



IIMTS
Awarding Body

IIMT STUDIES LTD **CENTRE POLICY**

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Online/Distance Learning Policy

Policy Compliance:

This policy complies with
Ofqual, Handbook- General Conditions of Recognition

C1 Arrangement with third parties C2

Arrangement with centres

D2 Accessibility of qualifications



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Awarding Body

Awarding Quality Qualifications through Global Recognition

Document Code No. IIMTS_AO_OGCR_DEP_01_2020

Title of the Policy: Online/Distance Learning Policy	Authorised by Responsible Officer	Created: Version 1 1 November 2023
Conditions of Recognition: General Conditions of Recognition		Current version: 3 Next Review Date: 1 April 2026

Important contact-

Any query or concern related to this policy may be directly addressed to the Responsible Officer-

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Acronym used to represent IIMT Studies Ltd (IIMT Studies):

IIMTS AB

Regulating Body:

OFQUAL

Ofqual.gov.uk

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(A) Process Code: [IIMTS_AO_OGCR_DEP_01_2020](#)

(B) Process Statement:

The primary role of IIMT Studies Ltd is to ensure the standards for the qualifications we award. Along with the commitment to provide higher quality standards and protecting learners' interests, IIMT Studies also offers assistance to centres and their learners in achieving their learning goals. IIMT studies also commit to following the regulatory requirements of our regulators, as advised to us to meet, and supporting the associate centres in meeting those requirements. IIMT Studies is committed to offering high-quality assessment standards to centres, enabling access to its qualifications for learners in their chosen mode of learning.

This policy sets out the standards and expectations for centres to ensure minimum quality by means of Online/distance learning delivery route.

(C) Policy Scope:

The policy applies where:

1. IIMT Studies authorised centres to deliver the coursework, learning delivery, education, learning or any form of training leading to partial/full IIMT Studies

qualifications by means of Distance Learning. The same applies to assessments delivered as learners attend the programme partially or fully through distance learning mode, by not remaining present in the classroom/centre as per the specified schedule.

2. Distance learning applies to a wide range of qualifications; however, it may not appropriately serve the purpose of the qualification, considering the practical nature of the programme.

(D) Policy Framework:

a. Online/distance learning:

Online/Distance learning/Distance education is a popular delivery model of education often used for learning delivery on an individual basis, where learners do not need to appear for their qualification learning delivery physically in the classroom, which also differentiates it from the traditional learning method used to offer learning delivery for many qualifications in standard classrooms in specified premises. It can also be transformed into a part of an online learning or blended learning programme where partial learning delivery is offered online and in the classroom.

b. Online/Distance delivery:

Centres play a crucial role in ensuring that learners receive end-to-end support for their online/distance learning journey. This entails transparent communication regarding the centre's obligations in program delivery, furnishing a detailed qualification specification that outlines intended learning outcomes and assessment criteria, and clarifying the methods of

Teaching, learning, and assessment comply with qualification criteria. Moreover, learners should receive a clearly outlined schedule for the delivery of online/distance learning, and the resources and study materials associated with it. The communication should be done with a timetable for assessing learners' work, accompanied by assurance that the distance learning delivery and assessment, if not blended, aligns with IIMT Studies' standards for quality in teaching and learning support, as to the conditions of recognition. Emphasising the importance of quality standards and compliance mentioned by regulators, centres are required to affirm that their online/distance learning provision adheres to regular internal quality assurance, followed by the external verification from IIMT Studies.

c. Online/Distance assessment:

It is a method of assessing the learners' coursework not performed in classrooms/centres but away from them, virtually. It may not have or have a little face-to-face contact with tutors. In such situations, the assessment is designed to be carried out remotely. Distance assessments enable the learners to attend the assessment remotely, where they aren't in a position/situation to attend the assessment with the traditional method of classroom assessments. Such assessments are also known as online assessments delivered via competent platforms such as a portal or software.

Online assessment is specified as the method of assessment performed using electronic tools where they are developed, operated and delivered remotely for IIMT Studies qualifications, their components, units or modules. It also prescribes the collection of coursework, demonstration of knowledge and skills recorded remotely by IIMT Studies' authorised centres as a part of the assessment evidence. It helps IIMT Studies award regulated qualifications by measuring the criteria that comply with the assessment policy and distance learning and assessment policy. It includes, but is not limited to, the use of portfolios and traditional assessments generated with the help of appropriate IT tools, electronically. Please refer to the assessment policy for more details.

It is important to ensure that centres employing Online/distance learning methodologies carefully consider any limitations imposed on gathering and preserving learner data, as well as the compilation and storage of evidence of learners' accomplishments. This applies to both domestic and international boundaries within the countries where these centres are active.

Centres should issue guidance for learners pursuing qualification(s) through online/distance learning mode to enhance their understanding of the assessment process. Clear instructions must be provided on the measures to be taken by the centre to authenticate the evidence submitted by each learner. This ensures the integrity and authenticity of the assessment process. Learners need information about the assessment methods that will be used for evaluating their evidence of achievement, particularly how workplace-based and performance evidence will be assessed and facilitated. This insight helps learners comprehend the evaluation criteria and procedures specific to their achievements. Learners should also have opportunities for the ongoing assessment of their evidence of learning. This not only allows for continuous improvement but also provides individualised constructive feedback and guidance, paving the way for a more informed and successful final (summative) assessment.

d. A centre is likely to comply with the policy if:

- Learners are provided with detailed guidelines outlining the security measures implemented by the centre to verify the authenticity of their submitted evidence.
- Information sessions are conducted to explain the specific assessment criteria for workplace-based and performance evidence, ensuring learners understand the evaluation process.
- Regular check-ins and formative assessments are scheduled to offer learners ongoing opportunities for feedback and guidance on their evidence of learning.
- The centre organises workshops for the assessment methods.
- A dedicated online platform is established to streamline the submission and assessment of evidence, ensuring a transparent and efficient evaluation process for learners.
- Information sessions other than a regular learner induction are conducted.
- Has external links to the policy established on the learning and delivery platform of the centre.
- Has taken all measures to comply with this policy.

e. Who is authorised to deliver IIMT Studies qualifications using a distance, online or blended learning route?

Any centre approved by IIMT Studies, meeting the centre policies and having clear evidence of quality systems, support and IT tools in place to perform distance, online and blended learning delivery. The centres wish to offer distance learning or assessment that meet the regulatory criteria to be able to offer online/distance mode, under the guidance of this policy.

It is a must to inform IIMT Studies at the time of centre application if you wish to offer the qualifications via distance, online or blended learning model.

f. Planning for distance, online and blended learning:

Distance learning has its own challenges to meet while delivering qualifications. To plan the effective delivery and assessment using distance, online or blended learning routes, robust planning is essential. The distance learning parameters are to be fulfilled to comply with this policy.

Sections	Online/Distance learning parameters	How does a centre comply?	What do we assess?	Supporting evidence can be submitted	We see if the centre-		
					Meet	Partially meet	Does not meet
Section 1	The integrity of centre governance	<p>An effective leadership structure that can govern in order to:</p> <p>a) Make a necessary plan of action, structure, strategies, implement and review the distance, online and blended learning delivery routes.</p> <p>b) Comply with centre policies, processes and structures with no errors.</p> <p>c) All courses of distance learning include the course syllabus outlining course objectives, learning outcomes, assessment methods, reading material, and technical software.</p>	<p>a) The ability to meet the above criteria demonstrates the right leadership in place in the organisation.</p> <p>b) The effective process document to ensure the distance learning delivery can take place under the governance of the centre</p> <p>c) Assurance of maintaining programme quality internally</p> <p>d) Effective programme delivery structure</p>	<ul style="list-style-type: none"> • Centre application • Leadership profiles • Qualification delivery process document • Policy documents • Internal quality assurance policy • Course handbook • Learning delivery plan • An effective strategy of learning delivery through distance learning mode, complying with the distance learning and assessment policy of IIMT Studies • All organisation policies 			

		<p>d) Assignment expectations to be completed by learners, grading policy, faculty support time, and teaching material.</p> <p>e) Resources accessible to learners for distance learning (including students with disability).</p> <p>f) Compliance with equality law.</p> <p>g) A policy to ensure compliance with the intellectual property of programme material to be delivered to learners during online studies.</p> <p>h) Budget planning</p> <p>i) Policy in place to ensure the student's valid identity and enrolment validity</p>		<ul style="list-style-type: none"> • Short Business Plan 			
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Section 2	IT tools	<p>a) Explain what technological resources are in place in order to perform the learning delivery</p> <p>b) Have an effective technology strategy and plan of action</p> <p>c) Have a data security strategy to safeguard learners' assessment and personal data</p> <p>d) Have an effective plan to meet the policy of IIMT Studies to deliver its qualifications</p> <p>e) Have a data storage facility to record evidence from distance</p>	<p>a) The technical area of IT infrastructure that a centre has in place</p> <p>b) IT support for online platforms and staff members with adequate competence to manage the infrastructure.</p> <p>c) A policy is in place to keep the records of learners</p> <p>d) The backup facility in case of failure of the IT plan</p> <p>e) Number of systems available with their configuration</p>	<ul style="list-style-type: none"> • A contingency plan • IT support team profiles • Record-keeping policy • Backup plan • Technical equipment • Learning delivery infrastructure • Data protection policy • IT infrastructure • Date centre strategy 			
Section 3	Infrastructure	<p>a) Have adequate IT infrastructure in place to perform distance learning delivery and assessment</p> <p>b) Have adequate non-IT infrastructure in</p>	<p>a) The ability of virtual learning delivery</p> <p>b) Ability to perform a virtual assessment</p> <p>c) Office infrastructure</p> <p>d) Facilities provided to learners, e.g. library, computer lab or other</p>	<ul style="list-style-type: none"> • IT plan • Floor plan • Appropriate software for the delivery of the qualification • Appropriate 			

				software for			
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		<p>A place for staff members</p> <p>c) Have sitting arrangements of staff in place to communicate with each other</p> <p>d) Have facilities available in place for learners to visit and learn the programme</p> <p>e) Have a contingency plan to secure the evidence in case of resource failure</p>	<p>resources to meet learners' requirements</p> <p>e) Ability to secure learners' data and prevent data from being compromised in case of an IT disaster/system failure</p> <p>f) Ability to archive learners' evidence</p>	<p>assessment of a qualification</p> <ul style="list-style-type: none"> • Learner's facility handbook • It Contingency plan • Data centre, its storage capacity, and its location • Data centre backup plan • Unique security passwords/IDs provided for each user on the learning platform 			
Section 4	Workforce	<p>a) Have centre support staff to support learners with their queries</p> <p>b) Hierarchy of user access</p> <p>c) Have leaders recruited to ensure the support that learners need</p> <p>d) Have an effective communication strategy to maintain clear</p>	<p>a) The centre is able to communicate with learners at a distance, through online and blended learning delivery</p> <p>b) The centre is able to identify the requirements of the staff to ensure the distance learning delivery route.</p>	<ul style="list-style-type: none"> • Communication strategy with learners • Teacher training schedule • Teacher training material • Staff profiles and hierarchy plan • Internal communication strategy • Differentiated role and 			

		<p>communication with learners</p> <p>e) Have appropriate training modules available to ensure staff training</p>		<p>The responsibility of staff protecting information from each other who are under the purview of COI</p> <ul style="list-style-type: none"> • Separate IDs and their passwords for staff to access inventories, such as but not limited to, learner data, assessment material, marking, certificates, etc 			
Section 5	Learning delivery	<p>a) Have adequate teachers in place to deliver the learning of the courses</p> <p>b) Have a system in place to communicate with learners and teachers</p>	<p>a) The ability of teachers to deliver the programmes</p> <p>b) Ability to communicate with teachers/learners</p> <p>c) Strategy to receive feedback from learners periodically</p>	<ul style="list-style-type: none"> • Teachers' profile • Communication strategy • Learners' feedback mechanism 			

Section 6	Assessment	<ul style="list-style-type: none"> a) Have an assessment process in place b) Strategy to comply with the IIMT Studies assessment policy and process 	<ul style="list-style-type: none"> a) Able to demonstrate how a learner will demonstrate their skills and knowledge b) Able to offer evidence of the process to be 	<ul style="list-style-type: none"> • IT tools in place for distance learning assessment • IT tools are in place to upload the 			
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		<p>c) Have tools in place to assess learners' coursework and demonstration of knowledge and skills</p> <p>d) A process is in place to receive learners' feedback on assessments and other experiences gained from the centre, while learning the programme.</p>	<p>Followed to comply with the IIMT Studies assessment policy</p> <p>c) Strategy to assess learners' evidence developed during an assessment task</p>	<p>evidence developed by learners</p> <ul style="list-style-type: none"> • Assessment policy and process • Assessment feedback policy • Assessment record-keeping policy • External links to policies on the learning portal 			
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