

Undergraduate Foundation Programme Art & Design



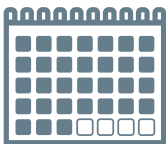
Programme Details



Who is this programme designed for?

This programme is designed to prepare international students, who have completed senior secondary education, for entry to undergraduate studies at the top universities across the UK.

The Undergraduate Foundation Programme (UFP) is set at level 3.



How long will I study for?

This programme lasts one academic year (nine months). The year is divided into three terms of approximately 10 weeks. On average, students will undertake between 16 and (up to) 22 hours of classroom-based study per week.

At **ONCAMPUS Loughborough** students study a two semester programme that lasts one academic year [nine months]. Each semester includes, on average, 13 teaching weeks, one reading week and one assessment week. If English Language level is below the requirements for the 2 semester option, students will take an additional term of English Language study before starting this programme. On average, students will undertake 21 (and up to 25) hours of classroom-based study per week.

Please note: Minimum and maximum hours are estimated, hours may vary depending on the student's academic and English level and may be adjusted throughout their course.

Students will be expected to timetable self-study hours in addition to the classroom-based hours.

English Language forms up to six hours of a students timetable, is compulsory for students who are below the required level for progression, and will be integrated into the teaching of academic subjects as well as being taught separately if students need additional support. Students who are at or above the required English level for progression are likely to follow a reduced

timetable.

What will I study?

This programme includes English and two academic subject modules. English will be integrated into the teaching of academic subjects, as well as being taught separately if students need additional support to develop their English language.

How will I be assessed?

You will be assessed at regular intervals throughout the programme to ensure you are making the progress required to successfully complete the programme.

Final assessments for each module will be spread across the academic year.

Assessment methodologies are aligned to those that will be experienced in the University environment, and include project and portfolio work and exhibitions.





Modules

Modules may vary by **ONCAMPUS** centre as shown in the table below and may change depending on progression degree. All students will have English incorporated into their study plan.

Centre	Art Practice and Creative Design (double weighted)	Contextual Studies
ONCAMPUS LOUGHBOROUGH	✓	✓
ONCAMPUS SOUTHAMPTON	✓	✓
ONCAMPUS LONDON SOUTH BANK	✓	✓
ONCAMPUS READING	✓	✓

Art Practice and Creative Design Module

The aim of this module is to enable you to acquire a broad skill base to establish a portfolio for your chosen discipline.

This module will facilitate you to develop your ideas and critical capacities through experimentation in the use of 2D, 3D, film, performance and/ or digital media and to apply this knowledge to your own independent work.

Teaching will be through a range of assignment briefs which will verse you in how to plan, realise and present your own work in preparation for managing a self-directed project in the final term.

This module, which consists of 3 stages, will provide you with a diverse series of projects from which to build a varied and rich portfolio for application to your chosen undergraduate study.

This module is double weighted and you will be timetabled for 12 classroom hours per week.



Term 1 - Exploration and Experimentation

The first 5 weeks of Term 1 will be focused on a broad experimentation with a range of materials, techniques and processes. These will form 1 week mini projects to give you an introduction to different materials and methods in order to develop your own visual language. The purpose of this intensive experimental period is to assess your level of competencies in a range of materials and processes. This initial 5 weeks will serve both to develop your technical knowledge and to encourage you to explore multiple responses and ways of working to a brief.

The second half of the term will give you the opportunity to respond to a 2 week project brief. For the first 2 week project you will work independently to prepare you for the extended projects in term 2. For the second 2 week project you will work collaboratively as a team to learn about the benefits and challenges of group work. You will use your knowledge from the first 5 weeks to investigate materials and methods and to be creative and reflexive in responding to problems.

There will be assessments for feedback purposes at varying points throughout the term, including crits, sketchbook reviews and presentations.

Key Topics and Learning Objectives

01

Course overview

1. Icebreaker/ games etc
2. Students introduce each other
3. Identify course requirements
4. Examples of previous students works
5. Introduction to module content and assignments
6. Discuss Term 1 structure
7. Introduce first mini brief: Still Life (may vary according to Centre)
8. Undertake initial drawing exercise
9. Line drawing

02

Perspective

1. Describe purpose of perspective
2. Recognise 1 and 2 point perspective drawings
3. Explain rules of 1 and 2 point perspective
4. Produce 1 and 2 point perspective drawings
5. Describe and use the rules of eyeball perspective
6. Explain how perspective can be used in own pathway
7. Discuss visual recording methods in creative practitioners work

03

Self-Portrait

1. Analyse the use of line and tone in other artist's work
2. Consider the composition of works by other artists and how they engage the viewer
3. Awareness of how other artists treat the subject of self-portraiture

04

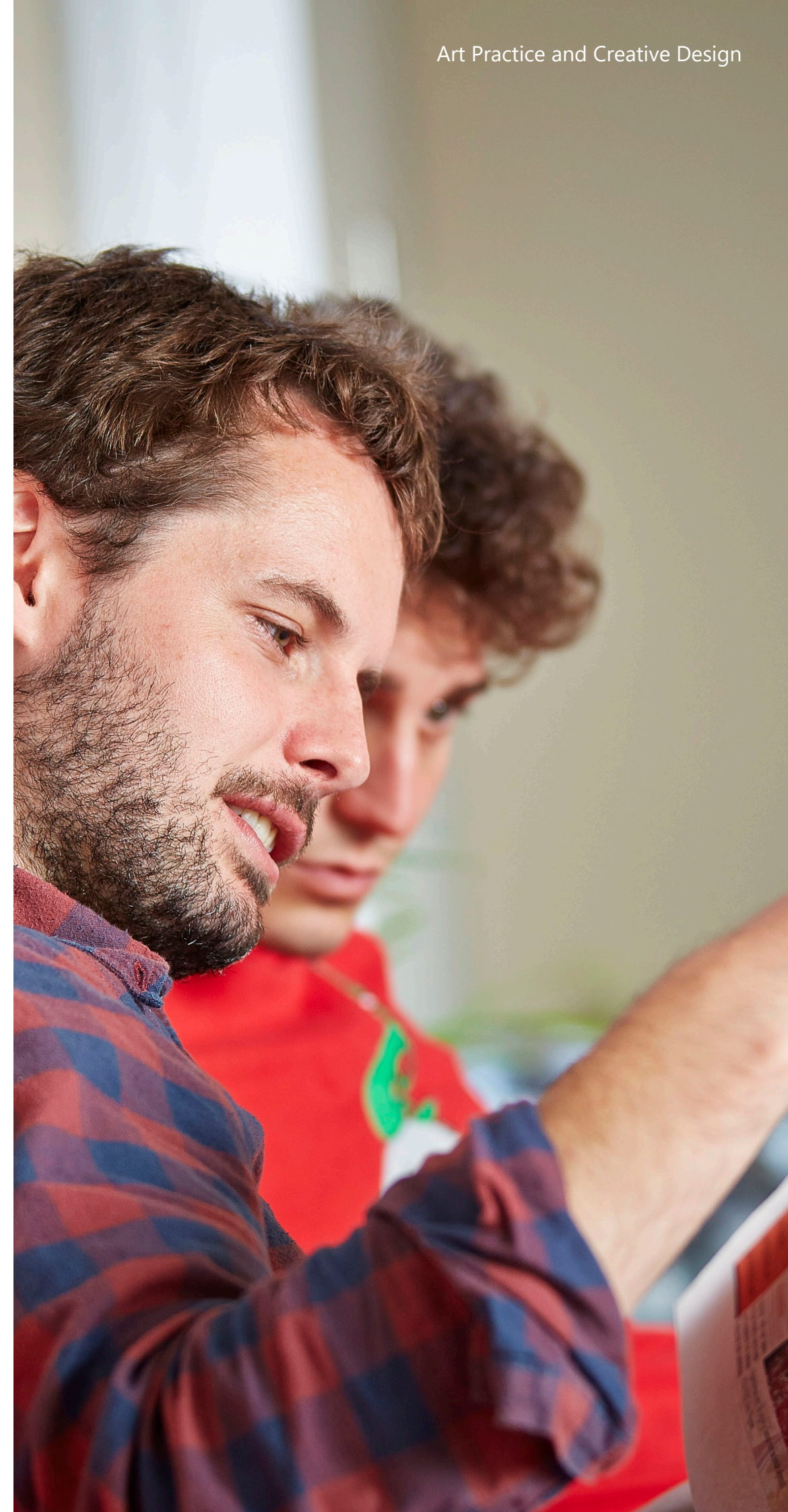
Experimental approach to Self-Portrait

1. Identify different approaches to representing a self-portrait
2. Identify different approaches to representing a self-portrait
3. Students to draw portrait in line
4. Cut up image and reassemble
5. Explore collage as an alternative way to depicting line and form
6. Discuss the work of others using material and methods to be explored
7. Create work using a variety of techniques and media
8. Record experimental outcomes
9. Evaluate outcomes
10. Annotate sketchbook using appropriate English language

06

Collage - Still Life in mirror

1. Explore collage as an alternative way to depicting line and form
2. Discuss the work of others using material and methods to be explored
3. Create work using a variety of techniques and media
4. Record experimental outcomes
5. Evaluate outcomes
6. Annotate sketchbook using appropriate English language
7. Give and receive feedback
8. Discuss own work and others



07

Collage - Self-Portrait

1. Explore collage as an alternative way to depicting line and form

2. Discuss the work of others using material and methods to be explored

3. Create work using a variety of techniques and media

4. Record experimental outcomes

5. Evaluate outcomes

6. Annotate sketchbook using appropriate English language

7. Give and receive feedback

8. Discuss own work and others

9. Reflect on learning

08

Sculptural Project

1. Explore material combinations

2. Experiment using art, design, media making techniques

3. Use appropriate materials for 3D/ media work

4. Resolve and finish assemblage/ sculpture

5. Document experimental outcome through photography

09

Short film exercise

1. Short film: Structuring Time (Day in 60 seconds)

2. Consider temporality within film

3. Discuss ways of structuring time

4. Linear narrative (events folding in order)

5. Non-Linear narrative (flashback)

6. Fast motion/ time lapse

7. Experiment with different methods of depicting day in 60 seconds

8. Present work from last 5 projects for feedback

9. Minimum of 3 digital sheets of final work for each mini brief

10. Sketchbook of explorations

11. Identify development needs in own working practice

12. Extend explorations

13. Explore materials and processes

14. Discuss developments

15. Prioritise own work and meet deadlines

10

Manipulation

1. Introduce 2 week project: Manipulation

2. Students should think about how to explore post-production and editing/ manipulation of images creatively

11

Explore and research project

1. Sketchbook of explorations

2. Identify development needs in own working practices

3. Extend explorations

4. Explore materials and processes

5. Discuss developments

6. Prioritise own work and meet deadlines

12

Project brief

1. Research work of other artists/ designers

2. Explore ideas using media making techniques and methods

3. Use appropriate materials for media work

4. Record experimental outcomes in appropriate forms

5. Reflect on experimental work

6. Annotate sketchbook/ journal using appropriate English language

7. Discuss work of others in relation to own practical work

8. Prioritise own work and meet deadlines

9. Apply new skills to creative intentions

13

Finish and consolidate final piece of work

1. Resolve ideas

2. Complete work to a deadline

3. Record and document work

4. Reflect on outcome

14

Group Project brief - Skin, Surface, Frame

1. Identify planning needs in a group

2. Examine ideas in a group

3. Brainstorm initial thoughts

4. Create a preliminary working plan

5. Select and develop design ideas

6. Begin research on topic

7. Work together in a group building on the range of disciplines in the group

8. Explore material in sketchbook. Sketch initial designs/concepts

9. Evolve ideas exploring on A1 sheet/ sketchbooks

10. Use appropriate English language when using text

11. Critically evaluate their design intentions and outcomes

12. Identify own development needs

13. Prioritise own work and meet deadlines

15

Photograph work for portfolio

1. Present drawings visually and verbally using appropriate English language

2. Describe a variety of visual methods employed

3. Reflect on own achievements

4. Receive and give feedback using appropriate English language

5. Evaluate effectiveness of own work and others

6. Identify areas for development

7. Select appropriate work for portfolio

8. Create a portfolio in an appropriate form

9. Present a project visually and verbally

10. Justify and articulate concepts behind the work

Term 2 - Development of Specialism

This term you will build upon the skills and knowledge developed in term one and extend these to deepen your learning.

You will focus in more depth on your respective specialism and create work that responds to specific briefs and themes. Your projects should be supported through forms of research and exploration. The work should demonstrate a conceptual as well as technical/ material investigation of your subject matter. You will be required to document all processes and ideas that have led you to the final outcome of your projects.

It is envisaged the term will consist of two projects, one for mid-term assessment and one for the final term assessment. These extended projects will give the you the confidence to fully develop and explore the potential of your outcomes before you move onto a self-directed project in Term 3.

There will be assessments for feedback purposes at varying points throughout the term, including crits, sketchbook reviews and presentations.

Key Topics and Learning Objectives

01

Project brief - Memory/ Fragment Reconstruction (may vary by Centre)

- Examine ideas in a group
- Brainstorm initial thoughts
- Select and develop ideas
- Begin research on topic
- Develop research
- Begin exploratory drawings

02

Collect information/ Analyse the work of others

- Collect appropriate information for project
- Research the work of others to develop own work
- Select and develop ideas
- Test and explore ideas
- Experiment with materials and techniques to develop work
- Focus on work in relation to specialism
- Select appropriate information/research related to project

- Extend exploratory methods from term 1
- Use techniques relevant to individual pathway
- Review and refine work
- Analyse work of others to develop ideas
- Develop creative work
- Produce alternative ideas
- Reflect on own achievements
- Identify development needs in creative work
- Identify reasons and purpose for visual work
- Apply visual knowledge to communicate concept
- Evaluate and refine work
- Begin to consolidate work

03

Project continued

- Finalise work
- Document 3d dimensional objects if relevant
- Receive and give feedback using appropriate English language
- Develop create work
- Discuss work in progress in a group
- Review work in progress
- Prioritise own work and meet deadlines

04

Mid Term Crit - present final work

- Present research and exploratory work visually and verbally using appropriate English language
- Describe the process of research and interpretations
- Describe a variety of making processes and methods
- Present path of work from the concept to final idea
- Reflect on own achievements
- Identify own development needs and methods to address these
- Critically respond to others work
- Receive and give feedback using appropriate English language
- Assess effectiveness of own work and others

05

Project brief - Asymmetry, Reflections, Shadows

- Introduce criteria for final project proposal
- Complete work to a set deadline
- Identify planning needs in a group
- Examine ideas in a group
- Brainstorm initial thoughts
- Create a preliminary working plan
- Select and develop design ideas
- Begin research on new project
- Collect appropriate information for project
- Research the work of others to develop own work
- Select and develop design ideas
- Test and explore ideas
- Experiment materials and techniques to develop work
- Apply suitable materials, techniques and processes to produce work
- Complete work to a set deadline
- Record making process and reflect on effectiveness

06

Project continued

- Final stretch of project
- Document process of research
- Record experiments
- Receive and give feedback using appropriate English language
- Develop create work
- Discuss work in progress in a group
- Review work in progress
- Prioritise own work and meet deadlines
- Refine visual work
- Document all experimental outcome
- Finalise work
- Document 3d dimensional objects if relevant
- Receive and give feedback using appropriate English language
- Develop create work
- Discuss work in progress in a group
- Review work in progress
- Prioritise own work and meet deadlines

07

Final crit

- Verbal presentation – group and individual
- Visual presentation
- Critique
- Directed questioning
- Feedback
- Written task – evaluation
- Illustrated report - evaluation
- Q&A
- Feedback
- 1-2-1 discussion

Term 3 - Planning and Realisation of final project

The aim of this term is to enable you to take responsibility for your own learning through equipping you with professional skills to propose, plan, realise and present a final project. You will deploy all the techniques, knowledge and skills you have developed over the year to research and develop a project in your own field of interest. You will have completed a proposal and a schedule of study which will form the basis of the project development.

You will recall and build on the skills developed in the previous units to create a time bound project demonstrating a professional work ethic. You will state what your influences, starting points and contextual references are and why they are relevant to your ideas. You will specify the subject areas you intend to research and the likely sources of information including any museums, galleries, specific locations etc. You will indicate any techniques and processes you intend to use; describe the range of media and materials relevant to your project and how you might use them to explore and develop your ideas. You will provide an indicative timescale for your project and indicate the ways you intend to divide your time in order to investigate, develop, produce and evaluate their project appropriately. This should be a meaningful plan and should be personalised to your project.

Regular 1:1’s, peer reviews and critiques will assess how you are developing and whether you are meeting your aims accordingly.

Key Topics and Learning Objectives

01

Final project

1. Research sources related to final project

2. Brainstorm themes to explore ideas

3. Present ideas

4. Research and develop work for final project

5. Explore appropriate materials, techniques, processes for final project

6. Explore and test different ideas for the final project

7. Explore and select appropriate resources, media, materials, techniques in relation to final project

8. Use visual language skills to communicate ideas and intentions

9. Select appropriate media

10. Work independently

11. Refine visual work and evaluate own development needs

12. Develop design ideas based on research

13. Explore media and methods

14. Create trials, test pieces, mock-ups of initial ideas

15. Research and develop work/ concepts

16. Generate ideas using materials/ working sketches

17. Use appropriate methods to express and/ or communicate messages/ atmospheres/ feeling/ concepts/ ideas

18. Use appropriate materials, techniques, processes, tools and equipment

19. Research and develop work/ concepts

20. Generate ideas using materials/ working sketches

21. Use appropriate methods to express and/ or communicate messages/ atmospheres/ feeling/ concepts/ ideas

22. Use appropriate materials, techniques, processes, tools and equipment

02

Mid term crit

1. Present their research, design developments sketch/ models/ trials/ mockups

2. Document sketchbook/ working process in digital sheets

3. Explain the ideas behind their work using appropriate English language

4. Give and receive feedback

5. Identify own areas for improvement and set targets

6. Analyse their own development needs

7. Identify time management needs

03

Exhibition discussion/ independent study

1. Review and reflect on work they have produced so far

2. Identify planning needs for an exhibition

3. Write up a realistic working plan

4. Reflect and identify strengths and weaknesses in own learning

5. Explain what makes a good portfolio

6. Evaluate their own projects and areas for refinement

7. Identify their own learning needs

8. Refine portfolio pages

9. Review and reflect on work they have produced so far

10. Assess what needs completing in their own work

11. Analyse what needs to be prioritised

12. Finalise documentation and structure their work to demonstrate concept development/ journey of project

13. Analyse the effectiveness of the order of their portfoliogen pages

14. Finalise documentation and structure their work to demonstrate concept development/ journey of project

15. Analyse the effectiveness of the order of their portfolios

04

Final crit

1. Present a final project visually and verbally using appropriate English language

2. Describe the concept development of your work

3. Demonstrate use of 2D and/ or 3D visual making processes and techniques

4. Receive and give feedback using appropriate English language

5. Evaluate effectiveness of own work and others

6. Reflect and identify strengths and weaknesses in own learning

7. Analyse feedback back and produce a plan of action

8. Produce a detailed evaluation of their final project

9. Plan an exhibition

10. Organise promotional material

05

Final exhibition preparation and devliery

1. Select work for exhibition

2. Plan and curate an exhibition

3. Organise and participate in a group show

4. Organise portfolio from the year paying attention to presentation/ layout and quality of work chosen

5. Organise, curate and create exhibition

6. Present their work to different audiences in the University

Contextual Studies Module

This module will enable you to situate your own work through acquiring an understanding of technological and art historical contexts to cultural production.

You will gain insight into how technological developments determine media engagement, and to critically consider media’s role within society and culture.

You will also develop an understanding of how key Art Historical movements have responded to and been shaped through these technological advancements. This knowledge will enable you to contextually place your own work in relation to your chosen field.



Key Topics

01

Research methods: Citing using Harvard Referencing

1. Identify the course content and its requirements
2. Students will identify their own motivations for pursuing the subject
3. Discuss Term 1 assignments and identify requirements

02

Industrialisation or Broadcasting

1. Identify how modernisation is connected to a range of technological, economic and political processes associated with the birth of the industrial revolution
2. Teach students to think about the key aspects of the industrial revolution
3. BBC - Public Service broadcasting
4. BBC - as providing entertainment, education and information
5. Discuss trust in relation to broadcasting

03

Print and the Still image

1. Identify how mass media has changed the nature of image making
2. History and development of Mass Media
3. Examine role media plays
4. Discuss nature of reproduction
5. Hand versus the machine
6. Image dissemination through web
7. Memory and still image

04

Live and moving images

1. Media as central to our conception of time
2. Memory and live image
3. Video as record of an event
4. Movie frame made up of still images
5. Early inventors of moving image Edward Muybridge, Lumiere brothers
6. Memory and moving image

05

Audiences and Technological infrastructures

- 1. Role and responsibility of media platforms and governments towards today's audiences
- 2. Social media and spreadable media
- 3. Discuss Facebook, Twitter, Instagram
- 4. Public/ Media/ Audience
- 5. Conceptions of audiences
- 6. Mass media audience compared to social media audience

06

Globalisation and interconnected communications

- 1. Understand contemporary media production and its distribution networks
- 2. Consider how globalisation reaches deeply into the economic, political, cultural, technological, and ecological dimensions of contemporary social life and consequently also forms of visual culture

07

Synthetic Realities: Film/ VFX/Photoshop

- 1. Students to consider the ethical considerations behind digital manipulation

08

Student presentation: Synthetic Realities: Film/ VFX/Photoshop

- 1. Students to present comparative poster of 2 examples of digital manipulation

09

Modernism

- 1. Identify Modernism's contestation of traditional forms
- 2. Distorted/ exaggerated versions of appearances of nature
- 3. Simplification of form

10

Realism

- 1. Identify key features of the movement
- 2. Paintings/ art work in a naturalistic manner
- 3. Recognise key artists of that period
- 4. Discuss Realism in film/ advertising/ architecture/ fashion

11

Expressionism

- 1. Movement reactive to idealism and naturalism
- 2. Exploration of caricature or exaggeration to express state of mind
- 3. Recognize key artists of period e.g. Munch, Ensor, Gogh, Die Brucke (Kirchner, Nolde, Rotluff)
- 4. Identify parallels of art movement/ topic in context of their own culture and area of study

12

Surrealism

- 1. Identify key features of artists/ movement/ topic
- 2. Focus on desire/repressed - inner emotions
- 3. Recognise key artists e.g. Dali, Magritte, Kahlo, Miro, De Chericco
- 4. Identify parallels of art movement/ topic in context of their own culture and area of study

13

Gallery visit

- 1. Gallery visit
- 2. Explore and discuss an artist/ designers work
- 3. Respond to an artist/ designers work/ exhibition through analysis and evaluation
- 4. Produce illustrated report of visit highlighting areas discussed
- 5. Use appropriate English language to describe a piece of work

14

Conceptualism

- 1. Movement not about forms/ materials but ideas and meanings
- 2. Challenges traditional status of art object
- 3. Not defined by medium or style but by the way it questions what art is
- 4. Analyse how topic/ movement has influenced contemporary art and design
- 5. Identify parallels of art movement/ topic in context of their own culture and area of study

15

Post-Modernism

- 1. Reaction to Modernism
- 2. How Post-Modernism nonetheless builds heavily on Modernism's precedents
- 3. Emphasis on world being based on mediated images
- 4. Builds on Mass media, movies and advertisements
- 5. Analyse how topic/ movement influences contemporary art and design
- 6. Identify parallels of art movement/ topic in context of their own culture and area of study



16

Global influences:
Contestations
of Western Art
History

1. Recognise although Art History and culture has been long associated with Western centres, art and visual culture now operate in a global capacity

2. Identify that there has been most recently a rejection of Modernist internationalism

3. The need to redefine and reassess the key art movements in light of recent concerns surrounding colonialism

17

Contextual
research
supporting
project

1. Discuss building up resource of contextual material in relation to Final Project

2. Artists, designers, film makers, relevant subjects to project

18

Individual project
tutorials to
discuss research
folder

1. Research contextual material that is relevant to their self-initiated project

2. Artists, designers, filmmakers, relevant subjects to project

19

Project tutorials/
Independent
Study: Structure
and conduct
research, analyse
relevant work

1. Research contextual material that is relevant to their self-initiated project

2. Artists, designers, film makers, relevant subjects to project

3. Draft of concept statement

4. Draft of evaluation so far

20

Discuss formative
assessment
feedback and
development
needs/
Independent
Study

1. Identify own areas for improvement and set targets

2. Analyse their own development needs

3. Identify time management needs

21

Check contextual
research progress/
Personal
statement

1. Research contextual material that is relevant to their self-initiated project

2. Artists, designers, film makers, relevant subjects to project

3. Refine concept statement

4. Refine evaluation statement

22

Contextual digital
folio review/
Independent
Study

1. Organise and structure contextual material that is relevant to their self-initiated project

2. Refine concept statement

3. Refine evaluation statement

23

Evaluation/refine
work

1. Review and refine contextual material that is relevant to their self-initiated project

2. Refine concept statement

3. Reflect on strengths/weaknesses of project and refine evaluation statement



Sample reading list

Art Practice and Creative Design

Bishop C-Installation Art. (Tate Publishing 2005) ISBN 978-1854375186
Blackwell L – 20th Century Type. (Laurence King, 2004) ISBN 978-1856693516
Borelli L – Fashion Illustration Next. (Chronicle Books, 2004) ISBN 978-0811845731
Bower J – Introduction to Two–dimensional Design: Understanding Form and Function (John Wiley & Sons Inc, 1999) ISBN 978-0471292241
Darwent C – The Drawing Book: A Survey of Drawing – The Primary Means of Expression. (Black Dog, 2007) ISBN 978-1904772811
De Sausmarez M – Basic Design: The Dynamics of Visual Form (Herbert, 2002) ISBN 978-071368366
Denicke L and Thaler P – Pictoplasma: Characters in Motion 2. (Pictoplasma, 2007)ISBN 978-3981045840
Dexter E – Vitamin D: New Perspectives in Drawing (Phaidon, 2005) ISBN 978-0714845456
Dernie D - Architectural Drawing (Laurence King 2010) ISBN 978-1856696791
Edwards B: Drawing on the right side of the brain (Harper Collins, 1993) ISBN 978-0006381143

Contextual Studies

Allen C- The Industrial Revolution: A Very short introduction (Oxford University Press 2017) ISBN 9780198706786
Barthes R- Camera Lucida (Vintage 1982) ISBN 9780099225416
Behr S- Expressionism: Movements in Modern Art (Tate Publishing 1999) ISBN 9780521788472
Berger J – Ways of Seeing (Penguin Books/BBC, 2008) ISBN 978-0141035796
Bradley F- Surrealism: Movements in Modern Art (Tate Publishing 1997) 9781854371850
Biagi S- Media Impact: An Introduction to Mass Media (Wadsworth Publishing, 2016) ISBN 978-1305580985
Chipp H – Theories of Modern Art (University of Californian Press, 1984) ISBN 978-0520052567
Couldry N- Media: Why it Matters (Polity 2020) ISBN 9781509515158
Edwards S, Wood P- Art and Visual Culture 1850-2010: Modernity to Globalization (Tate Publishing, 2012) ISBN 978-1849760973
Godfrey T- Conceptual Art (Phaidon,1998) ISBN 978-071483886
Mitchell WJ- The Reconfigured Eye (MIT Press, 1994) ISBN 9780262631600
Ritchin F- In Our Own Image (Aperture 1999) ISBN 9781597111645
Rodowick D.N- The Virtual Life of Film (Cambridge University Press 2007) ISBN 9780674026988
Silverstone R- Why Study the Media (Sage, 1999) ISBN 9780761964544

A full reading list can be provided on request.

Example Timetable






Please note this is an example timetable and will vary for every student. Students should anticipate lessons starting earlier than 9am or later than 5pm. Students will be expected to allocate self study and revision hours within their timetable which will be given at the start of the academic term.

	9-10	10-11	11-12	12-1	1-2	2-3	3-4	4-5
Mon	English	English		Lunch	Personal Tutorial	Art Practice and Creative Design	Art Practice and Creative Design	Art Practice and Creative Design
Tues	Art Practice and Creative Design	Art Practice and Creative Design	Art Practice and Creative Design	Lunch	English	English		
Wed		English	English	Lunch		Contextual studies		
Thur	Art Practice and Creative Design	Art Practice and Creative Design	Art Practice and Creative Design	Lunch			Contextual studies	Contextual studies
Fri	Art Practice and Creative Design	Art Practice and Creative Design	Art Practice and Creative Design	Lunch				

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