

Annex D: Template for producing a self-assessment on guidance on consumer protection law

Provider's name: Osymar UK Limited T/a Osymar International College of Education

Provider's UKPRN: 10087695

Your overall approach to ensuring compliance with consumer protection law

To ensure that Osymar International College of Education complies with the Consumer Protection Act 1987 as amended 2020, and the Consumer Rights Act 2015, section 2: Liability for defect products, the College has promised that the college complies with the liability of ensuring that the any learner registered to undertake any of our course programmes shall be give quality education through quality teaching and learning, assessment and grading according to the best practice and national standards of the United Kingdom. The college shall use the services of competent lecturers, assessors, and internal quality assurers to ensure the academic integrity of the qualifications. The due diligence of academic governance shall apply, and learners have the rights to challenge any assessment decisions that they are not happy about. Osymar International College of Education maintains a system of teaching and learning that ensures that our learners have correct information about their course programmes and we ensure that our course programme and its delivery are fit for purpose and at the end learners would be satisfied with good learning experience. The college ensures that learners are given written information about their course programmes, including the structure, the school fee, the duration of the course programme and the system of assessment. In addition to the written information to learners, further information by way of presentation is given to the learners on the induction day. Learners are given the opportunity and the choice of continuing or withdrawing from the course programme. Any course programmes sold to any learner must be approved by a UK Awarding Body and the course programme shall conform to the UK standards. Any rules and regulations guiding to the course programme shall be communicated to the learner in writing prior to the commencement of the programme. After the learner has signed up for the course programme and has completed and submitted the application for admission, and on acceptance, further written documentations are given to the learner:

- 1) Admission Letter, identifying and explaining title and the level of the course programme qualification and the commencement date, including the total fee and the registration fee.
- 2) The course programme specifications according to the Awarding Body's provisions and the unit credit value.
- 3) The Scheme of Work with the indicative content of each associated unit

To ensure compliance to the consumer protection and to minimise academic risk, the college complies with the recruitment policy and the Equal Opportunity policy, including the policy of the Awarding Body on any of the course programme. The name of the awarding body must be included in our marketing materials. The college shall maintain the diversity and inclusion policy to offer equal opportunity to all who want to study with us. The college maintains a system of an annual review on learner recruitment and selection though our actions shall be guided by the rules and regulations guiding such course programme and the eligibility criteria. To ensure that the college meets its obligations, the delivery of our course programmes shall be embedded with quality according to the national standards and the requirements of the

course programme. The college shall have robust policies and systems to ensure compliance and delivery of quality education, and that includes competent teachers and assessors that meet the OFS description of fit and proper persons. To improve our delivery quality to ensure customer satisfaction, the academic governance policy and procedures and systems shall be reviewed periodically. To ensure that quality education is maintained at the end of each specific course programme, there shall be a system of verification to ensure that teaching and assessment decisions are accurate and consistent according to the national standards. The college shall apply awarding body's system of standards verification. To ensure the integrity of the qualifications that we deliver to the learners, the college shall assign an internal quality assurer to work with the standards verifier from the Awarding Body to review all the assessment decisions, thereby reducing the need for complaints. The system is to ensure that the college's practice meets the national standards according to the consumer protection law and consumer rights law of the United Kingdom.

[Protecting students as consumers - Office for Students](#)

CONTRACT CONDITIONS

Tuition Fee Policy

The tuition fee policy sets out the responsibilities of the senior management of Osymar International College of Education in setting appropriate fees and discounts according to the OFS fee cap. The Yearly Standard Fee for Higher Education Levels 4, 5 and 6 is £6,185, and Level 3 Access to Higher Education is £3,735. However, the college shall comply with the OFS fee cap, and the actual tuition fee may be slightly higher or lower depending on the yearly published fee cap by the OFS.

General Guidance

Osymar International College of Education is committed to providing students with a transparent fee structure according to the OFS fee cap, with no hidden costs, to help students make an informed decision about studying with us. The Tuition Fee for all courses is payable on an annual basis and may be subject to an inflationary increase in every year where this is permitted. This is calculated using the Consumer Price Index (CPI) as an estimation of inflationary increases – as published by the Office for National Statistics. Any increases in course fee for the next academic year will be announced and published on our website (within the programme documents) by the previous spring before the academic year begins.

What is included in your course fee?

- All appropriate teaching, supervision and assessment towards your intended award.

- Access to the Osymar International College of Education's learning and support systems, and facilities.
- Essential learning materials and resources in the library for skills development in connection with your studies. These include both physical and online resources.
- Your registration fee with the awarding organisations
- Compulsory events, social events and day out arranged by the College (not including food and drinks on social day out)

What is not included in your course fees.

- Personal membership to professional bodies.
- Personal copies of core and supplementary textbooks, stationary etc.

There may be other additional costs in some instances such as;

- The cost of printing and photocopying.
- Cost of replacement ID cards
- Travel cost to and from lectures and other course delivery arrangements conducted onsite or externally,
- Cost of personal equipment including laptops
- Optional field trips and enhancement activities for personal development.
- Travel costs to and from placements.
- Food obtained from the canteen during lunch.
- The cost of any Disclosure and Barring Service (DBS) check
- The cost of disability assessment including Dyslexia Assessment.
- Library fees (refundable on completion of your studies) and fines.
- Hiring of Gowns for the Convocation
- Cost of food and drinks on social day out.
- Cost of Convocation lunch for students' guests

How we calculate your course fees

In determining fee levels, Osymar International College of Education considers the nationally published guidelines of Department for Education, 26 November 2025: [Foundation years: implementing the new HE tuition fee cap for classroom-based subjects](#)

Each year, the college will review, calculate and associate our course fees based on the following criteria:

- Cost to the institution
- Market demand
- Inflation

- Changes to Government policy

Discounts

The College operates a common fee structure for all its courses which is approved by the Board of Directors. The College may reduce a tuition fee for a student subject to receiving such documentary evidence that it requires. Currently, the criteria to be satisfied to qualify for a reduction include those set out below:

1. Discounted tuition fee of 10% to 25% may be available for self-funded students with an agreed payment plan. This will be based on merit.
2. 10% to 25% fee waiver may apply to students who are on a low household income of £25,000 and are not in employment or education before their enrolment on the course programme.

Non-completion Charges

Self-Funded Students

Withdrawal/suspension in Term 1 after 2 weeks of start date: 25% of the total tuition fee is charged;

Withdrawal/suspension in Term 2 or 25% of course duration: 100% of the total tuition fee is charged;

UK/EU students who receive financial support from the Student Loans Company (SLC).

Students who withdraw or suspend their course will be charged a tuition fee based on the above rule.

In exceptional circumstances beyond a student's control that force them to withdraw from a course, such a student may request a review of the tuition fee charged. The College will review documentary evidence to be satisfied that the student is eligible for such entitlement.

Extra Charges

All students registering to repeat their studies are liable to pay tuition fees if they require additional tuition support. The amount charged will be based on the number of modules being repeated as below:

Students who are capable of independent studies during their repeat year are not liable for additional school fee payments. However, 25% of the yearly school fee is chargeable

to process their documents and certification. Students who repeat by attending lectures are charged 40% of the yearly school fee.

Tuition Fee Payment Policy

Osymar International College of Education will ensure the prompt collection of tuition fees due and will endeavour to develop and operate flexible procedures for the payment of fees to the benefit of students and the College.

Self-funded students

Self-funded students who have been offered a course at Osymar International College of Education are required to pay at least 40% of the prescribed tuition fee for the first year before they are issued a college email and allowed to attend classes. The student must show evidence of payment, and in situations where payment is made with a cheque or banker's draft, it must clear before he or she is allowed to attend classes. The remainder of the tuition fees must be paid either in full on a specified date or by Instalment Plan agreed with the college.

UK/EU students

UK/EU students who are eligible for SLC funding and have submitted a loan application to that effect can commence the course whilst awaiting final confirmation from the SLC. Government funded students who have not yet received the SLC approval of funding should inform the College of the status of their application at the beginning of each month. The College reserves the right to meet with the student regularly (weekly if required) for further clarification and to request further updates from the SLC if necessary, before making any decision.

UK/EU students who receive SLC funding must provide the necessary evidence (Payment Advice Slip) to the College as soon as their application is approved.

UK/EU students who are funded by the SLC, but whose tuition fee loan does not cover the full cost of tuition must pay the remainder of the tuition fees either in full before the start of their course or via an Instalment Plan agreed with college.

UK/EU students who do not receive a favourable response from the SLC because they are not eligible for funding and have been attending the classes are required to make a decision to stay on the course and cover the cost of the full tuition fee or withdraw from the course and pay the tuition fee amount owed to the College. The College can agree a payment plan with the student to ensure the tuition fee is paid in full.

UK/EU students in receipt of SLC funding who withdraw after 4 weeks of commencement prior to their fee being paid by the SLC will be personally liable for the tuition and registration fee according to the payment rules.

If a sponsor or guarantor fails to pay some or the entire tuition fee on behalf of a student, the student will become personally liable for payment of the outstanding amount. An instalment plan can be agreed to allow a flexible payment method.

The College is normally unable to assist with any financial difficulties for tuition fees, which arise during the course but may come to a mutually convenient arrangement for payment of fees for self-funded students. Failure to do so might result in the student being withdrawn from the course. If any fees are still unpaid at the time when a student submits their last course work necessary to qualify for the award of a qualification, no official report will be made on the result of the assessment.

All payments must be made to the College bank account with details as follows:

The following mode of payment will be made payable to:

Osymar UK Limited:

1. Banker's draft
2. Cheque
3. Personal internet transfers into the College bank account
4. Bank to bank transfer
5. Cash payment

Osymar International College of Education will take steps to ensure the payment of tuition fees is met, and the following sanctions may be applied if necessary:

- Withdrawal of e-library and the Cohort channel.
- Termination of enrolment and exclusion from the College, plus Home Office notification in the case of non-EU students.
- Withholding certified transcript.
- Withholding final award certificate.
- Refer students' outstanding bills to external agencies to pursue payment and even seek payment through the courts if necessary.
- Any delays in tuition fee payment will attract an additional surcharge or if a discount is provided in the initial agreement, it will be waived.

Refund Policy and Procedure

Self-funded Students

Under the Consumer Rights Act 2015, and the Digital Market, Competition and Consumers Act 2024: <https://www.gov.uk/government/publications/higher-education-guide-to-consumer-rights-for-students> to claim a refund of tuition fees, the student or sponsor must meet the following conditions:

- a) Inform the admission team in writing of withdrawal from the course two weeks before and up to two weeks after the advertised start date of the course.
- b) Complete and return the Refund Application form or formal request along with Student Card and other College property, including all original documentation issued by the College.
- c) Fees paid in advance will be refunded in full if a student's application is declined by Osymar International College of Education.
- d) 75% of the yearly school fee refunded if withdrawn after two of the commencement of the course programme
- e) 50% of the yearly school fee refunded if not more than 25% of the course duration is spent
- f) 0% of the yearly school fee refunded if 50% or more of the course duration is spent
- g) If student is on a franchised partnership university/other college course programme, the refund policy of the franchised partnership policy applies

Students will NOT be eligible for a refund if:

- It is discovered after enrolment that they used false information during the application. Such a student is liable for suspension or expulsion from the College.
- The student has commenced the course for two weeks or more (refund policy applies).
- There is deferment for short periods ranging from 2 to 8 weeks in a term.
- They are suspended or withdrawn from the College for any reason.

UK Public Funded Students

- A student in receipt of SLC funding is not eligible to receive a refund from the College. In the event where their funding is withdrawn 2 weeks before course commencement or within 2 weeks of commencement and their funding has been received by the College, the arrangement will be made to refund the tuition fee in full to the SLC.
- A refund policy applies if the student withdraws or is withdrawn after being on the course for two weeks or more.
- A refund will not apply to deferments for short periods ranging from 2 to 8 weeks in a term.

For further information on your rights as a student, please visit the OFS Student Protection:

<https://www.officeforstudents.org.uk/news-blog-and-events/press-and-media/new-ofs-national-trading-standards-partnership-to-protect-students-rights-as-consumers/>

Admission Procedures for Higher Education Programmes

Higher Education:

University Franchised Courses: For franchised HE courses the admission regulations of the franchising partner university prevail. The Higher Education curriculum team will make recommendations for offers or rejections to the partner University, but the final decision is with the universities.

For full-time programmes: Applicants (under 24 years) apply through UCAS in the first instance. The current university partners have different procedures from this point; all admissions decisions are the responsibility of the relevant programme lead at the College.

For part-time programmes: Applicants apply online or in person and are called within two weeks by Admission Team to discuss the programme and the applicant's qualifications and experience and carry out an assessment where required. The Admission Team will notify the Academic Manager of the offer and any conditions to be recorded.

Higher Education – Directly funded Courses

Directly funded Higher Education applicants will apply through UCAS and be admitted by Admission Team. The relevant programme leader will provide accurate and up-to-date course information to the student to clarify the published information to the understanding of the student.

The admission team will work closely with the Programme lead and the Academic Manager to ensure an efficient admissions process. Clearing will operate over any time, and enrolment takes place in any month according to schedule.

For full-time programmes: Applicants may apply through UCAS in the first instance or apply direct if 25 years and above. All admissions decisions are the responsibility of the relevant programme leader and the admission office of the College.

Part-time programmes: Part-time applications are made through applying on the Osymar International College of Education website or by apply through the College Admission Team. An application decision is made by the relevant Programme Lead.

The Withdrawal of Centre Approval Status by Awarding Body

Osymar International College of Education 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 colleges seizes to trade, the college shall comply with the laid down provisions of Higher Education and Research Act 2017 and the OFS requirements to ensure that the disruption of lectures and the continued studies of the learners are limited to the barest minimum. The college shall collaborate with our partners who deliver similar qualifications to transfer our learners to other institutions without any disruption to their studies, however, should the learner rejects the transfer offer, the college shall refund the school fee according to the college policy in compliance with OFS conditions, and the rules and regulations of the funder, and in the case of private fee payer, the school fee shall be refunded directly to the learner within fourteen (30) days.

Osymar International College of Education shall take it upon itself to 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. However, Osymar International College of Education shall comply with the requirements of the provisions of Higher Education and Research Act 2017 on centre approval withdrawal as follows:

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

([Financial viability and sustainability risk assessment framework - Office for Students](#))

Suspension or Termination of Course Programmes Procedures

Courses may be 'suspended' or 'terminated' (formally and finally closed).

Suspension Decisions

Suspension decisions may be made for operational reasons due to low numbers of students applying or registering, financial constraints such as increased staffing or resource costs, loss of external funding or changes to Home Office regulations. The suspension is likely to be more common than termination and may sometimes be necessary at short notice, e.g. certain specialist modules might be suspended in occasional years when student demand is too low to justify running them. Programmes may be suspended by either the Chair of the Academic Board on behalf of the Academic Board or by the Chair of the Board of Directors on behalf of the Board of Directors. These parties should normally consult with one another and make the decision jointly, whilst also consulting the Programme Leaders. Any suspension decisions should be reported back to the next meetings of the Academic Board and Board of Directors giving clear reasons. Suspension decisions should be communicated with the relevant awarding organisations and validation partners.

Termination Decisions

The decision to terminate may be made for operational, academic or strategic reasons, e.g. introduction of a new course rendering an older one redundant. Termination decisions must be approved by the Board of Directors, on the recommendation of the Academic Board. This should not be done at short notice; where there is a time constraint; a programme may first be suspended and then subsequently terminated.

Withdrawal, Suspension and Termination Impact on Students

Suspension or termination should normally be a case of closing a course to new registrations and should not usually affect current students who should wherever possible be given the opportunity to complete the course for which they originally registered. However, if a suspension or termination decision will materially affect students who are already registered for such a course (e.g. by decreasing the number of staff supporting it, limiting the number of assessment opportunities etc.), then these students should be consulted, with the Academic Board deciding how best to minimise any potential detriment to them. Where appropriate, all reasonable efforts should be made to give such students the choice and opportunity to transfer to an equivalent, replacement or similar course within or outside the institution.

The Transfer of Credit and Progression

Upon withdrawal of Centre Approval, the management will act according to the policy, and arrange to transfer all the achievements, especially the module/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. 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/Lead 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 according to the refund and transfer policies should the learner decides not to continue with the transfer arrangement made by the college. 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 in compliance with the funding policy, however, the learner shall be responsible for the payment of any other additional school fees according to the institution’s payment policy.

Student Seeking for Transfer to Other Learning Institutions

Sometimes, it may feel like having a fresh air somewhere else, however, you may sit back and ponder over issues and reflect on where you are coming from and where you are going to. It is advisable for students to think through what they intend to do prior to taking any actions, such as seeking for transfer to other institutions as below:

Implications of Transferring

Although this process is not uncommon, it can be difficult and stressful, especially if it feels as if other students are having a great time with their studies. If you are considering transferring, we advise you to:

Identify exactly what you may be struggling with: perhaps these issues could be addressed with some support before considering leaving. Do not make a hasty decision.

Ask yourself questions: Would dropping out of or transferring to other learning institution resolve your issues? Are you really making the most of the opportunities available to you presently? You may have to actively go and find them if you are feeling lonely; for example, struggling to make friends, have you considered opening up some more and engaging in extracurricular activities?

Talk to someone: Your teachers are your first point of contact. You can speak to your teachers and if the issue is not resolved, you will be referred to the Welfare Services and other supporting systems, such as counselling, student mentoring support, advice from Student Welfare Officer, etc. Talking through something may help you realise things that you may not be able to on your own. They also may have some good ideas of what you could do to make the situation better. Figure out what you would have to do – How easy would it be? Would it be possible and worth it for where you currently are in the academic year? Speak to tutors, lecturers, department staff and other staff who may be able to assist. Work out what your steps are to make the transfer happen. In some cases, you may have to start again from the beginning (repeat the year if it is too late to transfer in your current year) or wait for the next intake of students for the new programme or institution you wish to transfer to. If you transfer course and start a new one half-way through the year, you may not know anyone in your course cohort and may feel behind. It is therefore important to think about this at the right time; think it through either as soon as possible so that you can change and not miss out on much, or during the second half of the first year, in order to switch when you go into the next academic year.

Consider student finance implication: Transferring to another college may have certain implications on your student finance if you are a government-funded student. If you leave your course within one month (30 days) of the course start date, you will be entitled to a full refund of the tuition fee. However, if you leave after one month (30 days) of the course start date, regardless of what point in the term you leave your course, you will have to pay for the full-term tuition fees. If you leave midway through an academic year you will have to pay for the full tuition fees. You may need to find out more by reading the Osymar International College of Education's Tuition Fee Refund Policy as well as contacting Student Finance or the Students Loans Company for further details on the financial implication before you make a decision about transferring to other institution

Consider credit transfer: You will need to consider if credits from modules completed can easily be transferred to another programme or to another institution. If your new institution is running the same programme as Osymar International College of Education, it will be easy to transfer the credits from modules achieved through the Recognition of Prior Learning (RPL) processes of the institution you wish to join. In situations like this, you will be advised to

complete one year so you can transfer to the next academic year in the new institution. It is better to leave with good results than nothing at all.

Consider your immigration status: If studying in the UK on a Tier 4 visa, UKVI rules around transferring studies/institutions will apply. You need to be familiar with this before making a decision to transfer. Further information can be found on the UKVI website under Tier 4 students Guidance.

<https://www.gov.uk/government/publications/points-based-system-student-route>

Standard Procedures (All Student Transfer)

- Hold a meeting with the students to find out why they are transferring and to which institutions they are transferring to and their admission requirements. This meeting will be attended by the student, their Programme Leader, Student Welfare Officer and a member of the Admissions Team and will be recorded on the student meeting form. In the meeting, we will find out how the course is wrong for you? What would make it better? Is it the course content, or the people? If the student is not able to decide what the issues are, there could be a suggestion for them to consider taking time out to gain some work experience, travel or volunteer to make their CV better than if they just had a large gap. This could be the approach for students who have not made academic progress and risk dropping out altogether or ending up hopping from one institution to another without any clear decision on what they want from academia. In any case, the formal withdrawal process is explained to the student.
- Ascertain if the credits they have already gained from the college can be transferred to their new institution and advise accordingly.
- Prepare an academic transcript of units passed, credit values and grades obtained together with their registration numbers. For each full-time year completed with the college, credit points are awarded according to the course programme. Otherwise, students will receive credits for the modules/units they have completed and passed. Final degree classifications may be weighted differently across the years at different institutions.
- Provide academic references if required as per the admission process of the new institution.
- Enter all grades on our Student Management System internally database to enable the claiming of unit / module certificates.
- A designated member of the Academic Board will formally write to the student to approve their request for termination of their registration with the college.
- The SLC, and/or the awarding body will then be informed of their withdrawal from the College.

Corporate Risk Management and Control

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. 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 relating to the closure, suspension, or withdrawal of licence of the college, 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 Risks (Corporate, Academic, Operational and Financial)

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 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.

Financial Risks and The Management

Osymar International College of Education shall work in accordance with the OFS financial risk management to identify and analyse all factors that may hinder the progress of the organisation in terms of financial resources. Financial sustainability is the key to our progress and development as we shall work to improve our income and reduce unnecessary expenses that may lead to financial difficulties. The college plans to have a minimum of £100,000 in reserve to mitigate any immediate financial challenges that may arise within the course of delivering our services to our learners. Such risks may be:

- 1) Non-payment of school fees by private learners
- 2) None/delayed payment by clients on funded courses
- 3) Withdrawal of funds by funding organisation
- 4) Withdrawal of approval by OFS
- 5) Unguarded spending by management

The Audit and Risk Management Board shall set up a system to monitor income and expenditure with monthly trading account on profit and loss. There shall be a system of partnership with funders to ensure customer satisfaction, and to remove any issue that can cause misunderstanding. The college shall obey the rule of law, and to be transparent in financial management. The college shall work hard to preserve their image and the integrity of the qualifications on offer to enable positive demand for our course through delivery of quality teaching, learning and learner experience. To maintain the financial sustainability of the organisation, the college shall invest in asset, including the acquisitions of infrastructures that maintains effective delivery of our operational activities. Osymar International College of Education shall focus on meeting all the indicators of financial sustainability according to the OFS requirements and that of other authorities. Financial monitoring shall be in place to ensure accountability and responsibility by all concerned hence we maintain healthy financial reserve, setting up systems of accountability and transparency according to the law.

Maintaining Financial Sustainability

The college has planned to mitigate the financial risk. It has been agreed with our bank to open a business savings 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.

Teachers Recruitment and Induction

Osymar International College of Education equality practice in the recruitment of teachers according to the criteria of “fit and proper person” OFS criteria. We advertise our vacancies on social media and by word of mouth. The teachers must hold relevant qualifications and experience. They must have skills and competency for the programme and units that they are recruited to teach. It is required of the teaching applicants to follow the recruitment and selection policy by completing and returning the application form along with the qualifications, including curriculum vitae (CV). The college’s recruitment and selection team review the application form and the CV to ensure that the teacher has the skills and competency required for the vacant position. The teacher is invited for a micro-teach assessment with a group of learners to deliver a fifteen (15) minutes lecture to the learners. There must be two qualified teachers available, and at the end the learners are asked to assess the teacher on presentation and knowledge of the topic. The learner review will take place immediately the micro teaching is over. The learners give their verdict on their preference of the teachers interviewed. The other qualified teachers present at the micro teaching will take learners’ assessment on board while deliberating on the suitability of the potential teacher. The teacher that meets the criteria, including unit knowledge and class management, and presentation may be selected. At this stage, the applicant will be asked to submit two referees, one personal and one academical. The applicant is also requested to apply or submit their DBS that is current (within one year). The applicant is asked to submit their identifications, immigration status and proof of address. These documents shall be verified, and the reference obtained prior to the letter or contract of employment is issue out to the applicant.

Osymar International College of Education has alternative recruitment process of recruiting their teachers (academic staff) through headhunting, observation, and prior recognition of their competence and ability. The Head of Administration is responsible for the recruitment and selection of teachers and internal verifiers, however, it the academic manager’s responsibility to pick the most qualified candidate. This is based on head-hunting, and recruitment and selection of the best teachers and IQAs that have proven their qualities and integrity within the industry. The process begins with completing application form and submitting it with CV and qualifications. However, all applicants go through the micro teaching system to be assessed by both the learners and the management. The College is registered with the Information Commissioner’s Office and based on this all-admin staff and academic staff identifications are thoroughly checked, and Enhanced DBS is obtained to maintain data protection and safeguarding.

Teacher Recruitment System

Osymar International College of Education works in partnership with other organisations, and our partners may have their systems of recruitment and verification of teachers working on their programmes. For this reason, our academic staff undergo two sets of recruitment and verification processes as below:

- 1) All staff complete the application form.
- 2) Provide proof of identification
- 3) Provide proof of work permit
- 4) Provide proof of address
- 5) Provide up to date CV.
- 6) Provide copies of the academic qualifications.

Osymar International college carries out the verification processes as contained on our staff recruitment application form. In addition to the above, and depending on the funding partner's requirements, all academic staff must comply with, and permission is obtained from the funding partner before the academic staff is allowed to work on their programmes.

Induction

Staff Induction process starts on resumption of duty. On the resumption day, the teacher and/or any staff is taken a tour of the college that include the process of health and safety at work, fire exit and the familiarisation of the premises. This is followed by the introduction to other staff members and the learners. As the college used Microsoft Teams, the teacher is set up for email and login system to enable him or her access the files on the team. The process is time consuming and may take some days for the teacher to get used to it. The teacher is taken to the classroom for accessing the smart board and the classroom login system. A senior teacher is assigned to the new teach to guide him or her on how to get used to the electronic system. The Head of Centre and/or the Head of Admin is responsible for the induction of workers. Funding partners also maintain induction of all the teachers on their course programmes. Induction is carried out face-to-face in the office. Our induction process involves the clarifications of data protection, safeguarding and health and safety at workplace. Again, our induction process also includes the management of online lectures. Teachers are provided with their responsibilities and the clarifications on the quality expectations of teaching and learning. The induction process followed by a three (3) months onboarding of the teacher to enable him or her to gain confidence.

Onboarding

Teachers are onboarded for a period of three months; it could be longer based on the individual and the technicality of the process. They are supported by the Head of Centre, the Internal Quality Assurer, and other teachers. Workshop cum standardisation meeting is organised prior to our teachers taking on their first lecture. Osymar International College of Education maintains a common standard of teaching and learning, assessment, and verification to ensure consistency and good learning experience by our learners.

Standardisation Meetings

Osymar International College of Education holds “Standardisation” meetings at least two times a year. However, the Head of Centre and or/the Programme Manager can hold standardisation meetings according to the need of the organisation as a workshop to maintain the quality of teaching and assessment, including the integrity of the qualification they deliver to their learners. Programme leaders are encouraged to hold a quarterly Standardisation meeting cum workshop prior to the commencement of any programmes, and prior to the assessment seasons. Standardisation meetings are chaired by the Head of Centre, academic manager, the Internal Quality Assurer or the Programme Leader (whoever that may be at the time). The meetings shall be attended by the teachers, and the minutes are taken by the admin officers or any of the organisers. The attendance is mandatory for all academic staff; be it contract or full time.

Time

The time for any Standardisation meeting is agreed by the Head of Centre and other teachers for a convenient day and time.

Topics

There are issues that are discussed on every meeting, such as teaching strategy, validation of learning, application of command verbs, teaching and assessment qualities, including the unit contents.

The issue of assessment is handled by the Internal Quality Assurer. The focus on validity, authenticity, currency, sufficiency, and reliability (VACSR) model to enable other teachers to understand the importance of maintaining the national standards on assessment.

The issue of teaching strategy and command verb is handled by the lead internal quality assurer. Attention is focused on teachers incorporating the command verb into their lecture plan and the lecture slides. The essence is for teachers to design their lecture slides and materials according to the assessment criteria. It is also part of the standardisation requirement to ensure that teachers adopt a good learning validation strategy, such as the 3-2-1 Assessment for learning.

Peer Observation forms part of the topics of standardisation meetings. It is generally discussed and agreed on the pattern. Teachers are paired to observe each other as agreed, discuss their observations with each other for improvement purposes. The observing teacher will write a report, both the observer and the observed must sign and date the report prior to being filed off by the admin.

Your approach to providing information to applicants and students: research and application stage, offer stage and enrolment stage

Recruitment of Learners

Osymar International College of Education maintains equal opportunity policy that recruit learners from diverse community. The college is committed to the provision of timely, accurate

and appropriate entry information and support to prospective learners. Our recruitment and admission activities are informed by our commitment to the provision of impartial and balanced advice and guidance and support for applicants to enable the prospective learners to make informed decisions about the course programme. Any information provided must be accurate and such information, such as the nature and level of the courses, the structure, the duration, the modes of assessment, and other associated information must meet the requirements of the learner to enable him or her to take an informed decision.

Osymar International College of Education has a culture of “Transparency” about our courses, mode of delivery, assessment, and certification. The information must be communicated through our designated systems of communication, including website, brochure, policy, and others. The information given to learners include entry requirements, programme specifications, recruitment, assessment, and selection criteria. Other relevant information includes: the processes, the programme structure, teaching and learning, coursework and assessment, funding, and any other associated fees. Prospective learners must be informed of the attendance requirements.

It shall be a requirement that all recruitment and admissions staff undertake training and development to ensure that their knowledge of recruitment, selection and admissions practices, policy and procedure remain up to date.

Osymar International College of Education ensures that its processes of recruitment and selection, and admission policies and procedures adhere to the principles of fair admission. The recruitment process is underpinned by the requirements of the Awarding Body and the National Standards of equity and fairness. Our learner admission procedure ensures diversity and inclusion for all who are keen to learn to enhance their potentials. We comply with Equality Act 2010, Human Rights Act 1998 and the GDPR 2018. Our first requirement for admission is commitment to study and to enhance one’s learning, skills, and qualification.

Admission and Initial Assessment

All learners must go through the admission process, starting with the completion of the application form, and providing the college with the relevant documents to prove their identity, their nationality and their access to public fund. This will also include the identification of UK residency. All the documents to be provided to support learner’s application are listed on the application form. Below are some of the major documents required from any applicant:

- International Passport
- National Identification Card
- Immigration Status Documentations from the UK Home office
- Birth Certificate
- Driver’s License (Support with any other document stating the immigration status in the UK)
- National Insurance Card/Letter (supported by any documents from HM Revenue and Customs or DWP)
- Proof of Address in the UK (Utility bills: electricity, gas, water, and landline telephone bills not more than three months)

- Proof of qualifications
- CV as proof of experience

To meet the requirements, an applicant shall present (1) an identification document (2) Immigration Status must confirmation (if the applicant has access to public fund in the UK. The identification document must have a photograph of the applicant on it) (3) proof of address: two current bills (water, electricity, gas, landline telephone).

Initial Assessment

The college is registered with BKS B for functional skills tests and resources. All applicants must have a level 1 tests basic tests on English and Maths. This is part of the admission process, and the result should be filed together with the application form. Learners who did not pass it at first sitting will be given a chance and this shall be incorporated into their studies and shall be achieved within three months of the commencement of the programme.

Learners Induction

Osymar International College of Education has a system of learner induction. Learner induction is very important in the organisation as the process enables us to communicate with our learners and answer any questions that they may have. Learner induction is carried out on a specified day where all learners are brought together to familiarise themselves with the learning environment, and to be explained 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 will be 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 the course programme 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. 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 shall be contained in the Programme Brochure.

Plagiarism and Academic Cheating

Plagiarism is the act of stealing and or cheating and it is a serious offence in education industry. What is plagiarism and academic cheating?

Plagiarism and cheating include:

- Copying other peoples' work without acknowledging them.
- Taking someone else idea, publish it and claim it is your own idea.
- Any intention of submitting work for grading which is not writing by yourself.
- Application of someone's idea without obtaining their permission for you to do so.
- Paying someone else to write course work or assignment for you.
- Downloading, editing, and submitting already published academic work by others.
- Presenting a plagiarised document to the teacher for formative feedback

Any learner found to be engaging in any of the above will be punished by either cancelling the result or being expelled from the college. Osymar International College of Education maintains "Zero Tolerance" on any form of plagiarism and academic cheating. The management advises learners to desist from any temptation that may lead them to submit any of the above for assessments for grading. The college also regard it as cheating for any learner to knowingly download an already published work and presenting it to an assessor for feedback. This is regarded as the act of using your assessor to edit a plagiarised work. This is a serious offence as you have deceived your assessor to believe that the work presented is your work. Any form of plagiarism and other academic cheating will go through a disciplinary process.

Assessors are advised to watch out and report any form of cheating on the assessment decision feedback. The head of administration is advised to invite such learner to face disciplinary committee to ascertain the intention behind the cheating. Any deliberate attempt to deceive the assessor **MUST** be punished by (1) cancelling the grade and issuing a serious warning to the learner (2) withdrawing (expelling) learner from the college and inform the relevant authorities. All learners are warned.

Turnitin

To maintain quality, Osymar International College of Education is registered with the Turnitin to process learners' submission and assessment. This system of checks is to ensure that the quality of learners' work is devoid of any forms of plagiarism. This will offer support to our assessors to maintain the integrity of our qualifications and our organisation as an education and training institute that is focused on quality of education. It is our policy that all summative submissions and assessments shall be carried out on Turnitin platform.

Challenging Summative Feedback Decision/Appeal

Learners have a right to challenge the decisions of the assessors. To do this, learners must follow the appeal procedure. Should a learner disagree with the decision of an assessor on any assignments he or she must approach the administrator by email and or written request to review the decision. He or she must follow the procedures as below: -

1. Fill in the appeal form.
2. The appeal must be discussed between the assessor, the module leader, cohort leader and the programme leader.
3. The assessor should be requested to review the assessment decision.
4. Should the learner be dissatisfied with the reviewed decision.
5. Another assessor should be asked to review the assignment.
6. The decision of the 2nd assessor must be internally verified.
7. The internally verified decision of the 2nd assessor is final.
8. The appeal is closed at this stage, and the learner must accept the decision.
9. Should the learner refuse the decision of the internally verified assessment decision, the assignment should be contracted out to an independent assessor, and the decision of the independent assessor is final.
10. This assignment will be included as one of the assessment decisions that should be externally verified by the awarding body. The decision of the SV is final.

Your complaint handling processes and practices

General Complaint Procedures on Quality of Teaching and Learning Provision

According to the Office of the Independent Adjudicator (OIA), learners can complain on any of the following:

1. The provider not meeting obligations including those outlined in course/student handbooks or a student charter.
2. Misleading or incorrect information in prospectuses or promotional material and other information provided by the provider.
3. Concerns about the delivery of a programme, teaching or administration including, where applicable, delivery by a partner provider
4. Poor quality of learning resources or facilities
5. Poor quality services
6. Events causing significant disruption to the normal delivery of a course, service or other aspect of the [student experience](#), such as industrial action or a public health emergency
7. Bullying or harassment by another student or a staff member (if the provider does not have a separate procedure for students to raise these kinds of concerns).
8. Concerns about policies or procedures relating to financial support, immigration processes or welfare support.
9. Concerns about a service delivered by other organisations or contractors on behalf of the provider that the student feels have affected their learning experience.

Osymar International College of Education adopts the above issues as part of the issues that learners may raise concerns above to enable the college to adapt to quality teaching and learning environment. Should any of the above occurs, the college advises the learners who may feel aggrieved to raise a complaint through the formal channel as below:

1. Complete the complaint form and submit it to the admin office.
2. The admin shall respond to the complainant(s) within seven (7) days of learner(s) officially raising the concern.
3. The admin shall constitute a three (3) man panel to hear the grievances.
4. The grievances shall be resolved to the satisfaction of the complainant(s)
5. The summary of the outcome and the issues that formed the bases of the final decision shall be in writing and both parties shall sign to form final agreement and/or agreement.
6. Whereby the complainant is not satisfied with the decision, the complaint shall be escalated to the office of the Head of Centre and/or the office of the Programme Manager.
7. The office of the Head of centre and/or the office of the Programme Manager shall form a three (3) man panel to resolve the complaint on a fixed date agreeable to both parties.

8. The complainant(s) shall be allowed to bring in not more than two (2) advocates. (Advocator could be anyone that may speak on behalf of the complainant or offer emotional support to the complainant).
9. The composition of the three (3) man panel shall be senior member members of the college. The complainant(s) and his/her advocates shall be made to feel relax without any forms of pressure and intimidation.
10. The resolution shall lean on the side of the complainant to satisfy their leaning and to ensure that all the topics or concerns raised shall be addressed, recorded, and agreed upon by all concerns. Final resolution shall be made on the floor of the meeting and MUST not linger for a second meeting. The agreed resolution shall be communicated in writing.
11. However, based on the above, should the allegation be proven against the teacher or assessor, the panel may recommend the removal of the teacher/assessor from the particular course programme and/or recommend for the teacher/assessor to be retrained, and in the worst case, the teacher/assessor's services may be terminated due to incompetence.

Appeal On the Decision

Based on the above complaint procedures and the outcome of the three-man panel, the complainant has the right of appeal as stated above, and the OIA Appeal Framework takes precedence. However, it is the solely responsibility of the three-man appeal panel to ensure that the issue is resolved locally to the satisfaction of the complaint.

The Complaint Policy and Academic Appeal Procedure

This academic appeal is a system of request for learners to use if they have any grievances or reservations regarding the Formal Academic Assessment Decisions (FAAD) recorded for or against them. This is different from academic complaints on the quality of teaching and learning provision. The Appeal policy provides clarifications for learners and staff on academic issues, such as assessment decisions and grading. Students at all levels have the right to appeal against any assessment decision on their academic work (examination and or assignments) to ensure that they achieve a meritorious grade. This is an inalienable right of all learners to request the review of any formal assessment decisions and grading that may have impact on the overall results of their course programme. The college recognises that students seeking qualifications have a right to seek a review of assessment decisions that affect them. However, this appeal policy works in parallel to the policy of the awarding body on such issues hence in doubt or conflict, the policy of the awarding body takes precedence over this policy.

Assessment Statement

The Assessment Process will ensure that the assessment practice and procedure recognise the equality and inclusion of our diverse learners, and must meet the National and the Awarding Body validation and requirements that must be:

- Evidenced
- Consistent

- Sufficient
- Current
- Objective

Office Independent Adjudicator

Osymar International College of Education developed their complaint policy and procedures in accordance with the Office of the Independent Adjudicator's (OIA) guidance document entitled "The good practice framework for handling complaints and academic appeals" published December 2022, and in line with Quality Code on Expectations that requires the Awarding Bodies to take ultimate responsibility for academic standards and the quality of learning opportunities, irrespective of where these are delivered or who provides them. The College follows the "overlapping" Principles of Good Practice Frameworks:

- Accessible and Clear
- Fair, Independent and Confidential
- Inclusive
- Flexible, Proportionate and Timely
- Improve the students' experience.

Academic Appeal Procedures

Osymar International College of Education adapts and adopts the OIA complaint and appeal procedures of "Handling complaint and Academic Appeal" Procedures. All learners are encouraged to follow the complaint procedures to appeal wherever they have doubts, concerns, and reservations regarding any assessment decisions that they feel impacts upon their results and grades. The processes must be no more than three stages:

1. Early resolution at the local level, where this is possible.
 - Informal Stage
 - Formal Stage 1
 - Formal Stage 2
2. Easy to find the process, and any accompanying guidance or forms.
3. Decision-making staff are properly trained, resourced and supported, and come to each decision afresh.
4. Information used by decision-makers is usually shared with the student. Where information cannot be shared, this is explained to the student.
5. Decisions are taken by people who are seen to be free of bias and without a conflict of interests at every stage of the process.
6. The process is designed to be supportive, and barriers are identified and reduced or removed.
7. Students are not disadvantaged because they have made a complaint or challenged a decision made by the provider.
8. The issue can be resolved as early as possible, and informally when appropriate.
9. There are clear time limits for beginning the process.

10. There is an open and positive culture of listening to feedback and sharing learning that encourages students to have confidence that they will be treated fairly.
11. Information gathered is used to improve services for students and the student experience.

Academic Appeal Time Limit

On release of academic result (assessment decision), a learner or group of learners has seven (7) days from the date of release, declare their intension to challenge the decision.

First Sage (Informal Resolution):

The declaration of intension may be oral or written to the specific (responsible person) teacher (assessor) about their reservations, disagreement, and/or grievances. A learner(s) may decide to approach the Head of Centre or the Health of the Admin Staff if he/she does not feel comfortable raising concerns through the teacher. The teacher shall be asked to review the assessment or grading decision. If the review satisfies the complainant, the case is closed. In the situation whereby the teacher (assessor) refused to change their decision and/or the decision of the teacher (assessor) does not satisfy the intension of the learner(s), the appeal would enter the second stage.

Second Stage (Formal Resolution 1):

The complaining or appealing learner is required to complete the complaint or appeal form. A file shall be opened, and the complaint or appeal procedure is followed, and a panel of not more three (3) staff is set, excluding the teacher (assessor). The panel shall meet once to appoint a neutral teacher (assessor) to reassess the assignment (activity) in question according to the national standards and the stipulated standards of the Awarding Body. This shall be supervised by the programme or module/unit leader. The panel shall meet the second time with the complaining or the appealing learner, and the assessment decision or grading of the 2nd assessor shall be made known to the learner. Should the decision satisfy the intension of the learner, the case is closed. Should the learner disagree with the 2nd assessor's decision, the appeal would enter the third stage.

Third Stage (Formal Resolution 2):

The decisions of the first and the second assessors shall be passed on to the Lead Internal Quality Assurer (LIQA) for final decision. At this stage, the decision of the Lead Internal Quality Assurer shall be final. The criteria of the decision making shall be focused solely on the National Standards and the Awarding Body's requirements. The assessment or grading decision shall be put into writing, signed by the three members of Appeal Panel. The case would be closed. For fairness, the assignment or examination or the activity in question shall form part of the documents presented to the External Quality Assurer (EQA) at the end of the course programme and should the EQA disagreed with

the decisions of the Lead Internal Quality Assurance, the appeal shall be reopened in line with the prescribed actions as recommended by the External Quality Assurer (EQA). This process would be termed “The Summative Resolution” and will form the final decision and should be entered on the grade-list. This should be approved by the Academic Board as the final result. The OIA Framework on appeal supersedes the College appeal process and procedures, and where there is conflict, the procedural appeal framework of the “Office of Independent Adjudicator” takes precedence as stipulates hereunder:

The OIA Framework Link to Annex 2: Glossary of Complaint and Appeal:

Annual Review of Policy and Procedures

This policy on consumer rights and protection would be reviewed annually, and according to the changes in the law. The management shall set a date at the end of the year (around October) to review this policy. The review panel shall include a member of the governing body, an academic staff, a student representative, and the management team.

Oguchi Martins Egbujor

Head of Centre/Internal Quality Assurer

Reviewed: 05/08/2026.

<https://www.oiahe.org.uk/resources-and-publications/good-practice-framework/handling-complaints-and-academic-appeals/annexes/#acap>