



## Educational Oversight for embedded colleges: report of the monitoring visit of CEG UFP Ltd ONCAMPUS, January 2019

### ONCAMPUS Hull

#### Outcome of the monitoring visit

1 From the evidence provided in the annual return and at the monitoring visit, the monitoring team concludes that ONCAMPUS Hull (the Centre) is making commendable progress with continuing to monitor, review and enhance its higher education provision since the previous March 2018 [Higher Education Review \(Embedded Colleges\)](#).

#### Changes since the last QAA review

2 The overall number of students at the Centre remains stable with only a slight decline in recruitment from the previous year. The Centre does not currently plan to significantly increase its student numbers over the next few years. The Centre has recently made additional full and part-time teaching appointments to reduce its dependence on sessional teachers. In September 2018 the Centre relocated into the newly refurbished Leven Building, located on the University campus, with all staff and students now on the same site.

#### Findings from the monitoring visit

3 The Centre is making commendable progress in continuing to monitor, review and enhance its provision. The Centre Head maintains a master list of proposed actions derived from internal reviews such as annual monitoring, and responses to external reviews, including the 2018 Higher Education Review (Embedded Colleges) (HER (EC)). The 2018 HER (EC) report made no recommendations or affirmations but identified an area of good practice in the highly personalised approach to learning and teaching that supports individual student needs and achievement.

4 The action plan includes clearly defined intended outcomes and the means by which their achievement will be evaluated. The action plan is on target and demonstrable progress has been made in all areas. Students who met the review team were positive about the support available to complete their studies successfully and were able to give examples of interventions that had taken place. Effective student support remains a strong feature of the Centre and is reflected in overall student performance and achievement.

5 During the past year internal reviews have taken place of provision at the Centre. The most recent CEG Central Quality Audit gave the centre a green red-amber-green traffic light system (RAG) rating. The report identified good practice in relation to CPD of staff and the effective oversight of the use of virtual learning environment by teaching staff at the Centre. Annual monitoring reports for each programme are produced by the Head of Centre and reflect on student performance and feedback from external examiners, staff and students. These

reports contain an action plan for the coming year though these are not differentiated across different programmes.

6 The Centre seeks to involve students in continuous improvement and enhancement of its provision. Student opinion is elicited through end of module surveys, and meetings with student representatives. Alumni met by the review team were able to give examples of a range of enhancements implemented by the Centre in response to their feedback. Programme Committee meetings have also recently been introduced with staff and student participation across ONCAMPUS centres. The effectiveness of these virtual meetings is yet to be fully evaluated by the Provider. Students who met the review team stated that the Centre actively sought their opinions and listened to them.

7 The review team concludes that the Centre has transparent, reliable and valid admissions processes. Recruitment, selection and admission of students are undertaken centrally by CEG Central Admissions who work with a network of agents. Although a centralised process, the Centre is involved in admissions in various ways. Academic entrance requirements are agreed between the Centre and the University and notified to Central Admissions. These are published on the website and in centrally generated brochures. The Centre is consulted on borderline applications and a decision on their suitability is made by the Head of Centre and, if appropriate, the University. The Centre is confident that as a result of careful consideration of borderline applicants, it only admits students capable of completing their programmes satisfactorily. The Centre is responsible for providing information and welcome packs to students who have accepted offers of places. Students who met the review team expressed satisfaction with the admissions process, stating that it was smooth and effective, and that that they had been well informed throughout.

8 The Centre operates assessment policies that are rigorous and fair. Assessment is centrally led by subject and pathway leaders whose role extends across all ONCAMPUS provision including that delivered at Hull. Common summative assessments are undertaken across ONCAMPUS. The review team were informed of problems with questions set during a recent exam but remedial action was undertaken by the Provider to ensure no students were disadvantaged. Standard templates are provided for submission and recording of marks. Assessment and assessment related policies, processes and procedures are set out in the ONCAMPUS Quality Manual.

9 Staff at the Centre are involved in assessment in a variety of ways. Draft summative assessments are discussed at Subject Group meetings. Formative assessments are developed both centrally and by local teachers. Marking is undertaken locally within the framework for standardisation and moderation set out in the Quality Manual. Feedback to students on formative assessments is provided by the staff at the Centre. Wherever possible, assignments are submitted electronically using plagiarism-detection software. Assessment is discussed at internal staff meetings. Students who met the review team indicated that they were clear about what was expected of them and how their work would be marked. They also stated that the feedback they received was timely and helpful; and that they were well briefed on how to avoid plagiarism.

10 No external reviews of the Centre provision have taken place since the 2018 HER (EC).

11 Pass rates across programmes is high though there was a slight decline in student achievement on the Centre's Master's Foundation Programme (MFP). Additional student support has been introduced to improve the pass rates on the MFP. Progression rates to the

University are high and the performance of these students is monitored and benchmarked against other University students, with data provided by the University for comparison. This data supports the view that the Centre's students are very well prepared for their subsequent University study.

## **The embedded colleges' use of external reference points to meet UK expectations for higher education**

12 The Centre demonstrates highly effective engagement with relevant external reference points. The requirements of the UK Quality Code for Higher Education, *The Framework for Higher Education Qualifications* (FHEQ) and other relevant external frameworks are reflected in the regulations, policies and procedures set out in the ONCAMPUS Quality Manual, which in turn informs practice at the Centre. ONCAMPUS centrally appoints external examiners whose reports are shared with the Centre staff, analysed in annual monitoring reports, and appropriate action taken.

13 Staff are made aware of expectations for quality and standards by subject leaders, through learning and teaching events, CPD, and have online access to the ONCAMPUS Quality Manual. The Centre staff also undertake CPD with the University, for example concerning expectations for safeguarding. Sharing of good practice is encouraged and, as described above, is central to building on the good practice identified in the 2018 HER (EC) report. Staff who met the review team were aware of key external reference points that underpin standards, quality and enhancement.

## **Background to the monitoring visit**

14 The monitoring visit serves as a short check on the provider's and its embedded colleges' continuing management of academic standards and quality of provision. It focuses on progress since the previous review. In addition, it provides an opportunity for QAA to advise the provider and its embedded colleges of any matters that have the potential to be of particular interest in the next monitoring visit or review.

15 The monitoring visit was carried out by Cameron Waitt, QAA Officer, and Professor Graham Romp, QAA Reviewer, on 12 February 2019.

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