

Annex F: Template for producing a self-assessment on management and governance arrangements

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

Provider's UKPRN: 10087695

Your management and governance arrangements

Osymar UK Limited is a registered private limited organisation, trading as Osymar International College of Education. Osymar UK Limited is trading in Education and Training. Our trading address is: Forest House, 3rd Floor, 16-20 Clements Road, Ilford IG1 1BA. Osymar UK Limited aimed at working in partnership with UK based Awarding Bodies to delivering quality education and training on various Nationals and Higher National qualifications, vocational educational, training and apprenticeship programmes for our learners and trainees, employers and the local communities. We work to attain recognition from all departments of education and training, regulators and inspectors of education and training. Osymar UK Limited is focused on maintaining Safe Learning Environment through effective Safeguarding and Safe Recruitment Approaches (see page 8 (Centre Policy)). We strive to maintain equality, diversity, inclusion and rights of individuals in our recruitment and management of our learners and staff to deter unsuitable people working or studying with the organisation (see page 44 (Centre Policy)). We maintain zero-tolerance on bullying, harassment and any other forms of abuse and harm either from and/or on our learners and staff (see page 11 (Centre Policy)). We work with authorities to deter any form of radicalisation and extremism on our premises. Our ultimate goal is to maintain a safe Learning Environment (see page 11 (Centre Policy)). Osymar UK Limited will adhere to the following rules and regulations:

- Higher Education and Research Act 2017
- Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999
- Safeguarding of Vulnerable Groups Act 2006
- Protection of Freedom Act 2012
- Children and Social Work Act 2017
- Keeping Children Safe in Education September 2026
- Safeguarding Children and Safer Recruitment in Education 2007
- Rehabilitation of Offenders Act 1974
- Equality Act 2010
- Data Protection Act 2018
- General Data Protection Regulation (GDPR) 2018.
- OFS Regulatory Framework for Higher Education in England

In this section, you should describe the following:

Osymar UK Limited T/a Osymar International College of Education Is a private limited company, registration No: 12983859, registered on the 29th October 2020. The registered and operating office is Forest House, 3rd Floor, 16-20 Clements Road, Ilford, Essex IG1 1BA.

Osymar UK Limited has two directors, Oguchi Martins Egbujor and Roger Thomas Farrow though the structure may change as the college grows and expands.

It is intended that Osymar International College of Education to be firmly rooted in London to gain popularity as a quality educational establishment that delivers quality education to both UK and international students on health and social care programmes, business and management, and teaching qualifications. Our learners would be recruited locally in the UK and internationally from different parts of the global village.

Osymar International College of Education presently is a micro-organisation, generating about one hundred and thirty-four thousand (134K) pounds of annual income with contract teachers and we intend to grow into a small and medium organisation within five (5) years of OFS approval and access to funding and student finance.

Presently Osymar International College of Education is not in partnership with any organisation, and as we grow to deliver higher education course programmes, such of HND and BA , we will consider going into partnership with a UK university to achieve our aims and objectives. Below is the intended organisational structure as the students' number increase.

Organisational Chart

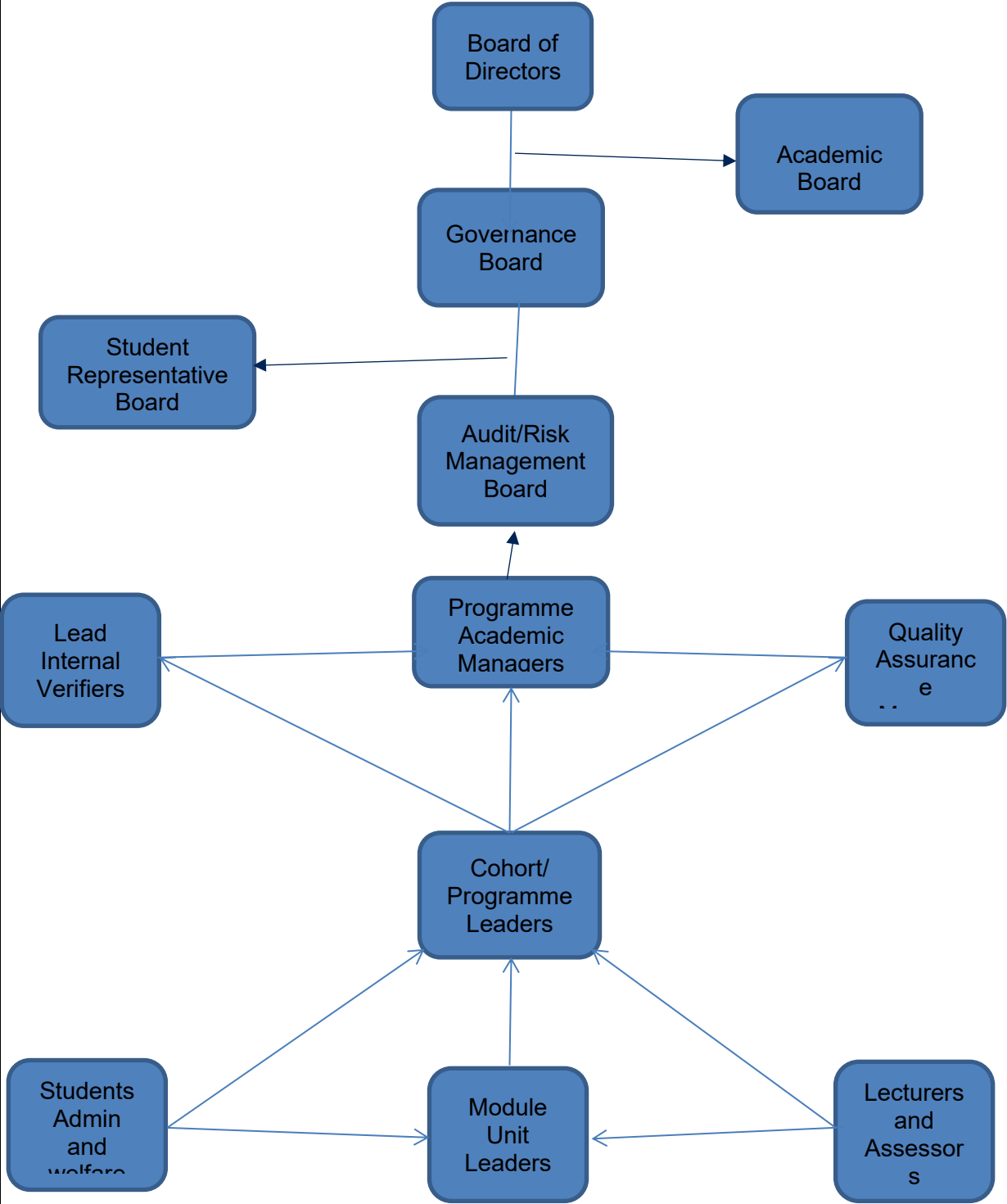
The organisational chart identifies and clarifies the communication levels and their responsibilities. The Head of Centre is the Academic Staff Manager. He/she shall be supported in the role by the following offices:

- Four Governing Boards
- Head of centre or Principal
- Academic Manager
- Internal Quality Assurance Manager
- Programme Managers
- Internal Verifier
- Cohort Leaders
- Module/Unit Leaders
- Lecturers and Assessors

The contract of employment and or contract of engagement will clearly identify the duties and responsibilities of any positions prior to the agreement being signed. There must be a laid down process of communication in terms of assessment and the communication of assessment decision to learners and between the assessors and the internal verifiers.

See the organigramme below:

Organisational Chart



Self-assessment of your management and governance arrangements

Osymar International College of Education is registered in the UK. There are two company directors, Roger Farrow, a returned experience director with years of experience. Oguchi Is a qualified and experienced teacher in Business Management and Health and Social Care. He is a qualified teacher, assessor and internal quality assurer. He is a fellow in Higher Educational Academy (FHEA) and he hold an MBA in International Management. Oguchi has worked with various colleges and universities in various capacities. He is a standards verifier with Pearson BTEC.

Osymar International College of Education is an approved centre for NCFE/CACHE and with time and with the increase in the number of our learners, we will seek for approval of other awarding bodies. Osymar International College of Education focuses on quality education with excellent learning environment for our students. In our first academic year, we achieve Direct Claim status (DCS), thereby demonstrating our commitment to quality education. NCFE carries out yearly annual review of our management and delivery system and we achieved a “low risk” status. This means that Osymar International College of Education has the systems, the delivery systems for teaching and assessment, and the management capability to plan, design and deliver course programmes according to the national standards. The NCFE/CACHE external quality assurers can testify that the management of Osymar International College of Education has the experience, the capability and the knowledge to deliver quality education from level 1 to level 7. However, the head of centre works with other contracted experience HE managers and teachers (see Centre Policy, Condition E, Consumer Protection Law, and Student Protection Plan).

Public interest governance principles

Equality, Diversity and Inclusion

Osymar International College of Education is an Equal Opportunity organisation (see page 44 (Centre Policy)). We value the individuality of our learners and our workforce. We appreciate the diversity of our learners, and work very hard to accommodate their cultural values. Being an education and training, the management of Osymar International College of Education works in partnership with learners and workforce, and we appreciate their involvement in designing our programmes and policies. Equality is the act of treating people equally and fairly. We believe and comply with the Equality Act 2010 as it forbids any forms of discrimination, be it age, gender, race, religion, class, sexual orientation, and other characteristics that are enshrine under the equality law.

Osymar International College of Education also believe and subscribes to “Diversity” of learners, teachers, and other staff. With equal opportunity firmly on our mind, we deliver diverse course and lectures based on the ability and values of our diverse learners. We, therefore, recognise and acknowledgement that people are different in values and beliefs, and we appreciate it. We categorically stated that “Osymar International College of Education positively recognises and acknowledges the diversity within our organisation and appreciate individual’s culture, beliefs, and values” and all members of the organisation, learners included, must appreciate the diversity in others. Everyone in the organisation is treated equal, included in planning and design or approaches, strategies and any framework that impact on learner experience, understanding and knowledge as it forms part of our motto: “all the world in your hand”. Based upon this, we make sure that all staff and learners are treated equally and are given equal opportunity to attain their potentials. Therefore, we view each other as a team with vigour and colour of vitality. The diversity of our staff and learners are our strength and we

declare with certainty that everyone within and outside our environment is treated with inclusiveness, appreciated, and treated equally without any form of discrimination.

Based on our declaration of the spirit of equality and diversity, we include both our staff and our learners in our decision making. Staff and learners are invited in the drafting and reviewing of any organisational policy that may impact upon their learning experience or career development. These include designing our curriculums, academic progression, attendance management, academic issues, wellbeing, support for work and academic lives. There will be a representation of all groups in our decision making and their opinions shall be taken into consideration prior to reaching a decision.

Data Protection

The college has a data protection policy (see page 33 (Centre Policy)). To meet the requirements of data protection, Osymar International College of Education is registered with the Information Commissioner's Office (No. ZA847884) to ensure that we protect the personal information and data of our learners and partners. According to Data Protection Act 1998 and the GDPR 2018, it is the responsibility of Osymar International College of Education to protect the information and data of all learners and the staff. There is a data bank where all learners' information and data and indeed, all the customers and partners of the organisation are stored. Learner's assignments and or examination documents, either electronically or in hard copy, are properly stored in cloud under lock and key. This means that any hardcopy document is locked in a safe, and all the softcopies are electronically locked away with a secret password. There are just two people in the organisation with the responsibilities for the security of information and data, namely: (1) the head of centre and (2) the administrator. Information and data that are under protection include:

1. Name of learner
2. Date of birth of learner
3. Contact details of learner (telephone, email, addresses, etc)
4. Bank details of learner
5. Next of kin of learner
6. Results (grades and marks)
7. Learner medical record
8. Learner's assignment documents
9. Learner's examination papers and result
10. Reference details of learner
11. Any other details that maybe termed as personal details

The Procedure to Access Protected Information/Data

To ensure the protection of information and data at Osymar International College, there are procedures. All the documents of the organisation, including all the management and administrative documents are locked up in a database. The database is stored in cloud managed by Microsoft. There are two system of authentication (1) email to the administrator (2) authentication code sent to the mobile phone of the head of centre for confirmation. Gaining access to the cloud, the cloud storage has a password to restrict

access to information and data. The information is stored in separate documents that need separate password to gain access. For example, Learner records need a password, Record of Assessment Grading has a separate password. All these documents need another password to edit or alter it. Getting access to the database will not happen without the knowledge of the head of centre and the administrator.

It is the policy of the college that no learner document is store on paper. Other documents and data for management purposes are locked in the cabinet with lock.

Disclosing Information and Data

Osymar International College of Education takes the protection of our learners and workers information and data very seriously (see page 47 (Centre Policy)). We abide by the rules and regulations guiding GDPR 2018 for obtaining, using, distributing, storing, and destroying Learners' information and data. Registering with the Information Commissioner's Office, all the private information and data collected for the purpose of carrying our 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 shall be given access to learners' information and data for the purpose of doing their job accordingly. It must only be for administrative purposes regarding the planning, delivering, teaching and or assessing learners' work. 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.

Dissemination of Information to Learners

Osymar International College of Education delivers our services by working in partnership with other organisation who may need the personal information and data of our learners and workers in to accomplish their work according to the law. For the above reasons, we 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 forms, be it employment form or learner admission form.

Dissemination of information to learners must be guided according to Data Protection Act 1998. Sending 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 must be taken, and any dissemination shall be person-centred by dealing with each learner one at a time. 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:

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

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 (see page 38 (Centre Policy)). 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. procedures. It 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 our complaint procedures policy 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

The 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 final 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 maybe 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 term "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 IOA 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:

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

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 MUST 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 (see page 50 (Centre Policy)).

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

and/or approval conducted by the Awarding Body including, co-operation as may be required to effect the transfer of learners to another recognised centre.

However, Osymar International College of Education must 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 will 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. 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. See example.

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. 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. The issues of withdrawal of approval or temporary cessation of course programmes were fully outlined in the consumer protection plan, and student protection plan.

Standard public interest governance principles: applicable to all providers

Academic freedom: Academic staff at an English higher education provider have freedom within the law:

Osymar International College of Education abides and maintains all the provisions of Higher Education (Freedom of Speech) Act 2023, section (6) (a-b) by encouraging all our workforce and our learners, including the members of the governing board and the academic team to seek and provide opinions irrespective of their diversity, position and association with the college (see page 12 (Centre Policy)). We maintain openness, and open to criticism, learn from constructive criticism, dissent opinions that helps the management to continually review our policies for inclusion and improvement. Complaint from any worker, and/or student shall be taken seriously according to the complaint procedures, and the adherence to the Office of the Independent Adjudicator's (OIA) guidance document entitled "The good practice framework for handling complaints and academic appeals" published December 2022. Learners shall be encouraged to come forward with any grievances or reservations regarding the Formal Academic Assessment Decisions (FAAD), and this must be investigated appropriately.

Osymar International College of Education makes this statement that all learners, academic staff, and the board of governance shall enjoy freedom of speech and association. 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 they 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 shall operate "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 learner or staff are victimised for having different opinions, and such opinions form part of the organisational policy review. Our open-door policy encourages both learners and 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: The provider operates openly, honestly, accountably and with integrity and demonstrates the values appropriate to be recognised as an English higher education provider.	The college maintains a system of accountability (see page 6 (Centre Policy)). All the income from our operational activities is recorded in the accounting system and accounted for yearly to the HMRC Corporation accounting that maintains income and expenditures. This is carried out by an external accountant. The charges for course programmes, and the cost of each course programme to a learner is recorded on the “letter of admission” and on the invoice to the learner or to the organisation if it is a funded programme. All payments are made through the banking transfer system as the college does not encourage “cash payments”, and where this is unavoidable, same amount is deposited in the bank. The college has a dedicated banking system where all payments are deposited into. Osymar International College of Education operates an open, honest, accountable and with integrity and we demonstrate English values of equality, diversity, and inclusion in all our activities. 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. The college maintains transparent accounting system and to ensure that the information of our funding and the learner school fee are recorded and reported accordingly. The management of the college cooperates with the governing board to ensure that proper records and documentations are kept for inspection and monitoring. The management of Osymar International College of Education submits on time all the annual accounts according to the chapter 4, section 394 of the Companies Act 2006 as amended 2019 and pay 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 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 is scheduled to periodically audit 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 files 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 shall offer access to equal opportunity to our diverse learners 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. There shall be an 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.
Student engagement: The governing body ensures that all students have opportunities to engage with the governance of the provider, and that this allows for a range of perspectives to have influence.	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 as contained above, and the new OFS “Student Interest Board” (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. 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. 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 shall listen to the students and their representatives and includes their opinions on the decision-making process. The college adopts the OFS Student Interest Board system to allow greater “students’ voice” through involvement in decision-making, and Students’ Survey.
Academic governance: The governing body receives and tests assurance that academic governance is adequate and effective through explicit protocols with the senate/academic board (or equivalent).	The management team is responsible for the corporate and operational activities of the college (see OFS Condition E (pages 12-30) and pages 15-16, 23-31 (Centre Policy)). 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 and the Academic Manager, and reports to the governance board. Academic Team

	Academic team is managed by the academic manager. 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 responsibilities include the quality of teaching and learning, assessment and verifications. The team acts as the academic board, oversees all grading, ratifies achievement, and certification. Academic Manager The Academic Manager may also holds the position of the Programme Manager and oversees all academic matters and chairs the Academic Governance 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. 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
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	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.
Risk management: The provider operates comprehensive corporate risk management and control arrangements (including for academic risk) to ensure the sustainability of the provider's operations, and its ability to continue to comply with all its conditions of registration.	The college complies 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 provides 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 (see pages 53-54 (Centre Policy): Please this document in conjunction with the Student Protection Plan and the Consumer Protection Plan
Value for money: The governing body ensures that there are adequate and effective arrangements in place to provide transparency about value for money for students and (where a provider has access to the student support system or to grant funding) for taxpayers.	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 48-49 (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
Freedom of speech: The governing body takes such steps as are reasonably practicable to ensure that freedom of speech within the law is secured within the provider.	Osymar International College of Education abides and maintain all the provisions of Higher Education (Freedom of Speech) Act 2023, section (6) (a-b) by encouraging all our workforce and our learners, including the members of the governing board and the academic team to seek and provide opinions irrespective of their diversity, position and association with the college (see page 58 (Centre Policy)). We shall maintain openness, and open to criticism, learn from constructive criticism, dissent opinions that helps the management to continually review our policies for inclusion and improvement. Complaint from any worker, and/or student shall be taken seriously according to the complaint procedures, and the adherence to the Office of the Independent Adjudicator's (OIA) guidance document entitled "The good practice framework for handling complaints and academic appeals" published December 2022. Learners shall be encouraged to come forward with any grievances or reservations regarding the Formal Academic Assessment Decisions (FAAD), and this must be investigated appropriately.
Governing body: The size, composition, diversity, skills mix, and terms of office of the governing body is appropriate for the nature, scale and complexity of the provider.	Osymar International College of Education has a governing body composed of one of the directors, the Head of Centre, the academic manager, the internal quality assurer, a teacher, the student representatives and other member of the public (see OFS Condition E (pages 12-26) and pages 14, 55-56 (Centre Policy)). The Governance Board shall supervise the management team and the academic team. The governance board oversees the implementation of the corporate policies and procedures. The board of governance has significant control and influence over the management team to ensure transparency and accountability according to the provisions of Higher Education and Research Act 2017 and the Higher

	Education (Freedom of Speech) Act 2023. The board of governance promotes equality, diversity and inclusion of learners and the employees, ensuring that their voices are heard and reckons with, and included in the decision making of any policies and procedures that affect them, their studies and well-being. The board of governance challenges the actions and inactions of the management team to ensure compliance of the law and the corporate policies, including health and safety management, freedom of speech, data protection and safeguarding. The board of governance challenges the college practice, teaching and learning quality delivery and learner experience. The governance board supervises the management team and the academic team to ensure that learner welfare, complaint policy and procedures and the integrity of qualifications are maintained. The board of governance can sit as many times as the need arises however, it officially sits quarterly to deliberate on issues concerning the learners, the college, and the public.
Fit and proper: Members of the governing body, those with senior management responsibilities, and individuals exercising control or significant influence over the provider, are fit and proper persons.	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 56-57 (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.
Additional public interest governance principle: providers authorised with degree awarding powers	
Records: Where degree awarding powers are solely contained in the provider's governing documents, and no order either under section 76 of the Further and Higher Education Act 1992, or under the Higher Education and Research Act 2017 exists, the provisions setting out those powers must be retained and may not be altered without the consent of the Office for Students.	N/A
Additional public interest governance principles: providers in receipt of financial support	
Independent members of the governing body: There must be at least one external member of the governing body who is independent of the provider, and whose term of office is normally limited to a maximum of three terms of three years or two terms of four years. For providers with large governing bodies, or more complex legal forms, additional independent members may be appropriate.	The deputy chair of the governing board is an independent person. He has no interest in Osymar International College of Education. He has vast experience in managing similar organisation and has freedom to challenge the activities of the organisation for the interests of the public and the learners. He would work collaboratively with the chair of the board, and other members to effectively hold the management of the college to account, to maintain transparency, effective leadership, and the implementation of quality teaching and learning.
Regularity, propriety and value for money: The governing body ensures that there are adequate and effective	The governance board ensures that good accounting is maintained by the management of the college (see page 56 (Centre Policy)). The management must ensure lawful

arrangements in place to ensure public funds are managed appropriately, in line with the conditions of grant and the principles of regularity, propriety and value for money, and to protect the interests of taxpayers and other stakeholders. This also applies to any funds passed to another entity for the provision of facilities or learning and teaching, or for research to be undertaken.	spending of public fund in accordance with ethical standards and the expectations of the public. The board ensures that accounting responsibility is given to an appointed officer for transparency, economical but effective spending of funds that achieves value for money for the benefits of the learners and the public.
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FINANCIAL STATEMENT FROM THE CHAIR OF GOVERNANCE BOARD

As I reflect upon the performance of Osymar International College of Education 2025, as the Chairman of Governing Body, I am delighted by the strong achievement of the college in guiding 87 (eighty-seven) learners to achieve Level 2 certification in Adult Social Care. The achievement was made possible by funding opportunity that was opened in August 2024. The college increased their annual turnover by 350% from £37,000 2024 to £134,000 2025. Based on the impressive performance of 2025, I am hopeful that given the opportunity by Office for Students (OFS) to register the college as an OFS Education provider will open up doors for more opportunities.

We are fortunate to be based in Forest House, Ilford, greater London. Operating from this location, Osymar International College of Education offers its students and partners, quality education that transformed their career as professional in adult social care. As we look forward to better opportunities, we hope that the approval of the college as an OFS education provider will enable the college to deliver varied qualifications in business, education, information technology, and other curriculums for the development and provision of skills required to support the excellence of London as professional hub for global business activities.

Building on this strength, we have acquired a furnished centre, ready to take off as soon as our application is approved. We hope to grow as a global college, renowned for quality education. As demonstrated by the financial performance laid out in the 2025 Annual Returns, the college has had an exceptional year with notable success in health and social care education, having certificated over 85 (eighty-five) students. A very strong operating performance in 2024/25 has permitted us to attract more students from different parts of UK due to our blended structured programme. To support our ambition in teaching and learning excellence, we have invested heavily in refurbishing our centre to accommodate more learners in a convenient environment that is friendly to all. Approving our OFS application will enable us to recruit capable hands to deliver the envisaged quality education in all curriculums.

In my role as the chair of the governing board, I am supported by an extremely capable Governing Body whose careers cover many industries. I am grateful to my fellow governance board members for their support and advice in helping to establish robust strategies and

plans to affirm Osymar International College of Education as one of the quality minded private colleges in London. I also wish to recognise the faculty and staff for their skills and hard work in ensuring that the college remains in the top tier. We are all working together in support of the college's ambition.

Roger Thomas Farrow,

Chair of Governance Board,

Osymar International College of Education.

31/07/2026.