the Office for Students - Office for Students](#)

10) Teaching and Learning Committee

The Teaching and Learning Committee provides a forum for academic and support staff to collaborate in enhancing teaching, learning, and pedagogy at the College. It promotes sector best practice and innovation in curriculum management and academic development. The committee makes recommendations to the Academic Board on course development and partner approvals, ensuring quality and standards are maintained. [Ensuring high quality teaching and learning - Office for Students](#)

Academic Board Members

01	The Head of Centre	Member
02	The Academic Manager	Chair
03	The Head of Administration	Member
04	The Programme Manager	Member
05	The Quality Assurance Manager	Deputy Chair
06	The Lead Internal Verifier	Member
07	Team Leaders	Member

ACADEMIC BOARD AND RESPONSIBILITIES

Purpose

The Academic Board is the guardian of academic standards at the College, and of the quality of the student learning experience. The Academic Board should be held prior to the commencement of teaching for the academic year. The aim of the Progression Board is to review the course programmes and the students' academic performance in order to make progression decisions from the beginning of the Academic year to the end of the Academic year.

Terms of Reference

1. To maintain standards by assuring rigour, consistency and fairness of the operation of assessment strategies and regulations within all programmes for which the College has a responsibility.
2. To approve, in conjunction with other stakeholders, the entry requirements and criteria for admissions to programmes, to specify the conditions for exemptions from these criteria and to monitor their application.
3. To understand and review the requirements of the course programmes, and to review the planned delivery of the programme.
4. To monitor students' academic performance in their first semester, and their last semester, and where appropriate, devise an early intervention plan.
5. To review progression data
6. To consider any cases of extenuating/mitigating or compelling circumstances along with Individual Learning Plans.
7. To assess the academic performance of students and confirm conditional and unconditional progression decisions.
8. To approve students' progression into the following year of study.
9. To consider and accept proposals for changes to programme structures, curricula, assessment strategies and regulations for programmes for which the College has a responsibility.
10. To advise on staff development, continuing professional development (CPD) and scholarly activity needs, and to receive and to make recommendations in respect of requests for the funding of such development work.
11. To design, prepare and approve the teaching and learning strategy for the College and any developments in its content.

Composition

- Academic Manager
- Head of Quality Assurance
- Head of Centre
- Programme Leaders
- Unit Leaders
- Head of Administration
- Internal Quality Assurers (IQAs)
- Senior Lecturers
- Student Attendance Officer

Note

Academic Board meetings are held prior to the beginning of course programmes and prior to the end of the Academic year (prior to term 1 and prior to the end of the academic year) to approve final results of students' work as presented by the Assessment Team, headed by an IQA.

STUDENT REPRESENTATIVES COMMITTEE

Purpose

The Student Representatives Committee serves as a platform for students to share their perspectives and feedback on the learning experience at the college.

Terms of Reference

1. To discuss non-academic issues affecting the student learning experience at the College.
2. To discuss services and resources provided to support the student experience.
3. To organise events such as seminars, debates, workshops and careers talks.
4. To make recommendations as appropriate to the Academic Board.
5. To note the TEF award and advise on the Access and Participation Plan and the Student Protection Plan.
6. To advise on employability and work placement opportunities.
7. To take note the Student Survey and College responses in relation to the survey results.
8. To discuss whether the courses offer value for money to the students.

Composition

- a) Student Engagement Manager (Chair)
- b) Student President (Co-Chair)
- c) Programme Leaders
- d) Head of Centre
- e) Head of Administration
- f) Academic Manager
- g) Human Resources/Student Welfare Leader
- h) Marketing and Recruitment Manager
- i) Library and Learning Resources Leader
- j) Employability & Progression Leader
- k) Campus Manager
- l) Student Support Lecturers
- m) Student Representatives (two from each cohort)
- n) Student Attendance Officer
- o) Student Welfare Officer

Frequency: Termly

Reports to: Academic Board

The Management

The Management team is headed by the Head of Centre. The management team includes (see page 13 (Centre Policy)):

- 1) **The Head of Centre**
- 2) **The Head of Administration**
- 3) **The Academic team**
- 4) **The Programme Manager**
- 5) **The Quality Assurance Manager**
- 6) **The Lead Internal Verifier**

The management team is responsible for the corporate and operational activities of the college. The management team oversees all the academic issues, the external issues, and the internal matters of the college. The management team advises the governance board, writes, and reviews policies and procedures, implement all the policies and procedures, plans for academic programmes, decides on the curriculums, and seeks to maintain the integrity of the qualifications on offer. The management team deliberates and manages academic matters, liaises with the awarding bodies and their Standards Verifiers, the external Annual Monitoring review, and the internal quality assurance and standardisations. The management team oversees all the students' issues, employee welfare and the student union welfare. The management team plans and recruits both administrative and academic employees. The management team plans and implements training, and workshops aim at staff development and improvement. The management team sets the college timetable, supervises the delivery of teaching and learning, verification and grading and the certification. The management team deals with the structural and infrastructural development of the college, quality assurance, recruitment and selection, staff induction, complaint, and disciplinary issues. The management works together with the Head of Administration.

Academic Team

Academic team is managed by the academic manager (see pages 14-15 (Centre Policies)). Academic team comprises of:

- 1) **The Academic Manager**
- 2) **The Head of Centre**
- 3) **The Head of Administration**
- 4) **The Programme Manager**
- 5) **The Quality Assurance Manager**
- 6) **The Lead Internal Verifier**
- 7) **The Internal Verifier**

- 8) **The Cohort Leader**
- 9) **The Module/Unit Leader**

The academic team is responsible for all the academic matters, including the management of classes, teachers, internal verification, grading, and certification of learning. The academic team liaises with the external quality assurer, the management, and the board of governance. The academic team also oversees the activities of the teachers and the learners. The academic team overall responsibility is the quality of teaching and learning. The team acts as the academic board and oversees all grading and certification.

Academic Manager

The Academic Manager leads the Programme Management and oversees all academic matters and chairs the Academic Board. He/she is responsible to the Head of Centre and the Governance Board. Academic Manager liaises with the external quality assurers and the internal quality assurer and advises the board of governance on academic matters. The management of academic matters revolves around him/her. The Academic Manager is a qualified teacher with the necessary qualifications and experiences of academic management. The Academic Manager has teaching qualification, assessment qualification and internal quality assurance qualification. The minimum qualification for the Academic Manager is master's or its equivalence in any relevant disciplines. The academic manager has experience in curriculum management, and internal quality assurance. The academic manager must have served in various positions in other colleges, such as unit leader, cohort leader, internal quality assurance, programme manager. The curriculum manager has collaborative partnership experience that is important in coordinating with the Awarding Bodies and collaborating with other colleges in terms of sharing experiences, partnership and collaborative working.

Academic Management Team

To support the Academic Manager on operational matters, there will be other positions as follows:

- **Academic Board**
- **Quality Assurance Manager**
- **Lead Internal Verifier**
- **Internal Quality Assurer**
- **Programme Manager**
- **Internal Verifiers**
- **Cohort Leader**
- **Module Leader**

- **Lecturer/Assessor**

Quality Assurance Manager

The Quality Assurance Manager manages the internal academic quality. S/he liaises with the internal quality assurer, assessors and teachers to ensure that national standards of education systems are maintained. The quality manager oversees teaching and learning, standardisation meetings, assessment and grading decisions, works directly with external quality assurers. The quality manager supports the Academic Manager on operational matters, including training and development of academic staff.

Staff Induction

Osymar International College of Education carries out inductions of staff, be it full time or contract prior to starting work (see page 16, 70 (Centre Policies)). The system of induction is to acquaint the staff with the college systems and the rules, regulations, policies, and procedures as established within the college. The system of induction helps the staff to familiarise himself or herself with the environments in which the organisation operates. This process is also enabling the management to meet the requirements of Health and Safety at work 1974, and the safeguarding policy. It is a process of introducing the staff to other colleagues and the management and to explain the line of communication, duty, and responsibility. The induction involves the fire and emergency evacuation process. Staff is expected to undertake the online safeguarding training, prevent and radicalisation training within one week of resumption. On the first day, the newly recruited staff is issued with personalised college email and login details to be able to access the Microsoft team and the files on the team. There is an on-boarding system that expands to a period of three (3) to six (6) months depending on the responsibilities, and the individual's learning capability of understanding the technicalities of technology during which time the staff is expected to have overcome most of the challenges that may hinder the smooth operations of staff activities and daily routines. The newly recruited staff is then assigned to an experience staff to guide him or her during the onboarding period.

Learners Induction

Osymar International College of Education has a system of learner induction (see pages 17, 70 (Centre Policies)). Learner induction is very important in the organisation as the process enables the college to address the learners directly and answer any questions that they may have. Learner induction is carried out in a specified day where all learners are brought together to familiarise themselves with the college learning environment, and to be explained to about the systems and processes guiding teaching and learning, assessment and grading and the progression systems. The management of Osymar International College of Education prepares in advance for learner induction. All the information about the college and the

course programmes are explained in detail to the learners. The induction process is led by the academic manager, and all the academic staff are expected to be present as it is their responsibilities to introduce themselves and explain all the requirements and the expected response to the learners. Some of the topical issues on the induction day include the system of teaching, assessment, and grading; the rules and regulations guiding plagiarism, submission, and deadlines. It is at the induction day that the expected behaviours from learners, such as attendance, class participation and engagement are explained and clarified. This is verbally explained, and a written document is also given to the learner for their record.

On the induction day, a brochure containing all information regarding their course programmes is given to the learners. The names and qualifications of all the academic staff are contained in the brochure. The brochure also contains the scheme of work (SWO). Other information contained in the brochure includes the issues surrounding health and safety, safeguarding, equality, and diversity. It also involves the clarifications of inclusiveness, prevent and radicalisation issues according to the requirements of the government and the governing body. On the induction day, the fire and emergency exit and evacuations are explained. Prior to resuming studies with Osymar International College of Education, all learners shall go through the process of familiarisation (induction) with the environments and the process and procedures of the course programmes. Below are the expected clarifications at the induction day:

- Programme of study explained.
- Rules and regulations guiding the programme explained.
- Qualification structure explained.
- Mode of study (online or face-to-face classroom) explained.
- Progression and grading system explained.
- Duration of programme explained.
- Academic Misconduct explained.
- System and process of learner support explained.
- Programme Funding system and procedures explained.
- Clarification of any learners' questions and other emergent issues explained.

The information concerning the above are contained in the Programme Brochure.

Oguchi Martins Egbujor

Head of centre/Internal Quality Assurer

Reviewed 05/08/2026

See Condition E2 as below:-

Condition E2

The provider must have in place adequate and effective management and governance arrangements to (see course programme brochure, and page 60 (Centre Policies):

1. Operate in accordance with its governing documents.
2. Deliver, in practice, the public interest governance principles that are applicable to it.
3. Provide and fully deliver the higher education courses advertised.
4. Continue to comply with all conditions of its registration.

Initial or general ongoing condition?	Approved (fee cap) providers	Approved providers
Both	Yes	Yes

Condition E2 (1)

Disclosing Information and Data

Osymar International College of Education takes the protection of our learners and workers information and data very seriously (see pages 33-34 (Centre Policies)). The college abides by the rules and regulations guiding GDPR 2018 for obtaining, using, distributing, storing, and destroying Learners' information and data. The college is registered with the Information Commissioner's Office (ICO) Ref: ZA847884 and complies with the provisions of GDPR on all the private information and data collected from our learners and staff for the purpose of carrying out legal duties must be protected and can only be disclosed according to the law (Data Protection Act 1998 and Police Act 1997). Teachers, assessors, and internal verifiers have limited access to the learners and other information and data and shall be given access to learners' information and data for the purpose of doing their job accordingly and professionally. The information and data accessed must be for administrative purposes regarding the planning, delivering, teaching and or assessing learners' work only. The access to learners' information and data must be limited to the purposes to which it is obtained. This

must not be disclosed to a third party. The college subscribes to the eight (8) Caldicott Principles on information and data sharing and promise to protect all information and data in our possession. The college can only disclose information and data according to the rules and regulations guiding disclosure. We abide by the Data Protection and management.

Dissemination of Information to Learners

Osymar International College of Education subscribes to the management of information and data under Data Protection Act 1998 and the General Data Protection Regulations (GDPR) 2018 (see page 33 (Centre Policies)). The college delivers its services by working in partnership with other organisation who may have the need for the personal information and data of our learners and workers to accomplish their work according to the law. For the above reasons, the college may disclose the personal information and data though prior to doing this, consent must have been obtained from the learners and workers. The consent from learners is obtained from the beginning as it formed part of our application system, completing, and processing the application forms and, be it employment form or learner admission form.

Dissemination of information to learners is guided according to Data Protection Act 1998. The learner is allocated with a personalised college email address, and this is applicable to all learners, and it has a unique login in detail. The learner and or the staff is the only one that knows the email login details. On the allocation of college email, learner and or staff is prompted to change the password. The college communicates with learners and staff by using the emails however, when there is need to send a group email message to learners, the individual's email address must be blind copied to avoid it falling into the hands of other learners. To avoid disclosing learner's information and data to others, care is taken, and any dissemination shall be person-centred by dealing with each learner one at a time. The college declares that by no means shall a learner's information and data be sent to another learner. Academic staff must be very careful in handling the dissemination of information and data except for such provisions according to Data Protection Act 1998, General Data Protection Regulation (GDPR) 2018 and the Police Act 1997. A competent authority may compel Osymar International College of Education to disclose information and data of a specific learner for the interest of and the protection of the public. The following has the power to compel the organisation to disclose confidential information and data:

- His Majesty's Court of Justice and or
- The Police.

Oguchi Martins Egbujor

Amended: 05/08/2026

Condition E2 (2)

Summative Assessment

Osymar International College of Education has a system of Summative Assessment (see pages 25-31 (Centre Policies)). This means that units (subjects/modules) are assessed at the completion of its indicative contents according to the guided learning hours (GLH). At the completion of each unit, assignment brief is designed by the teacher, or the unit leader or the cohort leader. This assignment brief is internally verified by the internal verifier (IV) and signed off by the Lead IV prior to the handout date. The process of internal verification is to maintain the quality assurance according to the higher education rules guiding quality assurance. At the end of each semester or at the end of a unit "teaching window", there must be a summative assessment to measure learning and grading. There will be a window of assessment for all learners. This is the assessment of learner's performance at the end of each constructive unit. It is the measurement of performance based on the unit learning outcomes and the assessment criteria and or other measuring criteria in the terms of examinations and other assessment methods that may determine learner's achievement and performance against the expected aims, such as knowledge, understanding, skills and behaviour. The criteria for summative assessment and or achievement depend on the "Awarding Body's" criteria that set the benchmark and or national standards that determine the achievement of any qualifications. All the assessment criteria of a summative assessment are contained in the unit or module specification and must be clearly stated on the assignment brief. It is expected that learners are assessed at the end of each subjective unit or module and the assessment criteria defer according to the awarding body and the levels of the programmes. The success and the integrity of any qualifications depend on quality, non-judgemental assessment that meets all the VACSR principles. This means that the assignment presented by the learner for assessment must be valid, authentic, current, sufficient, and relevant (reliable). The college systems ensures that the learner meets the requirements, and the assessor (teacher) assessed the learner's submitted assignment according to the learning outcomes and the assessment criteria. The assessment decision must be recorded on the assessment decision system; the decision of the assessor is internally verified and communicated to the learner through the academic governance system.

Methods of Assessment

Osymar International College of Education adopts and complies with the methods of assessment according to the requirements of the awarding body (see page 26 (Centre Policies)). Below is list of various methods of assessments:

- Examination
- Assignment writing (Essay and or Report)
- Observation
- Portfolio
- Test

- Presentation
- Professional Discussion
- Role Play

For all the internally assessed units, it is the responsibilities of the assessors to decide the mode of assessment in agreement with the internal verifier and according to the laid down policy of the organisation. The methods of assessment depend on the programme specification and or Awarding Body's requirements. The quality standards' threshold as set by the national framework and or according to the assessment criteria must be maintained to ensure the integrity of our qualifications. All assessment decisions must be internally verified accordingly. Teachers are encouraged to support their learners for formative assessment but not to cross the thin line between formative feedback and coaching.

Quality Assessment

Osymar International College of Education maintains quality assurance system for their course programmes to ensure that the integrity of the qualifications we offer to our learners meets the national standards (see pages 25-28 (Centre Policies). Quality is the application of all the relevant factors that determine the benchmark or standards as a basic yardstick to determine achievement at the end of any subjective unit or module. Within the college quality system, there are various factors that determine quality assessment, namely:

1. Meeting the guideline and relevant documentations
2. Meeting the submission deadline
3. Signing and dating the Declaration Form
4. No Plagiarism
5. No cheating
6. No form of Academic Misconduct
7. Not being subjective
8. No form of discrimination
9. Being Objective
10. Meeting the requirements of any Command Verb
11. Evidence is valid, reliable, relevant, sufficient, and up to date.
12. Authenticity of evidence
13. Demonstrating skills, knowledge, and understanding
14. Meeting the affective Behaviour of the unit or module
15. Assessors are required to take decisions that reflect the expected standards, levels, and the assessment criteria.
16. Summative assessment is carried out by a qualified assessor or teacher.
17. Assessment decisions are consistent and sound, demonstrating knowledge and understanding of the unit or module under assessment.
18. Assessors shall also take into consideration, the assignment brief and or the indicative content of the unit specification.

19. Assessment decisions shall be subject to random internal verification to ensure quality.

Quality assessment depends on the application of the above factors. It is a requirement that assessors and/or teachers must be academically qualified for any unit or module they are involved in teaching and assessing and will demonstrate sound experience either on-the-job or prior teaching experience. Quality will also be applied according to Ofsted regulations and the Awarding Body's quality requirements. Every programme is different and shall be handled accordingly by the academic team. However, assessment decisions of any assignments must be internally and externally verified. The assessment decision must have feedback that helps learners to improve on their academic responsibilities. There must be an Internal Verifier and Lead Internal Verifier acting as quality assurance managers. The internal verifier is the first person to confirm or to reject the assessment decision as it is his/her responsibility to supervise the assessor (teacher) and advises the lead internal verifier or the curriculum manager or the programme manager. All the internal verification issues must be rectified prior to passing it on to the academic governance board for ratification.

Internal Verification for Quality Assurance

There is a lead internal verifier (LIV) for Osymar International College of Education (see pages 26-28 (Centre Policies)). The designated lead internal verifier possesses LIQA qualification. He or she acts as the quality assurance for academic activities. The LIQA is responsible for ensuring that rules and regulations regarding education in general and or regulations concerning particular programmes are maintained. The lead Internal Verifier is responsible for ensuring that the quality of the following is maintained:

- Signing off the Assessment Plan
- Authorising the Assignment Briefs
- Evaluating Teaching Plans
- Supervising teaching observations.
- Designing Curriculum Plan
- Maintains Internal Quality Assurance Policies
- Development of Assessors and Teachers
- Development of Internal Verifiers
- Liaising with External Verifiers/EQA
- Maintaining standardisation and consistency
- Ensuring that all Academic Standards are met.
- Ensuring the compliance of all regulations
- Ensuring that policies are reviewed according to changes and updates.

Internal Verification Process

In the academic management of Osymar International College of Education, the Internal Verifier (IV) is a quality manager, overseeing the management of teaching, learning and assessment (see page 27 (Centre Policies)). The Internal Verifier randomly reviews the assessment decisions made by the assessors. The number of the assessors' decisions to be internally verified depends on (1) if an assessor is new to the college or (2) has been part of the college's assessment team. Depending on the outcome, the IV may decide to internally verify 100% of the assessment decisions of an assessor if he or she is not satisfied with the random exercise. He or she reviews the assessment decisions based on the assessment criteria of the learning outcomes. He assesses the capability of the assessors to maintain consistency and to assess learning at different levels. The internal verifier reviews assessors' ability, consistency, and competency in assessment. He or she (the IV) ensures that assessment decisions are fair, robust, consistent, and reliable. The IV ensures that the assessment decisions are sufficient to meet the developmental needs of the learners. In general, the internal verifier shall internally verify minimum four (4) learner's work or 10% whichever one is higher. All units taught by any teacher or assessor shall be internally verified.

The Internal Verifier liaises with the assessors and ensure their development and observations. The internal Verifier organises and attends Standardisation Meetings. He or she is responsible for signing off any Assignment Brief to ensure that it is fit for purpose.

Assessors/Teachers

All learners' work must be assessed by a qualified assessor. In most cases, assessors are also the teachers that guided the learners through the programme (see page 25-27, 29 (Centre Policies)). An assessor is either a qualified assessor with qualification and or a teacher with teaching qualification and teaching experience. The teacher or the assessor is responsible for designing a fit-for-purpose assignment brief that holistically captured the assessment criteria of learning outcomes. The assignment brief is designed in a way that allows learners to aim for higher grades. The assignment brief must be verified by the internal verifier and signed off prior to it being given out to the learners. On the assignment brief, there must be clearly stated a submission date. The assessor must ensure that the learner's evidence is valid and authenticated. For an assessor to assess any learner's work, the learner must sign the declaration form that states that the work he or she is submitting is his work and was not plagiarised. The declaration form must show the date of submission, and this is to conform to the deadline on the Assessment Plan.

Assessment Plan and Resubmission

Osymar International College of Education has a system of assessment plan and resubmission see pages 29-31 (Centre Policies). Assessment plan is written by the programme or team leader. The Course Programme "Assessment Plan" is drawn with the consent of the Academic

Manager. Assessment plan is a management tool, and it is a timetable for the delivery and the assessment of the entire programme units. Assessment Plan must indicate the hand-out date of any unit/module on the Assignment Briefs and the submission date for that assignment to be handed in. The hand-in or submission date must state the closing time for the submission. In other words, this is the deadline, and the time and date must be clearly stated on the assignment brief. Resubmission to achieve a higher grade is not automatic; it is dependent on meeting the submission deadline and the assessor being convinced that the learner can meet the requirements of the resubmission to achieve a higher grade. However, resubmission is automatic for a learner to meet the requirements of the pass grades.

Assessment Plan must state the assessors and the IV for the units. The Assessment plan must state whether the unit submission is in single assignment or submitted in parts. The parts must be clearly identified, either in two or three parts. All the hand-in and hand-out dates must be clearly stated on the Assessment Plan. The assessors for each part must be stated on the Assessment Plan. The Internal Verifier of each unit or module must be clearly stated. The feedback date for the assessment decision to learners must be clearly identified on the Assessment Plan. However, a learner may defer submission due to extenuation circumstances.

Extenuation Circumstance

This is the request for submission date to be extended for a particular learner due to unavoidable circumstances (see pages 29-30 (Centre Policies)). This is a request and can be turned down (rejected). It is not a right of the learner; it is a privilege given to a learner as an act of support to avoid him or her to be disadvantaged due to unavoidable circumstances. This is requested in writing to the Programme Managers stating the reason. The following steps shall be taken if the Programme Manager has received a request for extenuation:

1. The concerned learner should be asked to complete the "Extenuation Form" and submit to the Cohort Leader or the Programme Manager.
2. On receipt of this form, there shall be a meeting between the Programme Manager, the Cohort Leader and or with the Unit/Module leader and or with the Quality Manager. Three (3) Academic Staff must sit to discuss the issues as stated on the Extenuation form.
3. Should the panel see any reason for the extenuation requested to be granted, learner should be permitted to defer the submission deadline.
4. The panel must agree on a fixed date for the learner to submit his or assignment.

The following are reasons for Extenuation Circumstance.

- a. Death of either of the parents
- b. Death of blood relatives
- c. Death of close relatives; the closeness and relationship must be extensively discussed. There must be evidence that the circumstance emotionally affected the learner's performance.
- d. The learner is hospitalised or is undergoing a surgery that could not otherwise be rearranged for another period.
- e. A letter from the GP or a qualified NHS registered professional, stating that the learner is not physically and emotionally able to undertake the assessment within the period in question.
- f. Learner is unavoidably taking care of his or her own children who are ill or hospitalised.
- g. Learner is emotionally distraught due to circumstances beyond his or her control and these include any of the following:
 - Any of the parents seriously ill or hospitalised
 - Any of the siblings seriously ill or hospitalised
 - Any serious incident that has displaced the learner.
 - Any other circumstances shall be discussed and assessed according to its merit.

Any of the above factors could be classified as extenuation circumstance (see page 29 (Centre Policies)).

Resubmission

Resubmission is the system established to manage the work of those who did not pass their assessment at first meeting, be it examination and or assignment (see page 29 (Centre Policies)). Resubmission should be captured on the Assessment Plan. There are conditions for resubmission as below:

1. Learner must submit work on the specified date and time. This means that submission is on time (learner submitting on or before the deadline).
2. Learner submitted assignment according to the extenuation agreement.
3. Learner did not meet all the pass assessment criteria of the assignment.
4. Learner resubmits to meet merit or distinction criteria if he or she has presented an answer that was insufficient to meet the higher-grade requirements.

Every learner shall have the opportunity for resubmission if he or she met the above conditions. Date of resubmission shall be clearly specified on the assessment plan. The assessor and IV must be specified on the assessment plan. The permission for resubmission must be authorised and signed off by the lead internal quality assurer.

Resit of Examination

Osymar International College of Education has a system of re-sit for examinations (see page 31 (Centre Policies)). This is to offer learners the opportunity to correct their mistakes at the first sitting. Re-sit is the system set aside to enable learners to reattempt the pass assessment criteria that he or she did not meet during an examination. For a learner to have the opportunity to re-sit for any examination, the following must be met:

1. The re-sit will be complying with the Awarding Body's rules and regulations.
2. Learner sat for the examination but could not pass.
3. Learner spent at least 33% of the total time assigned for the examination answering the questions on the questionnaire.
4. Learner must have demonstrated the ability to pass the resit examination.
5. Learner has passed at least one assessment criteria of the assessed unit.
6. Learner was not adjudged to be in breach of any rules guiding academic misconduct.

Oguchi Martins Egbujor

Head of Centre/Internal Quality Assurer

Amended: 05/08/2026

Condition E (3).

The Withdrawal of Centre Approval Status by Awarding Body

(see Consumer Protection and Student Protection Plans)

Osymar International College of Education has in place a robust policy regarding refund of tuition fee and transfer of unit credits in the event that our centre approval is withdrawn (see page 50 (Centre Policies)). The college shall work hard to meet our obligations in delivering quality education to our learners on all our course programmes and at all levels. However, for any circumstances beyond our control that may result to the withdrawal of our centre approval by an Awarding Body, or the organisation ceases to trade, the college promised to comply with the laid down requirements to ensure that the disruption of lectures and the continued studies of our learners are limited to the barest minimum.

Osymar International College of Education makes it a point of duty to arrange with and/or collaborate with three organisations as contingency plan to ensure the continued running of our course programmes and to avoid any disruption to our learners' studies. Should any of the unforeseen circumstances that may pose a risk to our learners occurred, the college transfer learners to other colleges of learning that meets the quality requirements of the integrity of the qualification on offer. In the event of the above, the college makes it mandatory to take all reasonable steps to act in the learners' legitimate best interests in the event of withdrawal, suspension, or termination of recognition and/or approval conducted by the Awarding Body including, co-operation as may be required to carry out the transfer of learners to another recognised centre.

However, Osymar International College of Education shall do all things possible to comply with the requirements of the Awarding Body as stipulated in their policy on centre approval withdrawal as follows:

1. Comply with Policy and Procedures for the withdrawal of Recognition.
2. Promptly prepare, maintain, and comply with a written withdrawal plan.
3. Cooperate fully with the Awarding Body
4. Provide clear and accurate information about the withdrawal to the learners and funders.
5. Immediately cease to enrol learners onto our course programmes.
6. Provide the Awarding Body of the relevant details of all Learners enrolled for the course programme.
7. Take all reasonable steps to protect the interests of learners, including, by assisting with or securing a transfer to a different Recognised Learning Centre.

The Transfer of Credit and Progression

Upon withdrawal of Centre Approval, the management of Osymar International College of Education shall arrange to transfer all the achievements, especially the unit assignments achieved and the credit to the “selected” learning institution in writing by using the “Record of Grade Achievement” of each learner to the selected and/or the preferred learner’s institution (see page 50 (Centre Policies)). This shall be transferred from college to college through (1) official emails (2) recorded delivery. The transfer of the Record of Grade Achievement shall be in PDF format, signed by the Head of Centre/Internal Quality Assurer. In his/her absence, the lead Internal Quality Assurer and/or the Head of Administration shall assume the responsibility and transfer the record of grade Achievement accordingly. The transfer shall be accompanied by a letter in the organisation’s letterhead and shall be signed and dated by the relevant authority.

The Transfer of Paid School Fee

In the event of the Centre Approval status withdrawn by the awarding body due to no fault of the learner, Osymar International College of Education shall refund the paid school fees should the learner decides not to continue with the transfer arrangement as above (see page 51 (Centre Policies)). Should the learner agreed to be transferred to another college/institution for continued studies, the paid school fee shall be transferred to the selected institution however, the learner shall be responsible for the payment of any other additional school fees according to the institution’s payment policy (such as the difference in school fees).

Refund Tuition Fee to Student Loans Company

Osymar International College of Education will refund any school fees paid to us by any student back to the student (the funding agency, the Student Loans Company or in the case of private fee payers, the money would be refunded to the students) in the event that our licence, centre approval or the organisation ceases to operate (see page 51 (Centre Policies)). The first option is to transfer learners to another college with transcript and the credits values already gained, and to pay to the selected college the fee already paid by the student however, the learners is responsible to pay any other additional fee according to the organisation’s school fees arrangement. In the event that the learner could not take the transfer offer, the paid school fee shall be refunded to the student and/or the relevant funding agency within thirty (30) days. However, should the school fee be paid from the Student Loans Company, the paid school fee shall be refunded to the SLC according to their rules and regulations guiding student loan.

Travel Cost and Expenses Due to Relocation

Osymar International College of Education has no plan for relocation from the present campus on a short-term period however, in the event of forced relocation due to circumstances beyond our control, the college will make alternative arrange for transportation or subsidised the travel cost should that exceed the normal transport cost in London (see page 51 (Centre Policies)). The college

will honour all rules and regulations involving bursaries and compensation for lost time should a learner's continued studies be disrupted due to our relocation or in the event that the organisation ceases to operate. The college already has an insurance policy covering Employers liability of £10 million and public liability of £1 million. The assured figures will change as the business expands and the student number increases. However, the risk of travelling may not occur as the college has alternative online classroom system that learners may join from wherever they are to avoid travelling.

College Brochure and Scheme of Work

The college brochure and scheme of work are written documents given to the learners to guiding them according to the course programme (see page 51 (Centre Policies)). The brochure and scheme of work is given to the learner on the induction day, and it contains all the relevant information about the course on offer. The brochure contained the title of the qualification and the level. It also contained the number of units that form part of the course programme, and the learning outcomes and the assessment criteria to be completed to acclaim success for the certificate to be awarded. The brochure has additional information, including the list of the academic staff, their pictures, and their qualifications. The brochure has a section of the programme activities; the units to be accomplished are listed with their unit contents (learning outcomes and the assessment criteria), the unit duration is specified in weeks and the assessment dates are included. The above system is to comply with the regulation of providing learners with written information to enable decision making and transparency.

Please see our course brochure, and the scheme of work as attached.

Oguchi Martins Egbujor

Head of Centre/Internal Quality Assurer

Reviewed: 05/08/2026

Condition E2 (4)

Please see the awarding body's annual review on implementation of the course programme as advertised (see AMR and EQA Reports 2026).