

## ONCAMPUS Academic Quality Assurance Manual

February 2023 v11.0 (OC Ireland version)



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10.0	Nick Dickson Vikki Thompson	16/12/22	Reference to NFQ levels (Ireland) Academic team structure Revised LTAS Updated staffing overview Updated Assessment overview Amendment of Academic Centre Reviews New Academic Governance Enhancement Plan Addition of Student Protection Plan Addition of Student Forum Equality, Diversity and Inclusion statement

## ONCAMPUS's Academic Portfolio

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ONCAMPUS has many Centres based in various university partner campuses across the UK, Europe and the US, recruiting only international students. This quality manual and the regulations contained within only apply to the UK and European centres.

ONCAMPUS designs and modifies its academic portfolio in the light of market requests for new programmes or partnership arrangements with universities. It is responsible for ensuring that its programmes are consistent and comparable in standard with similar academic programmes available within the UK, Europe and Ireland. Currently, ONCAMPUS offers three distinct programmes: the Undergraduate Foundation Programme (RQF Level 3; NFQ Level 5 - Ireland), the International Year One Programme (RQF Level 4; NFQ Level 6 - Ireland) and the Master's Foundation Programme (RQF levels 5 and 6; NFQ Level 8 - Ireland). ONCAMPUS also designs bespoke programmes for individual university partners and English programmes, or extensions to existing programmes for those students who require additional support. ONCAMPUS students have progression opportunities to a number of university partner degree pathways, and programmes are devised and developed with this progression in mind. ONCAMPUS programmes are accepted at the stated levels by their university partners under agreed progression arrangements.

Please note: this manual naturally concentrates on regulations relating to the UK. Similar authorities govern regulations in Ireland, mainland Europe and the centres based in Europe adhere to those.

### Core Practices



Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.



Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.

### Evidence

- Contracts with university partners
- Marketing activities with university partners
- Representative from marketing on Academic Board to ensure oversight of university partner controlled collateral is maintained
- Approving and disseminating information in relation to the change of entry requirements or progression requirements policy

## ONCAMPUS's Quality Assurance (QA) System

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ONCAMPUS has a procedural framework which serves to inform and assure Academic Board that the quality and standards of its academic portfolio of programmes are secure. This comprises a set of requirements for the academic approval, monitoring and review of its provision, summarised in this Manual. For the purposes of the Quality Code, ONCAMPUS considers “degree-awarding body” to indicate its Academic Board, which has overall responsibility for academic standards, apart from in cases where it is obvious the degree-awarding body is the university partner.

### Internal quality assurance

ONCAMPUS offers distinct programmes of study, comprising a series of core and optional modules. All programmes and modules are subject to formal approval, systematic monitoring, and periodic review. Any addition or significant adjustment to the academic portfolio must first be authorised (i.e. approved in principle). The proposal then proceeds to approval through an appropriate process of design, consultation and external scrutiny. Regular monitoring of all approved provision, and the periodic review of programmes, seek to assure and enhance the quality of student learning opportunities and experience, and the standard of outcomes achieved.

The Chair of Academic Board has ultimate accountability for the quality of provision for the whole of ONCAMPUS. At an operational level, Centre Directors have responsibility for the quality assurance of the programmes offered within their Centres, working in conjunction with Programme Leaders, Central Programme Coordinators and the Deputy Chief Academic Officer. The Learning and Teaching Committee has responsibility for progressing the Learning, Teaching and Assessment Policy, and Centre Quality Assurance and Enhancement Committees also deal with the operational aspects of learning and quality.

Central Programme Coordinators (supported by Central Academic Team) are responsible for leading the marking and moderation of relevant modules and programmes, according to the centrally set assessment regulations.

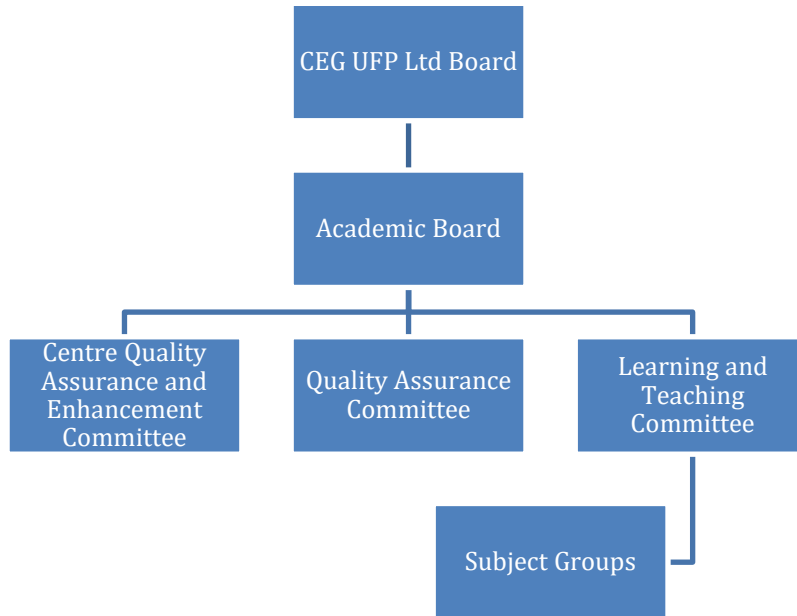
ONCAMPUS Examination Boards are generally held twice per year and serve as the body which approves and awards ONCAMPUS qualifications. External examiners sit on the Board and are asked to approve the marks and qualifications awarded to students. Any issues arising from the assessment process or issues identified by the external examiners are then considered at Academic Board, as are the external examiner reports received annually.

On completion of their studies, students receive a transcript which details the outcome of their programme, including module and English marks where relevant. This is printed on secure paper, incorporating a unique student identifier, watermarks and hologram.

The Chief Academic Officer supports ONCAMPUS's oversight of its quality assurance systems and procedures and its development of its learning and quality related strategy and policy; advises and supports Centres in their quality assurance activities; leads on approval and review activity; and liaises with external quality agencies. The Chief Academic Officer develops and monitors the outcomes of key functions of ONCAMPUS's internal quality assurance systems and manages its external quality assurance relationships with the Quality Assurance Agency (QAA) in respect of educational oversight. The CAO also engages with local regulatory bodies in Ireland and Europe to ensure that ONCAMPUS QA is in line with national QA standards.

## ONCAMPUS's Academic Governance Structure

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- **CEG UFP Ltd Board** is the Governing Body of ONCAMPUS and its governors include the Chief Academic Officer, the joint CEOs, and the Chief Operating Officer. The Chief Academic Officer is also the Accountable Officer for Office for Students purposes.
- **Academic Board** has ultimate responsibility for the quality and standards of academic provision within ONCAMPUS, including new and existing programme development.
- The **Learning and Teaching Committee** has responsibility for the development and progress of the Learning, Teaching and Assessment Policy. This committee is also responsible for providing a forum for discussion of programme and module delivery, including enhancement of the curriculum deriving from subject group meetings.
- The **Quality Assurance Committee** has responsibility for the implementation and continuous monitoring of the AMR and Centre review process.
- Each ONCAMPUS centre holds a **Centre Quality Assurance and Enhancement Committee** which has responsibility for maintaining the academic standards and teaching quality of all programmes of study delivered in centre according to the ONCAMPUS quality assurance framework.
- The **Subject Groups** are responsible for providing a forum in which ONCAMPUS teaching staff can provide feedback and share good practice in relation to module delivery, content and assessment. Subject Groups will also oversee the standardisation process, chaired by the relevant Central Programme Coordinator.

*Please see Terms of Reference December 2022 document for further detail*

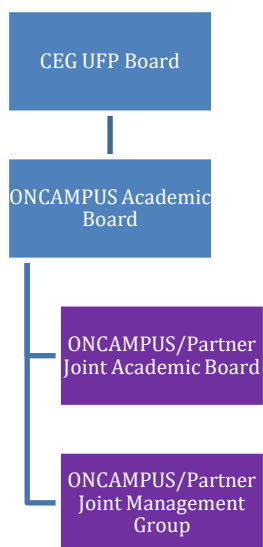


## ONCAMPUS Academic Governance Enhancement Plan

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The **ONCAMPUS** Academic Governance Enhancement Plan is a working plan in place to formalise governance arrangements with our university partners through establishing a Joint Academic Board and a Joint Management Group with each centre and their partner university.

In terms of reports, JAB and JMG report into the **ONCAMPUS** Academic Board for information and any recommendations requiring action. Key reports from JAB and JMG may include data on progression of **ONCAMPUS** students and how their performance is ranked against other university students, including international and home-based cohorts. This enables **ONCAMPUS** to adjust curriculum or delivery to enhance student success, and maintain both partners' regulatory requirements in terms of OfS Condition B43/4 (et al.) and TU Dublin's academic regulations.



### **Purpose of the Joint Academic Board**

The JAB is the primary means through which the delivery of the Programmes by **ONCAMPUS** is monitored. Its purpose is to promote, assure and enhance the quality and standards of the curriculum, teaching and learning for CEG UFP and **ONCAMPUS**. It plays an important role in contributing to the management of the partnership between CEG UFP and the University.

The JAB shall meet regularly to discuss curriculum and academic matters and will consider annual reports from UFP on Academic Integrity, Exam Boards Appeals and other related or designated matters.

### **Purpose of the Joint Management Group:**

The JMG is the main forum for University and **ONCAMPUS** to discuss all matters related to this Agreement, the operation of **ONCAMPUS**, the Programmes, the Progression Accord, and other processes, all strategic objectives, financial planning and strategy. Responsibility and oversight includes the monitoring of KPIs; partnership obligations under the Service Level Agreement; staff resource and performance and development opportunities for collaboration.

Meetings shall normally be held at least once per Academic Term.

*See the **ONCAMPUS** Academic Governance Enhancement Plan for terms of reference*



## ONCAMPUS's Quality Management Structure

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### Key roles in the quality assurance system:

While all academic and operational managers (Deputy Centre Heads/Head of Learning and Teaching, Programme Leaders, tutors, etc.) have specific responsibilities for delivering quality provision and participating in the QA system, there are in addition some pivotal roles that are key to its effectiveness:

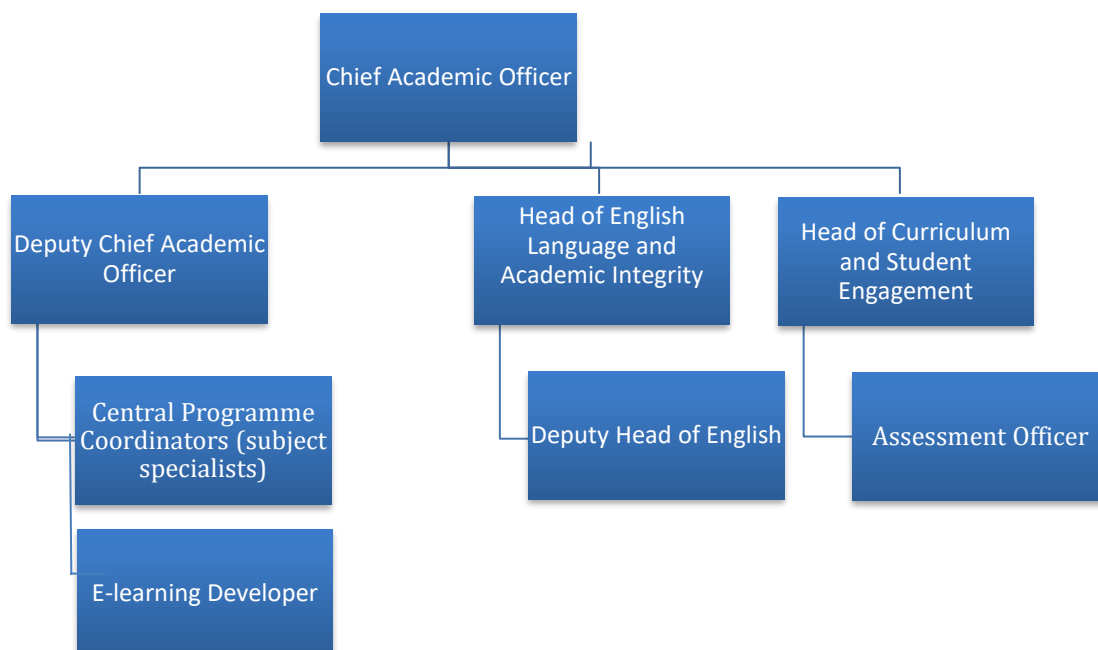
**The Chair of Academic Board**, whose task it is to ensure that **ONCAMPUS** policies, procedures and regulations relating to quality assurance are in place, so that Academic Board can be reliably informed about the quality and security of standards of ONCAMPUS's programmes.

**The Chief Academic Officer**, who acts as the Chair of Academic Board to develop **ONCAMPUS**'s learning and quality-related policy and strategy, liaises with Centre Heads and interfaces with external QA agencies. The Chief Academic Officer is also the Accountable Officer for Office for Students purposes.

**The Deputy Chief Academic Officer**, who works with the Chief Academic Officer specifically on issues relating to assessment and curriculum development, and support and enhancement of learning and teaching.

**The Centre Directors** who have operational responsibility for the quality and quality assurance of their Centres' provision.

The **Central Academic Team** consists of:



## Admissions

The CEG Central Admissions team have responsibility for the recruitment of students, via the CEG network of agents. Agents are subject to regular monitoring and training by central CEG staff within the Sales and Marketing divisions. Admission requirements are devised with university partners and regularly reviewed, generally within the relevant International Office in conjunction with input from faculties. CEG Central Admissions maintain a list of acceptable admission requirements for entry to ONCAMPUS programmes, and Academic Board, via a representative from Admissions, maintains oversight of this, adjusting where evidence indicates that changes might be needed. Any changes must be approved by the university partner. Entry requirements are available on the CEG website and prospectuses, although given the wide variety of nationalities ONCAMPUS recruit from, specific guidance is given by CEG staff to agents and students on their individual requirements.

Any change to entry requirements or progression requirements must be approved by the responsible parties as outlined in Appendix A (Approving and disseminating information in relation to the change of entry requirements).



### Expectations for Quality

**From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.**

### Core Practices

The provider has a reliable, fair and inclusive admissions system.

### Evidence

CEG strategic plan  
Academic Board minutes  
ONCAMPUS complaints procedure  
Agent training documents and monitoring process  
Central CEG admissions admission requirements list  
CEG website and prospectus  
Admissions letters and terms and conditions

## Public Information

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The CEG central marketing department has responsibility for issuing public information such as the different prospectuses and for maintaining the accuracy of the website. There is a representative of the central marketing team on Academic Board to ensure that information is transferred and public information remains accurate. Information is available to prospective students via printed literature, the CEG website and social media. In addition, advice is available from the company's overseas agents.

Additional documentation such as the programme handbook are maintained by the academic office and are held on the ONCAMPUS VLE. Information contained therein is checked and overseen by the Chief and Deputy Chief Academic Officers. ONCAMPUS and CEG as a whole adheres to the Competition and Markets Authority (CMA) Higher Education: Consumer Law Advice for Providers (published 2015). In Ireland, ONCAMPUS will adhere to the Quality and Qualifications Ireland (“QQI”) Code of Practice for Provision of Programmes of Education and Training to International Learners (2015)<sup>1</sup>, section 3.2, covering the provision of timely and accurate information to students including programme information, Irish cost of living information, Irish visa application requirements and relevant pre-arrival information. ONCAMPUS will also adhere to the requirements of the new Code of Practice for Provision of Programmes of Education and Training to International Learners as well as the International Education Mark requirements when introduced.

## Principles of Quality Assurance

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A key principle of ONCAMPUS’s approach to quality assurance is that the primary determinant of teaching quality is the relationship between those delivering / supporting teaching and the student. In accord with this, its policies and processes aim to:

- support regular reflective practice on the part of staff, teaching teams and academic managers;
- promote active involvement of students and their representatives;
- create a culture of continuous improvement and enhancement.



### Common Practices

The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.

The provider’s approach to managing quality takes account of external expertise.

The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

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<sup>1</sup> <https://www.qqi.ie/sites/default/files/media/file-uploads/Code%20of%20Practice.pdf>

**Evidence**

Contracts with university partners  
Marketing activities with university partners  
Representative from marketing on Academic Board to ensure oversight of university partner controlled collateral is maintained  
Approving and disseminating information in relation to the change of entry requirements or progression requirements policy

## Approval of new programmes

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### Authorisation stage

Authorisation marks the interface between academic planning and quality assurance. Academic Board is responsible for the authorisation and discontinuation of all programmes included in ONCAMPUS's academic portfolio. Only authorised programmes can be considered for approval with a view to delivery by ONCAMPUS.

All new programmes must start by undergoing the NPD (new programme development) process, which is generally instigated by sales and marketing. NPD proposals for the authorisation of new programmes are submitted to Academic Board.

To gain authorisation, there must be a prima facie case for the development of the programme, and Centres must confirm the availability of appropriate staff and specialist equipment/facilities and library resources.

Programmes are developed using a range of external benchmarks, including, for Ireland, QQI requirements for the appropriate programme type and NFQ level, including the relevant credit level for both programmes and modules, and in line with the Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)<sup>2</sup>, section 3.1. ONCAMPUS are not a degree awarding body but instead develop programmes in conjunction with university partners who have the right to maintain oversight should they require. Credits are assigned to modules and programmes according to the Irish NFQ.

### Approval stage

The programmes offered by ONCAMPUS are designed in response to market need, or request by university partners. In circumstances where the programme is to be designed, developed, and assessed solely by ONCAMPUS, a programme development team is assembled from members of the relevant subject area, who are responsible for drawing up the programme specification (and accompanying module specifications). The programme specification is then referred to the Chair of Quality Assurance Committee for consideration, who has the responsibility for appointing an external reviewer to assess the documentation for the proposed programme. The External Reviewer will be an independent member of academic staff recruited from a suitable institution who has experience of the subject area in question. The External Reviewer will generally not be a member of staff from any institutions with which ONCAMPUS has current dealings, apart from in instances where the university partner has directly requested this. The Chair of Quality Assurance Committee will then forward comments, along with those of the external reviewer, back to the programme development team should any further clarification be sought. Delivery of programmes cannot commence until the responses to any conditions set by the External Reviewer or university partner have been met. Final approval must be documented at Academic Board. At this point, if

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<sup>2</sup> <https://www.qqi.ie/sites/default/files/2021-11/qg-1-core-statutory-quality-assurance-guidelines.pdf>

there were no further amendments to the proposed programme to be made, the programme would be validated for a period of five years, whereupon it would be subject to periodic programme review and revalidation.

From time to time, and depending on the relationship and contract with university partners, programmes may be developed in conjunction with them, with their staff members acting as the external body for approval purposes. ONCAMPUS operate under the overarching policy that they must meet the requirements of our university partners first, so if they request that their processes are used for approving programmes (including appointing a team of their own), ONCAMPUS will always defer to them. The main difference to the revised programme approval regulations is if the University partner is in any way involved in the assessment of the programme, then externality (a core practice expectation of the Quality Code and the Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)<sup>3</sup>) is assured because the University will have already undertaken this as part of their own programme approval processes. For ONCAMPUS to instigate a separate external oversight would unnecessarily countermand the University's processes, which is an unacceptable outcome. For programmes which are developed in situations such as this, the Centre responsible is required to complete the Programme Development and Approval form (Appendix B) and will be approved at the Quality Assurance Committee.

Any requests made by a partner university or ONCAMPUS centre for amendments to programmes should be made via a standard template (Appendix C - Approval of Amendments to Existing Modules), detailing the changes required. Any changes to programme learning outcomes would be expected to be completed during the Periodic Programme Review (PPR), but changes to module learning outcomes would be considered via this request process, provided they were still mapped to the programme learning outcomes. Changes to assessment strategies or other methodological alterations would also be subject to the amendment form process.

#### Expectations for Standards



The academic standards of courses meet the requirements of the relevant national qualifications framework.

The value of qualifications awarded to students at the point of qualifications and over time is in line with sector-recognised standards.

#### Core Practices

The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.

The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other providers.

#### Expectations for Quality

<sup>3</sup> <https://www.qqi.ie/sites/default/files/2021-11/qg-1-core-statutory-quality-assurance-guidelines.pdf>



Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.

#### Core Practices

The provider designs and/or delivers high-quality courses.

#### Evidence

Programme approval process

NPD process

Quality Assurance Committee minutes

Programme and module specifications

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## Approval of Modules

### New modules

Most new modules are introduced as part of new programme proposals, but others may be added to the academic portfolio to update or enhance existing provision. In both cases, a Module Proposal Form must be completed, giving a detailed outline of the module (its aims, learning outcomes, indicative content, learning and teaching activities, assessment and key texts).

The Module Proposal Form (Appendix D), once approved, will be used to develop the Module Specification. Approved modules are kept under review and may need to be revised, updated or discontinued to take account of changes in the subject or in response to student feedback. Module proposals should be completed by the relevant Centre, and consideration first given by the Central Academic Team as to the fit/suitability of the proposed module within the greater programme offering. The module proposal is finally considered by Quality Assurance Committee, which is responsible for endorsing the module.

New module proposals should be provided to the Quality Assurance Committee by no later than the end of summer term 1 for implementation in the next academic year.

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## Discontinuation Procedures

There will be occasions when ONCAMPUS wishes to close down a programme. This section of the manual outlines ONCAMPUS's rationale and procedures for the discontinuation of modules and programmes, and sets out the arrangements to protect the interests of current and prospective students.

### Module discontinuation

A request to discontinue a module, together with a rationale, details of programmes affected, and alternative arrangements for students should be submitted to the Academic Board.

## Programme discontinuation

Where a programme needs to be discontinued, this must be approved by Academic Board so that the programme can be removed from databases and any marketing material, including websites. An outline of the provision to protect the interests of any remaining students to complete their programme of study and the arrangements for any prospective students must be detailed (*see Student Protection Process below*). Once programmes are discontinued, no further recruitment to them can take place. ONCAMPUS will adhere to QQI's Protection of Enrolled Learners (PEL): Protocols for the Implementation of Part 6 of the 2012 Act Guidelines for Providers<sup>4</sup> by having a ring-fenced fund of €m set aside to cover any situation that leads to student refunds or student transfer to other non-ONCAMPUS programmes if there were to be a premature cessation of a programme run in Ireland.

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<sup>4</sup> <https://www.qqi.ie/sites/default/files/2021-09/protection-of-enrolled-learners-protocols-for-the-implementation-of-part-6-of-the-2012-act-guidelines-for-providers.pdf>

## Student Protection Process

ONCAMPUS is committed to the delivery of all our existing programmes, however in regularly reviewing our curriculum portfolio, we have to ensure that programmes are high quality, relevant to students and to the requirements of our partners and employers.

In the event of programme discontinuation, we commit to:

- Consultation with partners and students prior to any significant changes in our curriculum portfolio offer;
- Protection of current students' provision in centre and progression requirements;
- Informing all relevant stakeholders with appropriate notice and ensuring support and guidance for future students to access alternative provision and/or progression programmes.

Our default position is to implement 'teach out' of the programme in all cases at the centre. In the extreme situation where this is not possible, students will be offered an alternative centre in which to complete their studies and expenses covered for relocation or our refund policy activated in line with QQI's Protection of Enrolled Learners (PEL): Protocols for the Implementation of Part 6 of the 2012 Act Guidelines for Providers<sup>5</sup>.

In the event that our partner university discontinues a progression programme, students are counselled to an alternative Irish partner university at the end of their study with us or supported through UCAS to find a wider selection of UK progression options.

### Process for Discontinuation of a Programme

1. Paper submitted to Academic Board – must include relevant data, evidence and justification
2. Academic Board make the decision to accept / reject / instruct further investigation
3. In event of discontinuation – Academic Board instruct action plan consisting of:
  - a. Consultation with partners and current students – Centre Director(s)
  - b. Consultation with agents / sponsors – Sales
  - c. External communication – marketing
  - d. Current applications from students – admissions / finance
  - e. Communication with teaching staff - HR
  - f. Activate 'teach out' plan

In line with the Qualifications and Quality Assurance (Education and Training) Act 2012, ONCAMPUS is committed to ensuring all students are given the opportunity to complete their studies in the event of course or centre closure. Where a partner closes a progression programme we will endeavour to provide appropriate alternative progression options to meet individual needs. Students are also able to access fair compensation or fee refund subject to their circumstances. Collaborative provision with our partner universities is addressed in contractual agreements with the process oversight in the relevant Joint Management Group.

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<sup>5</sup> <https://www.qqi.ie/sites/default/files/2021-09/protection-of-enrolled-learners-protocols-for-the-implementation-of-part-6-of-the-2012-act-guidelines-for-providers.pdf>



Student protection includes a commitment to refund to enrolled students, or to the person who paid the fees on their behalf, the monies most recently paid in respect of the programme for all student fees that they have paid to date including:

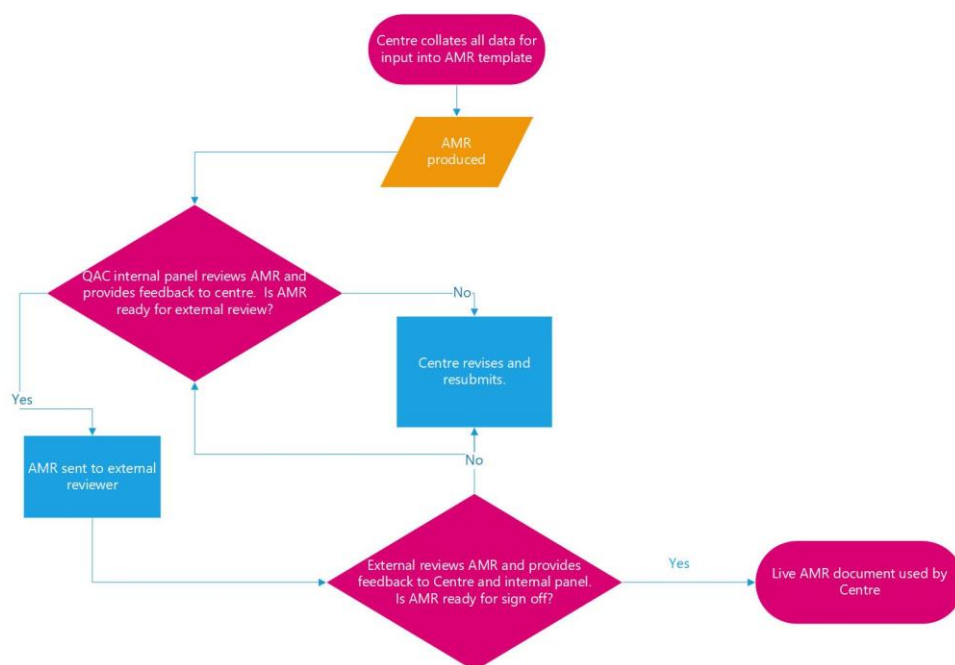
- *Tuition fees.*
- *Registration fees.*
- *Learner protection fees.*
- *Medical insurance fees.*
- *Examination fees.*
- *Progression Fees.*
- *Administration fees to include fees for programme books, online resources, online study platforms and so on.*

## Monitoring

Programmes will be subject to annual monitoring by Quality Assurance Committee, and by university partners if they require using their own committee structure. This involves the completion of a standard report form for each programme offered by each centre (Appendix E). Completion of the annual monitoring report (AMR) requires the development of an action plan, which will be expected to be followed up in the following year's plan. Student representatives will have access to AMRs, as will all members of ONCAMPUS staff. This approach is in line with QQI's Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)<sup>6</sup>, section 11.

Once approved programmes are operational, student feedback, cohort statistics and external examiners' reports all contribute to regular monitoring by providing systematic information about the quality of the academic provision. Student perception of the quality of provision is managed through regular induction, meetings, and end of induction and programme surveys (the latter mirrors the questions in the National Student Survey in order to allow ONCAMPUS to benchmark against HE). Student views are also gathered through engagement with the Academic Team and Centre Reviews, and considered and reported on through the process of annual monitoring, with the end of programme survey results being addressed within the AMR. AMRs are considered by university partners alongside any student data the university might have on student success once progression has taken place.

AMRs are discussed in detail at the Quality Assurance Committee, and will require a Centre-based commentary in order to provide university partners with specific oversight of the Centre they deal with. A panel is set up comprising senior members of QAC (generally the Chief Academic Officer, Deputy Chief Academic Officer, and the Director of Global Study Centres) who review each AMR and provide feedback on good practice and enhancements needed. Once the AMR is ready, it is sent to an external reviewer, who is a senior HEI quality assurance professional with expertise in reviewing such reports. The external reviews the reports and provides feedback, which the centre addresses via the QAC panel before the AMR and its action plan is approved. The action plan is then monitored termly at both internal centre meetings and via QAC.



<sup>6</sup> <https://www.qqi.ie/sites/default/files/2021-11/qg-1-core-statutory-quality-assurance-guidelines.pdf>



## Periodic Programme Review

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### Programme review

The continuous process of reflection and improvement that derives from the monitoring process provides a regular and systematic check on the quality and standard of the programmes. This is in line with QQI's Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)<sup>7</sup>, section 3.3. Programmes will also be subject to periodic programme review on a rolling schedule of approximately every five years. University partners are entitled to request changes to ensure the programme offering remains adequate for progression to its degrees.

#### Common Practices



The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.

#### Evidence

AMRs  
Academic Board minutes  
Programme review process  
Learning, Teaching and Assessment Strategy  
Discontinuation of programme process  
Student representation on Centre Reviews  
Student representation on periodic programme review

Academic staff are expected to engage in a continuous process of reflection and improvement of module and programme curriculum delivery and assessment in the light of student feedback, external examiner comments and academic developments in the discipline.

Programme review involves a critical appraisal of the standard and quality of an active programme and examines the real life experience of students, the views of staff, external examiners and university partners. It provides an opportunity to reflect on the strengths and weaknesses of the programme, to consolidate and extend good practice and to introduce modifications. The aim of the review event is to gauge the effectiveness of the delivery of the programme, and the quality of the student experience. It will also assess the continued currency of the curriculum and how it has developed during the period of approval and will identify future actions to remedy any identified shortcomings and areas for enhancement.

Programmes will be subject to periodic programme review on a rolling schedule of approximately every five years. This timescale has been developed in accordance with ONCAMPUS's requirement to ensure its programmes are up-to-date in light of changes to curriculum and subject delivery in its partner university programmes, which students will progress to. PPR will involve the production of a

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<sup>7</sup> <https://www.qqi.ie/sites/default/files/2021-11/qg-1-core-statutory-quality-assurance-guidelines.pdf>

self-evaluation document covering the development of the programme, changes over the period since validation, and will require evidence of enhancement of the student experience.

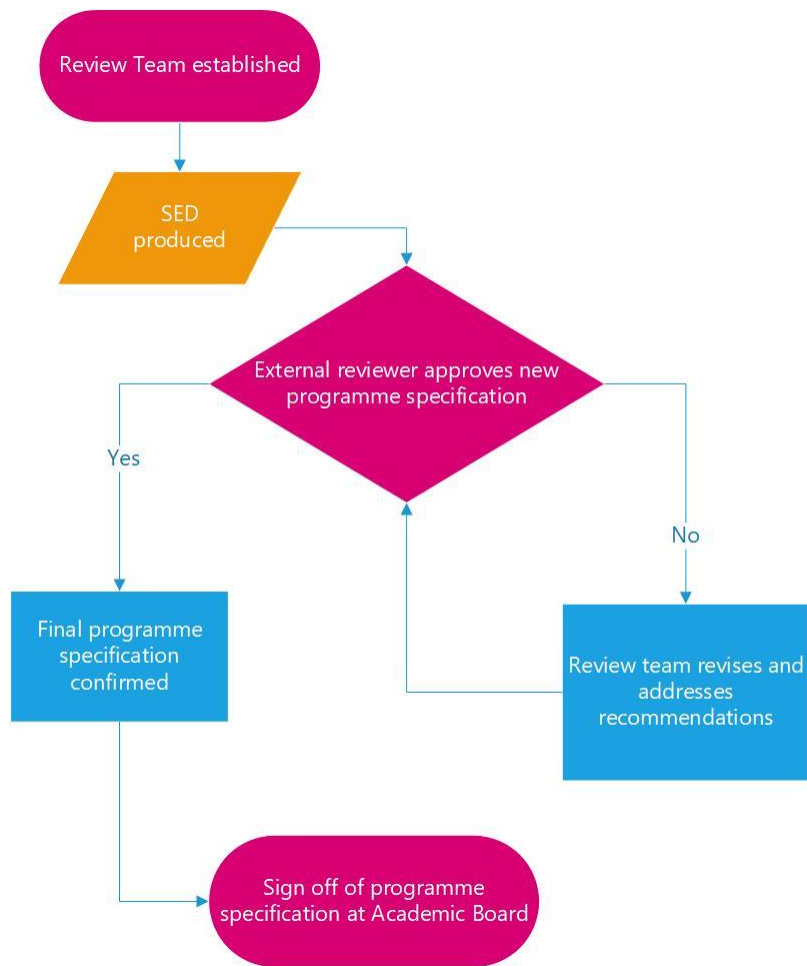
The programme review team (which will generally be the Central Academic Team, Centre Representatives and subject specialists) develops the SED and presents it and the proposed newly reviewed programme specification to the external reviewer(s), who should be a specialist in the area of the curriculum the review concerns. The external prepares a report in which approval, commendations and/or recommendations are identified. The report is then received by the review team who act on the recommendations and send back to external(s) for final sign off. The complete programme is then signed off again through Academic Board and the programme is therefore approved for a further period of time (normally five years).

All reviews should be supported by a specified set of documentary evidence which will consist of:

- 1 The revised Programme Specification and Module Specifications.
- 2 Any documents pertinent to the academic delivery of, and support for, the programme.
- 3 All annual monitoring reports from the period of approval;
- 4 The sequence of external examiners' reports and the responses to them from the period of approval;
- 5 The relevant Review meeting minutes;
- 6 A self-evaluation document, which will consist of:
  - A short history and commentary about the programme
  - A summary analysis of issues raised in annual monitoring reports, and an account of action taken
  - An analysis of cohort statistics by gender, nationality, age, etc., with particular reference to intake, progression, withdrawal, and results.
  - The views of those involved in the programme (staff, students)
  - The views of those external to the programme (examiners, moderators, university partners)
  - An evaluation of changes already introduced since initial approval or the last periodic review. This will include the extent and manner in which the programme has change to incorporate related subject benchmarks
  - A commentary on any significant academic or professional developments in the field
  - A commentary on any changes in the market for the programme, which may affect future development
  - A reflection on the actions taken to ensure that the current ONCAMPUS Learning and Teaching Strategy and policies that impact upon the student experience have been fully implemented in the revised programme
  - A description of the development process undertaken including details of involvement with students, staff and university partners

The programme review team should use this evidence to address the extent to which the programme has fulfilled its aims and, through this, present its proposals for any modifications to the programme, including changes to the programme/module structures where this is considered beneficial or necessary.

## Periodic Programme Review Process



# ONCAMPUS Approach to Learning and Teaching

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## Learning, Teaching and Assessment Strategy 2022-2025

### Introduction

ONCAMPUS is a learning organisation as well as an organisation for learning. It will be learner-centred, with all its members – staff and students – engaged in the pursuit of knowledge and understanding. Its approach to learning, teaching and assessment is in line with QQI's Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)<sup>8</sup>, sections 5 and 6.

ONCAMPUS' Learning, Teaching and Assessment Strategy is based on four key aims:

- 1. We aim to have a purposeful approach to our curriculum design and operation**
- 2. We aim to have an inspiring curriculum, efficiently delivered and appropriately assessed**
- 3. We aim to deliver a personalised approach to our students' experience**
- 4. We will champion all our staff members to deliver an effective, high quality and personalised student experience**

The strategy is focused on the learning, teaching and assessment of international students who aspire to progress onto degree programmes at our partner universities. The strategy covers a three-year period from 2022-2025 and represents a review of the previous LTAS from 2016. ONCAMPUS Academic Board has ownership of the LTAS and the centre operational LTA Policy is overseen by the ONCAMPUS Learning and Teaching Committee for ensuring its implementation.

#### **Aim 1: We aim to have a purposeful approach to our curriculum design and operation through:**

- Ensuring our approach is informed by relevant subject and pedagogic research, staff engagement, sector knowledge and awareness of progression destinations, partner universities and best practice.
- Fostering an academic community based on collegiality and shared learning supported by a committee structure that is transparent, integrated and with clearly defined roles and responsibilities.
- Robust collaboration with our students on course development, assessment and preparation for future studies, engaging students in feedback on all aspects of their experience.

#### **Aim 2: We aim to have an inspiring curriculum, efficiently delivered and appropriately assessed through:**

- Providing effective learning environments and experiences with access to resources that will support and enhance delivery and assessment.
- Providing a range of authentic assessment practices to ensure valid, reliable and fair assessment of learning outcomes for each module, designed for authenticity and to promote deep learning.
- Instilling a culture of continuous improvement across all aspects of the delivery of our programmes, embedding reflective practices, collaboration and consultation.
- Analysing findings from our data to continuously improve on our performance and support student achievement, enabling progression with the required skills and attributes for future success.

#### **Aim 3: We will deliver a personalised approach to our students' experience through:**

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<sup>8</sup> <https://www.qqi.ie/sites/default/files/2021-11/qg-1-core-statutory-quality-assurance-guidelines.pdf>



- a) Recognising and supporting our diverse student body to ensure equality and inclusivity in all aspects of our curriculum, resources, teaching and learning and overall experience.
- b) Providing individualised academic advice and guidance to support students in making informed choices on their student journey, with responsibility for monitoring progress and intervention to maximise retention and progression.
- c) Implementing effective systems for personal and academic tutoring that address students' individual and collective needs for personal and skills development, reflection, academic and professional skills.

**Aim 4: We will champion all our staff members to deliver an effective, high quality and personalised student experience through:**

- a) Timely and effective recruitment processes for academic staff with a focus on teaching practice and supporting learning.
- b) Fostering an environment where all members of staff develop and share high-quality and innovative teaching practices supported by continuous reflective practice.
- c) Encouraging all staff who teach and support learning to undertake initial professional training and engage in regular professional development throughout their careers, enabling recognition of their development through Fellowships of the Advance HE.

**Monitoring and Review**

The ONCAMPUS Learning and Teaching Strategy is supported with an annually reviewed action plan detailing how we meet the key aims and steps for further actions. The action plan is monitored and reviewed by Academic Board with oversight from CEG Board.

**Core Practices**



The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.

The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.

The provider actively engages students, individually and collectively, in the quality of their educational experience.

The provider supports all students to achieve successful academic and professional outcomes.

**Evidence**

- Programme specifications
- Schemes of work
- Learning, Teaching and Assessment Strategy
- Learning and Teaching Committee minutes
- Student programme handbook
- Central Programme Coordination Teams
- CEG Pathways (Training and Development)
- Learning and teaching conference
- Annual monitoring reports

VLE

Contracts with university partners (outlining physical resources)

Personal tutorial handbook

Central academic oversight review reports and resultant action plans

## Staffing

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ONCAMPUS has a staffing business model in line with QQI's Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)<sup>9</sup>, section 4 which is followed to ensure students are supported in their development through appropriate recruitment, training and quality monitoring.

At the recruitment stage we ensure all teachers have:

- Relevant qualifications and experience in teaching
- Cultural awareness and empathy for international students
- TESOL qualifications: all English language teachers will be required to have a TESOL qualification
- Good classroom skills – robust panel interviews including a teaching demonstration
- Enhanced DBS checks / appropriate references

On commencement of the role, all teaching staff must complete:

- Induction training including mandatory training on key policies including safeguarding, GDPR, health and safety, equality and diversity
- A planned probationary period with centre management monitoring and sign off; including a formal observation of delivery

Ongoing training and development includes:

- Regular training sessions on ONCAMPUS quality policies and processes
- CPD with ONCAMPUS Pathways linked to 'Let's Talk' appraisals
- In centre focused staff development days; teaching and learning conferences
- Access to professional development through Advance HE membership
- Peer observation process
- Subject group forums and standardisation
- Support from Central Programme Coordinators including materials and resources

Monitoring the ongoing quality of delivery is done through:

- Formal lesson observation process (see [Lesson Observation Policy](#))
- Centre management walk-throughs
- Centre academic reviews
- The Learning, Teaching and Assessment Policy actions for centre management oversight
- Student representative forums
- Robust in centre student tracking and interventions

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<sup>9</sup> <https://www.qqi.ie/sites/default/files/2021-11/qg-1-core-statutory-quality-assurance-guidelines.pdf>

## Assessment

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ONCAMPUS employs a rigorous approach to ensure that assessments are equitable, valid and reliable in line with QQI's Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)<sup>10</sup>, section 6. The Central Academic Team provides oversight of the assessment development process which is externally monitored by subject specific external examiners. Assessment design and review is led by Central Programme Coordinators (CPC).

### Assessment Design

The ONCAMPUS Assessment Framework for International Students provides a structure for the standardisation of delivery and summative assessment across all modules to ensure that students are being fairly and adequately assessed, across all modules and programmes, in line with higher education expectations.

The framework enables our assessment/exam writers to work with a measurable formula for designing and producing our summative assessments, ensuring that they are aligned with equivalent credit bearing modules. The framework details expectations for students in relation to assessment hours allocated, conversions to weightings, taxonomies for English language levels and a structure for clear differentiation for marking distribution. The framework also promotes quality assurance for assessments to be valid, reliable, fair, accessible and inclusive.

*Refer to the ONCAMPUS Framework for International Students for further information.*

### Assessment Methods

ONCAMPUS students will be assessed by a variety of methods during their programme, formative and summative, with the intention to give them a range that they may experience when they progress to their chosen university. This includes written coursework (essay, report, project); presentations; seminars; debates; unseen examinations; open-book examinations and practical assessments.

Measurable formative assessment happens regularly and the results are shared on a central tracker for visibility across modules. Summative assessment submissions are spread across the academic year to formally recognise student standards, thereby motivating students as they see their progress and remove pressure of performing to meet all programme learning objectives at the end of the programme.

Academic and key transferable skills are embedded into the modules to ensure our students develop holistically in preparation for study at university. In addition, English language is checked as part of every coursework assessment.

Summative assessments and exams are reviewed annually in line with the ONCAMPUS Assessment Framework or subject to External Examiner feedback, data analysis, student/teacher feedback or subject group reviews at the end of the academic year.

### Tracking and Monitoring Student Progress

With regular formative assessment taking place and shared tracking records, centre management have overall sight of student progress linked to module, group, cohort and teacher. Through this regular monitoring, concerns can be raised, and interventions initiated to support teachers and/or students.

See [Learning, Teaching and Assessment Policy](#) for further information.

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<sup>10</sup> <https://www.qqi.ie/sites/default/files/2021-11/qg-1-core-statutory-quality-assurance-guidelines.pdf>

## ONCAMPUS Assessment Policy

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ONCAMPUS are committed to ensuring that assessment decisions are fair to all ONCAMPUS students and provides staff with the relevant tools and means to ensure their marking is consistent with other ONCAMPUS Centres and accurate based on the marking criteria. All centres apply the same processes for summative assessment practices for all students across all ONCAMPUS programmes.

This covers:

- Resubmission and resits
- Word counts and penalties
- Capping of marks
- Borderline process
- Moderation, standardisation and second marking
- Marking and feedback

Refer to [ONCAMPUS Assessment Policy](#), [Standardisation Process](#) and the [Marking and Feedback Guide](#) for further information.

## Academic Offences Policy

At ONCAMPUS we recognise that, for various reasons, academic misconduct will occur whether accidentally or deliberately. We are committed to continuously addressing these instances with strategies for prevention, mitigation and a process for sanctioning students who do commit academic misconduct.

A key focus is on embedding prevention strategies which includes educating our students at the outset of all programmes, profiling ability levels, undertaking continuous formative assessment, monitoring attendance and participation in class and collaborating with other subject tutors. In order to mitigate academic misconduct we encourage students to submit interim sections of coursework and drafts through Turnitin so concerns can be addressed before the final submission. Students are taught how to reference and use the work of others to support their own work. Training sessions are available to centres to provide teachers with the skills to manage concerns in centre and educate students along with a staff handbook to guide all staff in centre. The ONCAMPUS Academic Offences Policy clearly details our approach to dealing with academic misconduct cases to ensure a clear and equitable process of penalties when an offence has taken place.

See the [ONCAMPUS Academic Offences Policy](#) and [Staff Handbook](#) for details.

## Extenuating Circumstances

We recognise that some students often have circumstances that occur during their studies and outside of their control, that can impact on performance and subsequently their final grades. Centres, at their own discretion, are able to deal with instances during the year that may require an extension of coursework deadline or additional support put in place for the student. However, where performance has been impacted significantly over time, students are able to apply through the [Extenuating Circumstances Policy](#) for consideration and recognition.

## Academic Appeals

ONCAMPUS students have the right to appeal in certain circumstances where they believe they have sufficient grounds for a review of a grade or outcome. All appeals are dealt with by an Appeals Committee and must follow the formal process in the [Academic Appeals Policy](#).

### Academic Regulations Specific to English Language Assessment

English language is an integral part of all **ONCAMPUS** programmes, and is governed by the [ONCAMPUS Assessment Policy](#), [Standardisation Process](#) and [Marking and Feedback Guide](#). Students are assessed by any of the ONCAMPUS Test of English (OCTOE), Academic English Language Development (AELD) portfolio, or where progression requirements demand, an external IELTS examination. IELTS exams follow the regulations as detailed on the IELTS website. All assessment methods produce grades in the four elements of listening, reading, writing and speaking, plus an overall score for the assessment. The following additional regulations apply to English language assessment:

#### Reporting of Results

The best English result achieved by a student between the programme start and end dates is recorded on the academic statement, even if the best score is not the most recent. Centres are supported in identifying when an earlier result should be recorded through a detailed [guide](#).

In the case of students who fail the English element of their programmes, but subsequently achieve the required score for progression via an external test after their programme has ended, these scores may be reported to the partner university on an individual basis. However, this does not result in retrospective changes to academic statements, nor affect the pass/fail statistics for the programme.

#### Transfer of Elements for Resit Purposes (OCTOE)

**ONCAMPUS** does not permit the transfer of credit from sections of previously taken English exams when running resits i.e. students must resit the entire listening, reading and writing paper. Speaking tests do not have to be repeated as they are a separate paper.

#### Recognition of Alternative Internal Tests for Progression

**ONCAMPUS** recognises OCTOE, the Academic English Language Development (AELD) module, and IELTS as its three accepted English assessment types. Only these assessments can be used to evidence students' successful completion of our programmes, and only these will appear on students' academic statements. It is entirely at the discretion of university partners to accept any alternative English language assessments from **ONCAMPUS** students for progression purposes.

#### Exemption from English Language Assessment

Students who arrive at **ONCAMPUS** with an English certificate (usually IELTS) that is above the minimum requirement for progression to their chosen degree programme may reuse the certificate as evidence of their English level. Centres **must** gain written agreement from their university partner that this is acceptable. Other reasons for exemption are explained in the [ONCAMPUS English Exemptions Guide](#). Reasons for exemption are listed on students' academic statements in place of a regular English result.

## ONCAMPUS Reasonable Adjustments Policy

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ONCAMPUS is committed to the equality of opportunity for all students. Reasonable adjustments are made to support students during their studies, ensuring that assessment methodologies are appropriate to the assessment and learning outcomes and minimise the impact of a disability/specific learning need on performance in assessments. This means some students may require alternative assessments and examination arrangements.

ONCAMPUS follows the Quality Assurance Agency's Quality Code: "Every student has an equal opportunity to demonstrate their achievement through the assessment process, with no group or individual disadvantaged. In designing assessments, the needs of students are considered, including those studying at different locations, from different cultural/educational backgrounds, with additional learning needs, or with protected characteristics. Assessment procedures and methods are flexible enough to allow adjustments to overcome any substantial disadvantage that individual students could experience." (QAA, 2018)<sup>11</sup>

Students with a disability or other condition should follow the normal assessment practices wherever possible. If this is not possible, an alternative of the same standard and level of challenge should be used. In order for these changes to be made the student must make ONCAMPUS aware of their requirements and apply with the necessary (medical) evidence.

The below reasonable adjustments may be used providing they do not give the student an unfair advantage or disadvantage in comparison with other students, influence the final grade or negatively affect the validity and reliability of the assessment:

- Exam arrangements: additional time, rest breaks, reading time (pen down for up to 15 minutes per hour).
- Paper modification: braille/colour/large print, audio questions, coloured filters
- Human assistance: scribe with additional time, reader, sign language interpreter, care assistant
- Non-human assistance: electronic devices, dictionaries, additional/alternative furniture, lighting
- Coursework: extensions could be granted for certain students, depending on need, students must request this extension using the extenuating circumstances process. Alternative forms of assessment are considered on a case by case basis, depending on student need. For marking working taking account of dyslexia) markers should refer to the ADSHE (Association of Dyslexia Specialists in Higher Education) marking guidelines <http://adshe.org.uk>.

All applications for assessment adjustments must follow the [ONCAMPUS Reasonable Adjustments Policy](#) and submit the [Reasonable Adjustments Form](#) to the Central Academic Team.

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<sup>11</sup> 1QAA (2018) UK Quality Code for Higher Education Advice and Guidance Assessment. Available at: <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/assessment> (Accessed: 01 July 2022)

## Core Practices



The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.

### **Evidence**

AMRs

Subject Group and Academic Board minutes

ONCAMPUS Assessment Framework for International Students

Programme review process

Assessment Policy

Academic Offences Policy

Learning, Teaching and Assessment Strategy

External Examiner reports

Examination board minutes

## Equality, Diversity and Inclusion

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**ONCAMPUS** is committed to an inclusive culture, free from discrimination, and based on the values of dignity, courtesy and respect, as stated in the Equality and Diversity Policy, Dignity At Work and Study policy.

**ONCAMPUS** is committed to operating a competitive recruitment process founded upon a fair, open and transparent approach designed to enable the selection of the most suitable person from the widest possible range of suitable applicants. It is mandatory for staff involved in recruitment and selection to complete the following training to ensure a fair and impartial approach is taken to staff recruitment:

- Unconscious Bias Training
- Recruitment/Selection Training

### Equality & Diversity Policy

Cambridge Education Group (CEG), of which **ONCAMPUS** is part, is committed to promoting equal opportunities in employment. Everyone will receive equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (Protected Characteristics). We have gender balancing in the workplace and we target underrepresented groups in the recruitment process e.g. women for STEM.

This policy sets out our approach to equal opportunities and the avoidance of discrimination at work. It applies to all aspects of employment with us, including recruitment, pay and conditions, training, appraisals, promotion, conduct at work, disciplinary and grievance procedures, and termination of employment. It covers all employees, officers, consultants, contractors, casual workers and agency workers.

### Who is responsible for this policy?

All managers must set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to the policy and promote our aims and objectives with regard to equal opportunities. Managers will be given appropriate training on equal opportunities awareness.

### Discrimination

Nobody must unlawfully discriminate against or harass other people including current and former employees, job applicants, clients, customers, suppliers and visitors. This applies in the workplace, outside the workplace (when dealing with customers, suppliers or other work-related contacts), and on work-related trips or events including social events.

The following forms of discrimination are prohibited under this policy and are unlawful:

- **Direct discrimination:** treating someone less favourably because of a Protected Characteristic. For example, rejecting a job applicant because of their religious views or because of their sexual orientation.
- **Indirect discrimination:** a provision, criterion or practice that applies to everyone but adversely affects people with a particular Protected Characteristic more than others, and is not justified. For example, requiring a job to be done full-time rather than part-time would adversely affect women because they generally have greater childcare commitments than men. Such a requirement would be discriminatory unless it can be justified.
- **Harassment:** this includes sexual harassment and other unwanted conduct related to a Protected Characteristic, which has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Harassment is dealt with further in our Dignity at Work Policy.



- **Victimisation:** retaliation against someone who has complained or has supported someone else's complaint about discrimination or harassment.
- **Disability discrimination:** this includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

### **Recruitment and selection**

Recruitment, promotion, and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoid discrimination and in line with QQI's Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)<sup>12</sup>, section 4.1. Recruitment decisions will not be made in isolation, there will always be at least one other person involved in the selection process. Our recruitment procedures will be reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities. Vacancies should generally be advertised to a diverse section of the labour market. Advertisements should avoid stereotyping or using wording that may discourage particular groups from applying. Job applicants should not be asked questions which might suggest an intention to discriminate on grounds of a Protected Characteristic. For example, applicants should not be asked whether they are pregnant or planning to have children.

Job applicants should not be asked about health or disability before a job offer is made. There are limited exceptions which should only be used with the approval of the Human Resources Department. For example:

- Questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments).
- Questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment.
- Positive action to recruit disabled persons.
- Equal opportunities monitoring (which will not be shared with hiring managers and will therefore not form part of the selection or decision-making process).

Although we will believe such situations will be limited, where necessary, job offers can be made conditional on a satisfactory medical check.

We are required by law to ensure that all employees are entitled to work in the country where their role is based. Assumptions about immigration status should not be made based on appearance or apparent nationality. All prospective employees, regardless of nationality, must be able to produce original documents (such as a passport) before employment starts, to satisfy current immigration legislation. To ensure that this policy is operating effectively, and to identify groups that may be underrepresented or disadvantaged in our organisation, we monitor applicants' ethnic origin, gender, disability, sexual orientation, religion and age as part of the recruitment procedure. Provision of this information is voluntary and it will not adversely affect an individual's chances of recruitment or any other decision related to their employment. The information is removed from applications before shortlisting and kept in an anonymised format solely for the purposes stated in this policy. Analysing this data helps us take appropriate steps to avoid discrimination and improve equality and diversity.

### **Training and promotion and conditions of service**

Training needs will be identified through regular conversations with line managers and appraisals. Every member of staff will be given appropriate access to training to enable them to progress within the organisation and all promotion decisions will be made on the basis of merit.

Our conditions of service, benefits and facilities are reviewed regularly to ensure that they are available to all staff who should have access to them and that there are no unlawful obstacles to accessing them.

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<sup>12</sup> <https://www.qqi.ie/sites/default/files/2021-11/qg-1-core-statutory-quality-assurance-guidelines.pdf>

### **Termination of employment**

We will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.

We will also ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action.

### **Disabilities**

If a staff member is disabled or becomes disabled, we encourage them to tell us about their condition so that we can support them as appropriate.

If a staff member experiences difficulties at work because of a disability, they may wish to contact their line manager to discuss any reasonable adjustments that would help overcome or minimise the difficulty. The line manager may wish to consult with the staff member and the medical adviser about possible adjustments. We will consider the matter carefully and try to accommodate their needs within reason. If CEG considers a particular adjustment would not be reasonable, we will explain our reasons and try to find an alternative solution where possible.

We will monitor the physical features of our premises to consider whether they might place anyone with a disability at a substantial disadvantage. Where necessary, we will take reasonable steps to improve access.

### **Part-time and fixed-term work**

Part-time and fixed-term staff should be treated the same as comparable full-time or permanent staff and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate) unless different treatment is justified.

### **Breaches of this policy**

We take a strict approach to breaches of this policy, which will be dealt with in accordance with our Disciplinary Procedure. Serious cases of deliberate discrimination may amount to gross misconduct resulting in dismissal.

If you believe that you have suffered discrimination you can raise the matter through our Grievance Procedure or through our Dignity at Work Policy as appropriate. Complaints will be treated in confidence and investigated as appropriate.

There must be no victimisation or retaliation against staff who complain about discrimination.

However, making a false allegation deliberately and in bad faith will be treated as misconduct and dealt with under our Disciplinary Procedure.

### **The study body and tolerance**

Our student body, consisting entirely of international students, is diverse in its nature – consisting of students from 107 countries and of varying religions, ages, gender mix and disabilities. Our teachers are generally representative of the local community in which the centre is located but are also diverse in terms of age, gender and religion. However, we are aware that teacher diversity does not equate to acceptable tolerance, so we have a range of support mechanisms in place to achieve this goal.

### **Approach to tolerance**

This is the ONCAMPUS approach to tolerance:

- promoting a positive environment in which people are treated fairly and with respect
- encouraging staff and students to play a role in creating and maintaining an environment in which harassment, bullying and victimisation are understood to be unacceptable behaviour

Supporting tolerance of diversity begins in our induction phase where we are explicit in outlining our expectations of appropriate attitude and behaviour from our students:

- as part of a student's welcoming pack, we outline our diversity policy and explain our classroom behaviour expectations in detail
- We ask students to sign up to a 'code of conduct' each year and take ownership for the culture in our centre.

As our students come from a diverse background, we cannot expect the words 'tolerant' or 'with respect' to have a shared meaning across cultures. As such, we will illustrate and give appropriate examples to ensure that a shared understanding of key terms. This is performed by conducting cultural awareness exercises to illustrate that what you may interpret as someone 'disrespecting' you could just as easily be their ignorance of the social boundaries within your culture. We also encourage articulation and sharing of cultural boundaries to lessen these incidents.

### **Approach to bullying**

Several bullying incidences have occurred within same-language groups in the past and we are clear that we have an English-only policy for sound education reasons but also to ensure that bullying behaviours are not missed by staff and peers in these situations. It is made clear that any action by one student that interferes with another students' ability to access their education programme is unacceptable, regardless of home country social norms

Our code of conduct and diversity policies aim to:

- Provide a framework of support for staff and students who feel that they have been the subject of harassment, bullying or victimisation
- Ensure that allegations of bullying, harassment or victimisation are addressed fairly with respect for the rights and dignity of those involved.

They are reviewed annually and accessible to students through various modes (handbook, VLE)

# Monitoring of Centre quality

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## Centre Academic Reviews

### Purpose and remit

As part of our commitment to QAA for quality assurance and our regulatory requirements for continued OfS registration and in line with QQI's Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)<sup>13</sup>, section 11, all Centres will be subject to a regular review of programme delivery, processes and assessment.

The reviews will be carried out to evidence the following:

- Centre compliance with ONCAMPUS academic policies and processes
- AMR/centre action plans for continuous improvement are in process
- Learning and teaching is being regularly monitored and of high quality
- Formative assessment strategies are in place and provide regular evidence of progress for every student
- Summative assessment and feedback are consistent across centres
- Administrative processes clearly support and provide evidence of the learner journey

This will ensure we have adequate evidence to monitor that each Centre is complying with ONCAMPUS academic and other regulations, and to reveal any ONCAMPUS-wide issues which may require further support and/or resources.

### Methodology

Full centre academic reviews will be carried out every two years (biennially). In the interim year reviews will be carried out using a risk-based methodology. In determining level of risk the following factors will be applied:

- Concern and/or decline in pass rates
- Concern or decline in satisfaction of student survey results
- Increase in student complaints
- New centre management in place
- High staff turnover
- New programmes of significance in student number/complexity
- Relocation of centre
- Any other risk factors recognised in safeguarding the quality and reputation of **ONCAMPUS**

Academic reviews can be completed in person or online.

For the biennial full reviews, the academic office team will give Centres a date for an announced visit at the start of the academic year, which will generally be carried out in the first term or second term.

Risk based reviews will be planned at the start of the interim academic year where risk factors are known in advance, however, these reviews may also be reactionary/ad-hoc in year as necessary.

The review uses a similar methodology to QAA and QQI, in that documentary evidence will be triangulated with meetings with staff and students. The team will be looking at the following evidence base and working with the centre to ensure processes and evidence are in place:

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<sup>13</sup> <https://www.qqi.ie/sites/default/files/2021-11/qg-1-core-statutory-quality-assurance-guidelines.pdf>

AMR / Centre action plans	Enrolments / English exemptions	Turnitin – student feedback
Moodle site and centre resources	Student survey data	Timetabling
Academic offences data	Complaints and appeals	Attendance and withdrawals
Formative assessment trackers	CPD for teaching staff	Attendance to pathway meetings
Lesson observation paperwork	Assessment grades on EBS	Student Rep minutes and actions
Student notes on EBS tribal	Second marker forms	

The triangulation methodology relies on speaking to staff and students, so the team will request to see staff and student members on the day of the review. Some of the data will be gathered by the team prior to the review using standard reports from the MIS and other systems.

### Outcomes

The ONCAMPUS [Centre Academic Review Checklist](#) will be used to RAG rate each specific area explored and will provide an overall rating for each centre as: green indicating good progress perhaps with good practice in some areas worthy of sharing at other centres; amber indicating issues which present a possible risk of impacting quality, standards or the student experience and which require ameliorating before the next review; and red indicating issues which are at risk of impacting quality, standards or the student experience which require ameliorating within two weeks of the review.

The Centre are responsible for producing an action plan following any review as necessary. This action plan will be revisited in the following review. The team will also concentrate on any thematic elements which may arise following previous reviews, including teaching quality, assessment and feedback, and use of resources. Any elements of good practice are shared amongst the appropriate bodies (which may be Academic Board, Learning and Teaching Committee, etc.).

## Attendance Monitoring Policy and Process

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Monitoring student attendance and engagement is vital to student success and to provide a positive learning experience. All students who study with ONCAMPUS (including those sponsored via a partner University on an iCAS programme) will be subject to the attendance monitoring policy. This is in line with QQI's Code of Practice for Provision of Programmes of Education and Training to International Learners (2015)<sup>14</sup> and Interim List of Eligible Programmes (ILEP) for Student Immigration Permission - ARRANGEMENTS APPLYING TO FOUNDATION PROGRAMMES (updated 29 July 2022)<sup>15</sup> to ensure that students Irish study visa requirements are complied with.

All ONCAMPUS centre apply the same processes for monitoring, applying and recording student absences under the ONCAMPUS Attendance Monitoring Policy. This covers:

- Attendance monitoring process
- Discipline stages
- Authorised/unauthorised absence requests
- Punctuality
- Registers
- Monitoring U18 yrs. and vulnerable adults
- Storing sensitive student documentation

*Please see the ONCAMPUS Attendance Monitoring Policy for full details.*

## Student Disciplinary

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The Student Disciplinary Policy and Procedure will normally be applied in respect of alleged misconduct which occurs while the student is on ONCAMPUS premises, the university campus or accommodation, or engaged in any ONCAMPUS activity. For issues that occur on the wider university campus or in university accommodation, the university's policies may take precedence.

ONCAMPUS reserves the right to take disciplinary action against any student in respect of any misconduct, wherever it may have taken place, if that misconduct:

- damages the good name of ONCAMPUS;
- raises questions about a student's suitability for a particular course or whether a student should remain a member of ONCAMPUS because s/he poses a danger or disruption;
- is considered a criminal offence.

*Refer to the ONCAMPUS Student Disciplinary Policy and Procedure for further information.*

## Fitness to Study

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ONCAMPUS is committed to supporting students and recognises the importance of health and wellbeing in relation to academic progress and student experience. Students are expected to be proactive in managing their own health and wellbeing and to engage with the support available, in order to fulfil their academic potential.

There may be times where the health or wellbeing of a student declines to the point where it raises questions about their fitness and suitability to continue their studies.

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<sup>14</sup> <https://www.qqi.ie/sites/default/files/media/file-uploads/Code%20of%20Practice.pdf>

<sup>15</sup> <https://www.irishimmigration.ie/wp-content/uploads/2022/07/Foundation-Programme-Criteria-July-2022.pdf>

The Fitness to Study Policy and Procedure will be used to help staff in all areas of **ONCAMPUS** to deal with instances where concerns have been raised over a student's health or behaviour, which have led to:

- concern from staff about a student's fitness to study at **ONCAMPUS** and/or ability to meet the learning outcomes of the course, despite reasonable adjustments;
- a negative effect on the health, safety, wellbeing or learning of the student and/or others with whom the student has contact.

The process has three stages, based on the level of support needed by the student and/or the level of risk posed by the health or behaviour of a student. Depending on the concern raised, it may be appropriate to move straight to a higher level. Each stage is intended to fully engage the student in assessing needs and signposting support requirements in order to support the student in continuing their studies.

*Refer to the Fitness to Study Policy and Procedure for further details.*

## Confidentiality and Disclosure

There may be occasions where ONCAMPUS judges that it would be in the best interests of the student to disclose sensitive information, e.g. to the student's designated Emergency Contact or to an external agency such as the Community Mental Health Team. In these circumstances, the student's informed consent should be obtained where possible.

If the student chooses not to provide consent, the implications of non-disclosure should be made clear. However, there may be rare occasions where it is the student's consent is withheld or it is impracticable to obtain it, when confidentiality may be broken, e.g.

- If the student is putting their life at risk.
- If the student is putting the life of someone else at risk.
- If their mental health has deteriorated to a serious level such that they are unable to maintain daily living routines and relationships.
- A student is at risk of serious exploitation or abuse.
- If the student's behaviour is adversely affecting the rights of others.
- If staff are being placed in a position in which their professional integrity is compromised.

Staff should consult with the Chief Operating Officer (or nominee) where there is a need to disclose information without consent.

## Student complaints

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ONCAMPUS has detailed procedures for student complaints. Under the **ONCAMPUS** Complaints Policy, all student complaints are recorded, including informal complaints. These are reviewed and enable us to identify any recurring themes that can be addressed whilst the students are still with us.

All complaints are treated seriously and we ensure that students do not suffer any disadvantage or recrimination as a result of making a complaint in good faith. In all cases, it is desirable that complaints are resolved informally and quickly between the relevant parties, and that the formal process is only started if that fails.

The policy follows a three-step process (comprising initial resolution at a centre level, further investigation, then escalation to the COO/other senior manager as necessary). Complaints are recorded in centre and are reported on annually to the CEG UFP Ltd Board and other committees should any significant patterns in reporting be noted. Academic Board receives a report once per academic year on the number and range of appeals and complaints with the intention to learn from any patterns and adjust processes accordingly.

If a complaint cannot be resolved using the above process, students have recourse to the awarding body as the final adjudicator.

The [ONCAMPUS Student Complaints Policy](#) and relevant forms are accessible to all students via the VLE.

### Core Practices



The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.

#### Evidence

Academic appeal procedure

Complaints procedure

Academic Board minutes (detailing the previous year's academic appeals and complaints)

Student handbook

VLE

Personal tutorials



## Student Representation and the Student Voice

Students are at the heart of what ONCAMPUS is trying to achieve, and as such we rely heavily on their feedback and evaluation of their learning experiences. Our approach is in line with QQI's Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)<sup>16</sup>, section 7.1. Students are asked to comment on their learning experiences at the end of each module offering via prompts at Staff-Student Consultative Committees in centres, and are offered an exit survey once their programme of study is nearing completion. We also approach former students to inform our evaluation practices by including them in programme development where possible. Student representatives serve on our academic committees, with the expectation that they are able to feed into our academic enhancement activities and feed back to their colleagues on action taken. Student representatives receive training in their role, which may include assistance from the respective university partner Student Union. Students also have access to centre-based staff-student consultative committees which allow them an opportunity to meet with centre staff and discuss any issues which may arise. These minutes are collated centrally and are used as part of the evidence base for the termly educational oversight audit process. Data collected from student evaluation questionnaires feed into AMRs and any issues requiring action are followed up in the action plans derived from these.

In addition, ONCAMPUS considers it important to listen to the student voice when views are given in more informal ways. This may be through Personal Tutor meetings, feedback to Central Programme Coordinators and tutors during lectures and tutorials or through ad hoc consultations. While this informal feedback may not be formally reported, it should be acted on and, if necessary, confirmed through more formal student evaluations.

Formal means of student feedback are:

- Induction survey completion
- End of programme survey completion (which mirrors the questions in the National Student Survey, allowing ONCAMPUS to benchmark its results against the UK HE results).
- Via representation at Centre reviews and relevant committees
- Via staff-student consultative committees within individual Centres

### Core Practices



The provider actively engages students, individually and collectively, in the quality of their educational experience.

### Evidence

Student representative training  
Staff-student consultative committee minutes  
Central academic oversight audit reports and resultant action plans  
Student programme handbook  
Surveys and reports of data to Central Programme Coordinators  
Annual monitoring reports encompassing module reports from subject leaders

<sup>16</sup> <https://www.qqi.ie/sites/default/files/2021-11/qg-1-core-statutory-quality-assurance-guidelines.pdf>



## ONCAMPUS Student Forum

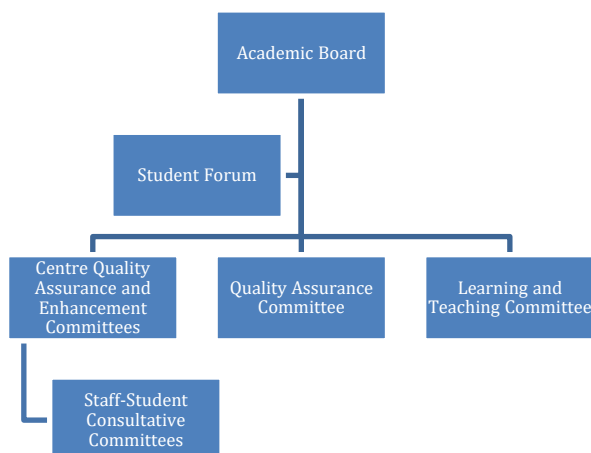
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The **ONCAMPUS** Student Forum is a body of students, representing every centre, formed to promote the interests of all students in the operations and quality of their education at **ONCAMPUS**.

Purpose:

- To provide a process through which students have a voice in the formal decision-making structure governing **ONCAMPUS** programmes;
- To encourage democracy and active participation;
- To provide leadership and development opportunities for students;
- To provide direct guidance and feedback to senior decision-makers;
- To contribute to the educational experiences of current and future students;
- To ensure the interest of students are fully integrated into the academic governance for all university partners.

Structure:



**Membership:**

Student Forum President – the president should be an alumnus student who is currently studying at one of the **ONCAMPUS** partner universities. The President will also attend Academic Boards.

Centre Student Forum Representatives – one Student Representative from each **ONCAMPUS** centre who currently sits on the SSCC in their centre.

**Membership process:**

The role of President will be through an application process and appointed through Academic Board.

The President will be in position for a maximum of 2 years and will support Academic Board in the replacement of their role.

All Student Forum Representatives must be elected by their peers at centre level and act as a positive role model to peers. Representatives are expected to possess an exemplary profile in relation to their studies and conduct. SF Reps will be in position for one academic year.

## External quality assurance – benchmarking and examiners

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ONCAMPUS is regulated through various external agencies that examine different aspects of its programmes throughout the UK. The Quality Assurance Agency (QAA) is responsible for the educational oversight of ONCAMPUS's quality assurance arrangements in the UK. In Ireland this is regulated by its awarding body and thus QQI. Its university partners are involved in monitoring the curriculum offered, and accepting students onto programmes according to the agreed progression requirements.

In some centres, IELTS is used as the final assessment. The majority of centres, English levels are assessed via OCTOE (ONCAMPUS Test of English) examinations.

For centres delivering OCTOE, ONCAMPUS writes and assesses its own English assessments, brought under the exact same quality processes that govern all other elements of our programmes, including the appointment of an external examiner. This allows us to suggest areas of improvement to students, as is the case with other academic subjects, instead of focussing purely on a numerical measure of language performance. This also aligns our EAP provision more closely with quality code standards and expectations, particularly with regard to effective feedback. In centres that use IELTS, students are supported in their exam applications and take their final English assessment at local IELTS test centres, all of which must follow a strict code of practice as detailed on the IELTS website ([http://www.ielts.org/institutions/security\\_and\\_integrity.aspx](http://www.ielts.org/institutions/security_and_integrity.aspx)).

ONCAMPUS achieves standardisation in English Language provision by mapping delivery to a central framework of learning outcomes. Unlike many academic subjects, a single scheme of work is not produced for English, as this would be too restrictive in catering for the varying entry and exit levels of English seen across all centres. Centres choose how to deliver outcomes, either by embedding them into centre-specific schemes of work, or by using the framework itself as an outline scheme of work, supported by a bank of materials. An English for Academic Purposes (EAP) focus is achieved by mapping to the study-specific outcomes identified in the Association of Language Testers in Europe (ALTE) 'can do' project (ALTE 2002). This gives the ONCAMPUS framework more relevance to an academic environment and addresses the issue of generic CEFR descriptors being biased towards spoken language production. Tutors undergo standardisation training, delivered by the Head of English. These sessions are run centre by centre given the large number of tutors involved.

The Irish National Framework of Qualifications (NFQ) is used which defines what qualifications sharing a common title should entail in terms of programme and module learning outcomes, access, transfer and progression requirements, programme and module credits, the awards standards relevant to the relevant NFQ Level, and ensures that the titles are being used consistently. Credits are assigned to modules and programmes accordingly.

Programme Specifications, through which institutions set out concisely and clearly the intended outcomes of their programmes and the means by which they will be achieved and demonstrated.

Subject Benchmark Statements, which set out expectations about nationally agreed standards of degrees in a range of subject areas. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of skills and techniques needed to develop an understanding of the subject at different levels. Since our programmes sit below the level of subject benchmark statements, we use these as a general guide to develop our curriculum.

The Quality Code which provides comprehensive guidance on maintaining quality and standards for different aspects of provision, from assessment and external examining to programme approval and

collaborative provision, is also in line with QQI's Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)<sup>17</sup>.

## Responsibilities of the External Examiner

### Recruitment process

When a new programme requires an external examiner, or where an external examiner has resigned or left after their period of tenure, a new colleague will be recruited. An advertisement will be placed on the JISC External Examiner email list (or other suitable advertising system), with the core programme details, module offering, and a request for a CV. CVs will be collated by the Academic Office. Potential External Examiners can only be colleagues at institutions other than those we have contracts with (i.e. must NOT be members of our university partner organisations). We also prefer EEs to have experience with international students and for the UFP, level 8 Ireland/level 6 UK experience. We will also accept colleagues from FE and independent colleagues if they have the right background. We do not require colleagues to have any particular "rank" in HE (i.e. Senior Lecturer, Reader, etc.) as we recognise that junior colleagues have just as much to offer as those more senior. A shortlist will be drawn up and potential EEs considered by the Academic Office and the relevant Central Programme Coordinator. Interviews can be carried out if necessary. Appointments are made following these functions, and new EEs are invited to meet the Academic Office and Central Programme Coordinator prior to the start of their new role.

### Specific functions

The role of the external examiner comprises:

- Adjudicating as necessary on individual cases, reviewing student profiles and exercising discretion
- Adjudicating on any moderation of module marks
- Review programme progression and award data
- Confirming internal assessment processes within modules and programmes
- Raising any issues of concern for debate
- Advising on curriculum design and change
- Advising on assessment design and change
- Sampling students' assessed work and sampling the assessment of student work and moderating as necessary
- Considering statistical analyses (performance indicators) relating to modules and programmes with which s/he is associated
- Auditing and confirming the rigour of assessment practices and protocols adopted by the board
- Considering and advising on the comparability of standards where modules and programmes are delivered at more than one location
- Reporting on the above to ONCAMPUS verbally at the examination board and in the written report.
- Additionally to this, from time to time we may ask current external examiners to act as a mentor to newly appointed external examiners. This is not intended to be an onerous task and it is hoped that the mentor will be able to offer further support to the new examiner, attend the same examination board and be available via email or the telephone to answer any queries.

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<sup>17</sup> <https://www.qqi.ie/sites/default/files/2021-11/qg-1-core-statutory-quality-assurance-guidelines.pdf>

### **1. Participation in assessment**

External examiners should be consulted on draft examination papers at all levels and programmes. To facilitate consideration by examiners model answers, outline solutions and related marking schemes, where appropriate, should be provided along with draft papers. External examiners should also be consulted regarding the range of coursework tasks set across a programme. This is particularly important for programmes that have coursework only assessment.

### **2. Sampling**

The external examiner has the right to see all assessed work in order to select an appropriate sample for moderation and/or audit against marking schemes/model answers/outline solutions. Examiners have discretion to sample material necessary to render judgements about the consistency of internal marking. Detailed arrangements for selection shall be agreed with the external examiner in advance.

To assist the external examiner, it is expected that a reasonable sample of material would include:

- The assessment(s) marked highest overall
- A selection of passed assessments from each classification band
- Any problematic assessments
- A sample of fails.

Assessments include all components contributing to a module including coursework elements and examination scripts. The reference to 'problematic assessments' is intended to cover a variety of eventualities where a Centre wants the particular advice of the external examiner. This would include, for example, exceptional cases where there is internal disagreement about a mark for a script or coursework assignment.

The external examiner has the right to see any worked scripts and other assessed assignments, including coursework, projects, dissertations which contribute to the module mark. Examiners shall have discretion to sample material which will allow them to render a judgment as to the:

- Overall suitability of the assessment methods in practice
- Coherence of the assessment strategy
- Consistency of internal marking.

### **3. Written reports and actions**

External examiners are required to submit written reports to the Chief Academic Officer annually and at the end of their periods of office (see report proformas). Each report should be emailed directly to the Chief Academic Officer who is responsible for ensuring that reports are considered and that any necessary actions are taken within ONCAMPUS. External Examiners are requested to send the report within one month of the final examination board (in August) in order for any actions to be addressed. Once the report is received by the Chief Academic Officer, this will be sent to the relevant committees and Central Programme Coordinator for consideration and action, and any actions will be collated and addressed in the report via a synoptic response, by the end of Term 1 of the upcoming academic year. The reports will then be available to all staff and students on the VLE.

#### **Reports of a serious nature**

When an issue of serious concern is noted in an external examiner report the Chair of Academic Board and the Deputy Chief Academic Officer will ensure that an appropriate response is received from the programme lead or Centre concerned.

## Appendices

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### Appendix A Approving and disseminating information in relation to the change of entry requirements or progression requirements for ONCAMPUS

Any change to entry requirements or progression requirements must be approved by the responsible parties as follows:

English and Academic Entry Requirements to ONCAMPUS programmes -

- Director of Sales and Marketing, ONCAMPUS
- Centre Director
- Chair of the Academic Board/Chief Academic Officer

Progression requirements to the Partner University –

- Centre Director
- Director of Sales and Marketing, ONCAMPUS
- Partner University IO
- Chair of the Academic Board/Chief Academic Officer

When a change to entry requirements or progression requirements is required, the originator of the change is required to gain approval from the relevant parties and send the final agreed change to Marketing. Proof of sign off from the responsible parties must be sent with the final agreed change.

If proof of this approval is not included by the originator of the change, Marketing will return the request to the originator and they will be asked to send proof that the approval process has been followed. Therefore, it is advisable that all changes are requested and confirmed by email.

When clear instructions of the change and proof of approval has been received, ONCAMPUS Marketing will follow a process to update and communicate the changes internally and externally as required:

1. Approved change emailed to ONCAMPUS Marketing Manager
2. ONCAMPUS Marketing update the entry requirements and/or progression requirement excel documents saved on Sharefile
3. ONCAMPUS Marketing send revised excel documents to Admissions Manager who is responsible for ensuring that all previous versions of the excel files that the Admissions team use are replaced with the updated version
4. Where change is significant and deemed to have significant impact on recruitment, ONCAMPUS Marketing to send email to all CEG Sales, Marketing and Admissions to communicate the change.
5. ONCAMPUS Marketing make changes to all marketing materials affected by the change
6. Where a change is significant and needs to be communicated to agent network, ONCAMPUS Marketing prepare and send communication to all ONCAMPUS agents.
7. All changes will be communicated to the academic board at the quarterly academic board meeting.

#### **Version control:**

Each time an update is made the change must be logged in the change log sheet. The file name will contain the date that the file was last updated, and previous versions will be saved into an archive folder in the Marketing area of the T drive.

## Appendix B - Programme Development and Approval

For programmes designed in conjunction with university partners

<b>Centre</b>	
<b>Programme name</b>	
<b>Programme level (use Irish NFQ)</b>	
<b>Date of first intake</b>	
<b>University partner</b>	
<b>Will the university partner be responsible for assessing any of the proposed programme? If yes, please give details here (modules, assessments required, how ONCAMPUS will receive results)</b>	

Please identify management responsibilities (or responsibilities for implementation within partnership agreements) using the checklist below. Where the Centre is fully responsible (implementation is fully devolved) please mark the Centre column, where the University has full responsibility mark the awarding body column, where responsibility is shared or the Centre implements under University Partner direction mark the shared column. Where responsibility is devolved to the Centre or shared please give documentary reference(s) that show how this is managed or implemented.

Item	Centre	University Partner	Shared	Documentary reference(s)
1. Programme development and approval				
2. Modifications to programmes				
3. Setting assessments				
4. First marking of student assignments				
5. Moderation or second marking of assignments				
6. Giving feedback to students on their assignments				
7. Student recruitment and selection				
8. Student admissions				
9. Selection or approval of teaching staff				



10. Learning resources (including library resources)				
11. Student engagement				
12. Responding to external examiner reports				
13. Annual monitoring				
14. Periodic review				
15. Student complaints				
16. Student appeals				
17. Production of definitive programme information				
18. Enhancement				

**Please send this completed form to the Chair of the ONCAMPUS Quality Assurance Committee.**

## Appendix C - Approval of amendments to existing modules

*Updated October 2022*

This form documents any changes to existing modules within the ONCAMPUS portfolio. This may include changes to assessment types, weightings, content etc. that are identified prior to a Periodic Programme Review (PPR). All proposed changes must be submitted to the Head of Curriculum and Deputy Chief Academic Officer for review, which may involve further discussions via Subject Group Meetings. If approved, changes will come into effect the following academic year (or following term), depending on the mode of delivery.

### A Module Information

1	Programme:	Choose an item.
2	Pathway:	Choose an item. If other, please state: <a href="#">Click or tap here to enter text.</a>
3	Module Title:	<a href="#">Click or tap here to enter text.</a>
4	Centres the module is delivered at: <i>Please select all that apply</i>	Amsterdam <input type="checkbox"/> Aston <input type="checkbox"/> Hull <input type="checkbox"/> London <input type="checkbox"/> LSBU <input type="checkbox"/> Lund <input type="checkbox"/> Paris <input type="checkbox"/> Reading <input type="checkbox"/> Southampton <input type="checkbox"/> Sunderland <input type="checkbox"/> UK North <input type="checkbox"/>

### B Proposed amendment

1	Please detail the <b>current</b> aspect of the module that ONCAMPUS propose to change:  <i>i.e. Coursework weighting is currently 40%</i>	<a href="#">Click or tap here to enter text.</a>
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2	<p>Please detail the <b>proposed change</b>, including justification and any relevant evidence and/or feedback:</p> <p><i>i.e. Coursework weighting changed to 30% as students are passing the module after Term 2 which is having an effect on their attendance in Term 3.</i></p>	Click or tap here to enter text.
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## C Subject Group Meeting

Minutes should be included with the submission of this form.

1	Date of Subject Group Meeting	Click or tap to enter a date.		
2	<p>Centres in attendance:</p> <p><i>If a Centre is not required to attend (i.e. do not deliver the module), please write "N/A" in the text field.</i></p> <p><i>If apologies were received, please write "apologies received" in the text field.</i></p>	Amsterdam Aston Hull London LSBU Lund Paris Reading Southampton Sunderland UK North	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.
<b>3 Feedback received:</b>				
3.1	Provide a brief explanation of the feedback given from each centre in <b>support</b> of the proposed change.	Click or tap here to enter text.		
3.2	Provide a brief explanation of any <b>concerns raised</b> about the proposed change.	Click or tap here to enter text.		
4	Minutes attached	Yes <input type="checkbox"/> No <input type="checkbox"/>		

## D Approval

Proposal submitted by:

Name	Click or tap here to enter text.
Signature	Click or tap here to enter text.
Date	Click or tap to enter a date.

**Please forward to the Head of Curriculum and Deputy Chief Academic Officer.**

Proposal authorised and approved by:

Head of Curriculum/Deputy Chief Academic Officer	Click or tap here to enter text.
Signature	Click or tap here to enter text.
Date	Click or tap to enter a date.

## Appendix D - Approval of new modules on existing programmes

Centres seeking ONCAMPUS approval for the introduction of new modules on **existing programmes and pathways** must complete this form. It must be signed by the Centre Director, and forwarded to the Deputy/Chief Academic Officer **at least 15 days** before the next scheduled meeting of Academic Board. Dates for upcoming Academic Board meetings can be found in the ONCAMPUS UK & EU Academic Calendar.

### A Module Information

1	Module Title:	Click or tap here to enter text.
2	Irish NFQ Level:	Choose an item.
3	Which programme will the module be delivered in?	Choose an item.
4	Which pathway will the module be delivered in?	Choose an item. If other, please state: <a href="#">Click or tap here to enter text.</a>
5	To be offered with effect from (session):	Choose an item. Choose an item.
6	Terms to be delivered in: <i>(please check appropriate boxes)</i>	Term 1 <input type="checkbox"/> Term 2 <input type="checkbox"/> Term 3 <input type="checkbox"/> Term 4 <input type="checkbox"/>
7	Does the module replace one or more existing modules?	Yes <input type="checkbox"/> No <input type="checkbox"/>
8	If YES, please indicate which module/s:	Click or tap here to enter text.
9	Are there any pre-requisites or co-requisites required?	Yes <input type="checkbox"/> No <input type="checkbox"/>
10	If YES, please provide full details:	Click or tap here to enter text.
12	Is there any overlap of module coverage between this and any other module in the ONCAMPUS portfolio?	Yes <input type="checkbox"/> No <input type="checkbox"/>
12	If YES, please provide full details:	Click or tap here to enter text.

## B Module rationale and content

1	Academic rationale of the proposal:	Click or tap here to enter text.
2	Module synopsis:	Click or tap here to enter text.
3	Content: <i>Please include a detailed list of the topics covered</i>	Click or tap here to enter text.

## C Learning Outcomes and Assessment

Please attach a scheme of work (SOW) to this form

1	Do the learning outcomes and the module level conform to the relevant level descriptors? (Irish NFQ)	Yes <input type="checkbox"/> No <input type="checkbox"/>															
2	Learning outcomes:	On successful completion of this module, students will be able to: 1. 2. 3. 4. 5. 6.															
3	Assessment grid:	<table border="1"> <thead> <tr> <th>Assessment number</th> <th>Assessment type</th> <th>Assessment name</th> <th>Module weighting</th> <th>Pass mark*</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Coursework</td> <td>Example 1</td> <td>Formative</td> <td>40%</td> </tr> <tr> <td>2</td> <td>Exam</td> <td>Example 2</td> <td>50%</td> <td>40%</td> </tr> </tbody> </table>	Assessment number	Assessment type	Assessment name	Module weighting	Pass mark*	1	Coursework	Example 1	Formative	40%	2	Exam	Example 2	50%	40%
Assessment number	Assessment type	Assessment name	Module weighting	Pass mark*													
1	Coursework	Example 1	Formative	40%													
2	Exam	Example 2	50%	40%													

## D Delivery

1	Number of hours delivery per week:	Click or tap here to enter text.
2	Suggested number of sessions per week:	Click or tap here to enter text.
3	How will the contact hours be delivered? <i>Please select all that apply</i>	Classroom based <input type="checkbox"/> Lectures <input type="checkbox"/> Seminar <input type="checkbox"/> Practicals <input type="checkbox"/> Other <input type="checkbox"/> Please detail: <a href="#">Click or tap here to enter text.</a>

## E Resources and other general information

1	Library and IT requirements:	Click or tap here to enter text.
2	Additional space and/or equipment: i.e. labs	Click or tap here to enter text.
3	Timetabling restrictions: i.e. fieldwork/practicals	Click or tap here to enter text.
4	Are the space and resource requirements for this module detailed above readily available to the Centre?	Yes <input type="checkbox"/> No <input type="checkbox"/>
5	If NO, please indicate what steps the Centre is taking to obtain/secure these resources:	Click or tap here to enter text.
6	Please provide an estimate of student demand/recruitment potential:	Click or tap here to enter text.
7	Please indicate the minimum number of students necessary for viability:	Click or tap here to enter text.
8	Any further information:	Click or tap here to enter text.

## E Approval

Proposal submitted by:

Centre Director	Click or tap here to enter text.
Signature	Click or tap here to enter text.
Date	Click or tap to enter a date.

**Please forward to the Deputy/Chief Academic Officer at least 15 days before consideration of the proposal by the next Academic Board.**

Proposal authorised and approved by:

Deputy/Chief Academic Officer	Click or tap here to enter text.
Signature	Click or tap here to enter text.
Date	Click or tap to enter a date.



## Appendix E - ONCAMPUS Annual Monitoring Report

Centre Name:	
Period covered by report:	
Report submitted by:	
Report reviewed by:	
Report presented to the following committees:	QAC (date here) JPMG (or equivalent) (date here)

Note:

The audience for this document includes:

- All staff working within the centre
- QAA or other external review body
- Senior leaders at partner university
- ONCAMPUS Quality Assurance Committee
- Please be aware of the [OfS Conditions and QQI guidelines](#) which guide this AMR

### SECTION 1 - CONTEXT

(this section covers OfS Conditions B1, B2, B3)

#### 1a. Centre context

Please include here an overview of the centre. Typically this might include:

- One to one/ one to many
- Length of time open
- Basic info on trends – have student numbers been climbing/ falling etc?
- Basic info on staffing – is there an experienced team/ has there been a lot of turnover?

#### 1b. Partner context

Include a brief piece here about your partner (for one-to-one centres) or some info on range of progression destinations for one-to-many

#### 1c. Summary of the year under review

Include **reference** to any significant issues of good practice or concern relating to:

- demand and recruitment
- programme content, delivery, assessment
- support and guidance for students including equalities issues and attendance
- learning and teaching resources
- personal tutoring
- retention (No. of/reasons for withdrawals), progression, programme classifications
- staffing and staff development
- collaborative working/partnerships.

based upon evidence including the following:

- annual statistical data (i.e. demand, recruitment, pass rates, withdrawals, progression, classifications)
- monthly KPI data
- external examiner feedback
- audit reports
- student feedback (e.g. module evaluations during SSCCs, induction surveys, end of programme surveys)
- staff feedback (e.g. focus groups, minutes of the relevant subject/programme/teaching committee or equivalent);

other feedback e.g. any issues raised in meeting the needs of particular groups of students (including disabled students), university partners

## SECTION 2 - OUTCOMES

(this section covers OfS Conditions B1, B3, B5)

### 2a. Data summary

Include data for all programmes. Include % eligible for progression offer

- Commentary based on above data and reference guidance
- Commentary on module data and an analysis of any programmes below minimum standard of 80% overall pass e.g. commonalities such as nationality, assessment; module grades; English; cohorts; centre/delivery issues; late arrivals; borderlines; attendance

### 2b. English Skills Analysis

Include data for all programmes, broken down into skills, again including commentary based on the data and analysis.

## SECTION 3 - STUDENT VOICE

(this section covers OfS Condition B2)

### 3a. Student feedback

Include here end of programme survey scores. Include split of Sept and Jan starts and historic data. Include here info on student voice – how has the SSCC been functioning? What has happened as a result of these meetings? What other mechanisms are in place to gather and respond to student voice? What has happened as a result of this?

### 3b. Complaints and compliments

- Include data table with number of complaints at each level (potentially broken down into categories)
  - Include commentary about how these have been handled and what has happened as a result of them
  - What compliments have been received? What has happened as a result of these?
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## SECTION 4 –WELFARE AND SAFEGUARDING

**(this section covers OfS Condition B2)**

#### **4a. Welfare**

How many welfare cases have there been? What type? How are they handled?  
What is in place to support students?

#### **4b. Safeguarding**

How many under 18s were on the programme? How are they supported? Were there any safeguarding cases to report?

### **SECTION 5 - TEACHING, LEARNING AND ASSESSMENT**

**(this section covers OfS Conditions B1, B2, B3, B4, B5)**

#### **5a. Centre approach to Teaching, Learning and Assessment**

What is the centre's approach to TL+A. How is this managed? What key themes have been identified?

#### **5b. CPD**

What is the centre's approach to CPD? What activities have taken place? What feedback has been received? Include data on activities where possible (i.e. how many peer observations have taken place)

#### **5c. Qualifications and Experience**

What data can we include on qualifications and experience?

#### **5d. Student Engagement**

How is engagement measured? (for both F2F sessions and student outside class time). Include data as necessary

#### **5e. Resources**

What resources do students have access to? How do we monitor uptake (library use, access to journals, specialist space (studio, lab), gym, counselling etc. How do they rate their resources and access to them (use student survey data here)

## SECTION 6 – QUALITY ASSURANCE AND GOVERNANCE

(this section covers OfS Conditions B1, B4, B5)

### 6a. Quality and standards

How does the centre assure itself of the quality of programmes and academic standards?

### 6b. External review activity

What external review activity (if any) has taken place? What have been the outcomes?

### 6c. Internal review activity

What internal (within ONCAMPUS) review activity has taken place? What have been the outcomes?

### 6d. Governance structures

What governance structures are in place (within centre, within ONCAMPUS/ CEG and with partner if appropriate)? How does the centre engage with these and ensure staff and students are aware?

## SECTION 7 - PARTNER ENGAGEMENT

(this section covers OfS Condition B2)

### 7a. One-to-one centres

- How are students made to feel part of the university community?
- What activities take place to ensure seamless transition
- To what extent are students able to access university facilities?

### 7b. One-to-many centres

- How are students supported to make informed choices about progression options?
- What activities take place to support them in making these decisions?

## SECTION 8 - ENHANCEMENT

(this section covers OfS Conditions B1, B4, B5)

### 8a. Enhancement and improvement activities

How does the centre ensure a culture of continuous improvement?

What developments have taken place in the last year as a result of embedding innovations and improvements identified within the centre? What is the impact of these?

What developments have taken place in the last year as a result of embedding innovations and improvements identified from colleagues at other centres and partner universities? What is the impact of these?

## SECTION 9 - PROGRAMME APPENDICES

### ACTION PLAN

Detailed, SMART targets

Targets linked to each section of the AMR

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## Student Disclosure Confidentiality Policy

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ONCAMPUS will aim to ensure that, as far as possible, support appropriate to a disabled student's needs is provided. The law requires us to make 'reasonable adjustments' to our provision to ensure disabled students are not discriminated against and are not placed at a 'substantial disadvantage'.

If you are aware that you have a specific learning difficulty or disability we encourage you to contact us on application so that we can assess the support you will require whilst studying with us. Failure to inform us may impact on the ability for us to be able to support you.

If you have already started studying we encourage you to inform us of your disability/learning difficulty so that we can support you.

The information provided will be used to liaise with colleagues who need to know about the support that you require.

Your data will be disclosed for this purpose only, and not for other purposes without consent or when personal safety issues arise. Information will be held on our administration system for the purpose stated above, in line with the Data Protection Act 2018.

If you are providing information about your disability on your extenuating circumstances form, please note that this does not count as disclosure for reasonable adjustments as these forms are intended for use only by the Board of Examiners. We strongly urge you to disclose any persistent medical condition, specific learning difficulty or disability to your SRSO or personal tutor.

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