

OSYMAR INTERNATIONAL COLLEGE OF EDUCATION

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CENTRE AND CONTACT DETAILS

Osymar UK Limited

T/A Osymar International College of Education

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Centre Contact

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Head of Centre/Internal Quality Assurance

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These policies have been reviewed by me, Oguchi Martins Egbujor,
the Head of Centre and the Lead Internal Quality Assurer on this day,
the 12th of April 2023

CENTER POLICIES

OSYMAR UK LIMITED

(OSYMAR INTERNATIONAL COLLEGE OF EDUCATION)

Our Vision

The Vision of Osymar UK Limited is to be a learning and development organisational centre of choice for young people, adults, employers and the local communities through the delivery of quality vocational education and training within the United Kingdom and around the world.

Our Mission

Osymar International College of Education is to deliver quality vocational education and training in the field of Business and Management, Leadership, Health and Social Care for learners, employers and the local communities by working in partnership with well renowned Qualifications Awarding Organisations of United Kingdom.

Our Values

We recognise and respect the diversity of United Kingdom and the need for equality and inclusion of peoples of all ethnicities to represent the face of London and that of the United Kingdom in general.

We maintain a safe learning environment to safeguard our learners, the employees and other people and/or organisations visiting our learning centre.

Our Values and the British Values

We work together to celebrate the diversity of United Kingdom. Osymar College of Education recognises the importance of promoting the fundamental values of United Kingdom at all levels of the work that we do:

We are democratic and promote individual liberty.

We respect the rule of law.

We promote tolerance and mutual respect for all faiths and beliefs.

Mission Statement

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. We strive to maintain equality, diversity and inclusion in our recruitment and management of our learners and staff to deter unsuitable people working or studying with the organisation. We maintain zero-tolerance on bullying, harassment and any other forms of abuse and harm either from and/or on our learners and staff. 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. Osymar UK Limited will adhere to the following rules and regulations:

- 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 2019
- 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

Osymar UK Limited will work with any authorities, including regulators to promote Safeguarding and Safer Recruitment culture that create and sensitise the awareness and practice of Safe Learning Environment, fairness, equality, and inclusiveness that recognises the diversity of the peoples of England and United Kingdom in general. We will work to deter any unsuitable people from working with our learners and to create a culture of equality, diversity, and inclusion within our organisation.

Course Programmes and Qualifications

National Qualifications (Certificates and Diploma) Levels 1 - 3

- Health and Social Care
- Management and Leadership
- Business Administration
- Marketing
- Accounting
- Applied Law
- Functional Skills

Higher National Qualifications (Certificate, Diploma and Degree) Levels 4 – 6

- Health and Social Care
- Business and Management
- Diploma Education and Training
- Human Resource Management
- Operations Management
- Accountancy
- Marketing
- Applied Law

Competency Programme

Level 3 Diploma in Adult Care

(Personalised Assessor and IQA)

- Working at own pace
- Learner-centred Optional Units
- Study Online and Face-to-Face
- Earn Recognised Qualification
- Improve the quality of your life.

Objectives

1. To organise and deliver quality programme qualifications, vocational education and training.
2. To work with well renowned Qualifications Awarding Organisations
3. We will work to be recognised for Quality and Excellence by all educational authorities.
4. To work effectively and efficiently, and to promote the integrity of all the programmes and qualifications that we offer to our learners and trainees.
5. We will contribute to the development of the communities in which operate.
6. We will run a blended learning programme: online and face-to-face classrooms.

Curriculum Model

Osymar International College of Education engages in delivering different programmes at different levels of qualification on Business Management, and Health and Social Care and applied law. The programme qualifications will range from National Level 2 to Higher Nationals Level 6. Osymar UK will also be involved in delivering different levels of planned professional qualifications and apprenticeship depending on demands.

Oguchi Martins Egbujor

Head of Centre

7th August 2023

Signed

Health and Safety Policy Statement

Osymar UK Limited accept our corporate responsibility for all health and safety matters, and as set out in the Health and Safety at Work etc., Act 1974 and all other specific health and safety legislation and regulations applicable to our operational activities. Osymar UK Limited will maintain a good working environment where the health, safety and welfare of our staff, learners and others are assured.

Oguchi Martins Egbujor, the Chief Executive Officer of Osymar UK Limited is solely responsible for the review and the implementation of all health and safety at work issues. This policy statement enables managerial and operational responsibilities to ensure that the implementation of our Health and Safety at workplace is adhered to at all times however all teachers, assessors and IQAs are jointly responsible for the implementation of the health and safety alongside the Chief Executive Officer. All learners and visitors to our premises must take personal responsibility to ensure that their action does not pose a threat to the health, safety, and wellbeing of others within our premises. All persons who may be assigned to the responsibilities of health, safety and wellbeing of learners and others must be committed to the procedures according to the Health and Safety policy and other wellbeing arrangements of the organisation.

Oguchi Egbujor and others responsible for the review and implementation of health and safety at work must take practicable steps in consultation with the Management, staff and students, to promote and maintain a positive safety culture and high standards of safety throughout our premises, paying particular attention to and empowering our staff, teachers, assessors and IQAs to achieve the following objectives:

1. To ensure all significant risks arising from our activities are assessed and appropriate control measures are in place and implemented, with relevant records and retained on file.
2. To plan and maintain structure, fabric, equipment and working environment that is safe, without risk to health.
3. To base the design, operation, and maintenance of safe systems of work on sound risk management principles.
4. To provide information, instruction, training, and supervision that is relevant and appropriate to our activities.
5. To provide and maintain safe access to and from our premises.
6. To monitor, evaluate and review the effectiveness of health, safety and wellbeing plans and strategy.
7. To draw the attention of staff on any review of the Health and Safety Policy Statement.

Signed By: **Oguchi Martins Egbujor**

7th August 2023

Safeguarding

Osymar International College of Education takes safeguarding of our learners, workers, and everyone withing our premises very seriously. Safeguarding is the responsibility of everyone however, there is a “designated safeguarding officer”, Oguchi Martins Egbujor (the Head of Centre). Working in partnership with him is Ms Tasia Agunyego. According to the office of the Public Guardian (OPG), Safeguarding Policy, May 2013, abuse is a violation of individual’s human rights and needs to be prevented. Under Care Act 2014, Osymar International College of Education resolved to adopt the safeguarding of vulnerable people very seriously and declares “Zero Tolerance” of any forms of safeguarding issues. The college forbids any forms of abuse and harm. The college recognises that abuse and harm of individuals may be carried out in different forms, be it financial, verbal, physical or psychological is not acceptable and anyone found to be involved in safeguarding issues must be disciplined according to the rules.

The safeguarding team acknowledges that safeguarding can take place online and any form of online is not acceptable, be it bullying in online class, group WhatsApp, on social media or otherwise. The management of Osymar International College of Education therefore, states that no member of staff and our learner should suffers any forms of abuse and harm. It is mandatory that safeguarding issue to be reported either via email: enquiries@osymar.co.uk or +447448712854.

The college, led by the safeguarding lead (Oguchi Martins Egbujor) works tirelessly to prevent any form of bully, harassment, or intimidation either verbally, physically, or electronically within and without our premises and environment. Our environment includes within the campus and online platforms. The place of safeguarding has also expanded in recent years and that includes any form of neglect and domestic violence. If you witness anything, contact the above team. We value our learners and workforce and to ensure that all our learners enjoy freedom of expression and movement within our environment, be it online or face-to-face classrooms. Osymar International College of Education shall investigate any cases of safeguarding whether it happened or could have happened. We know and acknowledge that there are various forms of communication, be it verbal or nonverbal, and the organisation has resolved that any signs of body language that may lead to intimidation and harassment must be investigated to ensure that the learners enjoy their learning without fear of harassment and intimidation. Staff and learners are encouraged to look out for any signs of abuse as below:

- Bully
- Harassment
- Intimidation
- Violent pushing
- Indecent approach
- Making Gest of any person

- Using of any property belonging to others without permit
- Forcefully taking something without permission
- Any form of aggression
- Financial abuse (making use of money that does not belong to you)
- Any form of physical abuse
- Sexual harassment
- Behaving impolitely to others
- Verbal abuse
- Organisational abuse
- Social media abuse
- Peddling rumours against others to humiliate them.
- Indecency and many more

Safeguarding Team

Oguchi Martins Egbujor

Tasia Agunyego

+447448712854

enquiries@osymar.co.uk

Oguchi Martins Egbujor

Head of Centre/Internal Quality Assurer

08/08/2023

Prevent and Radicalisation

Osymar International College of Education subscribes to the compliance of Counter Terrorism and Security Act 2015, Section 26(1) that imposes Prevent Duty on the educational and training establishments. We deem it fit to ensure that we follow the guidelines to prevent extremism and radicalisation. We declare a “Zero Tolerance” on extremism and radicalisation, and work together as a team (staff and learners) to look out for any signs of behaviour that may lead to extremism and radicalisation. Our staff is required to undertake the Prevent training with seven (7) days of resumption to understand the components of violent and non-violent act of extremism. Every staff and learner will take the training and the certificate is kept in their file. We as an organisation values the welfare of our learners and workers and everyone is asked to be on the look-out for any social gathering, be it online or physical to ensure that such gathering is not used as a source of recruitment for extremism. Osymar International College of Education declares that while we work to comply with the provisions of the Protection of freedom Act 2012 and the Freedom of Information Act 2004, we will investigate any form of online or physical social gathering within our premises (online platforms included). However, our action is to support the government fight to prevent extremism in the United Kingdom. All staff and learners are to look-out for any social gathering, such as below:

- WhatsApp group
- Messenger group
- Facebook
- Tweeter
- Zoom Group
- Microsoft Team
- Group Telephone
- Leaflets
- Text messages, etc

Osymar International College of Education therefore encourages all staff and learners to be mindful and to be on the look-out for any of the above signs of extremism to help in reducing and or preventing young people from being lured into dangerous groups with the intention to radicalise learners whose original intention was to socialise with friends.

Oguchi Martins Egbujor

7th August 2023

Communication, Duties and Responsibilities

Osymar UK Limited runs an open-door policy that translates into transparency. There shall be a clarified line of communication between the management and staff, including assessors and the internal quality assurers (IVs). The established lines of communication shall be followed by all members of staff, include the contract lecturers, assessors, and internal verifiers. When we mention teachers, it includes assessors. The system of communication, including the communication with learners shall be strictly followed according to each policy.

Academic Staff (Teachers and Leaders)

To start with, all teaching staff, be it full time, Part time or contract staff must have appropriate qualifications that enables him or her to teach at the level he or she is engaged to teach. Apart from Functional Skills programmes, it is expected that all teachers shall possess minimum qualifications equivalent to level 7 (master's or Post Graduate Diploma)

Prior to engagement, any teacher must submit their Curriculum Vitae (CV) and copies of their qualifications to the Academic Manager who will take his or her time to investigate it and to collect the necessary references to ensure that the teacher has the acclaimed qualifications and experiences. The qualifications and experiences of a teacher differ according to the level of the programme engaged to teach.

Academic Manager

Academic Manager will be a qualified teacher with the necessary qualifications and experiences. The Academic Manager will have 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.

Other Academic Management Staff

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

- Academic Board
- Lead Internal Verifier/Internal Quality Assurance Manager
- Programme Manager
- Internal Verifiers
- Cohort Leader
- Module Leader
- Lecturer/Assessor

Staff Induction

Osymar International College of Education shall carry out inductions of staff, be it full time or contract prior to starting work. The system of induction is to acquaint the staff with systems and the rules, regulations, policies, and procedures as established within Osymar International College of Education. The system of induction helps the staff to familiarise himself or herself with the environments in which the organisation is operating. This process is also enabling the management to meet the requirements of Health and Safety at work 1974. It is a process of introducing the staff to other colleagues and the management and to explain the line of communication, duty, and responsibility. There shall be an on-boarding period of three (3) months, during which time the staff is expected to have overcome most of the challenges that may hinder the smooth operations of staff activities and daily routines.

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 address 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.

Oguchi Martins Egbujor

Head of centre/Internal Quality Assurer

3rd August 20232

Organisational Chart

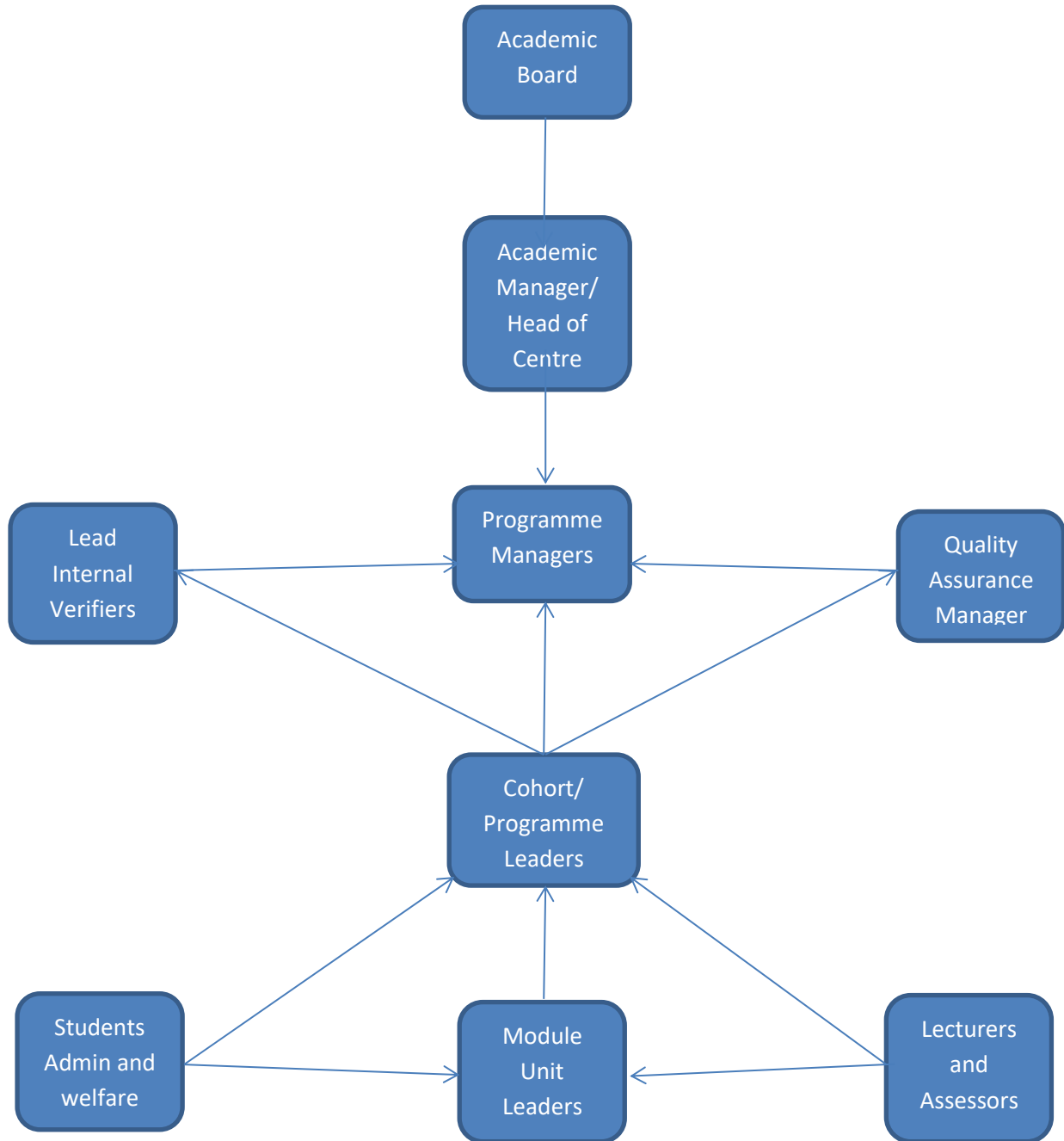
The organisational chart identifies and clarifies the communication levels and their responsibilities. The Head of Centre is the Academic Staff Manager. He/she shall be supported in the role by the following offices:

- Head of centre or Principal
- 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



Communication System with Staff and Learners

Osymar International College of Education maintains official systems of communication with both staff and learners. The staff (including contract staff (lecturers, assessors, and IVs) are required to strictly follow the systems and processes of communication. Staff and learners are issued with college emails. Access to information and data is restricted according to needs to comply with the requirements of disclosure. Each cohort has group email monitored by the teacher and the admin team. These systems include:

- Personalised email
- Telephone
- Chat
- Memo
- Microsoft Team
- Turnitin

All staff must be issued with a personalised email address and login detailed for Microsoft Team and Turnitin. All the assessors involved with Functional Skills shall be issued with the login details for accessing BKSB software. On resumption of duty, the above details will be given to the staff for the sole purpose of carrying out the work assigned by the organisation. Further clarification shall be given by the programme administrator.

Oguchi Martins Egbujor

Head of Centre/Internal Quality Assurer

12th August 2023

Appraisal System

Osymar International College of Education maintains a system of Performance Review within the organisation. All staff, whether full time, part time or contract must be appraised twice yearly. That is every six (6) months. The Performance Review is based on the discipline of the staff and all academic staff must be appraised on teaching and Assessment. Appraisals are carried out in the presence of a senior staff and a member of Academic Board. The appraisal is to identify those areas of skill deficiency that may need upgrading with training and or continuing Professional Development (CPD. The appraisal will review the teaching styles, methods and strategy of the lecturer concerned. The performance review also will involve understanding the teacher's competences in Formative (Assessment for Learning) and Summative Assessment. This is to ensure that the teaching staff is capable of planning and delivering enjoyable and motivating lectures to learners. The appraisal will review the capability and ability of the teaching staff to make assessment decisions that are fair and non-judgemental and according to the assessment criteria of the learning outcomes. The teaching staff would be appraised on the application of Command Verbs (Key Words) to ensure that he or she understands them accordingly. Appraisal will be followed by Training and Standardisation for developmental processes.

Oguchi Martins Egbujor

Head of Centre/Internal Quality Assurer

12th August 2023

Training, Development and Standardisation

Osymar International College of Education maintains a system of training and development for all the teaching staff and the administrative staff of the organisation. The college will engage qualified trainers to undertake the training and development of all the teaching staff and this will be compulsory, and all the teaching staff may attend physically or online. All the teaching staff will be supported in the areas that he or she is weak by the method of Management by Objectives to ensure that individual needs are met.

Training and development will be a Standardisation system (meetings and workshops) for Continued Professional Development and to maintain uniformity of teaching and assessment. All teaching staff must participate in standardisation meeting and or workshop or both prior to the beginning of any academic programme and prior to the assessment windows of any modules or units. The Standardisation Meetings will be chaired by the cohort leader and or the module/unit leader. All the teaching staff must attempt a mock assessment of a previously assessed (similar) unit to demonstrate the required competences. This is to ensure that assessors and the internal verifiers set a standard of quality. To ensure that common standards are maintained, the centre organises teaching observation scheme. All the teaching staff must follow the VACSR principles of assessment to ensure that their assessment decisions are objective rather than subjective:

- Validation
- Authentic
- Currency
- Sufficiency
- Reliability/Relevance

The of Head of Centre supervises all staff training and development. Staff, especially the academic staff are encouraged to undertake a free course on Assessment and or Internal Quality Assurance. All staff are encouraged to feel free to discuss their concerns, especially in the areas that they lack skills. This is to ensure that the academic staff of Osymar International College of Education maintains good practice in both teaching and assessment to always ensure good assessment decisions.

Oguchi Martins Egbujor

Head of Centre/Internal Quality Assurer

12th August 2023

Lesson Observation Schemes

Osymar International College of Education maintains a bi-annual teaching observation system for all the teaching staff. Newly recruited staff would be observed within the first six (6) weeks. This is to ensure that they are following the standard, and their pedagogy infuses enthusiasm and motivation into learning. The observation will also reveal if the teacher is following his or her lesson plan according to the assessment criteria and the learning outcomes of the unit/module. The observation will also involve the teacher's method of assessment for learning and supporting the learners. The observation will last for a maximum period of an hour. Most teaching observations would be teacher-led (Peer Observation). The Peer Observations must be planned and documented with a report. The observed and the observer must sign the document and the Academic Manager will keep the original copy on file. The Academic Manager and or the Programme Manager may organise a random observation without notice. Random Observation must be documented and both the observed and the observer must sign and the original copy place on file for inspection by any external representative of the awarding body and or any other regulatory body.

Oguchi Martins Egbujor

Head of Centre/Internal Quality Assurer

12th August 2023

Assessments

Osymar International College of Education is student focused and we work hard to ensure that our learners have a fair and robust assessment that is not subjective and to ensure equality and inclusiveness. There are two forms of assessments, namely:

- Formative Assessment
- Summative Assessment

Formative, AfL and Pastoral Support

Osymar International College of Education has a system of formative assessment, including pastoral support to our learners. The system of Formative assessment is used to support learners prior to commencing their summative assessment. Formative assessment is a form of learner-care that continues from the Assessment for Learning (AfL). Teachers and Assessors are expected to continue to assess learning from the time they come into contact with learners. Our teachers are advised to carry out **“assessment of prior learning”** when they interact with each learner for the first time, and to use it as a platform to offer tailored support to each learner as every learner is different and has different needs though he or she may be in a class with other learners.

Our teachers and assessors are required to be empathetic and sympathetic to the circumstances surrounding our learners. This means that all learners must be treated equally with a person-centred approach, and teachers are always reminded, to ensure that they value diversity and treat each learner inclusively without discrimination. This does not mean that any learner maybe give priority or favoured over others. All learners must be given equal opportunity to access support whenever needed. However, Osymar International College of Education admits that in some classes or group of learners, some are quicker in absorbing learning than the others and therefore, teachers are advised to ensure that they take all learners along by offering pastoral care to all, and this depends on individual learner’s needs.

However, all it takes is for teachers and assessors to clarify certain issues, such as assignment briefs, unit contents and specifications, lecture resources, and anything that is necessary to support learning, especially **“Command Verbs”** or key words. Every teacher must clarify the requirements of any command verbs of any learning outcomes and or assessment criteria. Formative assessment must not be confused with **“coaching”** and all efforts must be made to separate the two factors. No learner should be given advantage over the others or coached in such a way that he or she has unfair advantage over other learners. Any trace of this may lead to disciplinary action against the teacher and may also lead to academic misconduct on the part of the learner.

Summative Assessment

Osymar International College of Education as a system of Summative Assessment. At the end of each semester or at the end of a unit “teaching window”, there must be a summative assessment to measure learning and grading. There will be a window of assessment for all learners. This is the assessment of learner’s performance at the end of each constructive unit. It is the measurement of performance based on the unit learning outcomes and the assessment criteria and or other measuring criteria in the terms of examinations and other assessment methods that may determine learner’s achievement and performance against the expected aims, such as knowledge, understanding, skills and behaviour. The criteria for summative assessment and or achievement depend on the “Awarding Body’s” criteria that set the benchmark and or national standards that determine the achievement of any qualifications. All the assessment criteria of a summative assessment are contained in the unit or module specification and must be clearly stated on the assignment brief. It is expected that learners are assessed at the end of each subjective unit or module and the assessment criteria defer according to the awarding body and the levels of the programmes. The success and the integrity of any qualifications depend on quality, non-judgemental assessment that meets all the VACSR principles.

Methods of Assessment

Osymar International College of Education has methods of assessment as listed below:

- Examination
- Assignment writing (Essay and or Report)
- Observation
- Portfolio
- Test
- Presentation
- Professional Discussion
- Role Play

For all the internally assessed units, it is the responsibilities of the assessors to decide the mode of assessment in agreement with the internal verifier and according to the laid down policy of the organisation. The methods of assessment depend on the programme specification and or Awarding Body’s requirements. The quality standards’ threshold as set by the national framework and or according to the assessment criteria must be maintained to ensure the integrity of our qualifications. All assessment decisions must be internally verified accordingly.

Quality Assessment

Osymar International College of Education has quality assurance system for their course programmes to maintain the integrity of the qualifications we offer to our learners. Quality is the application of all the relevant factors that determine the benchmark or standards as a basic yardstick to determine achievement at the end of any subjective unit or module. Within the college quality system, there are various factors that determine quality assessment, namely:

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

Quality assessment depends on the application of the above factors. It is a requirement that assessors and teachers must be academically qualified for any unit or module they are involved in teaching and assessment and will demonstrate sound experience either on-the-job or prior teaching experience. Quality will also be applied according to Ofsted regulations and the Awarding Body's quality requirements. Every programme is different and shall be handled accordingly. However, assessment decisions of any assignments must be internally and externally verified. The assessment decision must have feedback that helps learners to improve on their academic responsibilities. There must be an Internal Verifier and Lead Internal Verifier acting as quality assurance managers.

Internal Verification for Quality Assurance

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

- Signing off the Assessment Plan
- Assignment Briefs
- Teaching Plans
- Curriculum Plan
- Internal Quality Assurance Policies
- Development of Assessors and Teachers
- Development of Internal Verifiers
- Liaising with External Verifiers/EE
- Ensuring that all Academic Standards are met.
- Ensuring the compliance of all regulations
- Ensuring that policies are reviewed according to changes and updates.

Internal Verification Process

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

The Internal Verifier shall liaise with the assessors and ensure their development and observations. The internal Verifier will attend Standardisation Meetings. He is responsible for signing off any Assignment Brief to ensure that it is fit for purpose.

Assessors/Teachers

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

Assessment Plan and Resubmission

At Osymar International College of Education, assessment plan is written by the programme or team leader. The Course Programme "Assessment Plan" is drawn with the consent of the Academic Manager. Assessment plan is a management tool, and it is a timetable for the delivery and the assessment of the entire programme units. Assessment Plan must indicate the hand in date of any unit/module Assignment Briefs and the submission date for that assignment to be handed in. The hand in or submission date must state the closing time for the submission. In other words, this is the deadline, and the time and date must be clearly stated on the assignment brief. Resubmission is dependent on meeting the submission deadline.

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

Extenuation Circumstance

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

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

The following are reasons for Extenuation Circumstance.

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

Any of the above factors could be classified as extenuation circumstance.

Resubmission

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

1. Learner must submit work on the specified date and time. This means that submission is on time (learner submitting on or before the deadline).
2. Learner submitted assignment according to the extenuation agreement.
3. Learner did not meet all the pass assessment criteria of the assignment.
4. Learner shall not resubmit to meet merit or distinction criteria.

Every learner shall have the opportunity for resubmission if he or she met the above conditions. Date of resubmission shall be clearly specified on the assessment plan. The assessor and IV must be specified on the assessment plan.

Resit of Examination

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

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

Oguchi Martins Egbujor

Head of Centre/Internal Quality Assurer

13th August 2023

Storage of Learners' Assignment and Examination Paper

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 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.

Oguchi Martins Egbujor

Head of Centre/Internal Quality Assurer

15th August 2023

Disclosing Information and Data

Osymar International College of Education takes the protection of our learners and workers information and data very seriously. 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 deliver 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.

Oguchi Martins Egbujor

08/08/2023

Feedback to Learners

Feedback is a system of support for learners. Feedback is used to enable development of learning. Feedback comes in different forms; it could be face-to-face or written. There are two forms of feedback, namely: -

- Formative Feedback
- Summative Feedback

Formative feedback is used to guide learners to achieve their goals. Formative feedback may take place in the class, on the phone or in any of the social media. This is a form of tailored guidance to individual learners as each learner's needs are different. Osymar UK Limited use formative feedback to build on learning and understanding. It is a system to offer pastoral care to learners and it is designed according to individual learner's needs. Formative feedback is focused, targeted and continuous. It can be given anytime and day, depending on the model of learning. There is no specific form to be filled out for formative feedback; it can happen on any mode of communication. The aim is to support learning and develop understanding and knowledge. Every learner is entitled to formative feedback as long as the learner requests for feedback. The reasons for formative feedback include: -

- Clarifying Assignment Brief
- Clarifying the unit specification and the indicative content
- Clarifying assessment criteria
- Clarifying a scenario
- Clarifying lectures and topics
- Seeking for understanding prior to summative assessment

Summative Assessment Feedback Form/Record

Summative feedback is used to guide learners for future and further development after assessment has taken place. This is recorded and there is a specific system of recording summative feedback as the assessor reviews the assessment. There is a system designed for this system of communication to learners. The system of recording is termed “Summative Assessment Record Form.” It is unique and all the assessors use it to offer constructive feedback to learners. The aim is for further development and to communicate to learners what they have done right and what they have done wrong in terms of assessment. Summative feedback is used by assessors to provide reasons for their judgement, and it is based on the assessment criteria and the learning outcomes of the unit under assessment. What assessors must do: -

1. Explain how the learner answered the question wrong.
2. Explain what learner has done to answer the question correctly.
3. Suggest what learner could have done to improve on the answers given.
4. Give reason for assessor’s decision.
5. Guide learner on what actions to be taken.
6. The summative assessment feedback form must have a date of the assessor’s decision and the name and signature of the assessor.
7. The summative feedback form must have the assessment grade or mark learner achieved.

The summative assessment feedback form is a standard document, only differs according to the unit’s assessment criteria and the learning outcomes.

Communicating Summative Feedback Decision

The communication date for summative feedback Decision must be captured on the Assessment Plan. The Assessment Plan will state the date of giving feedback to the learners on each unit. Feedback should be given to learners within twenty-eight (28) days from the date of submission. The assignment or the examination must be assessed within two (2) weeks. The Assessment decisions must be internally verified within two weeks. The summative Assessment decision shall not be communicated to learners without being internally verified. Assessment Decisions are released to learners the same day through the established system of communication.

Challenging Summative Feedback Decision/Appeal

Learners have right to challenge the decisions of the assessors. To do this, learners have to 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 it and this decision must be internally verified.
6. The internally verified decision of the 2nd assessor is final.
7. The appeal is closed at this stage and the learner has to accept the decision.

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?

- Copying other peoples' work without acknowledging them
- Taking one 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 advise learners to desist from any temptation that may lead them to submit any of the above for assessment and 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 for 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.

Complaint

There is a system of complaint for all learners and staff. Osymar International College of Education encourages staff and learners to make their displeasure known to the organisation in the name of complaint. Should any learner and or any staff member of the organisation feels unfairly treated, he or she has the right to make an informal or formal complaint as follows:

Informal

Any staff and indeed, any learner who feels not satisfied with any decision concerning him or her and or feels that another staff or learner has been given undue advantage over other can lodge an informal complaint to the lecturer and or the administrative staff. In the case of a staff, informal complaint should be made to the superior line manager. The line manager and or the lecturer must listen to the complaint and if possible, resolve it to the satisfaction of the complainant. Whereby the complainant is not satisfied with the outcomes of the informal complaint, he or she has the right to lodge a formal complaint.

Formal Complaint

Formal complaint is a form of seeking for redress should any learner and indeed, any staff feels aggrieved on any issue, he or she is advised to follow the formal procedure to lodge in a complaint. Complaint should be treated with confidentiality and addressed to the Head of Administration or Head of Centre. Whereby the head administration and or the head of centre are the subject of the complaint, the complaint should be lodge with the Programme Manager. The programme manager must maintain strict confidentiality and must assure the complainant of his or her assured confidence and trust. There should be no favouritism and or discrimination. The head of administration of administration must explain the complaint procedure to the complainant.

Complaint Procedures

The complainant must fill the complaint form or whereby the complainant has not got the strength or confidence to fill in the complaint form, the administrator shall write down verbatim all the complaints in the complainant's own words without adding or subtracting any words, good or bad. The administrator must read the complaint and request the complainant to sign and date it. The complainant can still submit his or her own complaint in writing. The administrator must sign an acknowledgement to state that a complaint has been received. A photocopy of the complaint must be given to the complainant and the original copy retained in complaint file.

Within twenty-four (24) hours, the administrator must inform the management and arrange to appoint one or two members of staff (in the case of learner complaint), the programme leader and or the module/unit leader will make up the number. The staff member at the centre of the complaint must be invited to join the complainant at the hearing table. The procedure and the outcome of the investigation and or meeting shall be strictly confidential. The complainant must be assured of protection of victimisation and discrimination and or favouritism.

After the hearing, the outcome and process and system of decision making must be made known to the complainant and the staff involved. All decisions shall be in writing. The criteria for decision making are based on the policy, the rules and regulations guiding the issue in question to the satisfaction of the complainant. In the case of the complaint not being in favour of the complainant, he or she shall be given the opportunity to appeal against the decision. The system and procedures of the appeal shall be explained in writing or complainant is directed on how to appeal.

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. 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>

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.

Equality, Diversity, and Inclusion

Osymar International College of Education pride ourselves as an Equal Opportunity organisation. 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 online based education and training we work in partnership with learners and workforce and 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.

Oguchi Martins Egbujor

Head of Centre/Internal Quality Assurer

08/08/2023

Recruitment of Learners

Osymar UK Limited 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 Osymar International College of Education as a study centre. Any information provided must be accurate and such information, such as 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.

There must be 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 shall 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 remains up-to-date.

Osymar International College of Education ensures that its processes of recruitment 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 from completing 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. 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)

To meet the requirements, an application shall present (1) an identification document (2) Immigration Status must confirmation (if the applicant has access to public fund in the UK. This 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 BKSb 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.

Consumer Protection

To comply with the Consumer Protection Act 2020, Osymar International College of Education has a system that ensures that our learners have correct information about the course programme and we ensure that our course programme and its delivery is fit for purpose and at the end learners would be satisfied. To achieve this, the Awarding Body, NCFE/CACHE has an annual review that ensures that we meet all the requirements. Our policies and systems are reviewed annually and at the end of each course programme, there is a system of verification to ensure that teaching and assessment decisions are accurate and consistent. We also have policy of protecting learners in the event of centre approval being withdrawn or suspended.

Online Classroom Platform with Microsoft Team

Within the first twenty-four months, Osymar International College of Education plans to run blended study programmes. We have projected to run a system of 80% online classroom and 20% on-campus face-to-face classroom. This means that all learners shall attend one-week classes on-campus and the remaining three weeks classes online. The aim for on-campus is to assess learning, offer tutorial and for lecturers to know the learners. For this reason, the college has acquired Licenses from Microsoft Team for online educational tenant that enables us to organise and deliver lectures and formative assessment online. The license enables us to have live events.

Online Library

To continue to ensure quality education, we have acquired educational license from Perlego to run an online library for our learners. The online library will enable our learners and indeed, the lecturers and assessors to have unrestricted access to books and other resources to ensure the effectiveness of teaching and learning. The college will on resumption of classes, allocate subscription login details to each learner. There is a built-in system of monitoring learners' participation in accessing useful resources to build and gain knowledge. Lecturers can also share relevant pages with learners, either as homework, class activities and or hand-out. This system will eliminate the need for paperwork and offer an enjoyable learning experience to our learners.

Disclosure of Baring Services (DBS)

Osymar UK Limited as a college is a registered DBS Employer with the reference No. 658271. It is our policy that all workers, full time employees, part time employees, contract workers (teachers, assessors, IQAs) shall hold an enhanced DBS check certificate that is not older than two years, starting from the date of commencement of work. For DBS certificate older than one year, the college shall carry out checks with the DBSCHECKONLINE to ensure that there is no negative registration against any workers.

Signed By:

12th April 2023

Oguchi Martins Egbujor

Head of Centre/Internal Quality Assurer

Osymar UK Limited

Trading as Osymar International College of Education

CONFLICT OF INTEREST DECLARATION

According to Data Protection Act 2018, and in accordance with the Standard Contractual Clauses, the management of Osymar UK Limited (trading as Osymar International College of Education) declares that we shall protect the interest of our partners, and at no time shall the activities of the college conflict with the interests of our partners. We shall declare our interest in advance and maintain a transparent policy to be open, honest, and trustworthy in our dealings with our partners. We shall maintain the provisions of the General Data Protection Regulation to protect the interests of our partners. We therefore declare that:

1. We shall not compete with our partners.
2. We shall not disclose any confidential information of our partners to a third party.
3. We shall disclose all our business dealings with other partners that may in conflict with the interest of our partners.
4. We shall not use any information and/or data of our partners unless permitted to do so.
5. We shall not knowingly enter into contractual agreement with any staff of our partners with the intention of benefiting from such dealings against the interest of our partners.
6. We shall not enter into a contractual agreement with any senior or junior staff of our partnership to gain advantage over our partners in pursuant of a common goal to the detriment of our partners.
7. Being in education and training, Osymar International College of Education (Osymar UK Limited) shall disclose our relationship to other educational institutions prior to signing any agreement.
8. In maintaining all the provisions of GDPR, the management of Osymar International College of Education shall not in any way disclose any confidential information and data in our possession to other educational institutions with a purpose of benefiting from it

Based on the above, we enter into a contractual agreement with all our partners; all our actions, activities and business dealings shall be open with the intention of creating understanding, confidence, and trust.

OGUCHI MARTINS EGBUJOR

Head of Centre/Internal Quality Assurer

Osymar UK Limited

Osymar UK Limited

Ilford

Essex IG1 1BA

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.

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.

Refund Tuition Fee to Student Loans Company:

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

Travel Cost and Expenses Due to Relocation

Osymar International College of Education has no plan for relocation from the present campus however, in the event of forced relocation due to circumstances beyond our control, the college will make alternative arrange for transportation or subsidised the travel cost should that exceed the normal transport cost in London. The college will honour all rules and regulations involving bursaries and compensation for lost time should a learner's continued studies be disrupted due to our relocation or in the event that the organisation ceases to operate. The college already has an insurance policy covering Employers liability of £10 million and public liability of £1 million. The assured figures will change as the business expands.

Oguchi Martins Egbujor

Head of Centre/Internal Quality Assurer

3rd August 2023

Complaint Form

Complainant Name	Date
Explain Your Complaint Below	

Name and Signature: _____

Staff or Learner ID No: _____ **Date:** _____

Appeal Form

NAME:	LEARNER ID:
WHAT IS THE TOPIC OF APPEAL	
EXPLAIN YOUR GRIEVANCES	

NAME AND SIGNATURE: _____

DATE OF APPEAL: _____

ANNUAL MONITORING REVIEW (AMR)

Scheduled for 16th August 2023

The Centre Policies are reviewed to meet the requirements of the Annual Monitoring Review by the Awarding Body, NCFE/CACHE

The review of the above policies was carried out on this day, 16th August 2023

By

Oguchi Martins Egbujor

The Head of Centre and The Lead Internal Quality Assurer

Osymar International College of Education

NCFE Centre Approval Number 9001504

CENTRE PROCEDURES

OSYMAR INTERNATIONAL COLLEGE OF EDUCATION

Learner Recruitment and Admission

Our recruitment of learners starts with various advertisement on social media, leafletting and word of mouth. We approach business organisations, especially the care recruitment agencies and health and social care providers. We also give out leaflets on the streets, followed by word of mouth. The intended learners are directed to the website where they can download the application form or they can send us a WhatsApp message and/or email, requesting for application form.

Application Form

- Application form is sent out to learners to complete and return to us with their Preview Learning Certificates, passport or any form of identify, including proof of address.

Authentication of Documents

- We required International passport, Home Office ID or driving licence.
- We require proof of address: any utility bills (water bill, electricity bill or gas bill), bank statement and/or landline telephone

Admission

- We ask learner for a simple BKS B English and Maths tests.
- We enrol learners and register them on the relevant course programmes they applied
- Learners are registered on our Microsoft Academic Platform for online lectures.
- College email is issued to learner to enable them login to lectures

Welcome Brochure/Induction/Scheme of Work

Every cohort has its unique platform. All information is contained on the Course Programme brochure. All the induction information is contained on the brochure, and that includes the names and pictures of the teachers for each unit. This brochure contained all the details and duration of the course programme:

- The units
- The unit teachers
- The Internal Quality Assurer
- The scheme of work

- Placement
- Start date.
- End date

Oguchi Martins Egbujor

Head of Centre/Internal Quality Assurer

3rd August 2023

Standardisation Meetings

Osymar International College of Education shall hold “Standardisation” meetings at least twice 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. The Standardisation meetings shall be chaired by the Head of Centre (Oguchi Egbujor), the Internal Quality Assurer (Tasia Agunyego) or the Programme Leader. 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 command verbs, teaching and assessment qualities, including the unit contents.

The issue of assessment is handled by the Internal Quality Assurer. The focus on 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 Head of Centre. Attention must be focus 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 teach will write a report, both the observer and the observed must sign and date the report prior to being filed off by the admin. The issues to be discussed at the next meeting.

Oguchi Martins Egbujor

Head of Centre/Internal Quality Assurer

12th August 2023

Formative and Summative Assessment

Formative Assessment

It is a requirement for teachers to support learn with pastoral care.

Formative assessment should be person-centred as no two learners are the same. Teachers must bear in mind that in class, learners have different pace of assimilation and learning, and the slow learners must be included in the assessment for learning and the formative learning plan. Teacher should guide the learners by clarifying any assignment brief. Teacher must ensure that learners understand all the assessment criteria and the command verbs prior to starting their summative assessment.

Summative Assessment

1. The rules of the Awarding Body must be followed.
2. Teachers must understand the boundary of formative assessment and coaching.
3. Learners should not be coached and should be allowed to produce their assessment according to their ability.
4. Assessors must follow the requirements of the assignment brief and the required evidence.
5. The assessment model of VACSR (Validity, Authenticity, Current, Sufficient and reliability) must be followed to ensure consistency.
6. Assessor must ensure that learners meet the requirements of any command verbs of any assessment criterion to achieve the required grade.
7. Assessors must be objective rather than subjective to avoid being prejudice. They must focus on the assignment in front of them rather than the learner's class ability.
8. Assessor must ensure that learner has produced the required evidence according to the assignment brief.

Assessment Decision

Assessor/teacher must ensure that the assessment decision is consistent and it is in line with the national standards and the Awarding Body's prescribed requirements for each grade. Assessor must have at the back of their mind that their assessment decision must be reviewed by the Internal Quality Assurer for verification. They must abide by the principles of assessment to ensure authenticity and validity, reliability and currency and the sufficiency of the requirements, be it the command verb and the required evidence.

Sampling

It is a good practice for the IQA to sample 100% of the assessment decisions of a new teacher to ensure that it conforms to the national standards and the organisational standard. This is to ensure consistency of decision making. The number of our learners at

present time is very small and the IQA samples all the learners' work however, as the college grow and develop, the sampling would be restricted to the requirements of the awarding body.

Teachers Accountability and Responsibility

Osymar International College of Education maintains good practice. All academic staff adhere to policies and abide to the common standards as stipulated by the Awarding Bodies, and our funding partners. All the teachers and IQAs report to the Head of Centre who is the Lead Internal Quality Assurer. The college follow strictly the teaching and assessment requirements of the Awarding Body. From the first day, on induction and teaching, teachers are advised to write their lesson plan and lecture slides according to the learning outcomes and their assessment criteria to enable the learner to follow and understand the objectives of each session. The Head of Centre observes all teachers without notice to ensure that good practice is maintained, and to ensure that learners have good learning experience. Teachers are requested to incorporate the "command verbs" in their daily activities with learners and to clarify any issues by following the "3-2-1" strategy that requires learners to:

1. Identify three (3) things they learn at every lecture.
2. Identify two (2) things that stand out the most that they learn from the lecture.
3. Identify one (1) question that they need to ask to clarify any issues that they are in doubt of.

This helps the learners and the teachers to ensure that learning has taken place and that any doubts have been clarified by the teacher that will help learners to demonstrate knowledge and understanding with the required skills and competences.

The 3-2-1 Strategy

The 3-2-1 strategy has helped the college to update and evaluate learning through "assessment for learning" (AfL). This strategy helps our learners to update their notes and knowledge and to be in a better position to sit for a summative assessment.

Teachers Recruitment and Induction

Osymar International College of Education sourced their teachers (academic staff) through headhunting, observation, and recognition. The Head of Centre is responsible for the recruitment and selection of teachers and internal verifiers. This is based on head-hunting and hand-picking of 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. Osymar International College of Education work in partnership with organisations to deliver AEB funded course programmes, and some teacher maybe assigned to have access to the portal of learning record services (LRS) for learners' personal learning records (PLR). 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 must carry 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.

Storage and Data Protection

Osymar International College of Education receives, processes and stores information and data of our learners and funding partners; all staff must sign and date undertaking maintain confidentiality. Our documents are stored in database that is protected with double passwords and filed in OneDrive and Dropbox cloud storage that is protected with passwords. Learners and teachers are issued with the college emails and asked to only log into the online class with their college email to avoid uninvited guests. For data protection, access to confidential information is restricted by the administrator.

Induction

Osymar International College of Education maintain induction of their workers. The Head of Centre 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.

Onboarding

Teachers are onboarded for a period of three months. 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 good learning experience by our learners.

Oguchi Martins Egbujor
Head of Centre/Internal Quality Assurer

14th August 2023

Formative and Summative Assessment

Formative Assessment

Osymar International college of Education has it as a requirement for teachers to support learn with pastoral care.

It is a mandatory requirement that “Formative Assessment” should be person-centred as no two learners are the same. Teachers must bear in mind that in class, learners have different pace of assimilation and learning, and the slow learners must be included in the assessment for learning and the formative learning plan. Teacher should guide the learners by clarifying any assignment brief. Teacher must ensure that learners understand all the assessment criteria and the command verbs prior to starting their summative assessment. This system forms part of routine teaching and learning evaluation. Assessment for Learning (AfL) must be focused and targeted at learners assessed to be lagging. There must be a pastoral support to learners, bearing in mind that no two learners are the same.

Summative Assessment

During the summative assessment, teachers must be careful to avoid coaching the learners. Supporting learners at this stage is only focused on clarifying the assignment briefs. Teachers must be careful not cross the thin line between formative and summative feedbacks. Teachers and assessors must follow the guidelines as mentioned below:

- 1) The rules of the Awarding Body must be followed.
- 2) Teachers must understand the boundary of formative assessment and coaching.
- 3) Learners should not be coached and should be allowed to produce their assessment according to their ability.
- 4) Assessors must follow the requirements of the assignment brief and the required evidence.
- 5) The assessment model of VACSR (Validity, Authenticity, Current, Sufficient and reliability) must be followed to ensure consistency.
- 6) Assessor must ensure that learners meet the requirements of any command verbs of any assessment criterion to achieve the required grade.
- 7) Assessors must be objective rather than subjective to avoid being prejudice. They must focus on the assignment in front of them rather than the learner’s class ability.
- 8) Assessor must ensure that learner has produced the required evidence according to the assignment brief.

Assessment Decision

Assessor/teacher must ensure that the assessment decision is consistent, and it is in line with the national standards and the Awarding Body’s prescribed requirements for each

grade. Assessor must have at the back of their mind that their assessment decision must be reviewed by the Internal Quality Assurer for verification. They must abide by the principles of assessment to ensure authenticity and validity, reliability and currency and the sufficiency of the requirements, be it the command verb and the required evidence. The college makes it mandatory that feedbacks to learners must be focused on learner improvement. Summing up the grade, teachers must encourage learners where necessary and identify areas of improvement to enable learners to achieve their potential as learning is incremental. Teachers must encourage learners to read the Assessment decision to enable further development.

Sampling

It is a good practice for the IQA to sample 100% of the assessment decisions of a new teacher to ensure that it conforms to the national standards and the organisational standard. This is to ensure consistency of decision making. The number of our learners at present time is very small and the IQA samples all the learners' work however, as the college grow and develop, the sampling would be restricted to the requirements of the awarding body.

Oguchi Martins Egbujor

Head of centre/Internal Quality Assurer

14th August 2023

Teachers Recruitment and Induction

Osymar International College of Education sourced their teachers (academic staff) through headhunting, observation, and recognition. The Head of Centre is responsible for the recruitment and selection of teachers and internal verifiers. This is based on head-hunting and hand-picking of 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. Osymar International College of Education work in partnership with organisations to deliver AEB funded course programmes, and some teacher maybe assigned to have access to the portal of learning record services (LRS) for learners' personal learning records (PLR). 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
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Osymar International college must carry 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.

Storage and Data Protection

Osymar International College of Education receives, processes and stores information and data of our learners and funding partners; all staff must sign and date undertaking maintain confidentiality. Our documents are stored in database that is protected with double passwords and filed in OneDrive and Dropbox cloud storage that is protected with passwords. Learners and teachers are issued with the college emails and asked to only log into the online class with their college email to avoid uninvited guests. For data protection, access to confidential information is restricted by the administrator.

Induction

Osymar International College of Education maintain induction of their workers. The Head of Centre 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.

Onboarding

Teachers are onboarded for a period of three months. 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 good learning experience by our learners.

Oguchi Martins Egbujor
Head of Centre/Internal Quality Assurer

14th August 2023

STAFF AND LEARNER DECLARATION OF READING AND UNDERSTANDING THE CENTRE POLICIES AND PROCEDURES

This is a checklist of confirmation that all staff (academic and administration) have read, understood, and consented to the centre policies and procedures (Tick):

No	Policy and Procedure	Yes	No
1	I have read and understood the Centre Policies and Procedures		
2	Aim, objectives and the organisational values (*)		
3	Safeguarding, consent and radicalisation policy (*)		
4	Equality, diversity and inclusion (*)		
5	Health and Safety at work (*)		
6	Staff Recruitment policy		
7	Learner Recruitment and registration policy (*)		
8	Complaint policies and appeal procedures (*)		
9	Withdrawal of centre approval and Transfer of credit (*)		
10	Conflict of interest		
11	Quality teaching		
12	Complaint on Assessment (formative and summative) (*)		
13	Learner Admission and Initial Assessment (*)		
14	Disclosure of information and Data Protection		
15	Communicating feedback to learners (*)		
16	Organisational Structure		
17	Training and Standardisation		
18	Internal Verification		
19	Induction (*)		
20	Plagiarism and Discipline (*)		
21	Extenuation Circumstance (*)		
22	Examination and resit-examination (*)		
23	Storage (Assignment and Examination papers)		
24	Online classroom platform (*)		

All learners MUST tick and sign all the policies and procedures with Asterix (*)

I have read, understood and consent to the Centre Policies and Procedures

Name and Signature:

Date:

