



**Pre-Master's Programme Level 8**

**Programme Specification**

**March 2023**

## Pre-Master's Programme

<b>1. Awarding Institution/Body</b>	Cambridge Education Group
<b>2. Teaching Institution</b>	ONCAMPUS
<b>3. Teaching Sites</b>	Dublin and Maynooth
<b>4. Programme and level</b>	Pre-Master's Programme, NFQ Level 8, ECTS 60
<b>5. Date of Production</b>	March 2023
<b>6. Applicable Cohort/s</b>	September 2023 entry and onwards

### 7. Educational Aims of the Programme

7.1. To improve students' English language proficiency to enable them to study and communicate confidently at postgraduate level in an Irish university (demonstrating by the end of the programme, a standard equivalent to at least IELTS band score 6.0, with no skill below 5.5).

Students who pass the programme will have an effective command of English, consistent with a minimum of CEFR B2, and are able to use and fully understand fairly complex language in familiar situations.

7.2. To provide students with an understanding of the key principles in their area of study with a selection of modules designed to support students for progression to postgraduate studies in a relevant field.

7.3. To provide the academic study skills to enable students to learn independently within the environment of an Irish university by:

- Presenting students with a variety of teaching and learning experiences including lectures, seminars, projects, group work and independent learning.
- Developing students' transferable skills including literacy, report writing, team work, debating, researching, time management, analytical and critical thinking.

## **8. Minimum Intended Programme Learning Outcomes**

This programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes.

### **A. Knowledge (Breadth, Kind)**

A1 Use English confidently in an Irish academic environment and demonstrate a proficiency in English Language to a standard equivalent to at least IELTS 6.0, with no skill below 5.5.

A2 Further develop breadth and depth of knowledge in discipline-specific theory and literature.

A3 Develop core academic and research skills in readiness for progression to a relevant master's degree.

### **B. Knowhow and Skill (Range, Selectivity)**

B1 Engage with research techniques and tools necessary to undertake effective qualitative and quantitative research in a relevant subject area.

B2 Identify key problems within their selected area of research and undertake a research project to effectively address these problems.

B3 Develop students' ability to communicate and present technical work to a wider audience.

### **C. Competence (Context, Role, Learning to Learn, Insight)**

C1. Learn effectively, conforming to accepted academic practice and experiencing how to integrate rapidly into postgraduate programmes in the host partner university.

C2. Make effective use of a range of generic and subject specific study skills and information communication technology to enable students to learn independently within the environment of an Irish university.

C3. the ability to engage in creative problem solving and critical thinking

C4. Work in groups, interacting with and providing constructive feedback to others.

## **9. Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

All teaching is conducted in the English language and a variety of different learning and teaching methods and assessments are used. Emphasis is placed on developing the students as confident, independent learners able to reflect on their learning, and able to recognise, evaluate and respond appropriately to their own strengths and weaknesses.

Delivery methods will include all those commonly in use in Western higher education – lectures, seminars, tutorials and workshops together with case study and group exercises. The aim will be to provide opportunities for students to practise a wide range of study skills including individual and group presentations, project work and extended assignments. Knowledge and understanding will be developed through formal classes, tutorials and regular coursework, both assessed and non-assessed. With a focus on developing independent learning and academic skills there will be some delivery using e-learning and blended methods including VLE modules, online discussion forums, online lecture materials and meetings.

### **Assessment:**

Assessments will reflect the need for students to be able to effectively progress to and succeed in their chosen postgraduate degree. Assignments will include extended pieces of academic reading and writing, quantitative and qualitative research methodologies, preparation for future careers, and the production of a significant piece of research work.

### **Graduate outcomes:**

The streamed approach that CEG is taking with the foundation programme in combination with a conditional offer-led HEI partner approach to show students which degree they will progress to post programme completion will help students to be better prepared for the faculty in which they will study at their chosen HEI. Some of the current foundation programmes may offer streamed approaches but too many students are still unsure what to study at an HEI or end up studying a degree that may be of less value to them on their return to their home country. CEG has heard stories in Africa, for example, of IT degree holders driving taxis because their qualification is not needed at home. CEG is determined to avoid this. By counselling the student's pre-enrolment, by working with CEG's HEI partner pre-enrolment, by providing students with faculty-specific foundation teaching and learning, together with ongoing progression counselling throughout the programme, CEG's foundation programme will ensure that there is full alignment between the skills the student will study at degree level and the skills needed and the careers available in their home country on their return. CEG believes that this approach best serves the needs of the HEI and the needs of the student, especially in the context of having a sustainable career when they finish their degree and not just a degree education in itself. The option for students to avail of 1-year undergraduate and 2-year postgraduate stay-back work visas in Ireland adds to the attractiveness of Ireland as a study destination and the opportunities within Ireland for our students to start their careers in top employers, both Irish and multinational.

### **Approach to internationalisation**

Our programmes are specifically designed for international students, concentrating on improving their English language (across all four skills), their adjustment to a new country's culture, and a new learning style. We fully understand that our students come from a wide variety of prior educational experiences and our programmes are written to accommodate these differences. We

deliberately teach in small groups with high levels of contact hours, which we have consistently found to get international students to the level they need to succeed at within their chosen degree on leaving us. Our teachers are required to have a deep understanding of the needs of international students, and indeed we find that teachers who have been international students themselves are best placed to work in our environment. We constantly review overseas qualifications and curriculum to ensure our programmes are addressing any gaps that may arise, and further we regularly survey and speak to our students on graduation to assess if they have found any difficulties in their degrees which may need addressing in our programmes. In terms of curriculum, we use a wide range of (for example) international case studies appropriate to the experiences of our students to assist their learning.

## **10. Entry Profile**

ONCAMPUS is well equipped to offer quality preparation to pre-university students and is designed for students who:

- Are aged 18 or over and have successfully completed relevant university education. Qualifications from all countries are considered. (see example entry requirements at <https://www.oncampus.global/>)
- Have an English language equivalent of CEFR B2.

### **Transfer and Progression opportunities**

The ONCAMPUS PMP is designed to prepare international students, who have completed the relevant undergraduate degree study for masters study at an Irish HEI/university. All students who successfully complete the PMP are given an opportunity to progress onto a suitable programme of postgraduate study at an Irish HEI/university.

## 11. Programme Structures and Requirements

### Basic Structure of the Programme

The duration of the standard PMP is one academic year divided into two semesters (nine months in total).

### Programme Level and Credit

The level of the PMP is at NQF Level 8, and the module specifications have been developed with this level benchmarking in mind. English provision is mapped to the Common European Framework of Reference for Languages (CEFR).

The ONCAMPUS PMP acquires 60 ECTS credits.

Academic module breakdown:

OPTION	Semester 1 (min. 13 weeks)	Semester 2 (min. 13 weeks)	Weekly hours
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<b>Level 8</b>  <b>60 credits</b>	M1. Undergraduate Research Dissertation (20 credits)		6
	M2. Academic English Language Development (10 credits)		6
	M3. Research & Digital Literacy Skills (5 credits)	M4. Personal Development for Employability (5 credits)	3
	M5. Quantitative and Qualitative Research Methods (10 credits)	M6. Working in Teams (10 credits)	5

Academic module breakdown:

	Credit equivalency	Total hours of learning	Classroom contact hours	Independent study hours including assessment
Module 1	20	400	156	244
Module 2	10	200	156	44
Module 3	5	100	78	22
Module 4	5	100	78	22
Module 5	10	200	130	70
Module 6	10	200	130	70
<b>TOTAL</b>	<b>60</b>	<b>1200</b>	<b>728</b>	<b>472</b>



## 12. Assessments and Grading

Students have to pass all modules to be awarded the PMP .

Each module contains a series of assessments with varying weightings, which contribute to the overall module grade.

The ONCAMPUS pass mark is 40% for each module. As the module includes a combination of weighted assessments, students are not required to achieve 40%+ in each individual assessment, as long as the combined total is equal to or exceeds the pass mark.

The pass mark for the ONCAMPUS Test of English (OCTOE) is an IELTS equivalent of 6.0, with no skill below 5.5.

Academic modules are graded on a normal percentage scale, using alpha grades as comparisons for university partners who require this.

Grade	Boundary
A*	90% and above
A	70% - 89%
B	60% - 69%
C	50% - 59%
D	40% - 49%
Unclassified	39% and below

Some centres and progression routes will require a higher grade and/or IELTS equivalent. Students will be made aware of this prior to admission and centres will monitor progress regularly.

## 13. Support for Students and their Learning

- Induction programme
- Student Academic Handbook
- Programme Handbook
- Access to university library and IT facilities as per host university students
- Small group intensive teaching
- VLE / online resources

### Academic Support

- Module tutors
- Personal tutors
- One to one feedback
- Personal progress interviews/individual learning plans
- Individual and group tutorials
- Academic support systems

## 14. Methods for Evaluating and Enhancing the Quality and Standards of Teaching, Learning and Assessment



**Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards**

- Student evaluations and feedback
- Annual monitoring reports
- Annual report to CEG Board
- External Examiners' reports and responses to reports
- Periodic programme review
- Annual staff appraisal
- Formal lesson observations
- Induction programme for new staff
- Internal moderation of assessed work
- Staff feedback
- University partner feedback
- Collection and evaluation of recruitment and retention data, progression and achievement data, student destination data, data relating to student support
- Fixed agenda items relating to quality assurance of meetings of the Academic Board and relevant committees
- Monitoring and evaluation of equality and disability provision

**Committees with responsibility for monitoring and evaluating quality and standards**

- Academic Board
- Board of Examiners
- Quality Assurance Committee
- Learning and Teaching Committee
- Subject Groups

**Mechanisms for gaining student feedback on the quality of teaching and their learning experience**

- Student surveys
- Student representation
- Centre Academic Audits

**Staff development priorities**

- Staff appraisal scheme
- In-house staff training
- Team meetings
- Research, short courses and conferences
- Peer observation process
- Formal observations

### 15. Indicators of Quality and Standards

- Programme review and Annual Monitoring Reports drawing on:
  - Statistical indicators in relation to recruitment and enrolment, retention rates, withdrawals and reasons, progression and qualification rates
  - Student surveys
  - Student destinations
  - Staff meetings
  - Formal discussions at relevant committees, subject groups and Academic Board
  - External Examiner's report
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### 16. The following reference points were used in creating these specifications

- NFQ level descriptors
- CEFR descriptors
- QQI standards

### Version control:

(to be completed with Academic Board sign off)

Version	Date Approved:	Revision summary:	Approved by:
v1			
v2			
v3			

### Mapping of Programme Learning Outcomes (MIPLOs) to Award Standards at nominated NFQ Level 8

To show that the programme learning outcomes are consistent with the standards for the nominated award Level (Level 8) it is necessary to compare them and to show that the MIPLOs are different from the standards for the level below. Note that one programme learning outcome may be relevant to a range of the award learning outcomes. The mapping does not have to be one to one.

You should also show where in the programme e.g. what module(s), the MIPLOs will be taught and where (by which assessment technique) their achievement will be evidenced.

	<b>QQI award statements of knowledge skill and competence to be achieved by a learner successfully completing this programme. Level 8</b>	<b>MIPLO statement(s)</b>	<b>Key teaching and learning opportunities provided to facilitate achievement of the MIPLO</b>	<b>Where achievement of MIPLO is evidenced (assessed) across the programme</b>
A	<p><b>Knowledge: Breadth:</b> An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning.</p> <p><b>Knowledge: Kind:</b> Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s).</p>	A1 Use English confidently in an Irish academic environment and demonstrate a proficiency in English Language to a standard equivalent to at least IELTS 6.0, with no skill below 5.5.	English module testing all four skills.	Module 2
		A2 Further develop breadth and depth of knowledge in discipline-specific theory and literature	Embedded within research methods and related project work.	Module 1, 3, 5, 6
		A3 Develop core academic and research skills in readiness for progression to a relevant master's degree.	Embedded within every module.	All modules
B	<p><b>Know How and Skill: Range:</b> Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity.</p> <p><b>Know How and Skill: Selectivity:</b> Exercise appropriate judgement in a number of complex planning, design ,technical and/or management functions related to products, services, operations or processes, including resourcing.</p>	B1 Engage with research techniques and tools necessary to undertake effective qualitative and quantitative research in a relevant subject area.	Research project and quantitative and qualitative methodology modules	Module 1,3,5
		B2 Identify key problems within their selected area of research and undertake a research project to effectively address these problems.	Dedicated research project backed up with theory modules on research techniques	Module 1,3,5
		B3 Develop students' ability to communicate and present technical work to a wider audience.	Embedded within every module.	All modules
C	<b>Competence:Context:</b> Use advanced skills to conduct research,or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts.	C1 Learn effectively, conforming to accepted academic practice and experiencing how to integrate rapidly into postgraduate programmes in the host partner university.	Embedded within every module.	All modules

### Mapping of Programme Learning Outcomes (MIPLOs) to Award Standards at nominated NFQ Level 8

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You should also show where in the programme e.g. what module(s), the MIPLOs will be taught and where (by which assessment technique) their achievement will be evidenced.

	<b>QQI award statements of knowledge skill and competence to be achieved by a learner successfully completing this programme. Level 8</b>	<b>MIPLO statement(s)</b>	<b>Key teaching and learning opportunities provided to facilitate achievement of the MIPLO</b>	<b>Where achievement of MIPLO is evidenced (assessed) across the programme</b>
	<p><b>Competence: Role:</b> Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups.</p> <p><b>Competence: Learning to Learn:</b> Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically.</p> <p><b>Competence: Insight:</b> Express a comprehensive, internalised, personal world view, manifesting solidarity with others.</p>	C2. Make effective use of a range of generic and subject specific study skills and information communication technology to enable students to learn independently within the environment of an Irish university.	Specific research and digital skills module, careers development module	Module 3,4,6
		C3. the ability to engage in creative problem solving and critical thinking	Specific research and digital skills module, careers development module	Module 3,4,6
		C4. Work in groups, interacting with and providing constructive feedback to others.	Specific teams module develops skills activity	Module 6