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The Patron's  
**ACCREDITATION**  
AND COMPLIANCE

**FULL REPORT**

Doha College

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## **THE PEER ACCREDITATION TEAM**

### **Lead Improvement Partner**

Mrs Anne Howells  
Principal, British International School of  
Stavanger and COBIS Board Member

### **Peer Accreditors**

Mr David Lowder  
Principal, English International School, Moscow

Ms Katie Vincent  
Deputy Head Teacher, British Embassy School  
Ankara

Ms Omneya Kassabgy  
Managing Director/Principal, The British School of Egypt

The findings and next steps of this report reflect the collective work and agreement of the Peer Accreditation Team.

The Compliance and Accreditation visit took place between Monday 3 April and Wednesday 5 April 2017.

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# COMPLIANCE REPORT

*Doha College is fully compliant with the standards one to five of the COBIS Compliance system.*

## 1.0 RECRUITMENT

The school has as a priority the recruitment of appropriately qualified and experienced staff.

### 1A

#### STANDARD

The school recruitment process is fair and transparent and ensures that appropriate staff and volunteers are appointed. This applies to all staff, teaching and nonteaching.

#### FEEDBACK

The school regards safeguarding as a high priority. The school uses several official bodies to carry out background and prohibition checks. The administration team has full control of these procedures and processes. In this respect, staff recruitment and vetting procedures are robust and appropriate. It is commendable that historic checks for staff employed many years ago (Pre-Central Register requirements) are being undertaken and are ongoing. The procedures observed during the visit represent the very best practice. The central register is well used, up to date and the HR Manager monitors closely to ensure that systems are reviewed regularly and best practice is observed always. Arrangements for securing emergency supply teachers are equally robust.

#### NEXT STEPS

None - maintain the current level of vigilance, monitoring and commitment to safeguarding.

### 1B

#### STANDARD

All staff within the school, including volunteers and supply staff, meet high standards of child protection and the safeguarding of students.

#### FEEDBACK

The attention given to Safeguarding and Child Protection training is commendable, with the Leadership Team, four governors and the Safeguarding Team trained at Level 3 in safeguarding children. All staff complete online training to Level 2 prior to commencing employment.

#### NEXT STEPS

None - maintain the current level of vigilance, monitoring and commitment to safeguarding.

## 2.0 STUDENT WELFARE

The school provides a safe and supportive environment for all young people.

### 2A

#### STANDARD

The school provides a pastoral structure that meets the needs of all students and promotes their personal development.

#### FEEDBACK

The welfare of students has a high priority with 'in house' training offered to staff, and student wellbeing emphasised throughout the college's policies and procedures. The school counsellor, school nurses and on-site medical services ensure every student has easy access to these services ensuring physical and mental wellbeing. Employees have access to training in emergency first aid from on-site nurses. Child Protection & Safeguarding at Level 2 via 'Educare' is a requirement for all staff prior to commencing employment. Parents can easily contact all personnel.

The development of the student councils, both primary and secondary, and their inclusion in the school's decision-making processes demonstrates respect for students and aligns closely with *High Performance Learning* standards relating to values and attitudes.

#### NEXT STEPS

None – maintain the current level of vigilance and best practice.

### 2B

#### STANDARD

The school has provision for the health and safe supervision of all students to allow them to flourish in the school environment.

#### FEEDBACK

The provision of a full-time Health and Safety Manager ensures that the highest standards of safety and security are maintained and that the local requirements of Qatari law are strictly adhered to. The Business and Development Director (Ian Thornhill) monitors the work of the Health & Safety Officer and administration team. Where local requirements relating to standards may be lacking, the college insists on contractors and other agencies following the minimal standards required in the UK.

#### NEXT STEPS

None – maintain the current level of vigilance and best practice.

**2C****STANDARD**

The school ensures that, through positive behaviour management, students are supported in their learning and safety.

**FEEDBACK**

Policies are in place to ensure the consistent use of positive behaviour management protocols by all staff across the whole school. Students are very well behaved and polite, and a positive family atmosphere is very apparent across both college campuses.

**NEXT STEPS**

Maintain the current level of vigilance and best practice and consider how the family atmosphere will be maintained when the college moves to a larger campus in 2019.

**2D****STANDARD**

The school ensures that off-site activities are appropriate and safe.

**FEEDBACK**

The associated policies, risk assessments, and accompanying procedures for off-site educational visits are excellent and another example of best practice.

**NEXT STEPS**

None – maintain the current level of vigilance and best practice.

## 3.0 FACILITIES

The school provides all students with access to an environment conducive to learning and that keeps them safe.

### 3A

#### STANDARD

Accommodation supports the learning needs of students.

#### FEEDBACK

The college enjoys two well-appointed facilities at Al Waab and West Bay, both equipped with an excellent supply of resources and specialist classrooms. The provision and use of Information Technology across both campuses has a high priority. The West Bay campus is particularly spacious and year group bases are used to very good effect. However, facilities for primary aged pupils at Al Waab are somewhat restricted, but the teaching team make the very best use of the buildings and limited outdoor play space.

#### NEXT STEPS

Continue to explore ways of enhancing outdoor play for primary aged students at Al Waab even though a new facility should be available by September 2019.

### 3B

#### STANDARD

The site(s) provides a secure environment for students to enjoy.

#### FEEDBACK

Both the Al Waab and West Bay site are enclosed with entrances policed by security guards and one Qatari policeman on duty at each site. Visitor identity is checked and visitor badges issued. Visitors are also required to sign in at reception.

#### NEXT STEPS

None – maintain the current level of vigilance and best practice.

**3C****STANDARD**

The fabric of the school provides an effective working environment.

**FEEDBACK**

The learning environment remains pleasant and appropriate, despite the Al Waab site being built approximately 30 years ago. The development of a new campus, due to open in September 2019, will certainly enhance provision, especially for primary aged students at Al Waab. The provision for these primary aged students to have access to dedicated outdoor play and learning spaces and larger classroom facilities is eagerly anticipated. Cleaning, janitorial and catering services are outsourced and monitored closely by both the Health & Safety Manager and Business and Development Manager. The quality of cleaning and food provision is of a high standard.

**NEXT STEPS**

If the Al Waab site continues to be used long term, the upgrading of this site is advised.

**3D****STANDARD**

Overall facilities meet the needs of all students including those with learning needs or a physical disability.

**FEEDBACK**

Most teaching areas at Al Waab are at ground floor level. Dedicated rooms for 'one to one' or small group provision are available. The two-floor site at West Bay is serviced with lifts. It was noted that suitable toilet facilities are available for wheelchair users. In addition, there are ample rooms available for 'one to one' and small group teaching.

**NEXT STEPS**

Continue to recognise, and where appropriate make provision for, special needs in EAL and SEND.



## 4.0 GOVERNANCE

The school's governors/proprietor(s) work to support students and the work of the school.

### 4A

#### STANDARD

All governors or proprietor(s) meet all the requirements for staff with access to young people reinforcing the importance of safeguarding within the school.

#### FEEDBACK

The Governing Body is listed on the college website accompanied by profiles and contact details. As stated in Standard 1 all are vetted. Four governors receive Level 3 training in Safeguarding and the Chair of Governors is very aware of the need for strict adherence to safeguarding guidance and ensuring the health and safety of students. It is noted that the college does not have access to 'in country' social care agencies.

#### NEXT STEPS

None – maintain the current level of vigilance and best practice.

### 4B

#### STANDARD

Measures are in place for governors/proprietor(s) to either register interests and/or manage conflicts of interest.

#### FEEDBACK

Governors are required to register any conflicts of interest at each meeting of the full governing body including sub-committees.

#### NEXT STEPS

None – maintain the current level of vigilance and best practice.

**4C****STANDARD**

There are written procedures/protocols for the remit of the work of governors/proprietor(s).

**FEEDBACK**

The monitoring of college policies and procedures and strategic development is ensured by 'in house' sub-committees. Appropriate protocols for governance are published on the college website and the proper recording of meetings is in place. The Principal and Leadership Team are well supported by governors and together there is a total commitment to realising the vision for the college. The COBIS Accreditation Team recognise the transformations that have taken place within a short span of time for which the Principal, Leadership Team and Governors are to be commended.

**NEXT STEPS**

Maintain the current level of vigilance and best practice and continue increasing the engagement and visibility of governance across Doha College promoting change and improvement.

**4D****STANDARD**

There is appropriate induction for new governors.

**FEEDBACK**

Close attention is paid to the induction of new governors. Their skills and interests are used well through sub-committee forums.

**NEXT STEPS**

None – maintain the current level of vigilance and best practice.

**4E****STANDARD**

Governors or proprietor(s) have a commitment to training or development.

**FEEDBACK**

A programme of continuous training for all governors, especially that specific to certain roles such as safeguarding and health and safety is in place. A member of the COBIS executive has provided training within the past twelve months.

**NEXT STEPS**

None – maintain the current level of vigilance and best practice.

**4F****STANDARD**

The governors or proprietor(s) provide records of meetings and decisions as appropriate. Contact details for the governors/proprietor(s) are made available to parents.

**FEEDBACK**

The governance of the college is effective and makes very good use of a team of highly talented individuals. Close consideration is being given to external developments and the changing demographic trends now evident across Qatar. In this respect, the Governing Body is responding strategically to ensure that Doha College continues to be the school of choice.

The Chair of Governors is accessible to stakeholders, responds to staff/parent queries and/or redirects them to the appropriate member of staff.

**NEXT STEPS**

The Governing Body is encouraged to consider how to maintain the family atmosphere and community spirit, greatly valued by parents, when relocating to the new campus in September 2019.

Governors and the Leadership Team are similarly encouraged to be innovative in delivering aspects of governance and leadership.

## 5.0 ETHOS AND VALUES

The school has an evident British ethos and promotes internationalism.

### 5A STANDARD

A British ethos is apparent and important to the school. This may involve reference to British values, freedoms and culture as far as it is permissible within the host country context.

### FEEDBACK

Doha College is very closely aligned to the United Kingdom and the promotion of British values. Equally, the college recognizes its place within the international community and understands well how it can meet the needs of an increasingly mobile student population exhibiting a wider cultural mix of pupils. The college delivers the National Curriculum of England, enters students for (I)GCSE, AS and A levels and employs teachers mostly from or trained in the UK. The college ensures that students returning to study in the UK are assured continuity and progression. The adoption of the *High Performance Learning* standards is one example of aligning quality assurance standards with the UK.

The high take up of student participation in the Duke of Edinburgh Award Scheme and events such as the introduction of a Choir Festival for local schools, adjudicated by a UK music specialist is one illustration of how 'Britishness' extends beyond academic studies.

### NEXT STEPS

None – maintain the current level of best practice.

### 5B STANDARD

The school promotes education for international understanding.

### FEEDBACK

The college's motto "Excellence for All, Excellence from All" and mission to "unlock our students' full potential, develop their confidence, creativity and intellect in a safe and caring environment, empowering their contribution to a global society" is very much evident and students have every opportunity to thrive in a relaxed, enjoyable and international learning environment. Doha College respects, and participates in local festivals, for example Qatar National Day, and embraces other institutions such as the European Day of Languages and United Nations Day.

### NEXT STEPS

None – maintain the current level of best practice.

**5C****STANDARD**

The school teaches the majority of subjects through the medium of English.

**FEEDBACK**

All teaching is conducted through the medium of English. However, more opportunities for delivering modern foreign languages and Arabic are regarded as highly desirable to provide students with competitive advantages on leaving school.

**NEXT STEPS**

None – maintain the current level of best practice.

# CORE ACCREDITING STANDARDS

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## 7.0 LEARNING AND TEACHING

The school recognises that their core business is teaching and the quality of this helps define the school. The school celebrates the learning of students and ensures that it can identify and support learning both in the classroom and elsewhere.

### 7A

#### STANDARD

The curriculum is able to meet the needs of all students. (This goes beyond the judgements made under the compliance section on 'Britishness').

In addition the curriculum should be broad and balanced and aspire to give opportunities for 21st century learners.

#### FEEDBACK

During the visit the Accreditation Team undertook 24 formally recorded lessons, along with many others not formally recorded through learning walks and informal lesson observations, at the Al Waab and West Bay campuses. Formally recorded lessons featured English, Mathematics, Science and Humanities (Geography & History). Much time was spent discussing learning with students, their teachers and heads of department. All students observed are highly motivated and engaged in the learning process. Academic excellence is promoted and examination results illustrate high levels of achievement.

The primary curriculum follows the National Curriculum prescribed for England – Foundation, Key Stages 1 & 2 and where necessary, is modified to suit the local environment. The secondary curriculum - Key Stages 3, 4 & 5 is similarly based on National Curriculum for England leading to GCSE (IGCSE) and A Level examinations. An extensive programme of extra-curricular activities is also available to students.

Parents, via the college website, have access to booklets explaining all aspects of the teaching and learning programmes on offer.

Currently, for 13.5% of students, English is not their mother tongue language. Doha College recognises that demographic developments across Qatar are likely to lead to a changed school profile that in future will require a greater emphasis on EAL and possibly SEND provision. In this respect, current levels of provision will need to be extended appropriately.

The introduction of Arabic is allowing native students to enhance speaking and writing skills and non-native students have the opportunity to learn the local language.

#### NEXT STEPS

To explore how best to meet the needs of future students with learning difficulties and EAL to secure the best possible outcomes, adding where appropriate, to the current levels of provision and access to alternative external courses and examinations.

**7B****STANDARD**

Teaching consistently encourages students to make progress.

**FEEDBACK**

Excellent practice across the primary and secondary schools was observed during the accreditation visit. The teaching staff are highly skilful at providing an interactive learning environment, where students are consistently motivated and encouraged to give their best.

The use of technology to enhance learning is highly effective and widespread across the college. For example, the use of iPads, bee-bots, Apple TV, 'Kahoot' and podcasts broadcast by the Student Council is impressive.

The Teaching and Learning Forum is in place for teachers to share good practice and this also extends across both phases of education. The college monitors student progress closely, using its own profiling system where students are assisted to set their own targets.

When making comparisons with UK benchmarks, Doha College regularly exceeds expected outcomes. Primary aged students perform well in end of Key Stage 2 tests (Year 6) with 100% of students achieving Level 4+ in Science, 99% achieving Level 4+ in Mathematics and 99.2% achieving Level 4+ in Reading Comprehension. Writing skills are similarly well developed (2016 cohort of students). In addition, significant numbers of students performed at the higher levels (Level 5/6) in all three subject areas.

Students at the conclusion of Key Stage 4 (Year 11) also perform well with 94.4% of students achieving 5+ A\*-C grades in (I)GCSE English and Mathematics examinations (2016 cohort). Additionally, 49.2% of the 2016 cohort achieved A\*-B grades in 9+ subjects.

Students concluding Sixth Form studies (Year 13) undertake A Level examinations and perform very well across a wide range of subject options.

In 2016, 20% of Doha College Year 13 students studied for four A levels and 85% of those students were offered places at their 1st and 2nd choice of university. In all, 40% of the cohort went on to study at Russell Group or Ivy League Universities. The college prides itself on academic achievement and students are highly motivated to succeed.

Doha College is continually seeking to extend provision and opportunities to match the current and future needs of the student population.

**NEXT STEPS**

The college has acknowledged within its school development plan the need for introducing base line testing across all key stages to facilitate value added analysis for target setting and further performance improvement. The Accreditation Team concurs that this would be advantageous for analysing the needs of students and for obtaining comparative school data. The college may also wish to research and consider new curricular opportunities at Key Stage 5 to meet the needs of all abilities e.g. IB & IBCP/BTEC.

**7C****STANDARD**

The school effectively monitors the quality of teaching across the school in order to ensure improvement and celebrate good practice.

**FEEDBACK**

Behaviour management plays a very positive role in assuring an excellent rapport between students and teachers. This in turn leads to effective learning, the promotion of each students' personal development, and high levels of self-esteem.

Equally, teachers are well able to address a range of different learning styles as evidenced by the range of innovative learning activities observed. The consistent use of clear learning objectives and success criteria, coupled with students being guided as to how to maximise their learning and outcomes, was very much in evidence.

Teaching staff have access to a wide range of professional development opportunities that meet the needs of individual teachers, subject/phase development and the college.

**NEXT STEPS**

Continue providing high quality CPD and the sharing of best practice within the college.

**7D****STANDARD**

Marking, assessment and feedback supports students making progress.

The school meets the learning needs of those requiring support and those with high ability (gifted and talented).

**FEEDBACK**

The introduction of *High Performance Learning* (HPL) is appropriate for a school of this calibre and its focus on high academic achievement for all is benefitting all students. The inclusion of HPL attributes into the learning/teaching process is very evident and already well-embedded in the primary phase. The accreditation team recognises that the introduction of HPL into the secondary phase is a longer-term process, but during the visit, pockets of good practice were observed and HPL is certainly being embraced by teachers.

**NEXT STEPS**

Continue to cascade the excellent HPL practice observed in the primary school and increasingly evident in the secondary school, to achieve consistency across the college. Continue to cascade the excellent HPL practice observed in the primary school and increasingly evident in the secondary school, to achieve consistency across the college.



**7E****STANDARD**

Students display an approach to learning that supports them in the school.

**FEEDBACK**

Students are enthusiastic about college life and were observed maximising every learning opportunity. The development of Extended Learning Opportunities (ELO's) to replace traditional homework arrangements, in the primary phase, is highly effective in meeting the needs of students and welcomed by parents. Examples of extended learning are very evident across the primary schools.

The use of Firefly allows secondary students to access and complete homework using a digital platform and is also used as a communication tool with parents. The introduction of Class Dojo is a very popular tool, which parents appreciate as it helps them to be included in their child's learning.

Assemblies and awards are used very effectively to celebrate student success. Music and Drama are key features of such presentations and performances.

**NEXT STEPS**

To fully embed Personal, Social, Health, Citizenship Education across the whole college and develop an associated wellbeing strategy.

## 8.0 LEADERSHIP IN THE SCHOOL

Schools are successful because of the high quality of leadership at different levels throughout the organisation which supports students

### 8A

#### STANDARD

The school's leadership and management actively promotes the wellbeing of students.

#### FEEDBACK

Doha College places the celebration and promotion of student achievement as a key priority. The college is immensely proud of its student achievements. Considerable care and attention is given to the holistic development of students as evidenced in the wide range of special assemblies, charity work, emphasis on discussions and debates about current events. As the college prepares to move to a new campus in 2019, it expects to encounter many challenges.

#### NEXT STEPS

As identified in the college's development plan consider the adaptation of the leadership team to effectively meet the challenges and impact the new campus may/will have on students and their families.

### 8B

#### STANDARD

Leadership, whether in middle leadership or senior leadership, works to improve the educational experience of students and has high expectations to drive improvement.

#### FEEDBACK

The college is already reviewing its leadership structure with a view to introducing a more distributive model. As a result, Doha College is introducing a new level of middle management positions which will ensure consistency across school phases and subject disciplines.

The cross-phase fertilisation of ideas is enabling senior managers in both the primary and secondary schools to work closely together. This is both innovative and empowering and an example of best practice.

#### NEXT STEPS

The college should further develop its ideas for integrating and cross phasing horizontal and vertical leadership connections.

**8C****STANDARD**

Leadership gives clear direction and vision for the improvement of the school.

**FEEDBACK**

Strategic planning based on the views and aspirations of all stakeholders lies at the heart of school development. This is resulting in a visionary and transformational strategy for the future development of the college which the Governing Body and Leadership team fully embrace and pervades college life.

The college is determined in its efforts to combine academic success with holistic approaches to learning and the promotion of value based attributes through the High-Performance Learning (HPL) initiative.

**NEXT STEPS**

To continue seeking innovative ways to deliver leadership and governance.

**8D****STANDARD**

Student leadership/voice allows the school to develop.

**FEEDBACK**

Student voice is greatly valued throughout college life and well evidenced through the recent work of the student councils and staff coordinators. Students and staff are a credit to the college, enthusiastically sharing their commitment to the school's mission and values. Discussions with parents highlight their praise of the college's welcoming and positive culture and, despite the large number of pupils enrolled, its family atmosphere.

**NEXT STEPS**

Actively continue to support the development of student voice, recognizing the important role it is playing in leadership across the college.

# OPTIONAL AREAS FOR ACCREDITATION

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## 9.0 COMMUNICATION

The school communicates effectively with parents to keep them informed and to support the progress of their child

### 9A

#### STANDARD

Parents are aware of the school's aims and ethos and news relevant to their children.

#### FEEDBACK

During the Accreditation Team meetings with a selection of parents from both the Al Waab and West Bay Campuses, the parents were very complimentary of the school's various communication channels. Parents appreciate and value greatly all that Doha College has to offer. Parents do have views and opinions and whilst they enjoy a very close relationship with class and subject teachers, having more opportunities to engage with the Leadership Team would be appreciated.

#### NEXT STEPS

The forthcoming parents' survey is aptly timed to provide crucial information to the Leadership Team as it starts to finalise plans for moving to the new campus in September 2019.

### 9B

#### STANDARD

Parents are aware of the progress of their child.

#### FEEDBACK

Parents receive three reports per year, opportunities for consultations and access to open evenings and assemblies. The parents reported being happy with the arrangements for parent-teacher meetings and know that teachers will always decide to see them at a later date, if more conversation time is required. All parents interviewed felt that the teachers had a very good understanding of each child's educational and social needs. The parents reported that *"each child receives individual attention; the teacher knows each child's strengths and weaknesses and works in close partnership with the parent"*.

#### NEXT STEPS

None – maintain the current level of best practice.

**9C****STANDARD**

Parents know how to contact key personnel and how to raise issues if they encounter them.

**FEEDBACK**

Parents reported that the teaching and administrative staff are approachable and very prepared to make themselves available to discuss progress or other issues. Queries, or concerns sent by email are always answered within a 24-hour window.

**NEXT STEPS**

None – maintain the current level of best practice.

**9D****STANDARD**

Parents are aware of admission arrangements and the school's policies on behaviour and exclusions.

**FEEDBACK**

The college has identified that communication with parents is a priority. The introduction of Firefly has played a critical part in improving communications as well as the use of social media facilities, such as Twitter. There is an 'open forum' for the parents to consult the college. The college website is comprehensive and informative with a range of publications that can be consulted.

**NEXT STEPS**

As identified in the college's development plan, actively consider the creation of a Parent Representative Committee to assist in the preparation and move to the new campus September 2019.

## OPTIONAL AREAS FOR ACCREDITATION

### 10.0 EXTRA-CURRICULAR ACTIVITIES AND COMMUNITY LIFE

The school values a wide range of clubs, activities, charitable and community projects which exemplify the all-round education the school provides.

#### 10A

##### STANDARD

The school provides a broad range of extra-curricular and play opportunities appropriate to the age and gender of the student.

##### FEEDBACK

Doha College has an extensive range of extra-curricular activities that are enthusiastically taken up by students and supported by teaching staff. The extra-curricular activities considerably enhance college provision. Noteworthy examples are the Duke of Edinburgh International Award Scheme, the Model United Nations Club, a wide variety of sports activities, the Doha College Choirs and the introduction of a Choir competition in Qatar.

##### NEXT STEPS

Continue the current levels of ECA provision and appropriate developments within the range of activities on offer.

**10B****STANDARD**

COBIS schools engage in their local and/or international community supporting community or charitable events.

**FEEDBACK**

The college is making a significant contribution to Qatar's vision for 2030, as a trendsetter in education. In this respect, Doha College's pursuit of the *High Performance Learning* standard is an area where the modelling and sharing of best practice will benefit both local and international schools. By way of example, Doha College students are already engaging in local exchanges with the French and German schools and many students are members of the Qatar National Youth Orchestra. The initiative to establish a Choir Festival is now attracting competitors from across the country.

Similarly, Doha College staff also make contributions through their membership of the Doha Players (a renowned amateur theatre in Qatar), several local orchestras and by delivering talks and workshops at events organized by the Ministry of Education.

Students across the school support local charities of their choice. They observe Qatar National Day whilst having opportunities to celebrate their own cultural heritage. Secondary aged students have close engagement with programmes such as the Duke of Edinburgh Award Scheme and the Model United Nations. Equally, 'green' projects have a high priority. International mindedness and cultural awareness are key features of the extra-curricular learning programme.

**NEXT STEPS**

Continue the current levels of ECA provision and appropriate developments within the range of activities on offer.



[www.cobis.org.uk](http://www.cobis.org.uk)

✉ [accreditation@cobis.org.uk](mailto:accreditation@cobis.org.uk)

☎ +44 (0) 203 826 7190

🐦 @COBISorg [f](#) [v](#) [in](#)