



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

### ONCAMPUS LSBU

#### 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 LSBU (the Centre) is making commendable progress with continuing to monitor, review and enhance its higher education provision since the February 2018 [Higher Education Review \(Embedded Colleges\)](#).

#### Changes since the last QAA review

2 The overall number of students at the Centre have slightly increased especially on its Undergraduate Foundation Programme. The Centre has recently made additional full and part-time teaching appointments to support increased student numbers and reduce its reliance on sessional teachers.

#### Findings from the monitoring visit

3 The Centre is making commendable progress in continuing to monitor, review and enhance its provision. This conclusion was reached after reading the action plan drawn up following the February 2018 Higher Education Review (Embedded Colleges) (HER (EC)) review.

4 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 HER (EC) Review. The 2018 HER (EC) report made no recommendations or affirmations and identified three areas of good practice in the highly personalised approach to learning and teaching that supports individual student needs and achievement, the close collaboration with the university, which encourages and enables students to achieve their individual academic potential and the highly effective structure and operation of the student feedback system that ensures regular, active and inclusive student engagement.

5 The action plan includes clearly defined intended outcomes and the means by which their achievement will be evaluated. The plan is on target and demonstrable progress is evident. Students who met the review team were positive about the support available to complete their studies successfully. The Centre has introduced further support for students who arrive late including additional catch-up sessions and materials placed on the VLE to ensure these students are not disadvantaged. Effective student support remains a strong feature of the Centre and is reflected in overall student performance and achievement. There is excellent collaboration with the University, with senior and academic University staff engaged with students at various points on their student journey, and regular meetings between the Centre Head and the University Senior Partnership Manager.

6 During the past year an internal review was undertaken place of provision the Centre. This audit gave the Centre a green red-amber-green traffic light system (RAG) rating. The report identified good practice in relation to the introduction of in-centre subject group meetings, which have provided tutors on each pathway an opportunity to share good practice and discuss concerns about individual student engagement. 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.

7 The Centre effectively engages students in continuous improvement and enhancement of its provision. Student opinion is elicited through end of module surveys, and meetings with student representatives. 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.

8 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.

9 The review team concludes that the Centre operates assessment policies that are rigorous and fair. Assessment is centrally led by subject and pathway leaders whose role extends across all CEG ONCAMPUS provision. Common summative assessments are undertaken across ONCAMPUS. Standard templates are provided for submission and recording of marks. Assessment and assessment related policies, processes and procedures are set out in the CEG Quality Manual.

10 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 they were well briefed on how to avoid plagiarism.

11 No external reviews of ONCAMPUS LSBU provision have taken place since the 2018 HER (EC).

12 Pass rates across programmes is good though this can be variable across different cohorts. The Centre has developed its own Assessment Strategy and an Enhancement Strategy that both focus on enhancing the student learning experience in different ways. Emphasis is placed on providing personalised student support, the use of formative assessments, and high quality student feedback. Students meet by the team stated that the support and feedback provided to them was both timely and very useful to support future learning.

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

13 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's staff, analysed in annual monitoring reports, and appropriate action taken.

14 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 CEG ONCAMPUS Quality Manual. 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**

15 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.

16 The monitoring visit was carried out by Mr Phil Markey, QAA Officer, and Professor Graham Romp, QAA Reviewer, on 29 January 2019.

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