

## **028. Quality Assurance Handbook**

## Quality Assurance Handbook

<b>Policy owner:</b>	<b>Academic Director (CEO)</b>
<b>Version No.:</b>	<b>2.0</b>
<b>Review cycle:</b>	<b>Every 6 months</b>
<b>Approval route:</b>	<b>Board of Governors</b>
<b>Publication route:</b>	<b>External (IFG website)</b>
<b>Latest publication date:</b>	<b>13.02.2026</b>

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# 1. Introduction

## Purpose and Scope of the Handbook

The Quality Assurance Handbook draws together in a single location, a summary of the key aspects of IFG's policies, processes and codes of practice which constitute the International Foundation Group's (IFG) Quality, Monitoring and Enhancement framework.

The detailed and full policies and procedures can be found within IFG's online quality folder found <https://www.intfoundationgroup.co.uk/ifg-policies-and-procedures/>. The purpose of this document is to provide a central source of information for all IFG quality activity.

## IFG Mission

Our mission is at the heart of our organisation and is underpinned by our core value of meeting the changing aspirations of our students. Our 2030 strategy will build on and grow this commitment.

**“To help students fulfil their academic dreams by providing pathways to university level study and beyond”**

## IFG Vision 2030

By 2030 International Foundation Group will have developed into an organisation who:

### A. Meet the changing aspirations of international students

- Deliver students to university who are equipped with the latest skills and knowledge required to succeed
- Have modern and well-equipped teaching facilities in London and future teaching centres
- Offer a successful on-campus offer in the UK to compliment the current IFG London off-campus offer

### B. Have grown into a Higher Education Provider offering Level 3 – Level 7 Programmes

- Deliver a competitive suite of pathway programmes focused on the needs of students and universities
- Deliver franchise undergraduate and validated postgraduate programmes
- Offer international students a route from Level 3 pathway to Level 7 Postgraduate study
- Deliver undergraduate & postgraduate online Professional Accountancy qualifications to international & explore expansion to home students

### C. Have expanded their global reach via growth in our in-country franchise network

- Successfully deliver IFG programmes in key markets via a network of IFG franchise teaching centres
- Have grown into a known and respected in-country pre-university provider

### D. Have a robust student recruitment strategy underpinned by a dynamic and respected brand image

- Sponsor international students on qualification from Level 3 to Level 7
- Have a robust, well trained agent network covering all key pathway and HE recruitment markets
- Recruit home students onto undergraduate and postgraduate programmes
- Recognised in the UK and abroad as a dynamic and trusted pathway and HE Provider known for academic and business innovation

## Quality Assurance Philosophy

IFG's Quality Assurance (QA) Philosophy outlines the institution's commitment to maintaining and enhancing academic standards, ensuring the continuous improvement of teaching, learning, research, and support services. We have four core principles:

**Student-Centredness:** Placing the student experience and learning outcomes at the heart of all academic and support activities.

**Continuous Improvement:** Emphasising an ongoing process of reflection, evaluation, and enhancement in all aspects of IFG's work.

**Stakeholder Engagement:** Actively involving students, staff and partnering universities in quality processes.

**Alignment with Standards:** Aligning internal quality processes with national and sector quality assurance frameworks and regulatory requirements such as the Office for Students *Ongoing Conditions of Registration*, Quality Assurance Agency *Quality Code* and our accreditation partners.

## 2. Governance and Quality Assurance Structures



### Committee Structure



### 3. Academic Standards and Programme Management

#### Programme Design and Approval

The International Foundation Group (IFG) New Programme Design and Approval Policy focuses on strategic programme development and approval processes, ensuring appropriate decisions for new programmes of study, maintaining high academic standards, aligning with organisational strategies and protecting students' academic interests.

All IFG Foundation programmes and modules are designed in-house by the IFG Academic Team, led by the Academic Director who is supported by the Curriculum Manager.

The programmes are recognised by Universities on an individual basis and private 'progression agreements' put in place to formalise the recognition. In effect, this is the external examination of the new programme and/or module. Currently IFG have 18 such progression agreements in place with UK Universities for the business management, computer science, engineering and social sciences foundation programmes where students successfully passing the programme and achieving the required IELTS score (generally 6.0) are guaranteed a place on an undergraduate degree. The required percentage grade on the foundation is set by each university and varies between 50% - 80%. 'Progression agreements' are also in place for progression from the medical foundation and also the pre-masters in business management. This method of recognition is a commonly used model for most Foundation providers.

In addition, IFG's (non-medical) foundation programmes are endorsed by ATHE with a project in place for 2026/27 for these to be formally accredited. The medical foundation programme is accredited by NCFE.

There are two formal approval points for new programmes:

- Business Case Approval and
- Academic Case Approval

A new programme must not accept applications until the academic case is approved by the Academic Board and the business case is approved by the Operations Board.

#### *Business Case Approval*

New programmes must develop a Business Case unless the Academic Board agrees to apply the low-risk framework. The Academic Board and Operations Board will only consider a business case agreed by the Academic Director, Director of Studies or Marketing & Partnerships Director. A new programme can be marketed as 'subject to academic approval' once the business case is approved.

#### *Academic Case Approval*

New programmes must have an Academic Lead who develops the academic case, which includes approval information, programme specifications, module specifications and ILO mapping.

In addition, academic expert(s) from IFG's Board of Governors and another independent academic subject expert should be invited to comment on the proposed new programme, one of whom may be a current external examiner or from a different school or faculty within IFG assigned by the Academic Board, and asked to complete an Independent Review.

The Academic Board has the discretion to stipulate a review of the new programme after a specified length of time as a condition of approval. All new programmes will be subject to an annual review.

#### *Final Approval*

Final approval of any new programmes will be the responsibility of the IFG Board of Governors.



### *Low Risk Approval Framework for New Programmes*

Low risk programmes are defined as short courses, one-day workshops and taster sessions. Essentially they will not have a significant financial impact on IFG's sustainability but will promote the institution's profile.

Individual academic leads are responsible for low-risk new programmes, which must be approved by the Academic Director in advance. The rationale for applying the low-risk framework must be detailed and submitted to the Academic Director, Director of Studies and Marketing & Partnerships Director.

The case is developed, with the Academic Director having the discretion to request additional information from the proposer.. The case is considered and approved at the Academic Board level. New low-risk programmes approved will be reported to the Academic Board, applications from prospective students must not be accepted until the programme is reported.

### **Programme Changes, Suspensions and Withdrawals**

The International Foundation Group (IFG) Programme Changes, Suspension and Withdrawals Policy focuses on strategic programme development and approval processes, ensuring appropriate decisions for changes to, suspended and withdrawn programmes of study to maintain consistency and protect students' academic interests.

In most cases, changes to a programme and/or module are identified and triggered by the Annual Monitoring process and can identify all types of programme changes, including new and revised modules. New 'Open Modules' must be approved by the Academic Board, and proposals must be developed in line with current guidance supplied by the accreditation body or the partner university.

Where a change to the modules already approved within a published programme are proposed, the approval for this change must be made by the Director of Studies with approval from the Academic Director, and final approval made by the Academic Board.

Changes to modules should only be proposed and approved before the start of the new academic year and not in-year unless under exceptional circumstances.

Where changes are made to an already published programme, the Information, Marketing and Promotions (CMA) Policy must be adhered to ensure affected students and/or offer holders are informed in a reasonable time for them to re-consider and/or accept.

#### *Programme Suspension*

To suspend intake on a programme, the Academic Director must detail the rationale in writing to the Academic Board for the withdrawal, dates, plan for teaching out of affected students, split by current students, applicants and offer holders.

The Academic Board will consider the suspension. A suspension of intake is typically granted for one year, after which the Academic Board must decide if the programme should be reinstated, submitted for permanent withdrawal, or requested for another year. A programme cannot be rolled over on suspension for more than two academic years.

#### *Programme Withdrawal*

IFG's Academic Board receives an annual monitoring report. If necessary, the Academic Board may recommend closing a programme that is not operating satisfactorily.

If the decision is made to withdraw a programme, a detailed teaching-out plan must be provided by the Director of Studies for the Academic Board and IFG Board of Governors approval. This must detail how the remaining students' experience will be maintained and the quality of the programme during the teaching-out phase. The teaching-out plans must be split into the following affected students: current students, applicants and offer holders.

Final approval to withdraw a programme will be taken by the IFG Board of Governors.

All teaching-out programmes will still be subject to an annual review, considering the student experience and addressing any specific issues encountered. The Academic Board receives an annual summary of all teaching-out annual programme review reports, ensuring the academic interests of students on withdrawn programmes are protected.

As with suspension and changes to a programme and/or module the Information, Marketing and Promotions (CMA) Policy must be adhered to protect the interests of all students.

### **Programme Monitoring and Review**

IFG holds educational quality assurance and enhancement as a key institutional priority, and has annual monitoring systems in place to ensure that courses of study are reviewed and assured appropriately and that key stakeholder feedback is taken into account. Our annual monitoring systems are designed to ensure our educational delivery is and remains fit for purpose in relation to the character and portfolio of our small institution, and that IFG demonstrably aligns with the OfS B Conditions governing quality, reliable standards and positive outcomes. The systems aim to incorporate internal and external peer involvement as fully as possible, and to operate throughout the daily life of the institution.

Each course undergoes an annual monitoring process to ensure ongoing quality and performance, with relevant actions and data arising from annual monitoring feeding into periodic reviews of courses. The key elements of the annual monitoring process include:

Review of course performance data (e.g., student progression, assessment outcomes, pass rates).

Evaluation of student satisfaction and feedback, including National Student Survey (NSS) results (which IFG will participate in once offering degree level programmes) and internal course surveys, and any relevant data arising from student complaints.

Consideration of any issues raised by external examiners and course committees.

Reflection on any changes to academic policy, external regulations, or institutional strategy that may affect the course.

A formal report on the annual monitoring of courses is submitted to the Academic Committee for approval, and an action plan is developed for any necessary improvements. Reports may be submitted to regulatory and validating bodies where requested/required.

### **External Examiners and External Reviewers**

This External Examiner Code of Practice outlines the policies and procedures for appointing and managing external examiners for IFG's taught programmes. It ensures external examiners contribute to maintaining high academic standards and support quality assurance in line with national and institutional expectations.

The Code ensures:

- Maintenance of academic standards for awards.
- Fairness in the assessment process.
- Enhancement of the student learning experience.

All IFG appointed External Examiners are required to adhere to the following UKSCQA principles:

1. Protect standards and ensure comparability and consistency

2. Act as an expert in providing independent critical review, performing the role with integrity and supporting enhancement
3. Ensure fairness and transparency in assessment
4. Maintain the currency of their knowledge
5. Support inclusivity and equity in teaching, learning and assessment

## 4. Teaching, Learning and Assessment

### Educational Delivery

International Foundation Group is situated in Mandeville Place, Marylebone, Central London. Our campus is housed within The School of Philosophy and Economic Science in a large 19th century building.

- Currently all teaching is classroom based with no class sizes exceeding 12 students.
- Teaching in the classroom is supported by an extensive VLE called Pharos which contains various resources including the presentations delivered in the classroom.
- In addition, all students have their own licence to access Perlego, an online library containing in excess of one million books. These are predominantly academic textbooks, but also include some non-academic books which are particularly useful in terms of developing English language skills.
- IFG also has its own online teaching platform which is integrated into Pharos. This is predominantly for students studying online, but has proved useful in recent post-Covid times to prevent disruption to course delivery caused by external factors such as train strikes. Our platform is from Big Blue Button and simulates physical classroom delivery through interactive features, and the capacity to divide classes into smaller groups where appropriate. All online lessons are recorded, and these recordings are available to students on Pharos.
- For some modules, students are encouraged to purchase other textbooks relevant to their course. We help them with this.
- Students are encouraged to share with us any welfare challenges they may have. However, we do not have a qualified mental health member of staff. Therefore, all students have unlimited access to mental health support provided by Togetherall. Students can confidentially and anonymously gain online access to trained mental health counsellors on a 24/7 basis. They can also join online groups of students encountering similar challenges.
- Students have access to informal seating areas outside the classroom and also to a large canteen area on the lower ground floor where they can work outside of class times.

### Teaching and Learning Strategies

IFG's principal aim is to prepare students for the next stage of their academic journey or careers. We understand that if students are to be successful in their further studies or careers, they not only require a strong academic background, but that they must also develop new skills and embrace a more self-directed approach to their studies than they may have needed in their previous education.

IFG students should also be well prepared to make the right choices in terms of their futures and to cope, in some cases, with living and studying in another country. In addition, for students whose first language is not English, it is essential to develop and build upon existing reading, writing, listening and speaking skills.

To achieve these aims, there are six main strands to our strategy:

- a. to equip students with a strong academic foundation for their area of study in higher education through a wide ranging syllabus, and a varied diet of assessments;
- b. to develop their academic skills and confidence to engage in and take ownership of their studies;
- c. to enhance students' proficiency in academic writing and communication;
- d. to enable the professional development of academic staff;
- e. to assist students in making informed choices both in terms of academic progression and careers;
- f. to maintain robust assessment processes.
- g. to share information between teaching staff.

#### A. Academic Foundation

- Course content is designed to ensure that students have a firm foundation for their future studies in higher education or future careers;

- Student achievement is measured through a variety of assessment types reflecting a similar assessment range which students will experience when they progress to degree courses or/and their employment;
- Feedback to students is constructive and enables students to understand what they are doing well and how they can improve;
- Learning resources support classroom teaching and encourage learning and progress;

#### B. Academic Skills

There is a strong emphasis on evaluation and application of information;

- Students are encouraged to develop confidence in solving problems and developing arguments;
- Student engagement in teaching sessions is encouraged through discussions and group activities;
- There is a strong emphasis on development of skills required for different types of assessment tasks such as presentations, construction of extended pieces of work, avoiding plagiarism, referencing, and research;
- Personal tutoring sessions encourage a reflective approach, encourage students to identify areas of strength and weakness, and set their own targets;
- Student representatives may participate in the Academic Board and other academic committees meetings as delegates of the student body.

#### C. English Language Proficiency

- All students take a Communications Skills module which enhances their ability to communicate verbally in a range of situations;
- Students also develop academic English skills in preparing for English language tests;
- All teaching and assessments are in English.
- Formative and initial assessment results are shared between staff. This is particularly important where it relates to the English language level of students as this impacts on all other aspects of the course.
- Before the teaching of a particular cohort commences, the Academic Director shares with English language teachers the results of previous English language tests of new students including the results of online English Placement Tests set by the College.
- Students are then given a thorough assessment of their English level in all four components of Writing, Reading, Speaking and Listening. These results are shared with other EFL teachers as well as teachers of other subjects.
- Student levels of English are discussed at the Academic Board and Exams & University Progression Committee as well as a sub Course Committees confined to teachers of Academic English, Study Skills, Communication Skills and Themes in Social Science - all modules with most specific relevance to English language ability
- Students are then assessed at regular intervals to update assessments of English language levels. The results are shared with all relevant teachers.

#### D. Staff development

- Staff development supports staff in developing the skills, behaviour and knowledge they need to achieve the objectives of their role and to enable them to respond flexibly to the demands placed upon them by internal and external change and development.
- Academic staff are recruited on the basis of their ability and experience in preparing students for higher education;
- All staff receive a thorough induction which emphasises the aims and objectives of the programme, the learning outcomes, and the assessment processes of IFG;
- Staff are encouraged to share good practice through regular meetings with their peers;
- The Academic Director or an appointed member of staff regularly observes lessons, and, in addition, all teaching staff take part in peer observation of each other's' teaching sessions;
- The Academic Director appraises all teachers annually, and is, in turn, appraised by the Executive Director or his/her appointee.

#### E. Academic Progression and Career Advice

- Students receive comprehensive advice to ensure they make an informed choice of higher education courses and institutions;
- Representatives from different universities are regularly invited to speak to the student body and staff to provide insights into higher education opportunities, potential career paths, and further study options;
- Students receive one-to-one assistance to help in all aspects of the HE application process;
- Students are given information and advice on living in another country;
- Embedded in the syllabus is an emphasis on transferable skills to increase student employability;

#### F. Assessments

IFG's assessment policy and processes are guided by the need to prepare students for their future studies at undergraduate or postgraduate level and by the need to assess whether or not specific learning outcomes have been met.

- There are a variety of assessment methods in order to assess learning objectives appropriately, and as a reflection of the range of student preferred learning styles;
- Assessments encourage independent learning and reflection and develop transferable skills;
- All assessments are set by IFG academic staff and internally verified by the Academic Director or his/her appointee;
- All assessments are moderated by the Academic Director or his/her appointee;
- All coursework assignments are set on Pharos, and students must upload their scripts on Pharos. All scripts go through anti-plagiarism software, Turnitin - <https://www.turnitin.co.uk/> ;
- Feedback is either given through Pharos or by email attachments;
- In the case of academic misconduct, please refer to Academic Misconduct Policy

#### Feedback and Moderation Procedures

IFG provides guidelines for the assessment process within higher education programmes. It aims to ensure fair, transparent, and consistent assessment of student work, contributing to the integrity of academic qualifications awarded by the institution. It incorporates procedures for second marking, moderation, and the involvement of external examiners to maintain academic standards. The policy is aligned with the Office for Students (OfS) regulatory framework, particularly in relation to conditions B1 to B5, which focus on assessment and academic standards.

This policy ensures that assessments are fair, transparent, and rigorous. The involvement of second marking, internal moderation, and external examiners guarantees that the institution's academic standards are maintained and that students are assessed in a consistent and equitable manner. Regular reviews of the policy will be conducted to ensure that it remains in line with best practices and evolving standards in higher education.

This policy is designed in compliance with the Office for Students (OfS) conditions B1 to B5, ensuring that assessment practices maintain the integrity of academic qualifications and the quality of education provided by the institution.

#### Principles of Assessment

**Fairness:** All students should be assessed based on clearly defined criteria that reflect the learning outcomes of the course.

- **Transparency:** Assessment methods and criteria should be clearly communicated to students at the start of the course.
- **Consistency:** Assessments should be consistent and applied equitably across all students.
- **Validity and Reliability:** Assessment methods should accurately measure students' knowledge, skills, and abilities, ensuring reliability across different assessors and contexts.

These principles align with the OfS's B1 condition, which requires providers to ensure that students are assessed using clear and transparent criteria.

### **Assessment Methods**

**Formative Assessments:** These are used to provide feedback during the learning process and may or may not necessarily be graded. Where marks are awarded, these are only to guide future performance and do not contribute to the student's grade for the module or course.

In highly exceptional circumstances as a reasonable adjustment, a mark awarded for a formative assessment may form part of a student's contributing overall grade where for valid reasons the student is unable to complete part of the intended assessment, provided that:

- The formative assessment in question contributes to the relevant learning outcomes;
- The formative work is double marked and moderated against the student's other work;
- The agreement of the External Examiner is sought and in place before the student's formative mark is submitted to the Examination Board as contributing to the student's grade for the module/course.

**Summative Assessments:** These are assessments where the mark awarded contributes to the student's grade for the module or course.

Examples of assessment methods include:

- Written exams
- Coursework (essays, reports, projects)
- Presentations, portfolios, research projects
- Group work and collaborative tasks
- Reflective essays

These methods are in place to meet the requirements set out in OfS condition B2, ensuring that assessment methods are reliable, transparent, and consistent across different cohorts of students.

### **Second Marking**

Second marking is an essential procedure to ensure fairness, reliability, and accuracy in the assessment process. All summative assessments should undergo second marking, except where otherwise agreed upon by the institution's academic board. Its purpose serves to verify the accuracy of the first marker's judgment, confirm that assessment criteria have been applied consistently, and prevent bias.

The first marker is responsible for grading the student's work and providing feedback. A second internal marker must review the assessment, ensuring agreement with the first marker's grade and comments, reaching a collective agreement on any adjustment.

The second marker is encouraged to review a representative sample of the students' work to ensure consistency and in cases where possible academic misconduct is suspected. For larger cohorts, this may focus on a random sample.

If a disagreement arises between the first and second markers, the matter will be escalated to the module leader or assessment board for resolution.

### **Internal Moderation**

Internal moderation involves the review of assessments to ensure that the assessment process, marking standards, and grading align with the applicable academic regulations. Its purpose is to maintain consistency, validity, and fairness in marking and grading across different assessors and assessment tasks.

All assessments should undergo moderation prior to marks being finalised by the Examination Board.

The moderation process will assess whether the assessment criteria have been correctly applied, whether there is consistency in marking, and if students have been treated fairly.

The moderation of assessments is typically carried out by a subject expert or senior academic staff member not involved in the direct assessment.

### **Moderation of Coursework and Examinations**

Moderation must occur prior to the final decision on grades to ensure that students' grades are awarded in accordance with institutional standards.

For large assessments, the institution may use a sampling process, where a representative sample of marked assessments is moderated. Any identified inconsistencies or irregularities in marking should lead to re-moderation or adjustments to grades where necessary.

These procedures align with OfS B3 condition, which ensures that assessment processes are fair, equitable, and applied consistently across the student body.

### **Assessment feedback**

Feedback on assignments is:

- concrete and related to the learning objectives of the task;
- specific in that it is related to the particular features of the submitted work;
- relatable to the applicable Grade and Level Descriptors, so that students can transparently benchmark themselves against these, and
- usable by students to improve in future assessments.

Feed forward. Before students submit their assessments, they are given the opportunity to send first drafts of their work to receive interim feedback. For some modules such as Study Skills and Themes in Social Sciences, final marks are broken down in line with assessment criteria. Two samples are provided.

For other modules, more general and less structured feedback is provided. One sample is provided. All marks/grades are moderated by the Academic Board. Marks are recorded on a spreadsheet and on individual student transcripts.

### **Academic Appeals and Complaints**

In the first instance, if a student believes there has been a procedural or administrative error in the assessment process prior to marks being confirmed by the Examination Board, they can raise this informally with their Module Leader or the Director of Studies; this gives IFG the opportunity to ensure that clerical errors can be swiftly rectified without necessitating any formal process.

Students have the right to formally appeal their assessment results if they believe there has been a procedural error or unfairness in the assessment process, or if they believe that exceptional circumstances affected the resulting assessment outcome. Please see the academic appeals procedure for further details. This process adheres to OfS condition B5, ensuring that students have a clear and transparent process for challenging decisions that affect their academic progression.

### **Academic Integrity and Misconduct**

IFG seeks to promote the highest level of educational standards and will ensure that students who graduate from IFG achieve their aims on the backdrop of merit. In this respect IFG will ensure that no form of inappropriate practices is tolerated. These include cheating, plagiarism, personation (impersonating someone else) and so on. These are forms of academic misconduct and are entirely unacceptable for any student of IFG.



IFG's policy is also in place to ensure compliance with OfS regulatory conditions of registration (notably, but not exclusively, OfS Conditions B4 and B5 governing Quality and Reliable Standards and Positive Outcomes for All Students).

## **Types of academic misconduct**

### Plagiarism

- Copying the words, ideas and/or work of another person and presenting them as your own;
- Copying another student's work;
- The close paraphrasing or summarising of material from other sources;
- Presenting ideas that were developed in collaboration with other students, with no recognition of the contribution made by other members of the group.
- Quoting without appropriate referencing from a magazine, a newspaper, a journal, a book, a website or web-based essay bank;
- Self-plagiarism i.e. reusing work that you have previously submitted for credit, either in part or in full, without proper citation or acknowledgment.
- Violating copyrights and licensing agreements.

### Cheating

Cheating is acting unfairly, or dishonestly, to gain an advantage. Cheating by students occurs mainly under examination conditions and is covered by the relevant examination body's own procedures. Cheating includes:

- Communicating with, or copying from any other candidate during an examination except insofar as the examination regulations may specifically permit this, e.g. group assessments;
- Communicating during an examination with any person other than a properly authorised invigilator or another authorised member of staff;
- Introducing any written or printed materials into the examination room unless expressly permitted by the partner awarding institution's course regulations;
- Introducing any electronically stored information into the examination room, unless expressly permitted by the partner awarding institution's course regulations;
- Gaining access to unauthorised material relating to an examination before or during the examination;
- Obtaining a copy of an "unseen" written examination paper in advance of the date and time of its authorised release;
- Obtaining premature access to test or examination papers;
- In any other ways, the provision, or assistance in the provision, of false evidence or knowledge or understanding in examinations.

### Contract cheating

Contract cheating constitutes the unauthorised use of a third party, whether that be an individual or a company such as those that offer custom writing services. Contract cheating includes:

- The use of custom writing services, whether the service is provided by a single individual or whether a company is engaged by the student;
- Materials created by third parties such as essay mills, website and/or software / paraphrasing / image tools that are submitted and presented as the student's own work;
- The use of, running of, or participation in, auction sites and essay mills to attempt to buy or use assessments or answers to questions set;
- To provide one's own work to others with the intention of personal gain.

### **Misuse of Artificial Intelligence (AI)**

Artificial Intelligence (AI) is continuously evolving, and IFG recognises that there will be instances where student engagement with AI in the production of academic work will support students' future development, provided it is carried out transparently and responsibly by students. AI functionality may be embedded within commonly used software and platforms, as well as through external tools.

However, students should exercise caution when using AI to produce academic work for their IFG course to avoid breaching this Policy. Students are expected to comply with the assessment instructions and published marking criteria for each assignment and, where the permitted use of AI is unclear, must seek clarification from their Module or Programme Leader in advance of submission.

Any use of AI must result in work that demonstrates the student's own knowledge, skills, and understanding, and align with IFG's principles of academic integrity.

Examples of misuse of AI include:

- The use of AI to generate text, materials, data, or other outputs that are presented as the student's own work;
- The use of generative AI tools to produce content which is copied or closely adapted as part of an assessment submission;
- The use of AI in ways that do not comply with assignment instructions or assessment requirements;

Collusion (includes) situations where a student:

- Submits as entirely his/her own, with intention to gain unfair advantage, work done in collaboration with another person;
- Collaborates with another candidate in the completion of work which is intended to be submitted as that other candidate's own unaided work;
- Knowingly permits another candidate to copy all or part of their own work, and to submit it as that other candidate's own unaided work.
- Aiding another student to plagiarise.

Falsification is the presentation or submission of false information within an attempt to gain academic credit.

Examples of falsification include:

- Fabricating research results, or questionnaire responses.
- The false presentation of data in laboratory reports, projects, etc.
- Submitted work that is based on experimental work falsely purported to have been carried out by the candidate or obtained by unfair means.

Personation is the legal term for what is usually referred to as "impersonation". Personation is the assumption by one person of the identity of another person with intent to deceive, or to gain unfair advantage. Personation may exist where:

- One person assumes the identity of a student, with the intention of gaining unfair advantage for that student;
- The student is knowingly and willingly impersonated by another with the intention of gaining unfair advantage.

## 5. Student Admission, Support and Progression

### Admission Criteria and Policies

Key aspects of the policy include:

*Admissions Policy:* Emphasises fair and transparent selection, ensuring students can benefit from courses, and informing prospective students of any significant course changes. It aligns with best practices from UUK, QAA, and CMA, focusing on applicant protection, fairness, transparency, academic standards, minimizing barriers, and selecting for merit, potential, and diversity.

*Widening Participation and Access:* IFG is committed to supporting students from all backgrounds through inclusive admission processes.

*Recruitment and Selection Procedures:* Details pre-admission support (enquiries, support for disabilities), the selection process (checking backgrounds, English language levels, interviews, required documents, conditional and formal offers, pre-arrival information), and pre-arrival/first-day admissions checks.

*Registration and Induction Processes:* Covers learner identity confirmation, registration forms, proof of accommodation copies of flight tickets and academic transcripts, and a comprehensive induction program including health and safety, attendance, timetabling, services, staff introductions, and academic regulations. Specific instructions for students under 18 and future UKVI sponsored students are also mentioned.

*Admissions Appeals and Complaints:* IFG has a formal procedure for applicants to appeal or complain against the admissions process.

*Entry Requirements:* Appendix 1 details specific entry requirements for IFG Courses at FHEQ Level 4, 5, and 6, Level 3 Foundation Programmes (including country-specific qualifications), Pre-Masters in Business Management, Pre-Masters in Law, and Pre-sessional for Postgraduate Studies.

### Recruitment Agents

All agents are required to conform with IFG's code of ethics:

- Prospective students are interviewed (usually online) to ensure that they have an accurate understanding of the course they have applied to.
- The academic background and level of English language ability is checked prior to an offer being issued. If applicants do not have a formal language qualification, they can take our online English Placement Test, and their level is then confirmed by an online interview.
- Students receive assistance where necessary with visa processes
- Assistance is given to students in finding appropriate accommodation either in student halls of residence or with homestay families.
- In the event of a student being unable to arrive on time for their course, they join our live online virtual classes.

### Induction and Orientation

Students attend a series of induction meetings. These include a general introduction to the College and their studies, an overview of the application process to universities, a guide to our VLE, Pharos, which includes a wide range of resources to support their lessons, an introduction to Perlego (an online library of approx. one million textbooks) to which they have individual access, a guide to uploading assessments, and an introduction to Togetherall - a 24 hour counselling service to which they have access.

## **Student Support Services**

IFG offers a range of support services to address the academic, personal, and emotional needs of students. These services are designed to promote well-being, foster academic success, and provide tailored support for individual circumstances.

### Counselling Services:

- Directs students to approved external mental health and wellbeing support services.

### Academic Guidance:

- Offers personalized advice on academic planning, study skills, and progression pathways.
- Provides resources for students to improve time management and assessment preparation.

### Learner and Disability Support:

- Tailored support for students with disabilities or additional learning needs.
- Develops individualized learning agreements to ensure compliance with the Equality Act 2010.

### Emergency and Crisis Support:

- Provides immediate support and assistance where possible for urgent concerns affecting student safety or well-being.
- Connects students with external resources or emergency contacts as needed.
- Ensure all students are fully aware of the IFG Single Comprehensive Source of Information (SCSI) and how to access it on the IFG website.

### Tailored Support for Individual Needs:

#### Support for Disabilities:

- Reasonable adjustments are made for students with documented disabilities or long-term health conditions.
- Regular reviews ensure accommodations remain effective and aligned with student needs.

## **Support Through Studies Framework**

This framework is in place to support students whose academic performance, engagement, or well-being is impacted by health, personal circumstances, or behaviour. This process ensures students receive the necessary support while maintaining a fair, transparent, and proportionate response to challenges.

### Stages of the Process:

#### Stage One: Emerging or Initial Concerns

- Informal meeting with the student to identify issues and agree on a short-term action plan.
- Students may be referred to support services (e.g., counselling or academic advice).

#### Stage Two: Continuing and/or Significant Concerns

- Formal meeting with the Lead Contact and senior staff to review progress and create a detailed support plan.
- Possible outcomes include temporary interruption of studies or referral to external services.

#### Stage Three: Serious or Persistent Concerns (Case Conference)

- A Case Conference Panel will be convened to review the student's case.
- Possible outcomes include enhanced action plans, required suspension, or withdrawal from the program.

## 6. Staff Recruitment and Development

### Recruitment and Qualifications

Adverts for new teachers are posted in appropriate publications. In addition, the College subscribes to CV-library which gives access to a vast library of relevant CV's. All prospective members of staff are interviewed, references checked, and DBS certificates applied for. Teachers undergo a full induction process and are given a copy of our staff manual.

IFG's minimum requirement for academic staff to teach on our foundation courses is to hold a relevant qualification at first degree level. For Pre-Masters courses, we require an appropriate degree at masters level. For English Language teachers a minimum of a CELTA qualification in addition to two years work experience. In future, for undergraduate courses, our minimum academic requirement will be a masters degree.

### Professional Development and Training

To maintain high standards of Teaching and Learning by ensuring staff have access to regular training in pedagogy, curriculum design, and assessment methods and promote adoption of innovative teaching strategies, including digital and blended learning approaches.

By encouraging subject knowledge enhancement through conferences, research projects, and scholarly activity and providing opportunities for external engagement with industry, professional bodies, and academic networks, we aim to foster continuous academic excellence.

We aim to always support compliance with regulatory & professional standards by delivering mandatory training in institutional policies that ensure staff are up to date with quality assurance processes and sector-wide developments.

In order to enhance the digital competence of staff, we equip them with advanced digital literacy for learning technologies, online teaching tools, and emerging educational platforms and provide training in data security, AI use in education, and accessibility compliance.

IFG constantly strives to strengthen our student-centred approach and so offer support with teaching practices, cultural competency, and student engagement strategies. In addition, we aim to promote awareness of student wellbeing, support services, and safeguarding responsibilities for all staff.

IFG monitors and evaluates CPD effectiveness by maintaining an annual professional development plan linked to staff appraisal processes and collect feedback from both academic staff (via peer reviews) and student feedback to continually improve CPD provision.

### Peer Review and Teaching Observations

#### Teaching Observation

##### a. Probation and Performance Review

- **Probation:** Academic Leads will observe all new staff during their probationary period. This includes full-time, part-time, and associate lecturers.
- **Performance Review:** Academic Leads will use feedback from peer review observations, programme/module evaluations, external examiner reports, student feedback and other consultative processes to identify areas of excellence, good practice and potential risks in teaching practices. Teaching observations will be part of the performance review process.

## b. Procedure

- **Selection:** HoDs will select sessions for observation, ensuring a range of teaching activities are covered.
- **Pre-Observation Meeting:** A meeting between the observer and the observed staff member to discuss the session's objectives, teaching methods, and any specific areas for feedback.
- **Observation:** The observer attends the session, taking notes based on established criteria (see Appendix A).
- **Post-Observation Feedback:** A feedback session to discuss the observations, highlight strengths, and identify areas for improvement. Written feedback will be provided.
- **Frequency:** every twelve months

## Peer Review

### a. Purpose

- Enhance personal teaching practice through reflection and constructive feedback.
- Identify excellence, share good practices and innovative teaching methods.
- Support new staff and promote professional development.
- Promote and support a collaborative educational culture of learning

### b. Process

- **Voluntary Participation:** Academic staff may request peer review sessions for personal development.
- **Annual Requirement:** All staff are required to participate in at least one peer review session per academic year.
- **Pre-Observation Discussion:** The observed and the observer meet to discuss the session details and focus areas.
- **Observation:** The observer attends the session, focusing on elements such as engagement, clarity, and effectiveness of teaching methods.

**Post-Observation Discussion:** A meeting to provide feedback and discuss observations. Both parties reflect on the teaching session and suggest improvements.

## **Staff Performance Review and Support**

- **Training for Observers:** All staff involved in teaching observation and peer review will receive training on observation techniques and providing constructive feedback prior to conducting an observation.
- **Professional Development:** Any development needs arising from the observation process will be met through the College's established CPD framework, as set out in the Staff Development Policy.
- **Annual Review:** The teaching observation and peer review process will be reviewed annually to ensure its effectiveness and alignment with best practices.
- **Feedback Mechanism:** Staff will have opportunities to provide feedback on the observation and review process, and to raise concerns and/or disagreements with any aspect of the procedure. This will inform continuous improvement, and enhance the culture of trust and professionalism

## 7. Learning Resources and Infrastructure

### Library and Digital Resources

**Pharos.** Pharos is our Virtual Learning Environment with a wide range of resources to support teaching of all modules. These resources include presentations delivered in the classroom, and articles, or links to articles, to increase subject knowledge. Pharos also includes summaries of module content.

**Perlego.** This is an online library of textbooks for which all students have a license. Recommended reading for each module is, in the vast majority of cases, available on Perlego, minimising the need for additional costs for students. Books on Perlego can be downloaded, and offer the ability to highlight sections, make margin comments, and search books for key words. In most cases, the books are available as audio versions.

**Internet.** Students have access to the internet throughout the college.

### Laboratory and Practical Learning Facilities

In the past, we have used laboratories at London Metropolitan University to deliver practicals in the medical foundation. However, there has been a trend away from the use of laboratories at universities, and at foundation level, it has not been seen as necessary either by IFG or by universities which accept our foundation as meeting their academic requirements.

### Accessibility and Learning Environment

The College provides a calm, secure and professional learning environment. Although the college is in a central location, it is located in a quiet street well away from any major London roads.

**Classrooms.** All classrooms are maintained to a high level of cleanliness, and furniture is comfortable and in good repair. Students have ample workspace for all lessons. The classrooms are carpeted, and maintained in good order by not allowing food or drinks other than water inside the classrooms, or immediately outside the classrooms. Students can relax and eat in the spacious lower ground floor canteen.

Rooms are maintained at a comfortable temperature by central heating. Rooms are also well ventilated by windows which extend the length of one side of the classroom.

**In the case of fire.** There are two staircases which are kept free of obstruction. There is also a fire escape which is well signposted.

**Wheelchair access.** The college provides access to wheelchair users. There are two shallow steps up to the entrance, and these can be navigated with a ramp. There are then no other steps to navigate. There is a spacious lift with sufficient room for a wheelchair to turn, and doors to classrooms are wide.

## 8. Student Support, Attendance, Engagement and Feedback

- Full expectations and mechanisms for managing student support, engagement and attendance are set out in the [IFG Student Support, Engagement and Attendance Policy](#).
- Arrangements and mechanisms for Student Voice are set out in the [IFG Student Representation Policy](#)

### Student Representation and Governance

The [Student Representation Policy](#) outlines IFG's commitment to ensuring that our students are meaningfully involved in shaping their educational experience. Aligned with UK sector expectations, including the Quality Code for Higher Education, this policy ensures that students are partners in decision-making at all levels of the institution.

As a small institution, IFG maintains a continuous ongoing dialogue with its students and the highly formal processes that are in place in large institutions can be counter-productive to this dialogue. Therefore, students from each course and cohort are invited to put themselves forward to sit as members of the Student Committee, with normally a maximum of 3 students from any one course sitting as members. In years where membership is high, sittings of the Committee may be divided to support meaningful dialogue and work of the Committee that will naturally occur in a smaller group.

#### Selection of Student Representatives

The choice of student reps is made by students at an annual student meeting in the college shortly after the start of a new term. The Academic Director sends an email to all students to explain the role of a student representative.

The process of selection is then left to the students at the student meeting to decide. Depending on cohort size, we recommend choosing three representatives in each cohort. At the moment, with small numbers, we don't make any effort to provide representation for each course as there are common modules for all students, so students generally know each other irrespective of the specific courses they are on.

IFG explains to the wider student body that there are delegates for the whole student body. Students can talk to reps who will then pass on these views to the management. However, it is stressed in the student induction, that students are free to contact any of the IFG team directly with any concerns or recommendations for improvements.

Student reps are encouraged to engage actively in discussions and provide feedback on behalf of their peers. A report of matters discussed, student feedback and actions agreed by the Student Committee is submitted to the Academic Board for monitoring and to close the feedback loop, at the next available meeting following a sitting of the Student Committee.

#### **Feedback Collection (Surveys, Forums, etc.)**

Student feedback is a central part of our annual monitoring process and provides valuable insights into the quality of the student learning experience. IFG's feedback forms are collected via an online platform.

Feedback is collected through:

- Course-specific surveys conducted at the end of each module or course to capture students' views on teaching, learning, and assessment.
- Internal Surveys: These surveys provide additional insights into student experiences across a range of courses. Internal Surveys include Pre-Arrival, Induction with specific course feedback forms at the end of each semester.

All feedback is reviewed by the Academic Board, and actions are taken to address any issues raised. Other members of staff as relevant may be involved in the review process.



### Student Surveys

IFG doesn't currently offer undergraduate or postgraduate courses but intends to in the future. When we do we will also add the National Student Survey (NSS) to our feedback repertoire.

IFG recognises that participation in the National Student Survey (NSS) is a valuable data source relating to undergraduate students' experiences.

The NSS results will be reviewed by the IFG Board of Governors, along with relevant academic leads, and an action plan is developed to address any areas where student satisfaction is lower than benchmark. Actions may also be taken to address areas where NSS scores are at or above benchmark but where these are below other area scores.

Currently internal surveys are conducted for all students to gather more specific feedback on course delivery, content, and support services.

### **Attendance**

Attendance is monitored using an attendance software provider, Acadly - <https://www.acadly.com/>

Regular attendance is essential for academic success, and IFG is committed to supporting students in maintaining high attendance levels. IFG records attendance for each student for every scheduled class. Consistent participation in classes and examinations ensures students can achieve their full potential and remain engaged with their studies. Attendance records and punctuality also reflect a student's professionalism and commitment to their education.

**Students are required to attend at least 85% of their enrolled scheduled course contact hours.** This threshold reflects rules set by the United Kingdom Visas and Immigration (UKVI) department.

**IFG defines poor attendance as falling below 85% attendance in any given month.** This reflects the threshold set by the United Kingdom Visas and Immigration (UKVI) department.

**Sponsored Students:** IFG does not currently hold a UKVI Student Sponsor Licence. However, if our OfS registration is successful we intend to apply for a licence to sponsor international students. By already monitoring attendance for each class and the procedures, such as warning letters, for poor attendance we ensure that all missed contacts are recorded and followed up and we will therefore be able to fulfil our UKVI reporting duties relating to 10 consecutive contacts and course withdrawals. Where a student's attendance falls below 70% for three consecutive months, we will withdraw sponsorship due to lack of academic engagement unless there are exceptional and evidenced reasons for the non-attendance

#### Attendance Requirements:

- Expectation of Attendance:
  - All students are required to attend every scheduled session, including lectures, seminars and tutorials.
  - There is a clear and proven link between high attendance and academic success; therefore, attending sessions is a core expectation of all IFG students.
- Recording Attendance:
  - Attendance will be recorded at the start of each class using our attendance software provider, Acadly. Teachers are responsible for maintaining an accurate register.
  - Immediate absence alerts are triggered if an under-18 student is absent.
  - Cumulative attendance percentages will be calculated and recorded as part of the student's academic transcript.
- Impact of Non-Attendance:
  - Persistent absences can lead to the following consequences:
  - Exclusion from assessments.
  - Referral to the Support Through Studies process for further intervention.
  - Suspension or withdrawal from the programme if attendance does not improve.

#### Authorised Absences:



- Foreseen Absences:
  - Students must notify the Administrator in advance if they need to miss a session due to foreseeable reasons such as:
    - o Attendance at a significant family event.
    - o Required court attendance.
    - o Religious ceremonies.
  - These absences must be approved beforehand, and students are expected to provide any necessary documentation to support their request.
- Emergency Absences:
  - Emergency absences must be reported as soon as possible. Examples include:
    - o Illness or injury.
    - o Death or serious illness of a family member.
  - For absences lasting more than two consecutive days, students may be required to provide evidence (e.g., a medical certificate). Failure to provide satisfactory evidence will result in a formal warning

#### Consequences of Poor Attendance

- Warning System:
  - Students will receive warnings for unauthorized absences, with increasing severity as outlined in the escalation process.
  - Formal written warnings will clearly state the potential consequences of continued non-attendance, such as exclusion from assessments or suspension.
- Final Consequences:
  - If attendance does not improve after multiple warnings and intervention attempts, the student may face suspension or withdrawal from the program. Such decisions will be communicated formally and aligned with the institution's safeguarding and academic policies.

### Student Engagement

IFG is committed to ensuring that all students can fully engage with their studies and achieve their academic potential. Student engagement is a collaborative effort between students, staff, and the institution, underpinned by robust monitoring and timely interventions.

#### Student Responsibilities:

- Attend all scheduled sessions, including lectures, seminars, tutorials, and practical classes.
- Engage proactively with online resources and participate in virtual learning environments (e.g., Moodle).
- Communicate promptly with tutors or supervisors about any absences or challenges that may impact engagement.
- Submit assignments and assessments on time, requesting extensions only in exceptional circumstances, in line with the Mitigating Circumstances Policy.
- Actively participate in meetings with academic supervisors, especially during projects or dissertations.
- Proactive Engagement with Support Services:
- Seek assistance from student services, learner support, and academic guidance teams as needed to address academic or personal challenges.

#### Teaching Staff Responsibilities:

- Promote regular attendance and active participation in all learning activities.
- Foster an inclusive environment that supports academic and personal growth.
- Monitoring Engagement:
  - Track attendance, participation, and submission of assessments.
  - Identify early warning signs of disengagement or academic challenges.
- Interventions:

- Notify support services of students who exhibit prolonged disengagement or non-attendance.
- Provide opportunities for students to discuss challenges and create action plans.

## **Student Complaints Policy and Procedure**

The IFG Student Complaints Policy and Procedure is designed to ensure students receive a high-quality experience and are treated fairly.

The procedure covers academic complaints, general complaints, and complaints about harassment/sexual misconduct or staff (which may be referred to other procedures). It does not cover academic appeals, which have a separate procedure.

The complaints process is three-staged:

**Stage 1: Informal Stage** Students are encouraged to first try to resolve issues through informal discussion with a tutor or appropriate staff member.

**Stage 2: Formal Stage** If informal resolution is unsuccessful, a formal complaint can be submitted using the Student Complaint Form to the Academic Director, ideally within two months of the issue arising. An investigator will review the complaint, gather information, and issue a Stage 2 Complaint Outcome Letter normally within 21 calendar days.

**Stage 3: Request for Review** Complainants can request a review of the Stage 2 outcome within 14 calendar days of receiving the Stage 2 Outcome Letter, based on new evidence or significant procedural error. The Executive Director or nominee will conduct this review, normally within 21 calendar days.

Key principles of the procedure include fairness, independence, confidentiality, accessibility, and timeliness. Anonymous complaints are reviewed but unlikely to result in action due to the principles of natural justice. Vexatious, frivolous, or malicious complaints may lead to the termination of the complaint consideration. All decisions are made on the balance of probabilities.

For academic complaints, students have a final right of appeal to the Accreditation Service for International Colleges (ASIC). IFG is also a member of the Office of the Independent Adjudicator for Higher Education (OIA) scheme. Students can usually complain to the OIA after completing Stage 3, and IFG will issue a "Completion of Procedures Letter" (CoP Letter) for this purpose, normally within 12 months of the CoP Letter date.

## **9. Sexual Misconduct, Harassment, Freedom of Speech**

### **Single Comprehensive Source of information (SCSI) on Sexual Misconduct, Harassment and Unacceptable Behaviours**

International Foundation Group (IFG) maintains a Single Comprehensive Source of Information (SCSI), which contains all IFG policies and procedures relating to harassment, sexual misconduct and inappropriate behaviour, in accordance with the Office for Students (OfS) Condition E6.

Our SCSI is on the IFG website and easily accessible for everyone and does not require a login or password. It can be found on our website in our Student Support Section. The page is called [Student Welfare at IFG London - Student Welfare at IFG - International Foundation Group \(IFG\)](#) and will be highlighted during staff and student induction so that all students and staff are aware of how to access.

The SCSI is the authoritative source for IFG staff, students and prospective students to refer to for all matters relating to harassment, sexual misconduct, inappropriate behaviour and other welfare matters.

The SCSi is updated as and when information such as contact details or relevant policies & procedures are changed or updated. Changes to policies and procedures are noted and dated on the individual documents. Students and staff should therefore always refer to the SCSi for the latest information and advice. Historical versions of policies and procedures are retained by IFG Management and can be requested by both students and staff if required for historic incidents.

Our SCSi contains all policies, procedures and the multiple steps that may be taken by IFG to protect students from harassment, sexual misconduct, inappropriate behaviour and any welfare issues as required under Condition E6. Our primary aim is to prevent incidents from occurring but if they do then we have robust support, reporting, investigation and information handling procedures in place to ensure resolution and a fair decision-making process.

This statement can be found in both student and staff handbooks as well as being highlighted and discussed during student and staff inductions. Any questions regarding the policies & procedures should be addressed to the Academic Director or Director of Studies.

Our SCSi is reviewed annually and maintained by our Marketing and Partnerships Director, Stefan Green – email [s.green@intfoundationgroup.co.uk](mailto:s.green@intfoundationgroup.co.uk)

## Freedom of Speech

All students and staff of IFG are required to comply with the [IFG Freedom of Speech Policy](#), which sets out our institutional position on upholding lawful freedom of speech and academic freedom.

Associated risks around ensuring lawful freedom of speech is not unduly compromised, whilst at the same time ensuring our duty of care to our college community (including our Prevent Duty obligations) is maintained, are managed via our processes for requesting and risk-assessing proposed events including external speakers. These are managed through the following form:

- Visiting Speaker Form

### Complaints about Freedom of Speech

Where any individual (including persons external to IFG) believes that lawful freedom of speech may have been restricted, they have the right to use the [IFG Freedom of Speech Complaints Procedure](#).

## 10. Collaborative Provision and Partnerships

### IFG University Pathway Progression Partnerships

The overriding aim of IFG Programmes is to help progress students to degree level courses.'

As outlined in Section 3 our programmes are recognised by Universities on an individual basis and via private 'progression agreements' put in place to formalise the recognition. Our progression routes can be found on our website which is updated regularly as and when new agreements are formalised- see <https://www.intfoundationgroup.co.uk/progression-routes/university-partners-in-uk/> for our current pathways.

At IFG we are focused on improving and strengthening our progression routes and degree level course choices for our students. We therefore actively seek progression agreements with new partners who can bring something new to our offer, such new locations or new course options. We are also aware of a need to add progression to more Russell group members to our portfolio as well as increasing the progression routes from our pre-masters in Business Management & pre-masters in Law Programmes.

### IFG University Pathway Progression Partnership Due Diligence

UK universities are regarded as trustworthy institutions but before a progression is signed:

- IFG sends the university the relevant Course Document(s) giving an overview of the relevant IFG programmes
- IFG staff visit or meet virtually with the relevant university staff
- The university benchmarks the IFG course against its own entry requirement

Additionally the university agrees to send IFG the relevant marketing material required to promote the progression options to current and future students. Also if possible they agree to face-to-face or virtual meetings with IFG students.

#### Monitoring and Review of IFG Progression Partnerships

IFG monitors the number of offers that students receive from each university and students final university and course choice. This information is discussed with universities as and when review meetings, generally scheduled by the university, happen. As IFG seeks to offer impartial advice on progression to university the data is used informatively rather than for target setting.

#### **Transnational Education (TNE) Arrangements**

In addition to its London operation, IFG operates an in-country franchise network of partner teaching centres. These centres offer IFG programmes face-to-face to students in their own country. They, therefore, offer an alternative for students who either prefer to live at home while studying their Foundation or are looking at a more cost-effective option.

#### IFG In-Country Franchise Partner Teaching Centres Network

IFG Programmes offered by our franchise partners follow the same syllabus as IFG London and assessments are set and marked by IFG London academic staff with final certificates and grade transcripts being issued by IFG London's Academic Director. Students studying at a franchise partner also receive the same university application advice and benefit from the same university progression routes as students studying in London.

IFG currently has franchise partners in the United Arab Emirates (UAE), Azerbaijan, Ghana, Nigeria, South Korea, Georgia, Iraq, Turkey, Bahrain and Jordan. Some currently have students whereas others have an agreement in place to recruit for 2026. IFG Abu Dhabi franchise is branded as IFG. All other partners have retained their company name and use co-branded material to promote their IFG Programmes.

Full details of the IFG in-country franchise teacher partner school network and the following quality assurance can be found in **058 Quality Assurance: The IFG Franchise Network** however a summary can be found below:

#### IFG In-Country Franchise Partner Teaching Centres Network Due Diligence

Before IFG signs a partnership agreement with a new partner we require:

- A virtual inspection of teaching premises & facilities
- Confirmation that any licenses or local legal requirements required to teach international qualifications are in place or will be in place before student recruitment begins
- A market analysis and a basic draft marketing strategy from the potential partner

#### Monitoring and Review of IFG In-Country Franchise Partner Teaching Centres Network

Each partner is required to sign an agreement before they can start marketing or operating IFG Programmes. The partnership agreement covers all the duties and responsibilities of both parties including a commitment from the franchisee to follow IFG marketing guidelines, admissions criteria, curriculum and academic standards.

If it is felt necessary or requested by the partner, a senior member of IFG staff will visit the franchise partner either before or after student recruitment begins. This is not always necessary as in many cases issues can be resolved virtually during scheduled or ad-hoc meetings. In addition annual inspections are arranged if it is felt appropriate.

### The IFG Franchise Teaching Committee

The IFG Franchise Teaching Committee is an individual meeting with each franchise partner to discuss academic progress, assessments, final grades and university progressions as well as general operational issues. The committee ensures alignment with the college's academic policies, franchise agreements, and regulatory requirements. It takes place three times per academic year with additional meetings scheduled as necessary and is chaired by the IFG Academic Director with the Marketing & Partnerships Director and includes other relevant staff from IFG and the partner. The committee also acts as an individual Exam and University Progression Committee for the partner.

In addition there is an ongoing dialogue between IFG London staff, the Marketing & Partnerships Director and the franchise partner.

### Academic Standards at IFG Franchise Teaching Partner Centres

General IFG Academic standards covering the following areas apply to the teaching of IFG Programmes - full details can be found in **058 Quality Assurance: The IFG Franchise Network**

- **General Teaching standards**
- **Syllabus and teaching materials**
- **Exams and Assignments**
- **Final results and progression to university**

For IFG programmes we recommend and expect partners to follow IFG Academic policies. It should be noted that policies related to assignments/exams, syllabus and academic complaints and appeals are overseen by IFG London staff. The relevant policies are included in this IFG Quality Assurance Handbook.

## **11. Policies and Regulations**

### **Code of Conduct and Ethics**

This policy establishes the ethical standards, core values, and guiding principles that underpin all teaching, learning and administrative activities within the International Foundation Group (IFG). It serves to promote integrity, fairness, inclusivity, and accountability, ensuring that our academic community upholds the highest standards of conduct in the pursuit of knowledge and service to society.

The policy applies to all members of IFG, including students, faculty, agents, administrators, and staff, as well as external partners engaged in activities on behalf of the institution.

### Core Values

IFG is committed to the following core values:

**Integrity** – Upholding honesty, transparency, and ethical conduct in all academic and professional activities.

**Respect** – Valuing diversity, human dignity, freedom of thought, and the rights of all members of the community.

**Accountability** – Taking responsibility for actions, decisions, and their consequences.

**Excellence** – Pursuing the highest standards in teaching, innovation, and service.

**Equity and Inclusion** – Promoting fairness, accessibility for all, and equal opportunity for all members of the IFG community.

**Sustainability** – Committing to social responsibility and environmental stewardship in decision making and practice.

**Public Interest** – decisions shall be made solely in terms of the public interest, in the context of IFG

policies, without any intention of financial or other material benefit for employees, their family or their friends.

### Compliance

IFG will conduct its business in compliance with national, European and all applicable international legislation, agreements, treaties, and protocols. All policies are written and enforced in keeping with IFG's legislative and regulatory obligations.

## **Records Management and Data Protection**

IFG's ICO Registration: ZB018036.

IFG adhere to eight principles of good data handling, including fair and lawful processing, purpose limitation, data minimisation, accuracy, storage limitation, processing in line with individual rights, security, and restricted international transfers.

Types of data processed include: passport and visa information for student admissions (both face-to-face and online), used for identity verification during assessments, and stored electronically and physically.

Purposes of Data Processing: Staff administration, advertising/marketing/public relations, accounts and financial records, and consultancy/advisory services. Data is only shared with third parties when legally required, with explicit consent, or for minors with parental consent.

Data Management: IFG ensures data is processed fairly, for specific purposes, is adequate and up-to-date, not held longer than necessary, and processed with appropriate safeguards. Explicit consent is obtained for sensitive personal data.

Breach Notification: Data breaches likely to risk individual rights and freedoms will be reported to the ICO within 72 hours, and individuals will be informed directly if there's a high risk.

Data Subject's Rights: Individuals have rights of access, rectification, erasure, restriction of processing, objection to processing, and data portability. Requests must be responded to within one month.

Subject Access Requests: Individuals can obtain copies of personal information held about them in writing, with a response within 40 days and a possible fee of up to £10.

Direct Marketing: IFG follows ICO guidance for responsible direct marketing, ensuring a lawful basis and respecting individuals' right to opt-out.

Roles and Responsibilities: The Marketing and Partnership Director is the Data Lead for IFG and responsible for GDPR compliance and staff training.

Training: New employees are trained on confidentiality, data protection, and breach procedures.

Contact & Complaints: Individuals can contact IFG via email/telephone for policy questions. Internal complaints go to IFG's Data Lead ([s.green@intfoundationgroup.co.uk](mailto:s.green@intfoundationgroup.co.uk)), and external complaints to the Information Commissioner's Office (ICO).

## **References to External QA Frameworks (e.g., OfS, QAA, etc.)**

[Office for Students](#) (OfS) – Condition B: Quality, reliable standards and positive outcomes:





B2: Resources, support and student engagement – CPD ensures staff have the skills, subject expertise, and digital capability to support positive student outcomes.

B3: Effective assessment and feedback – Training supports staff to design, deliver, and review fair and effective assessment practices.

B4: Educational governance – Ongoing professional development is part of ensuring institutional governance maintains high academic standards.

[Quality Assurance Agency](#) (QAA) – UK Quality Code for Higher Education

Core Practice: Staff are appropriately qualified and supported – CPD programmes ensure academic staff maintain subject knowledge and pedagogical skills.

Core Practice: Courses are effectively designed – Professional development equips staff with curriculum design and review skills.

Guidance on Learning, Teaching and Assessment – CPD addresses inclusivity, digital learning, and research-informed practice.

[Advance HE](#) (UK Professional Standards Framework – UKPSF)

Areas of Activity (A1–A5) – CPD supports the full range of teaching and learning activities, from planning to assessment and academic development.

Core Knowledge (K1–K6) – Professional development deepens subject knowledge and understanding of student learning processes.

Professional Values (V1–V4) – Training reinforces values such as inclusivity, evidence-based practice, and respect for diverse learning communities.

[Equality Act 2010](#) and Accessibility Requirements

CPD includes training in inclusive curriculum design, accessibility, and reasonable adjustments to meet legal and ethical obligations.