



1 Introduction and Scope

- 1.1 This document sets out the policy and framework for learning, teaching, and assessment, and the underpinning principles. The policy takes account of national priorities for Higher Education, the QAA Quality Code, and the requirements of legislation particularly concerning equality.
- 1.2 The student experience is central to the vision, mission and operations of Navitas UPE and its network of colleges. Learning and Teaching is therefore of strategic importance and requires a robust framework to support its effective management and enhancement.
- 1.3 This document applies to all pathway programmes delivered on behalf of Navitas UPE.

2 Achievement of General Educational Aims

- 2.1 Navitas 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 teaching and assessment, Navitas UPE is committed to promoting the following principles throughout its college network.
 - A learner-centred approach that encourages active student engagement.
 - Inclusive learning through the promotion of equality, diversity and equality of opportunity.
 - A working partnership between students and all staff.
 - Learning, teaching and assessment practices that are transparent, inclusive and fair.
 - Curricula that are relevant, and closely aligned with those of the Partner University.
 - Effective mechanisms to continuously enhance the student experience.
 - Motivated academic and support staff, and the provision of on-going staff development.
 - A high quality learning environment.

3 Learning and Teaching Strategy

- 3.1 The Navitas UPE Learning and Teaching Strategy is informed by a variety of stakeholders including students' views and experience; staff innovations and development; Navitas UPE sharing of practices, requirements and strategies; and the strategic and operational direction of partner universities. The 2018-2023 Strategy encompasses pedagogy and provision, curriculum, delivery, assessment, student engagement, and a range of themes that Colleges are to engage with over the 5-year period, and measures that are designed to ensure that the strategic aims are met.

- 3.2 The Strategy is reflective of both current and informed good practice alongside future aspirations, aims and objectives. Keeping the Strategy current, and therefore relevant, is essential to the achievement of the desired long term aims for Navitas UPE students.
- 3.3 Each College implements the Strategy through its own Learning, Teaching and Assessment Action Plan. The action plan may, in addition, address aspects of learning teaching and assessment elements that are specific to the College/University partnership relating to the local operating environment and partner university practices.
- 3.4 Colleges report regularly to the central Learning, Teaching and Quality Committee and/or Academic Board on progress in implementing their action plans.

4 Navitas Learning And Teaching Framework

4.1 The Academic Registry

4.1.1 The Academic Registry is the principal academic body of Navitas University Partnerships Europe. It oversees:

- Educational strategy, policy development and review of academic provision
- Quality assurance and standards
- Academic compliance
- Business Development – Academic
- HE and pathway sector developments and impacts

4.1.2 The 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.*

4.1.2 Duties and Responsibilities of the Academic Board

- 1 Develop policies, procedures and regulations in relation to the maintenance and enhancement of academic quality and standards and the student experience; and to ensure that those policies integrate the opinions of the student body.
- 2 Monitor wider HE policy environment and recommend and implement appropriate responses.
- 3 Ensure that the development of academic policy frameworks and initiatives are informed by evidence-based good practice and wider trends within the Pathways and University sector.
- 4 Determine, review and monitor implementation of the UPE Learning and Teaching Strategy, Assessment Strategy and Digital Literacy Strategy.
- 5 Consider and take decisions and set policies relating to the academic programmes that are delivered by Navitas UPE. Specifically:
 - 5a Determine, oversee and keep under review policies relating to student discipline, attendance, safeguarding, academic conduct, examinations and resits, complaints, management of risk and student welfare and wellbeing.

- 5b Determine the Quality Assurance Framework that is used within the College network and ensuring that Navitas UPE complies with the Quality Code.
- 5c Determine policies, practices and strategies that ensure that Colleges comply with Office for Students ongoing conditions of registration and oversee the implementation of those policies.
- 5d Determine, oversee and keep under review policies relating to student performance, retention, outcomes and achievement, and monitor the Colleges' individual and collective implementation of academic policies.
- 5e Determine and oversee a central staff development and improvement policy for academic staff.
- 5f Support the development of an academic community and facilitate dialogue across the College network.
- 5g Ensure compliance with annual programme monitoring review requirements and in line with the expectations of the Quality Code
- 5h Review annual monitoring reports and periodic review reports from Navitas Colleges and produce and a divisional annual academic report
- 6 Devise, oversee and monitor academic Key Performance Indicators relating to the student experience and student outcomes.
- 7 Provide a strategic overview, consider and approve programme development across the College network.
- 8 Actively liaise with learning and teaching specialists from across Navitas to ensure that we influence, contribute to and align to Group pedagogic strategy, thinking and expectations.
- 9 Communicate decisions and priorities through key channels to the College network, ELT and NUKH Board of Directors.
- 10 Identify and manage academic risk via the maintenance of a risk register to ensure the sustainability of the UPE College network and compliance with conditions of Office for Students registration.
- 11 Develop and oversee a data strategy aligned to Office for Students and University Partners' expectations.
- 12 Review annually the Navitas Policy Regulations and College Policy Regulations relating to learning, teaching and the student experience.
- 13 Identify strategic priorities for future learning, teaching, quality enhancement and student experience policies and initiatives.

4.2 **Learning, Teaching and Quality Committee**

4.2.1 **Purpose**

The Navitas UPE Learning, Teaching and Quality Committee is responsible to the Academic Board (AB) which itself reports to the NUKH Board of Directors. It is a review body responsible for the oversight of operational elements of the academic experience including learning, teaching and assessment, quality assurance, standards and enhancement, support and guidance, progression and future academic performance and technology-enhanced learning. It also provides an opportunity to share good practice amongst Colleges.

4.2.2 Duties and Responsibilities of the Learning and Teaching Committee

1. To discuss policies and procedures in relation to the maintenance and enhancement of academic quality and standards and the student experience, and to ensure that those policies integrate the opinions of the student body.
2. To ensure that all discussion is informed by evidence-based good practice and wider trends within the Pathways and University sector.
3. To receive and examine College Learning and Teaching reports, in particular data relating to student performance, retention, progression, satisfaction and engagement; and to ensure that these data are produced in appropriate formats for the annual Navitas Learning & Teaching Report.
4. To review annually and consider changes to the Independent Learning Charter.
5. To receive proposals for any changes to CPRs and their alignment with NPRs.
6. To advise on resources necessary for the maintenance and enhancement of academic standards, student experience and staff development.
7. To receive and consider the minutes from sub-committees including the UPE Learning and Teaching Forum.
8. To contribute to and discuss the Academic Board Annual report
9. To review, monitor and decide appropriate action for the implementation of the Navitas UPE Learning and Teaching strategy and play an active role in devising future Learning and Teaching strategies

4.3 Learning and Teaching Forum

4.3.1 Purpose

The Learning and Teaching Forum supports the Director of Navitas UPE Learning, Teaching and Academic Quality in providing the appropriate strategic and operational management of the quality and standards of the learning and teaching portfolio and a high level of student support across the Navitas UPE Colleges (CPR QS7).

The Learning and Teaching Forum provides members a platform to discuss and share student enhancement practices across the UPE College network and looks at areas for enhancement on academic, student support and operational matters. The Forum reports to the Navitas UPE Learning, Teaching and Quality Committee.

Where the Learning and Teaching Forum has been asked to undertake a specific project, the outcomes including any proposals for change, are considered by the Learning,

Teaching and Quality Committee and/or UPE Academic Board and are enacted as appropriate.

4.3.2 Duties and Responsibilities of the Learning and Teaching Forum

- To provide input into discussions on relevant academic topics referred to it by the UPE Learning, Teaching and Quality Committee and/or UPE Academic Board.
- To promote good practice and innovation in scholarship, learning, teaching and assessment across the UPE College network.
- To make recommendations to the Learning, Teaching and Quality Committee on measures to improve the student experience including orientation and induction, the development and enhancement of academic programmes, management of support services, assessment processes and monitoring of student outcomes.
- To manage and deliver projects that enhance the student experience, academic quality, systems and processes and pedagogical practices across the UPE College network.

4.4 Director of Learning, Teaching and Academic Quality

The Director of Learning, Teaching and Academic Quality is responsible for the strategic management of the quality and standards of the Learning and Teaching portfolio in the UK including the curriculum agenda and participation in promoting the sustainable growth of the UPE College network and:

- i. The Director is charged with ensuring the effective embedding of a comprehensive quality assurance and enhancement/engagement regime across both the academic and administrative environment and thereby facilitate and support the management of the operations of the UPE College network
- ii. The Director is charged with the management of the overall operation of the learning, teaching and quality environment for the UPE Colleges
- iii. The Director is charged with ensuring that curriculum development and renewal as well as, approval of curriculum, curriculum documentation, pathway development and expansion is managed in accord with Navitas UPE requirements and guidelines
- iv. The Director is charged with providing effective learning and teaching quality services and support as Head of the Navitas UPE Academic Registry
- v. The Director is charged with the standards audit and maintenance of quality improvement process for UPE Colleges

5 College Learning and Teaching Board

5.1 The College Teaching and Learning Board provides a dedicated mechanism to consider the educational provision outside of normal business-focused meetings, such as the College Management Team (CMT).

5.2 The remit of the Board is wide and includes the following objectives:

- i. admission monitoring and reporting including:

- ii. admittance or non-admittance and thus changes to an application status that may not adhere to the normal stated entry criteria or associated regulations;
- iii. changes to the status of an applicant pending additional or incorrect presentation of data that may affect the entry criteria and/or associated regulations with regard to admittance; and
- iv. recommend and ratify changes to normal stated entry criteria as a result of agreement via the AAC.
- v. development and implementation of the College Learning and Teaching Action Plans;
- vi. consideration and review of annual monitoring and review for learning, teaching and assessment along with Academic Reports to the AAC/SPMB;
- vii. consideration and review of tracer study data as supplied by the partner university;
- viii. consideration and agreement of semester teaching and assessment schedules;
- ix. implementation of effective moderation practices and processes;
- x. review of student attendance and performance data and implementation of agreed actions;
- xi. implementation and review of assessment and examination regimes, policies and protocols;
- xii. review of minutes/notes from the Student Forum, College Enhancement Committee and student feedback and implementation of enhancements.
- xiii. consideration of minutes/notes/oral updates and general information presented at the Learning and Teaching Committee and Learning and Teaching Forum;
- xiv. implementation of Learning and Teaching Committee decisions as communicated by the CDP;
- xv. consideration of new pathway proposals or changes to existing pathways – entry criteria, content and themes, structure and assessment regimes, points of articulation, curriculum content and LOs.
- xvi. agreement on expulsion of students for academic, behavioural or fraudulent reason
- xvii. consider mitigating circumstances, along with academic appeal and review applications for referral to College Module Assessment Panels and/or Award Assessment Boards where appropriate;
- xviii. consideration of student complaint/grievance to stated policy and reporting to the Academic Registry UPE; and
- xix. ongoing review and development of the academic and student support service activities and the resources needed to support them.

6. Student Forum

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

6.2 The remit of the Forum is to consider the following objectives at each meeting:

- i. review student survey results – College module survey, Navitas Global surveys and the International Student Barometer – and prepare action plans to address the results;
- ii. determine ways of improving student survey participation rates;
- iii. determine effective ways of distributing student survey results to the student body;
- iv. determine effective ways of seeking formal and informal feedback both from the student body and the College on discussions and actions or enhancements made;
- v. discuss areas of concern or good practice with regard to teaching, programme content, services, facilities and student social event.

7 Policy Review

This policy will be reviewed annually by Navitas UPE Academic Board, unless there are internal or legislative changes that necessitate earlier review.

The Policy was last reviewed on 12 February 2020 by the UPE Academic Board.