

# Assessment Report

Oxford College of Education Ltd

ASSESSMENT INFORMATION	
Assessment Type	Initial Assessment
Assessor's Decision	Standard Met
Assessor's Name	Deb Gibson
Evidence Gathering/Assessment Date	29 <sup>th</sup> July 2025
Client ID and Assessment Reference	C35677 / PN203159
Accreditation Review to be conducted by	29 <sup>th</sup> July 2028

METHODOLOGY	
Evidence gathering	1-day onsite activity
Staff interviews	6 staff interviews
Recipient interviews	1 x Group 3 students Online recorded testimonials x 6 Telephone Calls x 1
Partner interviews	4 Partner interviews
Document review	IAG Policy, SAR, Online Moodle Progression, Quality Assurance, Data Protection & GDPR, EDI, CPD for Staff, Monitoring and Evaluation Policy, Safeguarding Policy, Wellbeing Policy for OCE. Empowering Recipients and supporting Progression towards Goals Policy, Student Feedback Form

## About the organisation

Founded in 2017, Oxford College of Education Ltd (OCE) is based in High Wycombe and fosters an inclusive community, empowering local and international students, parents, and partners to achieve their potential. Accreditations are by ASIC with an Award for Inclusivity through IT for innovative learning solutions, Advanced Diplomas Levels 2-8 in Information Technology, Artificial Intelligence, Business and Hospitality.

OCE also offer both online and on-campus GCSE, IGCSE, AS, and A-Level courses, in Maths, English, and Science (ages 6+) and support with 11 Plus preparation.

Another part of OCE's offer is tailored support for international students transitioning to UK/global universities and OCE use British Council IELTS and Aptis ESOL partners.

OCE is also an Approved Examination Centre for Pearson VUE, ACCA, Functional Skills having supported over 5,000 candidates since 2018.

In partnership with Buckinghamshire Adult Learning and Oxfordshire County Council, OCE delivers IT, cybersecurity, and ESOL programmes with a 100% pass rate (70% employed), supporting diverse communities, including Ukrainian and Afghan nationals.

- **Accessibility:** Providing tailored support for international students to access English language and diploma courses, helping their journey to higher education.
- **Guidance:** Offering dedicated assistance to international students to navigate university admissions and achieve their academic aspirations.
- **Inspiring international students** to pursue English language and diploma courses, empowering them to achieve their dreams of university education.
- **Achievement:** Committing to the success of every student by providing comprehensive support for international students to secure university placements and excel academically.

## The Information, Advice and Guidance (IAG)

There are several policies which are IAG focused that support not only the staff IAG skills and experience but the journey of the students. At the Initial contact stage students are directed to the online initial contact form where they fill in their details and educational level as well as skills and course selection they would like to do. Staff then retrieve those details and contact the student to ensure they are eligible and that their criteria is followed. Funded courses are on offer by Buckinghamshire Council but paid for courses are also available to all students.

There is a policy being implemented by OCE to deliver Information, advice, and Guidance (IAG) to domestic and international students. The aim is to ensure that all students receive comprehensive support to enable their academic success, British cultural adaptation, and overall, their understanding of the courses and both OCE and the student's expectations during their studies. There is a comprehensive handbook which is available online via the Oxford College of Education website for students.

Monitoring and evaluation are in the form of progress tracked by a portal and Learner Management System hosted by Moodle Workplace. As many students do online courses, the Moodle Workplace portal logs courses, progress, student, and tutor feedback as well as Internal Quality Audits (IQA) and assessment progress. There is ongoing support and guidance throughout their courses delivered by tutors and senior management. There is a pathway for careers on the portal for each individual course, so students can explore their next steps which provides information on work activities and job roles.

The college maintains records of student interactions and support provided as well as indicators that include student satisfaction surveys, retention rates, and academic progress at every step of the student's journey whilst they are attending an OCE course.

The OCE's IAG process ensures that all students are well-informed, supported, and guided throughout their academic journey. Continuous evaluation and adaptation of courses and progress aims to enhance the student experience and promote successful outcomes.

For those who attend the OCE centre, there is a hardcopy feedback form with next steps and goal setting and potential "what next" for the students.

## The difference the IAG makes to recipients and the overall impact

To strengthen the use of English all correspondence and contact is delivered in English. This supports students with conversation, engaging with each other about different countries and backgrounds and working through course material both online and classroom based. Students have said this builds their confidence and knowing what other courses and career pathways progress made clear for them with the tutors and the Moodle Workplace.

Online recording of progress has Increased awareness of strengths and areas for improvement. There is a visible pathway of achievement where goals and milestones are logged. Feedback and self-reflection by both students and tutors throughout each module and submission phase an increased confidence and motivation for the students. This is logged on the Moodle Workplace which shows the students progression.

Overall, the Moodle Workplace Learner Management System is intended to create a meaningful, measurable difference that supports individuals in overcoming challenges, achieving their aspirations, and developing skills essential for lifelong success whilst on their journey with OCE and beyond. This is shown via the progression stages on the system and passed modules are recorded.

Testimonials are on the website, and this is used to attract international students to OCE as well as residents of the area.

*'I enjoy coming into the classroom environment as I can speak to others about the courses and have the tutor there for support when I need them.'* **Learner Cyber Security Essentials**

Staff are aware of the importance which IAG brings to the organisation and there is a policy for the Roles of those Delivering IAG within OCE. This looks towards the processes and skills of the staff and supports with the retention rates which are currently at 100% for online learners and the student testimonials are at 100%. Staff are aware of the IAG provision which lends itself to further learning, progression outcomes such as in retail, hospitality and catering industries.

Staff can signpost to the Centre Manager who looks at CVs and then arranges interview techniques and coaching. The IAG offer helps plan their career with the opportunity for further learning experiences.

## What is working particularly well

A number of strengths/areas that are working particularly well were identified during the assessment, which are detailed below. The numbers in brackets refer to the element and criteria of the matrix Standard.

- Clear purpose and commitment from senior managers to secure that high quality IAG is being delivered to the students from senior managers to tutors. OCE have a clear vision on how IAG is student focussed and the need to secure data to enhance continued improvement for OCE. These are with regular team meetings and reviewing of courses. Celebrating student and staff achievements [1.1]
- Equity, Diversity and Inclusion is highly respected throughout OCE and is evidenced through your demographics of students and OCE programme of courses available. OCE ensures that no one is excluded by assuring that a robust initial assessment is completed and signposting is used where a course does not suit a potential student. OCE have a comprehensive handbook as mentioned, which details a wide range of support and information that can assist international students from all diverse cultures. [1.2]

- Staff are supported to extend their competencies by regular CPD and looking at IAG qualifications to support further development in staff. OCE also ensure that staff have the right qualifications to support the students and look to their CPD as part of 1-2-1's and the personal development reporting procedures. [2.5]
- OCE's outcomes are defined through the progress of students and their goals, and soft outcomes such as confidence, current situation and skills are all logged on the portal. These are regularly monitored and evaluated to show progress and clear expectations of the courses and lesson plans, plus presentations of what the course involves are clearly documented. [5.1-2]

## Development suggestions

Development suggestions are offered in the spirit of continuous improvement and a way for an Assessor to add value e.g. where the service is of a high quality, development areas are offered to help the service be even better than it already is, or to give insight into practices seen elsewhere. There is no correlation between the number of strengths and development suggestions. Where development areas are greater in number this is not intended to indicate that the information, advice, and guidance service is in any way lacking. These will form the basis for discussion at the Continuous Improvement Checks (CIC) conducted twelve and twenty-four months from the date of this Assessment, along with any other notable developments. The numbers in brackets refer to the element and criteria of the **matrix** Standard.

- Resources are comprehensive such as workbooks, online information, and support from the tutors at all times. By using a range of information skills and knowledge to those receiving IAG, OCE could look at confirming expectations with all parties and evidence that but also exploring more career options with the student to focus in on career pathway choices. The student handbook could mention IAG and the benefits. [2.3]
- Whilst there is career pathway information in place, there needs to be a more visual and visible IAG offer at the centres. Also looking at wellbeing and signposting organisations being accessible for support and help by promoting job sites where students can be empowered to make informed choices around careers. Plus, the benefits of IAG can be highlighted and displayed more around the centre and in classrooms and more on the website [3.1]
- OCE has a Signposting and Referral policy which states clear communication is needed where they can be signposted to. However, it is not clear to students how they can get referred or the process around that. Students do not fully understand the signposting process, and this can be made clearer for them whilst at OCE. [4.7]



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