

Assessment for quality and standards initial conditions B7 and B8

Oxford International Education and
Travel Limited

Provider legal name: Oxford International Education and Travel Limited

Provider trading name: Oxford International Education Group / OIEG

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Enquiries to: regulation@officeforstudents.org.uk

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Executive summary

Type of assessment	Initial conditions B7 (quality) and B8 (standards)
For	Oxford International Education and Travel Limited
Advice to the OfS on B7	The provider has credible plans that would enable it, if registered, to comply with conditions B1, B2 and B4 from the date of registration
Advice to the OfS on B8	The standards set for the courses the provider intends to provide, appropriately reflect sector-recognised standards

For providers seeking registration with the Office for Students (OfS), the OfS will assess a provider's application and relevant evidence to determine whether the provider satisfies the initial conditions of registration. For providers that applied for registration on or after 1 May 2022, this includes an assessment of whether the provider satisfies initial conditions B7 (quality) and B8 (standards) as set out in the regulatory framework (November 2022). As part of the registration process the OfS also carries out a risk assessment in relation to the revised ongoing conditions of registration, to include B1, B2, B4 and B5.

As part of its assessment of initial conditions of registration B7 and B8, the OfS appoints an assessment team, including external academic experts, to undertake an assessment of quality and standards. The assessment includes a visit to the provider by the assessment team, after which it produces a report. The report does not take into account matters which may have occurred after that period.

1. This report is an independent assessment of Oxford International Education and Travel Limited ('OIET) about its compliance with the Office for Students' (OfS) initial conditions of registrations for quality (condition B7) and standards (condition B8).
2. The report shows the findings of an independent assessment team. **It does not represent a decision by the OfS about the provider's compliance with these conditions of registration.**
3. The OfS's regulatory framework¹ sets out that a provider wishing to access the benefits of registration must register with the OfS.
4. As part of the registration process, the OfS must assess whether a provider satisfies the initial conditions of registration, including initial conditions B7 (quality) and B8 (standards).
5. OIET currently delivers pathway education to international students who wish to go on to university study at undergraduate and masters' level. OIET does this through its embedded colleges, situated either on or close to the relevant host university campus.

¹ See [Regulatory framework for higher education in England - Office for Students](#).

6. In accordance with the guidance on registering with the OfS (Regulatory advice 3),² the OfS decided that it was necessary to undertake an assessment visit to OIET to gather evidence and provide advice to inform the OfS's decision about whether the initial conditions B7 and B8 are satisfied. The OfS decided that this assessment should be undertaken by assessors able to provide expert academic judgement.
7. The purpose of the assessment is to provide advice to the OfS to enable the OfS to decide whether initial conditions B7 and B8 are satisfied and whether there is any regulatory risk.
8. The evidence from the assessment informs the OfS's decisions about whether to register OIET and, if registered, whether any mitigation is necessary.
9. The OfS appointed an assessment team that consisted of two academic expert assessors and a member of OfS staff. The team was asked to give its advice and judgement about OIET's compliance with initial conditions B7 and B8.
10. The assessment team considered a range of information submitted by OIET as part of its application for registration.
11. The assessment team visited OIET in February 2024 during which time it met with staff and students. The assessment team visited one of the embedded colleges, and met with senior leaders, teaching staff, staff at the host universities and academic directors. The assessment team also met with a range of students across the embedded colleges.
12. In respect of initial condition B7, based on the information it considered, the assessment team's view is that OIET:
 - a. has credible plans that would enable it, if registered, to comply with condition B1 from the date of registration,
 - b. has credible plans that would enable it, if registered, to comply with condition B2 from the date of registration, and
 - c. has credible plans that would enable it, if registered, to comply with condition B4 from the date of registration.
13. In respect of initial condition B8, based on the information it considered, the assessment team's view is that:
 - a. The standards set in respect of any relevant awards granted to students who complete a higher education course that OIET intends to provide, if it is registered, appropriately reflect the applicable sector-recognised standards.
 - b. The achievement of students on courses OIET intends to provide, if it is registered, appropriately reflect applicable sector-recognised standards.

² See [Regulatory advice 3: Registration of English higher education providers with the OfS - Office for Students](#).

Introduction and background

14. OIET (trading as Oxford International Education Group or OIEG) is a private education provider that operates international colleges, English language centres across the UK, Europe, North America, and an online learning platform.
15. In respect of its English higher education provision, OIET, in 2013, signed a pathways partnership agreement with De Montfort University to open and run the Leicester International Pathway College (renamed to De Montfort University International College – DMUIC), with the first students starting in June 2014. In 2018 it agreed a partnership with the University of Greenwich to open the University of Greenwich International College (UGIC), later adding the University of Bradford International College in 2021 (UBIC). The University of Kent International College (UKIC) enrolled its first cohort of students in January 2024.
16. OIET employs an embedded college system at the above four international colleges, with each college being part of a network and operating either on or near to the premises of its ‘host’ higher education institution. OIET delivers pathway courses which prepare students for entry to higher education programmes at that host higher education institution.
17. Table 1 shows the number of students that OIET enrolled on higher education courses in 2022-23, across three of its four English embedded colleges.

Table 1: Students enrolled on higher education courses 2022-23

Embedded college	Number of students enrolled throughout academic year
DMUIC	1,450
UGIC	252
UBIC	280

18. In respect of UKIC, OIET has enrolled 84 students in its first January 2024 intake.
19. The majority of courses are in business-related subjects; however, the embedded colleges also offer courses in subjects such as engineering, computing, health, law and social sciences. The full list of courses is set out in Table 2.

Table 2: Higher education courses

Course	Level	Embedded college
International Incorporated Bachelors (IIB) International Year One Engineering	4	UGIC
International Incorporated Bachelors (IIB) International Year One Business	4	UGIC
International Incorporated Masters (IIM), Computing	6	UGIC
International Incorporated Masters (IIM), Business	6	UGIC

Course	Level	Embedded college
International Incorporated Masters (IIM), Engineering	6	UGIC
International Incorporated Bachelors (IIB) International Year One Business	4	UBIC
International Incorporated Bachelors (IIB) International Year One Business	4	UBIC
International Incorporated Bachelors (IIB) International Year One Engineering	4	UBIC
International Incorporated Bachelors (IIB) International Year One Computing	4	UBIC
International Incorporated Masters (IIM), Management, Law and Social Sciences	6	UBIC
International Incorporated Masters (IIM) 1 Term, Science, Engineering and Health	6	UBIC
International Incorporated Bachelors (IIB) International First Year Business & Management	4	DMUIC
International Incorporated Bachelors (IIB) International First Year Engineering and Computing	4	DMUIC
International Incorporated Bachelors (IIB) International Second Year Business & Management	5	DMUIC
International Incorporated Bachelors (IIB) International Second Year Business & Management	5	DMUIC
International Incorporated Masters (IIM) Business	6	DMUIC
International Incorporated Masters (IIM) Engineering	6	DMUIC
International Incorporated Masters (IIM) Health and Life Sciences	6	DMUIC
International Incorporated Masters (IIM) Business	6	UKIC
International Incorporated Masters (IIM) Computing, Engineering and Mathematical Sciences	6	UKIC

20. Teaching is classroom based, with students also having access to all the facilities and services at their host institution.

21. The embedded colleges have significant operational autonomy but are managed from OIET's Head Office by the Managing Director, University Partnerships, UK and Europe, and OIET's Director of Learning, Teaching and Academic Affairs and Operations Director. The senior leadership teams of the embedded and pathway colleges provide monthly reports to these OEIT directors, through the established management groups that form part of the overall company management and governance infrastructure.

22. The management and governance of OIET is conducted through a series of boards which chart and monitor the strategic direction for its Higher Education Division (as well as the whole of OIET), and manage and review the effectiveness of existing provision, ensure compliance and promote the sharing of best practice. These include, at an operational level, an academic board, management board and operations board which all report to OIET's board of governors. OIET's operations board, academic board and management board receive reports from the embedded colleges, as discussed below.
23. The management and governance of the embedded colleges is established at a local level through legally binding collaboration agreements with the host universities. Management and governance of each embedded college is through a joint committee structure. The collaboration agreements provide for each embedded college to have a steering board, joint academic board and operations board that are the routine decision-making boards of the partnership between embedded college and host university.
24. The steering board has overall responsibility for all decisions relating to the establishment, operation and management of the programmes at the embedded college and for all matters concerning regulatory compliance.
25. The joint academic board is responsible for monitoring quality assurance and academic standards relating to the delivery, assessment and modification of the programmes of the embedded college and it reports to the steering board. At UGIC and UBIC, the joint academic board also deals with operational issues. At DMUIC and UKIC, such matters form the remit of a separate operational board, which operates in the same way as the joint academic board and also reports to the steering board.
26. Each embedded college is led by the college director, who meets regularly with the university coordinator to discuss the routine operations of the college and any issues or concerns which may arise.
27. The college director reports to the Managing Director, University Partnerships, UK and Europe, who reports to the OIET board of governors on matters related to the embedded colleges and their delivery of higher education programmes. The Managing Director, University Partnerships, UK and Europe, is a member of the senior executive group of OIET. They work closely with the key central functions, such as marketing and student recruitment, admissions, compliance, human resource management and financial budgeting and control at OIET head office, in relation to and as far as they support the work and responsibilities of the embedded colleges.

Assessment process

Initial condition B7 (quality)

28. OIET submitted a quality plan and supporting evidence as required by the OfS's guidance for providers seeking registration (Regulatory advice 3).³
29. The assessment team sought further evidence from OIET on 18 December 2023 and then undertook an assessment visit on 19 and 20 February 2024. The assessment team met with senior leaders at OIET, teaching staff and link tutors, link co-ordinators at the host universities, support staff and course directors. The assessment team also met with a number of students across the embedded colleges. The assessment team received a tour of the virtual learning environment (VLE). The assessment team saw samples of assessed student work, across all levels and all embedded colleges, including assessment briefs and marking feedback (discussed further below).
30. The assessment team used this evidence to provide advice about whether OIET satisfies condition B7. The assessment team considered whether OIET had credible plans that would enable it, if registered, to comply with conditions of registration B1, B2 and B4.

Initial condition B8 (standards)

31. OIET submitted information relevant to the academic standards of the courses it is currently providing, and intends to continue to provide if registered, including course documentation, programme specifications and module outlines.⁴
32. OIET also submitted sample evidence of student achievement and associated records of this achievement across all levels of its higher education provision. This included assessment briefs, student assessments, feedback and examination board minutes.
33. The 'sector-recognised standards' relevant to initial condition B8 referred to in this report are set out in a document published by the OfS.⁵
34. The subset of the sector-recognised standards the OfS has identified as applicable for this assessment are:
 - A.1: Qualifications at each level
 - A.2: Volumes of credit
 - A.3: Qualification descriptors, specifically:
 - A.3.1 Descriptor for a qualification at Level 4

³ See [Regulatory advice 3: Registration of English higher education providers with the OfS - Office for Students](#).

⁴ See [Guidance for providers on the assessment of initial condition B8 \(standards\) \(officeforstudents.org.uk\)](#).

⁵ Available at [Sector-recognised standards - Office for Students](#).

- A.3.2 Descriptor for a qualification at Level 5

- A.3.3 Descriptor for a qualification at Level 6.

35. The assessment team considered the evidence available to provide advice on whether OIET complied with the following requirements set out in condition of registration B8: that OIET demonstrates, in a credible manner, that any standards to be set and/or applied in respect of any relevant awards granted to students who complete a higher education course provided by, or on behalf of, OIET (if registered), whether or not OIET is the awarding body, appropriately reflect any applicable sector-recognised standards.

Part 1: Assessment of condition B7: Quality

36. This section sets out advice on whether the provider has credible plans that would enable the provider, if registered, to comply with conditions B1, B2 and B4 from the date of registration.

Condition B1: Academic experience

Does the provider have credible plans to ensure that the students registered on each higher education course receive a high quality academic experience (B1.2)?

37. The assessment team considered OIET's plans to ensure students registered on each higher education course would receive a high quality academic experience. In doing so, the assessment team first considered the factors set out below at B1.3 alongside any other information relevant to ensuring a high quality academic experience.

Does the provider have credible plans to ensure that each higher education course is up to date (B1.3.a)?

Advice to the OfS

38. The assessment team's view is that OIET has credible plans to ensure that courses are up to date. Courses are representative of current thinking and practices in the subject matter to which the higher education course related, and OIET articulated reasonable and timely steps to monitor and review whether courses remain up to date in the future.

Reasoning

39. The assessment team considered a wide range of information, OIET's course and module handbooks, and specification forms, across all levels of its higher education provision, which OIET supplied alongside its quality plan. The module contexts and contents are representative of current thinking and practices in the subject matter of the courses that OIET teaches. The assessment team noted, by way of example, that OIET's Business courses contain modules analysing contemporary business practices. The courses use current and actual examples of successful and unsuccessful business models as case studies for students – for example, the module Global Business Issues, a 30-credit module run by De Montfort University on the International Year One Business Management programme. Course material also includes a wide variety of relevant sources, key articles, and books as well as recent and contemporary media and literature, rather than solely referring to core foundation textbooks.
40. All learning materials are available to students via the VLE. The assessment team considered a range of learning materials, as noted above, and agreed that they contained a range of current views and subject matter developments, with up-to-date references, backed up by reputable research on key topics. Similarly, reading lists contain references to up-to-date academic theory and research, as well as commentary on this research from different perspectives, and in different mediums (for example, web articles and peer-reviewed academic articles from journals) and how that theory relates to current practice. Course material includes practical assignments such as field trips. The assessment team saw

evidence of a visit to the science museum for computing students at UGIC, to foster learning in different environments on up-to-date developments and exhibitions. In this respect the assessment team's view is that the pedagogy of courses represents current thinking and practices. The assessment team had regard to OIET's Learning and Teaching Approach which advocates for a variety of active learning styles, discussing the role of pedagogical theories and experiences and how best to support its approach within the classroom.

41. The assessment team met senior staff at OIET. OIET's head of quality assurance, Managing Director University Partnerships UK and EU, and its Director of Learning, Teaching and Academic Affairs clearly articulated OIET's plans to ensure course material remained up to date. The assessment team corroborated this with the information submitted by OIET. OIET's quality plan sets out a clear process for programme review. This includes the schedule of such reviews for each embedded college, the staff involved in the review and what supporting documentation is considered in the reviews. The programme review documentation requires staff to consider and comment as to whether the course and its delivery materials are up to date before the course is approved.
42. The assessment team saw evidence of annual monitoring. For example, the annual monitoring report for the International Incorporated Masters' in Business at UGIC contains discussion, under the heading 'curriculum delivery', of whether 'the curriculum is representative of current thinking and practices in the subject matter', making reference to the positive view of the external examiner report. The annual monitoring report for the International Year One in Engineering at UGIC shows similar discussion, noting the introduction of electronic kits helped convey up-to-date concepts in practice, and that more circuit designs would be introduced to aid students applying practical knowledge.
43. OIET updates courses regularly and these are subject to the annual review process outlined above, which includes scrutiny of external examiner reports. Module reviews include learner input and, in some embedded colleges (such as UGIC), link tutor input. These reviews are reported to OIET's university partners. The assessment team saw evidence that OIET agrees action plans with university partners, usually through the operation of the joint academic board meetings and these are followed up throughout the year.
44. For example, the assessment team noted that the annual monitoring report for the International Year One in Engineering at UGIC sets out clearly defined actions following the review. These actions include considering further opportunity to stretch and challenge stronger students, introducing weekly formative assessments with constructive feedback. The evaluative reflection is increased at the end of each term to ensure more effective support could be put in place for students. The assessment team also saw evidence by way of the programme appraisal and enhancement review undertaken by De Montfort University in respect of the International Year One in Business at DMUIC. The assessment team noted the detail contained in the evaluation, covering areas such as external examiner feedback, link tutor and/or external subject advisor feedback, as well as considering outcomes data. The action plan set out clearly defined tasks, identifying the lead for the action, the deadline and progress monitoring of the action.
45. OIET's quality plan highlights that its annual review process provides an annual 'health check' on the quality, standards and relevance of all the taught programmes of study and on the student experience, and sought to increase visibility to students. Each programme and module team are required to review core information on an annual basis against relevant key

performance indicators using a common action plan template. OIET highlights that the emphasis is on timely action and feedback to students. Action plans are iterative, live documents that guide developments in response to a range of feedback. The programme appraisal and enhancement review undertaken by De Montfort University in respect of the International Year One in Business at DMUIC, discussed above, contains a clear set of actions with deadlines for completion. One such action was that the structure of the Global Business Issues module would be amended whereby students would have lectures at the start of the week, followed by a seminar to consolidated learning, and completed by a tutorial at the end of the week. The action plan noted that this change was in response to student feedback. The action plan set out dates for delivery of this change and status updates to track progress.

46. In addition to annual monitoring of programmes, there is periodic programme of review or revalidation of programmes. These will normally take place on a five-year cyclical basis, again taking into account views of external assessors, university staff and student feedback, alongside key metrics, such as retention and progression. The assessment team saw evidence of De Montfort University's collaborative review of DMUIC in May 2022. The review panel comprised appropriate staff at the host university, such as pro vice chancellor, senior quality officer and an external panel member. The review set out clear actions, as well as review points for those actions – for example, that DMUIC worked in conjunction with university faculty colleagues during students' transition to their degree programmes, in order to ensure continuity and appropriateness of English language support provided.
47. OIET's current delivery of higher education provides evidence of credible plans for ensuring courses are up to date. The assessment team was able to observe teaching take place and noted that tutors adopted an inclusive approach to teaching, using contemporaneous case studies and adopting the approaches in OIETs Learning and Teaching Approach, such as encouraging interactivity and using task-based learning. In one lesson, students were asked to think of manufacturing companies in their home countries, comparable to the example being taught, in order to better aid understanding of the taught material. In other sessions, the assessment team observed tutors making extensive reference to contemporary examples of products, companies and industry trends of relevance to the students in the room.

Does the provider have credible plans to ensure that each higher education course provides educational challenge (B1.3.b)?

Advice to the OfS

48. The assessment team's view is that OIET has credible plans to ensure that courses have appropriate educational challenge because the documentation available demonstrates the rigour and difficulty reasonably expected of each higher education course, in the context of the subject matter and level of the course.

Reasoning

49. The assessment team considered OIET's plans to ensure that each higher education course provided educational challenge. The assessment team considered OIET's course and module handbooks, and its specifications and assessment frameworks at all levels of its higher education provision, which OIET supplied with its quality plan. The assessment team's view is

that course content, coursework and both formative and summative assessments require students to analyse and evaluate differing views of the topics; students must use reliable evidence and recent research to substantiate their arguments, to challenge their assumptions, and deepen their understanding of theories and concepts in the discipline.

50. OIET's quality plan sets out that courses have been written and designed with close reference to the relevant assessment frameworks by subject specialists. The programme approval and validation processes (discussed above), as well as evidence of programme reviews, programme approval processes and external examiner feedback, show that the knowledge, skills and learning behaviours are considered by a range of experts to ensure they are at the appropriate level and difficulty as relevant to the qualification, and that courses and assessment provide sufficient challenge. For example, the assessment team noted that the annual monitoring report for the International Year One in Engineering at UGIC set out a clearly defined action requiring two assessments to be reviewed with a view to providing better opportunity to stretch stronger students. This was in response to feedback from the external examiner that the two assessments needed to be 'less formulaic and provide an opportunity to stretch the best.' Programme approval processes are clear, with programmes being considered by programme authorisation committee at various stages in the process, before ultimate approval is given.
51. OIET's quality plan describes that it aims to provide 'stretch' for the more able students as well as to ensure there was sufficient support for weaker students. The assessment team had regard to an example for International Incorporated Masters' students studying computing at UGIC. In this example, a diagnostics test was undertaken prior to students' arrival with plans put in place to support weaker students. These plans included re-designs of the pedagogical approach (such as using scenario questions, videos, articles and in-class revision of previous exercises), taking into account lessons learned from previous cohorts. OIET, in this example, also adopted the approach of pairing weaker students with stronger students in class exercises. Similarly, the assessment team saw evidence of tutors seeking to stretch more able students, such as including more difficult questions in revision practice to challenge those students.
52. The assessment team saw evidence, including course approval processes and validation documentation, setting out how OIET ensures that at each stage the educational knowledge, skills and learning behaviours were scrutinised by a range of experts and are set at an appropriate level and difficulty to match the qualification. Approval processes involve the programme authorisation committee at various stages, development teams, faculties, external panel members culminating in an approval event and associated sign-off.
53. The quality plan set out that OIET is cognisant of the needs of its students, with teachers using a wide range of learning and assessment methods (both formative and summative), as set out in OIET's Learning and Teaching Approach, to both vary the learning experience and provide suitable challenge through such methods. The assessment team saw evidence from external examiner reports noting the good range of different types of assessment, that courses reflected current knowledge and that assessments tested a broad range of skills, knowledge and aptitudes.
54. From the assessment team's observations of teaching, it was clear in those sessions that students were being asked to build on knowledge from previous learning and to develop that learning further in the context of new concepts and ideas being taught. The assessment team

was able to observe students being challenged by a range of practical examples used in the teaching and by being given clear opportunities to engage with the material.

55. The assessment team further explored the credibility of OIET's plans to ensure courses provide educational challenge, by considering whether its plans were realistic and reasonable. The assessment team found that students had the opportunity learn about relevant theory in each module (where appropriate) and to apply this learning in a gradually more challenging context as they progress through their course. Assessments are designed to reflect the increased academic challenge at each level and ensure all learning outcomes are assessed at the appropriate level. The assessment team also heard from university link co-ordinators who took the view that students moving onto the programmes at their host university from OIET performed comparably with the universities' direct entry students, reflecting their view that the level of rigour of courses at OIET was appropriate and represented the necessary level of challenge required.

Does the provider have credible plans to ensure that each higher education course is coherent (B1.3.c)?

Advice to the OfS

56. The assessment team's view is that OIET has credible plans to ensure that courses are coherent because there is an appropriate balance between breadth and depth of content; subjects and skills are taught in an appropriate order and, where necessary, build on each other throughout the course; and key concepts are introduced at the appropriate point in the course content.

Reasoning

57. The assessment team considered OIET's plans to ensure that the courses are coherent. Module choices enable students to construct a coherent pathway. Students are required to take certain mandatory modules, to create a coherent learning experience depending on their programme of study and provide grounding in the subject matter. For example, at UBIC, students studying on the International Year One in Computing are required to study the fundamentals of programming and computer systems in terms 1 and 2 before moving onto software engineering and web development in term 3. Students on International Incorporated Masters' courses might study research methods and project management methodologies, alongside scientific and technical English in term 1 before moving onto a project and optional modules in term 2. Where students can choose from optional modules, they receive support from tutors in making decisions that support their individual progression plans.
58. Skills are taught in a coherent order to facilitate the building of knowledge. For example, practical experiments carried out in Chemistry courses are sequenced to build from the theory and build up subject knowledge. Laboratory reports that students are required to write, in turn, become increasingly detailed as they progress through the module.
59. Similarly, given the nature of its student cohorts, OIET seeks to ensure students learn key foundation concepts before they move onto more difficult areas, for example by undertaking digital literacy modules at the start of the programme to allow students to gain IT skills (such as presentation skills) that would be required as those students progress on their courses, and to gain understanding of the VLE early on prior to using it to submit assessments. English

for Academic Purposes modules form key areas of foundational skills for international students new to the UK, and these modules usually run throughout the course so that students can continue to build and reinforce these essential skills, rather than having such teaching as a 'bolt on' to the course.

60. The assessment team saw, through course documentation and in discussion with teaching staff, evidence that essential study skills (such as referencing and avoiding plagiarism) are taught at the beginning of the course, as a foundation of key skills and then reinforced through practice and feedback throughout the year. At UBIC for example, all students are required to complete an online plagiarism awareness module before commencing their studies. This foundation is built upon through the term 1 English for Academic Purposes module which introduces skills such as referencing and summarising and plagiarism. An introduction to research methods module is taught in term 2, which was followed in term 3 by an individual research project. The assessment team's view is that course progression pathways demonstrate a coherent structure to teaching and enhancing key skills throughout the course.
61. The assessors were able to take a tour of UGIC's VLE. There is a variety of online and interactive learning resources to support students in the development of their digital literacy and to expand on their learning within their courses.
62. Course content was reviewed by staff through the regular end of module reviews and end of year reviews, with feedback considered from external examiners (and link tutors at UGIC) and from student-staff liaison committee meetings. For example, the programme appraisal and enhancement review for DMUIC's English for Academic Purposes International Year One highlighted that, 'Building learner autonomy is a key principle within the module. Throughout the module, students were introduced to skills, strategies and knowledge that were needed to learn independently. The module took a scaffolded approach, moving from a very structured and guided to a much less controlled approach by the third term. For example, students were able to choose their own topic for their research project and subsequent final speaking assessment. This enabled students to research an area which was relevant to them and gain deeper knowledge into an aspect of their future studies. The VLE had been developed to support independent learning and students were signposted to this throughout.'
63. The assessment team noted that where a module might be identified as containing too much material and therefore could be too broad to allow students to demonstrate the depth of understanding expected for the course, this would be identified through student or staff feedback and the programme review cycle discussed above.
64. OIET's quality plan sets out that if it was thought a 15-credit module contained too much material for students to demonstrate the depth of understanding expected for the course, this would be detected by staff (for example, in tutor module evaluations) and/or negative feedback from students, and might also be highlighted by external examiners. The assessment team saw evidence of a tutor module evaluation which recommended that future iterations of the module should add language-based activities and interactive exercises, showing active consideration of feedback leading to changes to programmes.
65. Programme managers and co-ordinators carry out lesson observations to ensure that the content is appropriate in scope and detail and is coherent. Some courses are accredited by professional bodies, and, in these instances, programmes are checked against the professional standards, such as the Chartered Management Institute.

Does the provider have credible plans to ensure that each higher education course is effectively delivered (B1.3.d)?

Advice to the OfS

66. The assessment team's view is that OIET has credible plans to ensure that each higher education course is effectively delivered.

Reasoning

67. All teaching is conducted in person. The embedded colleges all use different but suitable methods to deliver teaching, including a mix of lectures, seminars, group work as well as practical exercises.

68. Four teaching sessions were observed by the assessors:

- IIM Business: Business English Communication in Business Case Study & Role Play
- International Year One Business: Economics for business
- International Year One Marketing: Market management
- International Year One Business: Introduction to business.

At these sessions there was engagement with the VLE platform. Teachers used smart boards, and examples were used to provide wider context of the commercial environment. Active learning pedagogy was employed via role play exercises. Students were asked, for example, to critique an audio recording of internal conversations within businesses. An inclusive approach was taken and examples of companies within students' home countries were used to reflect the international student body, to which, the assessment team noted, students responded enthusiastically. Much of the work in these sessions built upon directed and independent study and research.

69. The teaching sessions were delivered with a clear structure, with effective use of a lesson plan with the learning objectives for the session made clear at the outset. OIET has a lesson plan observation process to support tutors in their development of teaching. Formative assessments were effectively used within the teaching sessions, for example Mentimeter quizzes were used to assess understanding of the material taught and to cement knowledge. The teaching sessions made appropriate references to how the material relates to courses within the host university.
70. There is typically a high level of contact hours across most modules, usually 50 hours for 10 credits. OIET highlights in its quality plan that this is evidence of its student-centric approach and its desire to provide high levels of teaching and support for students who are new to the country. It was evident from observing teaching sessions that this translated into tutors being able to build a good rapport with students, allowing tutors to tailor the teaching sessions to student interest and to provide appropriate stretch and challenge in the delivery of the teaching material. This was apparent in the example mentioned above, where students were asked questions about companies in their home countries, as relevant to the case study being discussed, with tutors making use of contemporary examples of products, companies and industry trends of relevance to the students in the room. The sessions also included

active learning techniques, including group discussion and problem-solving activities, encouraging students to develop critical thinking skills and to apply knowledge. Further, it was apparent from teaching observations that tutors had good knowledge of each student's interests; tutors were able to make some references to these to further engage the students in the material being taught.

71. OIET's Learning and Teaching Approach (discussed above) is prepared in collaboration with the relevant host university. This approach supports a wide range of active learning styles to be utilised within the classroom, and for an inclusive learning environment taking into account the needs of the students. The observations of teaching sessions, discussed above, exemplified this approach in practice.
72. OIET's lesson observation process supports continuing effectiveness of teaching delivery. Staff are observed annually, with new staff observed twice within the first year by programme leads or college directors/managers. The observation process includes observation of factors such as:
 - engagement within the learning space and how it is managed by the teacher
 - whether all students are confident to participate
 - whether regular feedback is taking place through effective questioning techniques
 - whether formative assessment measures are regularly employed
 - whether feedback is provided promptly.
73. Further observations are undertaken where there is a need to offer sustained support for a teacher. In interviews with senior staff, OIET highlighted that such observations are developmental, encouraging peer observations and professional discussion of pedagogy and teaching practices to improve learning outcomes. All observations lead to action plans that link into staff appraisals.
74. The assessment team heard from both senior leadership and academic directors that OIET hosts an annual conference to discuss and share good practice in teaching and learning. Most recently its conference included a session on culturally appropriate pedagogy.

Does the provider have credible plans to ensure that each higher education course, as appropriate to the subject matter of the course, requires students to develop relevant skills (B1.3.e)?

Advice to the OfS

75. The assessment team's view is that OIET has credible plans to ensure that each higher education course, as appropriate to the subject matter of the course, requires students to develop relevant skills.

Reasoning

76. OIET seeks to prepare students to progress onto the full degree or masters' course with their host university. The assessment team saw discussion about progression to the host university

taking place within the teaching sessions observed, in addition to such progression being set out within course documentation and across the VLE.

77. As above, the assessment team's view is that courses are up-to-date, coherent, contain sufficient educational challenge and are delivered effectively. These factors, in turn, play a key role in ensuring that students develop skills relevant to their course, and their wider study skills and development.
78. The assessment team's view is that course documentation, such as handbooks and module descriptors, require students to develop and demonstrate intellectual skills, such as evaluating evidence, mobilising an argument, and solving problems, consistent with the subject and level of the course. For example, the UGIC International Year One programme handbook includes, in its detailed list of learning outcomes, that students should 'apply a wide knowledge base of relevant information to key theories and concepts within areas required for progression onto the second year of an undergraduate programme.' The programme handbook discusses learning outcomes in respect of: knowledge and understanding (including understanding specific academic theories and principles); cognitive skills (including solving complex problems showing an understanding of main functions as appropriate to each pathway); practical skills (including being able to accurately cite and reference sources); and transferable skills (such as effective contributions to group work and delivering presentations). Course and module specific outcomes are also set out. OIET seeks to ensure the development of relevant skills is maintained and reviewed through programme review and validation processes, discussed at paragraph 40.
79. Courses are designed with a requirement for students to develop relevant skills appropriate to the profession as well as academic skills to support students in their success on the course. A review of the VLE at UGIC demonstrated a strong emphasis on academic integrity, presentation skills, as well as the availability of Palgrave skills for study, employability segments, and a mechanism for earning integrity points to assist students identifying how to maintain integrity in their work.
80. A particular emphasis is placed upon English for Academic Purposes modules. These modules encourage the practice of expressing opinions and arguments in writing, reading and speaking, to support students in their progression. Similarly, in addition to a focus on digital literacy modules, the embedded colleges offer sessions such as library inductions and workshops on health and safety.
81. From discussion with link co-ordinators, it was apparent that OIET's embedded colleges work closely with the host universities through link tutors or directly with faculty staff at the host university to ensure the currency of the subject being delivered. As above, programme materials are designed with academic input and support from the host university. Courses designed to lead to a particular profession require students to develop and demonstrate the skills necessary for success in that profession, for example pharmacy courses at UBIC requiring students to synthesise basic drugs in the laboratory. These skills are built into the curriculum, and laboratory or workshop time is provided for the development of these skills.
82. The assessment team also spoke to link co-ordinators at the host universities. Link co-ordinators were of the view that OIET students joining them had developed the relevant skills at OIET to perform comparably with direct entry students.

B1 conclusions

Does the provider have credible plans that would enable the provider, if registered, to comply with condition B1 from the date of registration?

83. The assessment team considered that, overall, OIET has credible plans to ensure, if registered, that students on each higher education course proposed receive a high quality academic experience.
84. The assessment team noted that the requirement of condition B1 is expressed as a principle that can be satisfied in different ways. The assessment team was of the view that the evidence received was sufficient for it to make an overall view in respect of initial condition B1. Considering its observations at B1.3.a, B1.3b, B1.3c, B1.3d and B1.3e above, and the reasoning contained therein, the assessment team's view was that OIET did have credible plans to ensure students would receive a high quality academic experience.
85. OIET's quality plan sets out that its newest embedded college, UKIC, will be managed according to the common approach across the embedded colleges discussed above. Up-to-date course documentation has been prepared in consultation with the host university, and has gone through its established approval processes. It is subject to the same review processes as detailed above, for example through end of module reviews and end of year reviews, with feedback from external examiners and student-staff liaison committees. Course material follows the same principles as with existing courses, such as building knowledge and skills in a coherent and logical way, alongside key foundational topics within English for Academic Purposes modules. Teaching at UKIC would be in accordance with OIET's learning and teaching pedagogical approach, with the high level of contact hours maintained. The assessment team's view was that OIET's plans were credible, noting that its consideration of credibility may include evidence of a provider's past performance delivering higher education. OIET has established governance and feedback/escalation mechanisms in place across its existing colleges. OIET's mechanisms to share good practice across embedded colleges will be used to support the new embedded college as it teaches its first cohorts.

Condition B2: Resources, support, and student engagement

Does the provider have credible plans for how each cohort of students would receive resources which are sufficient for the purposes of ensuring:

- i. a high quality academic experience for those students**
- ii. those students succeed in and beyond higher education (B2.2.a)?**

Advice to the OfS

86. The assessment team's view is that OIET has credible plans to ensure students receive resources sufficient for a high quality academic experience and to ensure students succeed in and beyond higher education.

Reasoning

87. The assessment team visited one embedded college (UGIC) – which was a short walk from the host institution campus – and viewed classrooms, student social space areas, and accessibility provisions for disabled students, and found these to be sufficient overall for the cohorts of higher education students it currently admits and proposes to admit in the future. The assessment team also had access to videos of the three other embedded colleges: UBIC, DMUIC and UKIC, as well as college layouts. These latter three embedded colleges were situated on the university campuses; the colleges had dedicated spaces and classrooms, but could utilise university classrooms or laboratories. Students at the embedded colleges were taught separately from students studying at the host universities.
88. In addition to the facilities available at the embedded colleges themselves, students have full access to the host university's facilities (libraries – including the same borrowing rights as university students; study areas; social spaces; cafeterias; laboratories; learning support facilities; recreational clubs and facilities). Students are encouraged to join the students' union and to integrate into the wider life of the host university.
89. The assessment team was able to access the digital facilities, including the VLE, used for current higher education students and took the view that these are suitable and work well. They contain a comprehensive range of learning resources, as well as up-to-date reading lists which linked through to electronic books, and allow students to test their knowledge of module content with quizzes. OIET has a portal for students to submit assessments, view feedback and grades, and request administrative changes to their student status.
90. The assessment team was satisfied that students receive sufficient resources, having the benefit of the host university resources in addition to those of the embedded college. In student meetings, students spoke positively of the resources and IT infrastructure and support surrounding their studies. Classrooms are modern and spacious for the learning taking place. The assessment team's view was that physical and digital learning resources were adequate and deployed effectively to meet the needs of students. The assessment team particularly noted attempts made by individual colleges to make students feel more at home in the layout of spaces, such as the use of posters (exhibiting information about students' home countries, or particular cultural events) and recreational activities such as, at UGIC, the opportunity to play the piano in a social space.

91. The assessment team considered OIET's staff resources needed to ensure a high quality academic experience and for students to succeed at the host university. Staff teaching English for Academic Purposes have appropriate English-teaching qualifications such as a Masters' or certificate in teaching English to speakers of other languages. All teaching staff are qualified in their relevant teaching area, with OIET encouraging staff to have teaching qualifications in their specific teaching area. OIET's quality plan sets out that new staff are provided with a supportive induction programme and are observed in the classroom twice in the first year, to ensure they are teaching to the expected standard. Where there are any concerns, extra support is provided by way of developmental action plans. OIET's quality plan further sets out that continuing professional development (CPD) programmes ensure the development of the teaching practitioner skills. Planned programmes are aimed at addressing training needs and upskilling teachers and tutors. Each term begins with a CPD session to include topics requested by staff, or areas of importance as identified by senior college staff.
92. The assessment team heard from senior leaders that OIET had financially supported staff across the embedded colleges who had wished to gain qualifications such as a PGCE, teaching fellowships of the higher education academy through Advance HE or TESOL masters'. For example, the programme appraisal and enhancement review for DMUIC's English for Academic Purposes (EAP) International Year One noted that 'a number of EAP team have engaged in professional development activities. These include PGCAP, HEA Fellowship, Trinity Diploma in TESOL and Cambridge DELTA. This will further enhance teaching on the modules.'
93. OIET also intends to arrange an annual conference, as well as masterclasses, to enhance the college level of CPD being provided. OIET intends that targeted workshops will explore key areas for development that have been identified in each college through the lesson observation and appraisal process, to generate a positive impact on classroom teaching and how teaching resources are deployed.
94. As above, the assessment team noted the high level of student-teacher contact time and the positive impact this had within lessons, allowing tutors to 'know' their students well and to tailor lessons to their interests. This positive benefit was highlighted by both students and teaching staff in meetings with the assessment team and was seen by the assessment team in lesson observations. The assessment team heard that at DMUIC finding staff had been more of a challenge than retaining staff, but OIET's student-to-staff ratios have remained consistent and ahead of its key performance indicators. The assessment team observed these positive teacher-to-student ratios in the lesson observations undertaken.

Does the provider have credible plans for how each cohort of students would receive support which is sufficient for the purposes of ensuring:

i. a high quality academic experience for those students

ii. those students succeed in and beyond higher education (B2.2.b)?

Advice to the OfS

95. The assessment team's view is that OIET has credible plans to ensure that each cohort of students receives support sufficient to ensure a high quality academic experience and for those students to succeed in and beyond higher education.

Reasoning

96. OIET's quality plan highlights that all its students have different cultural starting points, and individual strengths and weaknesses. OIET states that its educational approach is to provide a student-focused learning experience where tutors get to know their learners so that they can understand their needs and provide the support required. OIET states that the resourcing and models of this support are continually evolving and expanding to address the academic needs of each cohort of students.

97. OIET's quality plan sets out that all students are provided with a personal tutor, or dedicated point of contact to support progression and personal development. Personal tutorial sessions cover issues such as culture-shock and homesickness, time management, dealing with stress, and preparing for exams and assessments. Tutorial sessions consist of group activities and group discussions and some one-to-one discussions with the tutor. Students are encouraged to discuss issues with their personal tutor at any time. The impact of this support is monitored through regular OIET academic board meetings, through scrutiny of 'students at risk' as well as retention data and related action plans.

98. UBIC's personal academic tutoring guide places emphasis on the fact that every student matters, setting out clear guidance on matters that might be discussed in personal tutor sessions and a recommended number of meetings throughout the student's programme of study.

99. Academic support takes place in the form of formative feedback, assessment feedback, with course and module handbooks providing clear direction and guidance for students. Steps are taken to ensure all students are accessing this support through regular tutorial contact. OIET invests in high levels of contact time (discussed above), which is usually 50 hours for 10 credits, as it seeks to maximise face-to-face time between tutor and learners. This contact time has been noted by both OIET and the assessment team as exceeding sector norms – but from the teaching observations and meetings with staff and students, it was apparent that this is a key mechanism and space through which students remain engaged and are offered academic and pastoral support by their tutors. Staff strongly emphasised that they saw the high contact hours as a significantly positive aspect of the provision, allowing time to stretch and challenge students, provide more support (noting students will be new to the country) and time to get to know the students and build rapport, as well as provide focused academic and pastoral support. Similarly, in meetings with the assessment team, students spoke very

positively about the support they received, that tutors were accessible and on hand to assist them both with academic and pastoral matters.

100. OIET, through its partnerships with the host universities, offers wider student support services, such as student clubs and societies, student advice and information services, and a non-denominational Faith Room for religious support. The assessment team noted that students also have access to the student services centre for support with enrolment, applications for travel discounts and practicalities such as local and national travel. These are signposted through induction and student handbooks. All embedded colleges have dedicated welfare support staff to provide a further high layer of support for students settling into a new country and navigating issues such as accommodation and finding work.
101. OIET offers study skills modules to support digital skill development specifically, and where applicable, laboratories, workshops and studios provide opportunities for physical skills development in line with the learning outcomes. For example, at UBIC a digital literacy module runs in term 1 for all International Year One courses. OIET is alert to safeguarding concerns to ensure that the students know how to keep safe online.
102. The assessors saw a wealth of accessible information and interactive tools on the VLE, demonstrating a strong emphasis on academic integrity and avoiding academic misconduct, such as quizzes, games and a mechanism for earning integrity points to assist students identifying how to avoid academic misconduct in their work. The assessors heard from teaching staff that students are encouraged to put submissions through similarity detection software in good time before the submission date. Where draft submissions show a high similarity percentage on similarity detection software, students are invited to an academic practice meeting to provide further support and guidance on avoiding academic misconduct. Teaching staff expressed a view that plagiarism has reduced since the implementation of such meetings. Students who did commit academic misconduct may also be asked to revisit the integrity sections of the VLE and write a short essay about what they have learned.
103. The assessment team heard from teaching staff at UBIC that mock assessments are also a useful tool at identifying students at risk of committing academic misconduct.
104. Teaching staff also spoke about the challenge of artificial intelligence, and how OIET staff seek to have open and honest conversations with students about use of such tools in their work. Staff are building such discussions into lessons and English for Academic Purposes modules. Academic regulations have been updated to reflect misuse of AI software. The assessment team heard that UGIC staff have trialled asking students to submit an AI declaration when they submit assessment work. Further, the assessment team heard that AI in education was a focus at its 2023 Teaching and Learning Conference.
105. Students spoke positively about the tools to assist in avoiding academic misconduct, noting their overseas educational background and the need to learn about academic offences in the UK, and how to approach tasks such as paraphrasing and referencing. Similarly, students felt well-supported by the high contact time with tutors, which allowed them time to learn, ask questions, receive feedback and reinforce their learning.
106. The assessment team were able to view VLE employability modules and tools for developing digital capabilities. OIET informed the assessment team that further employability modules were being added to the VLE. Academic support learning enhancement teams provide

support to students who wish to improve their knowledge further. Students have access to the host universities' career services and information. In addition to this the assessment team heard from the student enhancement team director about support given on careers and finding work. Staff might look at student CVs and suggest changes, roleplay workplace scenarios, suggest employability diaries, as well as arrange careers fairs. Students, again, spoke positively about this level of support in meetings with the assessment team.

107. Additionally, to further support student progression to the host university, the assessment team heard from link tutors that they offer interview preparation sessions for students who needed to pass an interview to progress onto their chosen degree. The assessment team heard from senior staff how OIET arranges opportunities to attend sessions with their future faculty. This includes attending a lecture or other sessions (including hearing from university students) to get a clearer idea of what they can expect when they progress onto their degree. OIET highlights that link tutors facilitate two-way communication between programme staff and students within the embedded college and key university staff. The assessment team heard from staff arranging such sessions that there was a systemic approach to such events to enable as smooth a transition as possible to the host university.
108. The assessment team heard from OIET that the number of students passing the pathway course, and the number of those continuing onto the course at the host university, was an issue it was looking to improve upon, particularly following the COVID-19 pandemic and as a result of wider factors impacting the international student market. OIET and the host universities pointed to reported sectoral issues with the international student market, issues of students switching to skilled worker visas and withdrawing from programmes. OIET also noted changes in the traditional student market, most particularly a reduction in students from China and a growth in the South Asian market, as well as fluctuations in the Nigerian currency which has affected student continuation – often due to affordability – for such students. OIET had undertaken analysis in respect of credibility of students and affordability of programmes as these two factors have also been an issue in some of its markets.
109. The assessment team heard that OIET, in discussion with host universities, has put into place a number of strategies in response to these challenges. These include requiring students in some countries to take 'in-person' English language testing; terminating the relationship with agents putting forward non-credible students; requiring some students to pay their tuition fee in full before being allowed to register; hiring compliance officers in specific countries, with credibility interviews being conducted in person; placing restrictions on the distance a student could live from the college campus, and considering its academic entry requirements. OIET has also established student experience and student enhancement teams to further support students with issues, from the point of receiving their confirmation of acceptance of studies through to progression to the host university. OIET has also made some changes to the curriculum, for example changing programmes to having longer, 'thinner' modules, to allow students more time to acclimatise to the country and develop key skills before assessments.
110. The assessment team's view is that, from the perspective of student support, OIET's plans to improve student progression appear credible. The assessment team heard from senior staff that the measures put in place appeared to be making improvements and that OIET and its university partners would continue to monitor and evaluate the data.

Does the provider have credible plans for how it would ensure effective engagement with each cohort of students which is sufficient for the purpose of ensuring:

i. a high quality academic experience for those students; and

ii. those students succeed in and beyond higher education (B2.2.c)?

Advice to the OfS

111. The assessment team's view is that OIET has credible plans that set out the steps it takes to ensure effective engagement with each cohort of students which is sufficient for the purpose of ensuring a high quality academic experience for those students, and for the purpose of ensuring that those students succeed in and beyond higher education.

Reasoning

112. The assessment team heard from both staff and students that student representatives are asked to provide feedback and contribute to termly staff-student liaison committees. In addition, students provide feedback to programme committees and feedback for the evaluation of modules. Student representatives might be invited to joint academic board meetings, or minutes from staff-student liaison committee meetings may be circulated for discussion at joint academic boards. Discussion of the view of students is a standing agenda item at such meetings. The assessment team was able to see such feedback discussed in meeting minutes of the above-mentioned committees. For example, at DMUIC in May 2023, student representatives attended the Joint Academic Board to discuss student feedback on teaching, as well as discussing ongoing social activities to bring students together and create stronger student communities. UBIC Joint Academic Board minutes of June 2022 showed active and detailed discussion of feedback gained from staff-student liaison committees, discussing matters such as student concerns about visa applications, social events linking up with the host university's students' union, student feedback on end of module surveys and suggestions to make them simpler, and student feedback on student support. UGIC's Joint Academic Board minutes of May 2023 similarly set out discussion of student liaison committee meetings, such as student feedback in respect of group work.

113. Staff-student liaison committee meeting minutes show open and transparent discussion of issues impacting students and set out clear actions in response. Examples include re-sharing attendance policies, creation of notice boards to share information and foster a sense of community, organising more welcome events, more regular campus tours and providing more information about university scholarships. Students were also asked for feedback on field trips, such as the UGIC computing visit to the science museum (mentioned previously). The assessment team also heard, by way of example, that some students faced challenges in accounting, which was fed back through the above-mentioned engagement routes, following which the tutor added extra classes to provide further support.

114. Student feedback is also a key component in programme reviews. For example, the programme appraisal and enhancement review for DMUIC's English for Academic Purposes International Year One gives clear consideration to student feedback across a number of areas, such as whether the module was well structured and whether students received effective feedback. Actions could also be seen in response to student feedback, such as

developing additional material on referencing and introducing a General English component to the module.

115. The assessment team met with student representatives from each of the embedded colleges across a variety of programmes. The student representatives provided feedback of their experiences which were overwhelmingly positive. Student representatives commented on how supported they felt given the availability of resources such as 24-hour library services and the consistent feedback and responsiveness of their tutors. Student representatives understood their role in gathering feedback from fellow students and raising any issues through various channels, such as the staff-student liaison committees and through contact time with tutors.
116. The host universities run student survey systems on behalf of OIET's embedded colleges, surveying each student at the end of a module, which is then analysed by OIET. The assessment team heard that OIET does not formally survey students at the mid-point of a module (although tutors were encouraged to receive feedback at such points), being conscious of survey fatigue and seeking to maximise response rates. However, OIET is considering mid-point evaluations to better enable actions to be taken during a course.
117. Although [this part of] B2 is concerned with academic support the team also saw evidence of wider support structures that were in place such as supporting students settling into the UK, support with job seeking and accommodation, as well as closely monitoring attendance and welfare and seeking to support students having difficulties. These additional support structures serve to help support students engage in their learning.

B2 conclusions

Does the provider have credible plans that would enable the provider, if registered, to comply with condition B2 from the date of registration?

118. The assessment team's view is that OIET has credible plans to enable it, if registered, to comply with the requirements of condition B2 from the date of registration. It provides sufficient resources, support and opportunities for student engagement to ensure that students receive a high quality academic experience to succeed in and beyond higher education.
119. The assessment team noted OIET's plans to improve student continuation, as they related to resources, support and engagement. Based on the documentary evidence and its meetings with students and staff, the assessment team's view is that OIET is taking steps to ensure effective engagement, support and resources for its students to ensure a high quality academic experience and that they succeed in and beyond higher education, for the reasons discussed above. The assessment team's view is that OIET puts significant resource and consideration into supporting its students. The assessment team heard from OIET that there were wider issues impacting on continuation of overseas students and that OIET, in consultation with the host universities, is taking proactive steps to try and improve progression rates for its students.
120. OIET's quality plan sets out that the approach at its newest embedded college, UKIC, replicates that of its existing colleges. As noted above, students have access to the host

university's facilities (with the embedded college being located on the university campus) and receive the same high level of support and contact hours as at the other embedded colleges. OIET noted that its student enhancement team would continue to provide resources for colleges to share with learners (in respect of academic skills, employability and pastoral support) and the same infrastructure to facilitate student engagement (for example student-staff liaison committees, and discussions at Joint Academic Boards) would operate at UKIC. The assessment team's view is that OIET's plans are credible in respect of UKIC, noting that it has established processes in place across its existing embedded colleges. The assessment team was also mindful that staff across the embedded colleges spoke consistently about OIET's support and engagement mechanisms, and the resources available to students, and the students themselves were wholly positive about these areas, particular the facilities available to them and the high level of contact hours with tutors. This, in the assessment team's view, lent credibility to OIET's plans to provide sufficient levels of support, resources and engagement at UKIC.

Condition B4: Assessment and awards

Does the provider have credible plans to ensure that each higher education course is assessed effectively (B4.2.a)?

Advice to the OfS

121. The assessment team's view is that OIET has credible plans to ensure that each higher education course is assessed effectively.

Reasoning

122. In considering the credibility of OIET's plans, the assessment team considered a wide range of evidence (see the paragraph below) to evaluate the degree to which OIET is assessing students effectively, in a challenging and appropriately comprehensive way, with reference to the subject matter of the higher education course. The assessment team also considered whether assessment provided stretch, tested relevant skills and minimised opportunities for academic misconduct.

123. The assessment team examined a range of documents relevant to condition B4.2.a, including:

- Module descriptors and assessment methods for the International Incorporated Masters' at the University of Bradford, the International Foundation Year at De Montfort University, the International Year One and International Incorporated Masters at the University of Greenwich
- Samples of current module assessment briefs at each level of provision and across three of the embedded colleges, assessment submissions, feedback and marks
- Programme retention data including the number of students who remained until the end of the programme, those who gained the requisite amount of credit and those who progressed onto the intended programmes
- Module attainment data through Board of Examiners' reports.

124. OIET uses both formative and summative assessment, with formative assessments (such as quizzes, group work) supplemented by timely feedback from tutors. Summative assessment includes writing tasks, different examination types (for example, reading and listening examination), case studies and presentations. Assessment briefs set out how feedback would be provided (for example, both written and verbal).

125. The assessment team saw a range of assessment briefs. These clearly set out the requirements of the task, word counts (where relevant), weighting applied, submission dates, mode of hand-in, point of contact and marking criteria.

126. OIET's quality plan outlines its approach to assessment and its assessment processes. OIET works in accordance with annually reviewed and updated university assessment and feedback policies, including marking rubrics. These are designed to continually enhance practice and ensure consistency with host university criteria and feedback policies. OIET supplies students with marking criteria relevant to the level of study, through programme

handbooks and course specifications and assessment briefs. Programme handbooks and course specifications set out course requirements and how modules are assessed. These also provide information and guidance on the avoidance of academic misconduct, complemented by access to plagiarism detection software.

127. The assessment team heard evidence from programme and module leads, as well as tutors. They emphasised that a range of formative assessments are effectively used regularly within modules, and are outlined in module plans so that students are aware of them. The assessment team also heard evidence that an effective feedback turnaround time approach is in place, alongside guidance on the quality of feedback, to ensure that students are able to maximise the learning they undertook from this stage of assessment. Students were positive about receiving prompt and detailed feedback from tutors and the use of formative assessment.
128. Evidence of stretch could be seen across a range of module assignments; the assessment team saw documentary evidence of consideration given to how to stretch more able students. Examples included introducing more challenging questions in revision sessions, and reviewing and redesigning modules to introduce greater challenge.
129. External examiner reports corroborate that students are assessed in a challenging way and that stretch and rigour are consistent with the level of study. Where external examiners recommended greater stretch and challenge, the assessment team saw evidence that this was considered at programme review level, with appropriate actions put in place to address this feedback. The assessment team also heard evidence that the embedded colleges share best practice where effective strategies have been implemented to stretch the strongest students.
130. The assessment team viewed evidence that OIET seeks to minimise academic integrity difficulties. The various interactive quizzes, games and learning material in respect of academic integrity on the VLE is discussed above. Academic integrity is also covered in English for Academic Purposes modules. By way of further examples, DMUIC has appointed academic practice officers to support good academic practice and manage all academic integrity cases; UBIC runs a plagiarism awareness module on the VLE, designed to support students to fully reference their work. As discussed above, the assessment team heard from staff that they encourage students to make full use of plagiarism detection software, well before submission, in a draft submission link. This enables students to review their own work and ensure good academic practice has been followed prior to final submission. Identification of individual cases was evident from assessment samples considered by the assessment team. The assessment team saw clear and consistent evidence that academic integrity and misconduct was discussed, with trends identified and actions considered, at joint academic boards.

Does the provider have credible plans to ensure that for each higher education course assessment is valid and reliable (B4.2.b)?

Advice to the OfS

131. The assessment team's view is that OIET has credible plans to ensure that for each higher education course assessment is valid and reliable. The assessment team's view is that

students are required to demonstrate knowledge and skills in a manner which is consistent, between the students registered on a higher education course and over time, as appropriate in the context of developments in the content and delivery of the higher education course. Assessment takes place in a way that results in students demonstrating knowledge and skills in the way intended by design of the assessment.

Reasoning

132. From the sample of assessments considered, the assessment team saw that assessment criteria are closely aligned with relevant sector-recognised standards and are used consistently across all three colleges. Consideration of student work showed that students are required to demonstrate knowledge and skills relevant to their course/module. Through the use of formative and summative assessment, the assessment team saw that assessment is delivering, in practice, what was designed in course documentation, such that students are being required to demonstrate, in practice, the knowledge and skills intended.
133. The assessment team noted positively, from the sample of student assessments considered, that there was some evidence to suggest that OIET has moved towards more 'authentic' assessment, helping students to apply knowledge to more 'real world' scenarios, and to incorporate more inclusive assessment design to ensure assessment is valid.
134. Assessments are checked for validity and reliability by senior academic staff and are approved by external examiners. Extensive internal and external moderation occurs at all levels and procedure was clearly outlined in documentation seen by the assessment team. For example, at UGIC, all assessments are moderated by the link tutor before module delivery. In respect of second marking, for example, at UBIC, for every assessment, a 10 per cent sample (or 10 pieces, whichever is greater) of scripts must be second marked. For modules with less than 10 students, all scripts must be second marked.
135. The external examiners' reports viewed by the assessment team show satisfaction that assessments enable students to demonstrate the knowledge and skills developed and for learning outcomes to be assessed at the appropriate level, and that marking and moderation occurs to an appropriate standard. As above, where feedback was given on how modules could be improved, the evidence – primarily through the annual course review process – shows that clearly defined actions were taken in response.
136. The assessment team discussed the moderation process with staff and saw evidence of this in samples of assessed work. The assessment team's view is that there is an effective level of moderation at OIET. Staff noted that a lot of moderation takes place, often to strict timescales due to the various intakes throughout the year.
137. Where any concerns about assessment are raised, the assessment team saw evidence that OIET responds with clear actions. The assessment team noted an example at one embedded college where OIET responded to concerns raised by the external examiner in respect of specific modules with a series of actions. Actions included undertaking a review of the modules, further moderation of assessments by senior staff, teaching observations focusing on providing formative feedback and preparing students for assessments. Teaching staff rated students using the Red-Amber-Green (RAG) system, based on engagement and progress, with interventions in place for those of concern.

138. As set out above, assessment is designed in collaboration with the host university. The assessment team heard that link tutors ensure that assessment is designed in conjunction with university partners, and work is marked in line with the broader university processes to ensure a smooth progression path for students.
139. Joint academic boards monitor and understand how the performance of students who progress from the embedded colleagues compares to direct entry university students. In May 2023, DMUIC noted a mixed picture, that students performed less strongly than direct entry students but that the gap was narrowing; there were also instances where DMUIC students did perform better and had a higher share of the First Class Honours award. The assessment team heard from link co-ordinators that, overall, their current view was that students progressing from the embedded colleges perform comparably to direct entry university students.

Does the provider have credible plans to ensure that for each higher education course the academic regulations are designed to ensure that relevant awards are credible (B4.2.c)?

Advice to the OfS

140. The assessment team's view is that OIET has credible plans to ensure that, for each programme offered, academic regulations are designed to ensure that awards offered are credible, in that relevant awards reflect students' knowledge and skills and are valid and reliable.

Reasoning

141. The assessment team's view is that academic regulations ensure that awards appropriately reflect students' knowledge and skills and are credible. As above, regulations and assessment rubrics are prepared in partnership with the host universities. OIET and its embedded colleges work alongside the host universities to ensure that the joint academic boards exercise their responsibility for monitoring quality assurance and standards on programmes. In particular, the joint academic boards lead on quality assurance of assessment processes, including the oversight of marking processes, statistical marks analysis and review of awards and progression to ensure credibility.
142. OIET does not grant degrees; successful students progress onto a degree or masters' at the host university. The assessment team's view, based on the sample of assessed work considered, is that marks awarded reflect students' knowledge and skills. As discussed above, OIET's assessment and moderation processes are robust and extensive (this was also noted in consideration of assessed student work) such that the assessment team take the view that students are assessed effectively and assessments are valid and reliable. The assessment team are also of the view, based on its existing provision and processes, that the OIET's plans for assessment at its newest embedded college, UKIC, are credible.
143. The process of programme review, discussed above, and the close relationships with the host universities is such that improvements could be captured and acted upon through clearly defined action plans. The assessment team saw evidence of detailed discussion of student outcomes (pass rates, completion rates, withdrawals) at joint academic boards and within annual programme reviews.

144. The assessment team's view is that regulations governing academic misconduct are credible. These set out clearly signposted processes for dealing with alleged academic misconduct, are produced in collaboration with the host university and reviewed periodically and updated, such as to include references to use of AI in assessments. The assessment team heard from students that they were made aware of academic misconduct regulations and procedures. The issue of academic integrity was made clear through lectures, particularly English for Academic Purposes, and through material on the VLE. The assessment team also saw regular discussion of academic misconduct in board minutes.

Does the provider have credible plans to ensure that for each higher education course, the academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course (B4.2.d)?

Advice to the OfS

145. The assessment team's view is that OIET has credible plans to ensure effective assessment of technical proficiency in the English language in a manner which reflects the level and content of the applicable course.

Reasoning

146. OIET has embedded English for Academic Purposes modules to run across all programmes and to cater for a variety of different levels of ability. It was clear from discussion with the assessment team that staff place significant importance on these modules, using the VLE to supplement and reinforce the learning. English for Academic Purposes modules aim to raise English language proficiency and enhance study skills in preparation for the next level of study, through high contact hour modules and effective assessment. More broadly, English proficiency is also expected in a broad range of other modules, including the correct use of terminology, and clarity and coherence of argument. Marking criteria in assessment briefs sets out clearly the requirement for 'use of clear, accurate English, well organised, with flow and progression.'

147. The assessment team saw evidence from sampled assessments that assessment and feedback policies refer to the use of written English in assessment. For example, UGIC's feedback policy highlights that, 'feedback must be given on the student's use of written English, for example through comments in-text, within the feedback form or by identifying achievement level via the [associated marking] rubric.'

148. As above, OIET's quality plan highlights its approach of integrating technical proficiency in the English language through its English for Academic Purposes modules, which serves to reinforce proficiency through course structures, rather than being a 'bolt-on' within subject modules. Tutors use their expertise as experienced practitioners in English language tuition to accommodate students at varying levels of ability.

Does the provider have credible plans to ensure that relevant awards granted to students are credible at the point of being granted and when compared to those granted previously (B4.2.e)?

Advice to the OfS

149. The assessment team's view is that OIET has credible plans to ensure that relevant awards granted to students are credible at the point of being granted when compared to those granted previously.

Reasoning

150. The assessment team reviewed assessment briefs and a sample of coursework and exam papers, student responses, and marks and feedback across all levels. The assessment team found that marking, on the whole, did appropriately reflect students' knowledge and skills.

151. There is evidence that OIET, its embedded colleges and the host universities work together to review and reflect on any differences between the attainment of cohorts entering at different points in the academic year.

152. The assessment team also heard evidence from programme and module leads that student attainment on modules is regularly reviewed. Variations in average module marks and standard deviation are carefully reviewed and action plans developed depending on module results and context.

153. The assessment team requested additional attainment and progression information from OIET across the academic years 2020-21, 2021-22 and 2022-23. This included:

- the number of students enrolled on each programme and who remained registered from the third week of term at each of the three host universities
- the number of students who attended and remained on course until the completion of the programme
- the number of students who achieved the required number of credits to pass the programme
- the number of students who moved to their intended progression degree at the host institution.

154. The assessment team noted that, in some instances in International Year One programmes, less than half of those enrolled achieved a pass mark and this trend appeared to be worse in 2022-23 compared to 2021-2022. The percentage of students achieving a pass mark in International Year Two and on International Incorporated Masters' programmes was stronger. The assessment team discussed pass rates with various staff members and heard from staff that there are a wide number of global factors impacting progression to the host university, discussed above. The assessment team saw clear evidence that host universities and the embedded colleges are working collaboratively to identify and address the drivers behind attainment and progression data and are working to make improvements to student progression and respond positively to changes affecting the international student market. From the evidence seen, such as the assessment regulations and samples of assessed work

and feedback, the assessment team's view is that assessments themselves are credible at the point of being granted.

B4 conclusions

Does the provider have credible plans that would enable the provider, if registered, to comply with condition B4 from the date of registration?

155. The assessment team's view is that OIET has credible plans that would enable it, if registered, to comply with condition B4 from the date of registration. The assessment team was able to consider evidence of existing regulations, board minutes and the view of staff and students. The assessment team was also able to consider samples of assessed work across all levels of higher education – including feedback, alongside course specification, assessment rubric and feedback guides. The assessment team noted discussion about student progression rates and saw discussion of credible measures to improve progression, and evidence of OIET and its university partners actively discussing and evaluating outcomes.
156. In respect of provision at UKIC, the assessment team had regard to the existing information in forming its view that OIET's plans in regard to assessment are credible. Course documentation has been produced in collaboration with the host university, with university assessment frameworks and mark schemes being used where required. Quality oversight and assessment and marking and moderation processes follow existing processes. Course material has been written with adherence to learning outcomes dependent on course level, with assessments being moderated to check validity and reliability, as well as being approved by an external examiner.
157. As with existing provision (and noting the considerable additional material for students available, for example on the VLE), assessments are designed to minimise academic misconduct; English for Academic Purposes modules serve to assist students avoid academic offences and ensure effective assessment of technical proficiency in the English language. As with its other embedded colleges, UKIC will comply with relevant assessment policies and academic regulations of its host university to maintain integrity of qualifications. OIET, through its governance structures, will monitor and check processes are in place and working consistently and ensure good practice and key trends are shared.
158. The assessment team, in its meetings with staff (including UKIC staff), was satisfied that the sharing of good practice and oversight by OIET, as well as the clear understanding that teachers and link tutors had in respect of their roles, lends further credibility to OIET's plans in respect of assessment and awards at UKIC.

Part 2: Assessment of condition B8: Standards

Requirement

Does the provider demonstrate in a credible manner that the standards set for the courses it intends to provide, if it is registered, appropriately reflect any applicable sector-recognised standards?

Advice to the OfS

159. Based on the evidence provided, the assessment team's view is that standards set for the courses OIET intended to provide if it is registered appropriately reflect applicable sector-recognised standards.⁶
160. The assessment team's view is that standards set for the courses at UKIC appropriately reflect applicable sector-recognised standards. The assessment team had had regard to evidence of OIET's past and current performance in delivering higher education.

Reasoning

A.1: Qualifications at each level

161. The assessment team's view is that OIET has adopted qualification titles appropriately. The courses it is delivering appropriately reflect those requirements outlined in Table 1, part A.1 of the sector-recognised standards document. The title of the awards accurately reflects the level of students' achievement, the volume, nature and field of study undertaken and is therefore in alignment with conventions for qualification titles.
162. International Year One programmes are appropriately described as situated at Level 4. For example, the programme specifications for the International Incorporated Bachelors' Degree Year One offered by OIET at UBIC demonstrate how the title accurately represents the level of students' achievement. This pathway programme caters for international students who typically would have had study experience beyond the standard 12 years of schooling or achievement in final high school examinations, alongside sufficiently strong performance in the International English Language Testing System (IELTS) (or equivalent) which allows for entry into an international year one, rather than an international foundation year.
163. The International Incorporated Bachelors' Degree Year One offered by OIET at UBIC is a 120 credit programme at Level 4, leading to a Certificate of Higher Education and enabling entry into undergraduate degrees at the University of Bradford at Levels 5 and 6. The programme offers subject-specific modules mapped against modules that the university itself runs at Level 4 for direct entry students. Alongside this, students receive tuition in English language and academic study skills. The programme specification demonstrates that the entry requirements, credit value, nature and field of content meet in full the expectations of the qualification descriptors for an interim award of a Certificate of Higher Education for those students who pass 120 credits and achieve the award learning outcomes for this pathway programme.

⁶ Available at [Sector-recognised standards - Office for Students](#).

164. The programme specification for the International First Year Business and Management programme at DMUIC also meets the conventions for qualification titles. This programme is offered as an access route into higher education for international students with 12 years of school experience, plus an additional year of study, but who lack the academic standing or English language requirements needed for direct entry at Level 4 into programmes at the host institution.
165. The International First Year Business and Management programme at DMUIC is a pathway programme, running at Level 4 and leading to a Certificate of Higher Education, enabling access to Level 5. The programme offers subject-specific modules focused on the students' intended degree choices, alongside a formal English for Academic Purposes module amounting to 30 per cent of contact hours, and university study skills. The entry requirements, volume of credits, nature and field of study outlined in the course description and exit award all align with qualification titles which reflect the level of students' achievement, in line with convention.
166. The pre-masters' programmes are appropriately described as situated at Level 6. For example, the information contained in the International Incorporated Masters' Degree pre-masters' programme specification, offered by UBIC, meets the standard convention surrounding qualification titles. This programme is a pathway programme leading to an interim award of a Graduate Certificate at Level 6 for those students who successfully complete 60 credits at this level and which also enables students to enter into postgraduate degrees offered by the University of Bradford at Level 7. The stem 'graduate' is typically used to refer to a course requiring graduate entry, or an equivalence, which, in itself, meets standard qualifications descriptors at Level 6. This is reflected in the entry requirements for this particular qualification. Students enrolled on the OIET pre-masters' programmes would have typically studied at a higher education institution in their home country, or in a second country, but have not achieved a high enough classification, or have sufficient proficiency in English, for direct entry and so the stem 'graduate' is appropriate.
167. The programme offers subject-specific modules focused on the students' intended postgraduate degree choices, formal English for masters' preparation and university study skills across either one or two terms, depending on entry qualifications. The standard credit rating per module indicates a typical 10 hours of study per credit and programme learning outcomes and breadth of provision align with what would be expected at Level 6. The pre-masters' award is intended as a pathway course, but it is still located at a specific level, and this is found to be appropriate. The entry requirements, volume of credits, nature and field of study outlined in the programme specification, alongside the exit award all align with qualification titles which reflect the level of students' achievement, in line with convention.

A.2: Typical volumes of credit for qualifications

168. The assessment team's view is that OIET has demonstrated that the courses it is delivering appropriately reflect those requirements outlined in part A.2 of the sector-recognised standards document. OIET adopts a credit system which defines the amount of learning which students are expected to undertake. In line with the sector standard, 10 notional learning hours equate to one credit. The programme specifications provided by OIET, alongside module descriptors indicate an appropriate learning time for students as well as suggesting appropriate breadth and depth of learning as appropriate to different qualification levels.

169. For example, the programme specification for the International Incorporated Bachelors' Degree Year One at UBIC outlines a 120 credit programme at Level 4, leading to a Certificate of Higher Education. This aligns with the expected credit value as outlined in Table 2 of the sector-recognised standards, which shows an expectation that a Certificate of Higher Education at Level 4 would typically involve 120 credits with a minimum of 60 at Level 4.
170. The programme specification for the International First Year in Business Management offered at DMUIC is a 120 credit programme at Level 4. It is intended to enable entry into programmes at Level 5 but does have a possible exit award of a Certificate of Higher Education. This aligns with the sector-recognised standards which expect 120 credits with 90 credits at Level 4 for this award. The programme handbook details delivery hours and expected student self-study or directed hours equating to at least 10 hours per credit value in line with sector practice.
171. The programme specification for the International Second Year in Business and Management at DMUIC is a 120 credit programme at Level 5, leading to a Diploma of Higher Education. This aligns with the sector-recognised standards in offering 120 credits at Level 5, taking into recognition prior learning at Level 4.
172. The programme specification for the International Incorporated Masters' in Business offered at DMUIC is, in the first phase, a 40 credit programme benchmarked at Level 6, and is intended as part of an integrated programme in which students move on to Level 7. It has a possible exit award of a Graduate Certificate which is appropriate given the credit value offered at Level 6.
173. The programme specification for the International Incorporated Masters' Degree offered at UBIC outlines programmes which offer between 40 and 100 credits at Level 6, depending on the length of programme. Either length leads to a possible interim award of a Graduate Certificate if students have passed at least 40 credits. This is aligned with the expected credit value outlined in the sector-recognised standards which expect a total of 40 credits with 40 at Level 6. Module descriptors detail delivery hours and expected student self-study or directed hours equating to 10 hours per credit value in line with sector practice.

A.3: Qualification descriptors

174. The Level 4 progression degrees, which include an exit award option of a Certificate of Higher Education, appropriately reflect the descriptors for a higher education qualification at Level 4, set out in paragraph 14, in section A.3.1 of the sector-recognised standards. For example, the programme specification for the International First Year in Business and Management run by DMUIC as an access pathway course into Level 5 programmes at De Montford University and benchmarked at Level 4, lists learning outcomes which are broadly aligned with the sector-recognised standards descriptor. The descriptors require that students demonstrate "knowledge of the underlying concepts and principles associated with their area of study". The programme specification outlines how students should be able to "demonstrate a sound knowledge of the fundamentals of the subjects studied" and "demonstrate evidence of a strong grasp of principles and key concepts of those subjects". The module outlines also align with required outcomes. The module descriptor for one of the 30 credit modules, Global Business Issues, lists as a key learning outcome, "Demonstrate an increased knowledge and understanding of current economic issues...utilise fundamental theories and principles...show and understanding of inter-relationships between economic variables and issues and

demonstrate an awareness of the main decision-making bodies within an economy”. These outcomes are then reflected in the published marking criteria.

175. The Level 5 progression degrees, which include an exit award option of a Diploma of Higher Education, appropriately reflect the descriptors for a higher education qualification at Level 5, set out in paragraph 19, in section A.3.1 of the sector-recognised standards. For example, the programme specification for the International Second Year in Business at DMUIC as a second access pathway course into Level 6 programmes at De Montford University and benchmarked at Level 5, lists learning outcomes largely aligned with the sector-recognised standards descriptor. The descriptor outlines how students are expected to understand “the limits of their knowledge and how this influences analysis and interpretation based on that knowledge.” The programme specification lists learning outcomes such as ensuring a student’s ability to “appreciate the uncertainty, ambiguity and limits of knowledge”.
176. The Level 6 progression degrees appropriately reflect the descriptors for a higher education qualification at Level 6, set out in paragraph 25, in section A.3.1 of the sector-recognised standards. For example, the Level 6 pre-masters’ programme taught at UGIC as a progression award to support entry into the Level 7 MSc in Computing and Information Systems lists learning outcomes broadly aligned with the sector-recognised standards. The descriptor outlines an expectation that students should be able to demonstrate “the ability to manage their own learning and make use of scholarly reviews and primary sources”. The programme specification outlines the need for students to demonstrate “self-reliance, independence” and “to abstract essential information for a mass of unstructured sources”. The module descriptor for the 20 credit module Introduction to Business Strategy also reflects these outcomes in the stated learning outcomes.

Requirement

Does the provider demonstrate in a credible manner that the achievement of students on the courses it intends to provide, if it is registered, appropriately reflect applicable sector-recognised standards?

Advice to the OfS

177. Based on the evidence provided, the assessment team’s view is that the achievement of students on the courses OIET intends to provide, if it is registered, appropriately reflects applicable sector-recognised standards

Reasoning

A.1: Qualifications at each level

178. The progression decisions being made for students appropriately reflect the titles outlined in each programme specification if students have completed at the exit award stage.
179. For example, a review of examination board papers showed that students who had achieved 120 credits at Level 4 in the International Year One Business programmes at UGIC, in July 2023, progressed to Level 5.

180. The October 2022-23 reassessment examination board papers outlining the results of students enrolled in the International First Year in Business and Management at DMUIC showed that only those who had achieved 120 credits at Level 4 were considered for the award of a Certificate of Higher Education.
181. The August 2023 examination board papers outlining the results of International Integrated Masters' programmes running within the School of Management at UBIC showed that students were awarded Graduate Certificates if they had successfully passed 40 credits at Level 6. Those who had not reached this threshold were not awarded a Graduate Certificate.

A.2: Typical volumes of credit for qualifications

182. The assessment team's view is that OIET demonstrates that the courses it is delivering appropriately reflect those requirements outlined in part A.2 of the sector-recognised standards.
183. Review of examination board papers held across three embedded colleges showed that awards were appropriately made to students who had accumulated the volume of credit necessary to progress, as set out in the relevant programme specification and as set out in Table 2 of the sector-recognised standards.
184. For example, the examination board reports produced by DMUIC outlining the results of the International Year One Business and Management 2022-2023, showed that awards were appropriately made to students who had accumulated the volume of credit required for an award. Students had achieved a pass mark in 120 credits or were compensated in alignment with broader university compensations regulations.
185. By way of further example, examination board reports produced for UBIC, within the Faculty of Management, Law and Social Sciences, listing results for the Integrated International Masters' programme 2023 showed an appropriate award of a Graduate Certificate in line with the requirements outlined in the programme specification. In this example, students who were awarded 30 Level 6 credits were not recommended to receive the award of a Graduate Certificate. Those who achieved more did receive this award.

A.3: Qualification descriptors

186. The achievement of students who have completed a progression award, those who have been awarded an interim award, and those who have not progressed or been awarded, appropriately reflect both parts of the descriptor for a higher education qualification at Level 4, set out in paragraphs 13-17 in section A.3.1 of the sector-recognised standards. Assessors considered a sample of assessed student work across a range of modules at Level 4. For example, the review of sampled work showed that for the International Year One programme delivered by DMUIC in Business and Management, learning outcomes aligned to the sector-recognised standards descriptor were shared with students in the assessment brief and in feedback.
187. The awards for students who have completed a progression award, and those who have not, reflect both parts of the descriptor for a higher education qualification at Level 6, set out in paragraphs 24-29 in section A.3.1 of the sector-recognised standards. Assessors considered a sample of assessed student work across a range of modules at Level 6. For example, the review showed that in the case of the International Integrated Masters' at UBIC, marking

criteria broadly aligned with the descriptor for this level and were communicated to students prior to submission and/or within feedback provided. This sample showed that the Level 6 descriptor was being used as a reference point for achievement at Level 6 in this progression award.



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