

Key Related Documents

Document Name	Location
Quality Manual	College website, Policy HUB
QS01 Pathway Approval and Review	College website, Policy HUB
QS06 Enhancement	College website, Policy HUB
QS08 Student Engagement	College website, Policy HUB
QS10a Student Complaints	College website, Policy HUB
QS10b Academic Appeals	College website, Policy HUB

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Introduction

This document sets out the Navitas University Partnerships Europe (UPE) policy and procedure for Learning and Teaching of students enrolled on a Navitas programme. Navitas UPE has, as part of its Corporate Code of Practice, a commitment to continuous improvement and the UPE College* network has demonstrated its adherence to this commitment through the implementation of Learning and Teaching in each College. Navitas UPE has a long history of, and commitment to, the provision of quality services and support to students. It recognises the importance of engaging students early in their learning experience and places immense value on the Student Voice. Working together with students, our teaching and support staff are committed to providing an education and student experience that is shaped, reviewed and enhanced in the spirit of partnership and co-determination.

**Please interpret 'College' as 'Campus' where applicable*

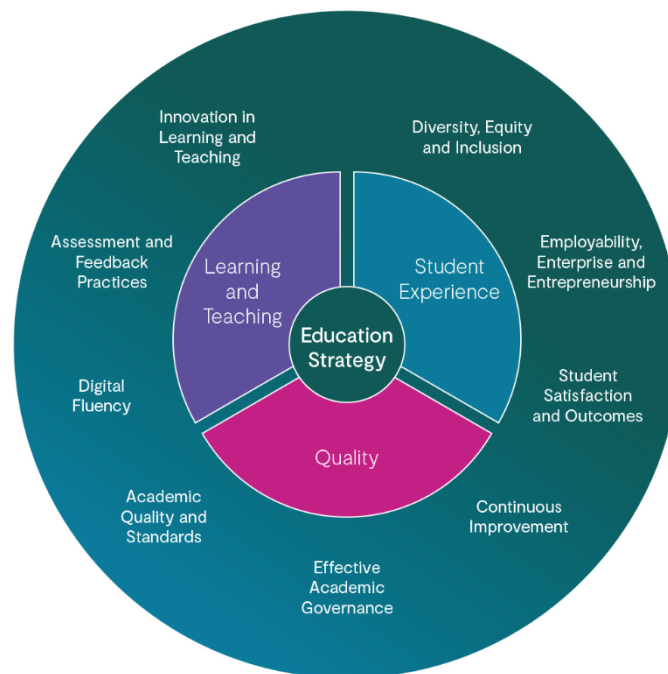
Achievement of General Educational Aims

Navitas UPE has a set of general educational aims which apply to all its College programmes (see Section 6 of the Quality Manual). To enable students to achieve these aims and reflect other local and national priorities for Learning and Teaching, Navitas is committed to promoting the following aims for our students throughout its College network:

- A keenness to learn independently and take ownership of their studies
- Critical thinking skills to encourage self-assessment and real-world application of learning
- Advanced digital capabilities and scholarship to encourage collaboration and proficiency throughout the student journey
- An advocacy for diversity, equity and inclusion in all aspects of life to promote a safe environment for all
- Knowledge, skills and behaviours to orient them for the world of work
- A stimulation to set, challenge and achieve their educational goals
- Linguistic competency to succeed at the University Partner and beyond
- A network of peers and a voice to represent them
- A culture of enhancement and continuous improvement

Education Strategy

The Navitas UPE Education Strategy has been developed by the Academic Registry team in extensive collaboration with staff and students across the division. The Strategy will guide our vision as we continue to enhance the experience and outcomes for our students. Comprising the three pillars of Learning and Teaching, Student Experience and Quality, the 2023-2028 Education Strategy's framework below provides a high-level overview of the themes identified as educational priorities for Navitas UPE. It acts as a framework, with each theme containing three guiding principles which can be broadly applied across the division. Due to the interconnected nature of the three pillars, the nine themes may still be seen as one collective set of enhancement areas.



Navitas Learning and Teaching Structure

The Academic Registry

The Academic Registry is the principal academic body of Navitas UPE. It oversees:

- Educational strategy, policy development and review of academic provision
- Quality assurance and standards
- Academic compliance
- Business development (academic)

- Higher education and pathway sector developments and impacts
- Academic outcomes

Academic Registry reports to and is managed by the Academic Board, a sub-committee of the NUKH Board of Directors.

Further information on Governance arrangements is available in the **Quality Manual**.

Head of Education

The Head of Education is responsible for the strategic management of the quality and standards of the Learning and Teaching portfolio across UPE, including the curriculum agenda and participation in promoting the sustainable growth of the UPE College network:

- The Head is charged with ensuring the effective embedding of a comprehensive quality assurance and enhancement/engagement regime across both the academic and administrative environment, thereby facilitating and supporting the management of the academic operations of the UPE College network
- The Head is charged with the management of the overall operation of the Learning, Teaching and Quality environment for the UPE Colleges, playing a key role in gathering and sharing best practice initiatives within academic teams across the division
- The Head is charged with ensuring that curriculum development, approval, renewal and documentation, as well as pathway development and expansion, are managed in accordance with Navitas UPE requirements and guidelines
- The Head is charged with providing effective Learning, Teaching and Quality services and support as Head of the Navitas UPE Academic Registry
- The Head is charged with the standards audit and maintenance of quality improvement process for UPE Colleges
- The Head is charged with maintaining currency of digital technology and the development of technology-based initiatives and solutions across the division

The Academic Board

The Navitas UPE Academic Board (AB) is the principal academic body of the Company and reports to the NUKH Board of Directors. It is responsible, through delegated authority from the Board of Directors, for all academic matters relevant to NUKH operations, including identifying strategic priorities for future Learning and Teaching, Student Experience and Quality Assurance policies and initiatives.

The Academic Board is chaired by the Executive General Manager (EGM).

Further details and the Board's Terms of Reference are available in the **Quality Manual**.

Learning, Teaching and Quality Committee

The Navitas UPE Learning, Teaching and Quality Committee (LTQC) is responsible to the Academic Board (AB). It is a review body that oversees the operational elements of the academic experience, including Learning and Teaching, Student Experience and Quality Assurance. It also provides an opportunity for Colleges to share good practice.

The Committee is chaired by Head of Education.

Further details and the Committee's Terms of Reference are available in the **Quality Manual**.

Learning and Teaching Forum

The Learning and Teaching Forum reports to the LTQC. It provides senior academic staff across the division with a platform to discuss and share subject-specific enhancement practices related to our Subject Leads and communities of practice (discussed below).

Forum meetings are facilitated by a Learning and Teaching Coordinator from Academic Registry.

The Forum's Terms of Reference are available in the **Quality Manual**.

Student Experience Forum

The Student Experience Forum reports to the LTQC. It provides student experience and student services staff across the division with a platform to discuss and share related enhancement practices.

Forum meetings are facilitated by a Learning and Teaching Coordinator from Academic Registry.

The Forum's Terms of Reference are available in the **Quality Manual**.

Quality Assurance Working Group

The Quality Assurance Working Group reports to the LTQC. It provides quality assurance staff across the division with a platform to discuss and share related enhancement practices. Members of the Working Group also provide feedback on policy development.

Working Group meetings are facilitated by the Academic Quality Manager.

The Working Group's Terms of Reference are available in the **Quality Manual**.

Subject Leads

The Academic Registry team supports five Subject Leads across the division in setting up, promoting and facilitating communities of practice within related subject areas.

The roles are separated into the following subjects, covering all key subjects across the division:

1. English (ESL), ILSC and ICT
2. Computer Science, Engineering & Design, Physics, Mathematics, Construction, Architecture, Gaming, Data Science
3. Life Sciences (Biology, Chemistry) and Health Sciences (Nursing, Physiotherapy, Occupational Therapy), Psychology, Sports Science, Environmental, Marine
4. Humanities, Arts, and Social & Political Sciences, including Law, Education, Media, Film, Criminology, English (not ESL)

5. Business, Management, Economics, Finance & Accounting, Banking, Actuarial Science, Marketing, Tourism

Each Subject Lead organises and chairs their own three meetings per year with other internal subject specialists from the division. They then provide progress updates to the Learning and Teaching Forum and write an annual report in the summer summarising developments throughout the academic year.

Consultants

The Academic Registry team works with two Consultants in the areas of *Academic English* and *Mathematics*. The roles provide an extra layer of quality assurance to the provision of priority areas within the division.

The Consultants work with the related Subject Leads to offer feedback on high-level module content, act as moderator and offer feedback on annual monitoring activities. The Consultants also write an annual report summarising developments throughout the academic year.

College Senior Management Team (College-Based)

The College Senior Management Team oversees all operational aspects of the College, including quality management. The Team has oversight for the college-based bodies outlined below.

Further details are available in the **Quality Manual**.

College Learning and Teaching Board (College-Based)

The CLTB is responsible for the operation and control of the following educational activities:

- Teaching and delivery of programmes
- Ongoing maintenance of academic standards at an operational level
- The appointment and removal of external examiners (where appropriate)
- Moderation (internal and external) of assessment to approved models

- Procedures for assessment and examination of the academic performance of College students
- Ongoing monitoring and reporting student attendance
- Ongoing academic monitoring and reporting of all learning and teaching matters concerning curriculum and outcomes (inclusive of University Partner tracking data) per cohort
- Management of the COMPASS programme and emplacement of individual student management
- Plans to ensure learning opportunities and pastoral care standards are met
- The proposal of new programmes or changes to existing programmes – entry criteria, pathways, structure and assessment, points of articulation, curriculum content and learning outcomes, see **NPR QS01 Pathway Approval and Review**
- The procedure for the expulsion of students for academic, behavioural or fraudulent reasons
- Consideration and approval of student status
- Informal student complaints and appeals, or referral to the Academic Registry **NPR QS10a Student Complaints and NPR QS10b Academic Appeals**
- Consideration of the development of the academic and support service activities of the College and the resources needed to support them and for advising the LTQC and Academic Registry of strategically related issues
- Issues arising from the LTQC and/or Academic Registry
- Consideration and decisions around ‘mitigating circumstances’

College Enhancement Team (College-Based)

The College Enhancement Team is designed to create a culture that facilitates empowerment, engagement and independent learning potential and capability and is a central part of the Navitas continuous improvement agenda.

Further details are available in **NPR QS06 Enhancement**.

Student Forum (College-Based)

The Student Forum provides an opportunity for discussion and consideration of matters of common concern or of good practice between the College Learning and Teaching Board and the student body. Through discussion, advice and action, the Forum aims to enhance the quality of the student experience.

Further details are available in the **Quality Manual** and **QS08 Student Engagement**.

Academic Advisory Committee (AAC)

The purpose of the AAC is to oversee academic matters and support the quality assurance and enhancement of programmes on behalf of the Joint Strategic Partnership Management Board (JSPMB). The AAC is responsible for reviewing the effectiveness of the academic environment of the College. Specifically, the role of the AAC is to ensure that:

- Academic standards are maintained in accordance with course/programme specifications and definitive module descriptions
- The transfer of students from the College to the appropriate level within the University Partner is seamless and 'user friendly'
- Moderation and assessment procedures are consistent with both the College's and the University Partner's expectations and in line with the Quality Code
- Library access and teaching/learning facilities remain appropriate to a higher education programme of study
- Transfer criteria are clearly defined, realistic and reflective of the strategic intent of the Recognition and Articulation Agreement (RAA), equitable, and able to be implemented at an operational level
- The University Partner's academic Schools/Faculties are engaged and thus ensure a consistent level of oversight and interaction between the College management and the University Partner's academic processes and community
- The outcome of reviews of the overall student experience during their time at the College and their final two or three years at the University Partner is considered
- The annual Tracer Study is considered, and outcomes reported to the JSPMB

- Any required amendments to the academic framework as a result of annual Tracer Studies and student performance reviews are recommended to the JSPMB and subsequently monitored
- The JSPMB is advised on strategic academic direction and opportunities for new initiatives and that, where appropriate, new pathways are developed with the appropriate level of quality management and control to provide the necessary imprimatur for acceptance amongst the University Partner community

Each meeting of the AAC receives an Academic Report from the College that details qualitative and quantitative quality information derived from standard reporting processes within the College. As well as reporting to the JSPMB, the AAC channels information to either the College Learning and Teaching Board, the University Partner Quality Office (or equivalent) or the relevant Faculty Associate Dean Quality (or equivalent), as required.

The AAC is chaired by the senior member of the University Partner with direct responsibility for the partnership or nominee. Its membership is drawn from senior members of the College staff, including the College Director/Principal (CDP) and the Director of Academic and Student Services, representatives of each University Partner School/Faculty involved in the pathway portfolio of the College, ideally at least one student representative from the College and the Head of Education.

The AAC will meet up to three times per year, typically prior to the scheduled meetings of the JSPMB for the minutes of the AAC to be tabled at the JSPMB's meeting.

UKVI Requirements for Delivery of Teaching

Face-to-face delivery remains a predominant requirement by the UKVI. Remote delivery is allowed up to a set percentage, subject to justification. Remote delivery is permitted for degree-level and above courses, with face-to-face delivery as the primary method.

Definitions:

- *Predominantly face-to-face* delivery is 1-20% remote. Courses that will fall within this scope must be indicated during an annual CAS allocation request.
- *Mainly face-to-face* is 21-40% remote. Sponsor must provide a justification for higher percentage to the UKVI and obtain UKVI's permission to deliver such courses to Sponsored Students.

- Courses with over 40% remote delivery are **not permitted** under the student route.
- Courses below Degree level are **not permitted** to offer remote delivery, unless there are exceptional circumstances (weather/strikes/accommodations for protected disabilities)

Policy Review

This policy will be reviewed every two years unless there are internal or legislative changes that necessitate an earlier review.