Quality Manual
Version 22_01

Contents

List of Figures

Abbreviations and Glossary

AAC	Academic Advisory Committee
AB	Academic Board
AR	Academic Registry
CAS	Confirmation of Acceptance for Studies
CD/P	College Director/Principal
CEO	Chief Executive Officer UPE
CET	College Enhancement Team
CEFR	Common European Framework of Reference
CLA	Copyright Licence Agency
CQM	College Quality Manual
DASS	Director of Academic and Student Services
DO	Director of Operations
DMD	Definitive Module Document
EGM	Executive General Manager
ELT	Executive Leadership Team
FD	Finance Director
GB	Governing Body (Navitas UK Holdings Limited, NUKH)
GMSM	General Manager Sales & Marketing, University Partnerships Europe
HAQ	Head of Academic Quality
HC	Head of Compliance
JSPMB	Joint Strategic Partnership Management Board
LTQC	Learning, Teaching and Quality Committee
LTF	Learning and Teaching Forum
MRAAC	Marketing, Recruitment and Admissions Advisory Committee
NLA	Newspaper Licence Agency
NPR	Navitas Policy and Regulations
OAC	Operational Advisory Committee
OfS	Office for Students
OIAHE	Office for the Independent Adjudicator of Higher Education
QAA	Quality Assurance Agency
RAA	Recognition and Articulation Agreement
SLT	Senior Leadership Team
UKVI	United Kingdom (Home Office) Visas & Immigration

Definitive Module Document (DMD)

Provides a high-level overview of the module's learning outcomes, assessment strategy and key texts.

Enrolled Student

A student enrols once on entry to the College and then re-registers at the start of each new semester. An enrolled student is one who holds candidature to an assessment. Each enrolled student is also registered with the University Partner, see *Registered Student*.

Navigate

Navigate is the standard Student Records Management System used by Navitas that houses the data for each applicant, enrolled, terminated, deferred and withdrawn student. This data is held in perpetuity.

Module Guide (MG)

Provides detailed academic text on a session-by-session basis. It may be used as the main text for a module of study and supported by a series of core textbooks.

Pathway

Is defined as the education continuum leading to a final degree award from the University Partner. It is made up of stages of study; the initial stages are delivered by the College under the terms of the Recognition and Articulation Agreement.

Pre-Sessional English (PSE)

A course of English language prescribed for students who need to meet any English language requirements of the college. The courses may be of different durations, dependent on the needs of the student. All PSE courses are taken prior to an academic pathway.

Programme Specification (PS)

Is a concise description of the intended learning outcomes from a higher education course, and how these outcomes can be achieved and demonstrated. The PS makes explicit the Learning Outcomes in terms of knowledge, skills and other attributes. It is designed for students and other stakeholders, such as reviewers, employers and staff teaching on a stage or course of study. It may be referred to as a Course Specification.

Registered Student

Each enrolled College student is also registered with the University Partner upon commencement and thereafter at the start of each semester or academic year (see *Enrolled Student*).

Semester

The academic session is divided for the purpose of student contact, including orientation, delivery of courses/modules and assessment, into semesters on the basis of an agreed common College calendar.

Stage

Each Pathway is made up of a series of Stages. These are defined by a set of core modules which are administered together for the purpose of leading to a designated set of normal progression criteria at a specified level/stage of study. Each stage is bound by the regulations as laid out in the relevant Programme Specification. Note: the Navigate term for stage is 'course'.

1. Overview

Context

Navitas University Partnerships Europe UPE is part of a larger group, University Partnerships, based in Australia. Navitas Limited operates globally with a focus on education. Its vision "the best global education provider in the world for our students, partners and people". Throughout this document the Navitas University Pathways Europe Division is referred to as 'Navitas UPE'.

The core of Navitas' business is to provide alternative routes to university degrees predominantly for international students, but increasingly for domestic students too. It does this by offering academic programmes spanning Navitas provision and university provision so as to provide a seamless study experience and progression leading to a university degree. Working in close partnership with universities, Navitas establishes colleges on university campuses each of which operates collaboratively with its University Partner.

In line with the UK Home Office/UKVI's understanding of Navitas partnerships, each college is listed as an embedded college as an exceptional arrangement on the partner institution's licence for the purpose of assigning Confirmation of Acceptance for Studies (CAS).

In England, each of the embedded colleges has been recognised by their University Partner as forming a sub contractual arrangement within their respective OfS registrations. A sub contractual arrangement is where a course is made available by one provider (the lead provider, the UP) with some or all of the teaching or higher education provision, subcontracted out to a different provider (the delivery provider, Navitas UPE). Navitas UPE is registered under the OfS as 'Navitas UK Holdings Limited' (NUKH) and each embedded college comes under NUKH's registration as an 'Approved Provider' (the OfS registered status).

For those Colleges and Campuses outside of England (Scotland, Wales, Germany and the Netherlands), educational oversight is provided by the particular regulations of the jurisdictions in which they fall under. Both The College, Swansea University (TCSU) and International College, Robert Gordon University (ICRGU) follow the Quality Assurance Agency (QAA). Lancaster University, Leipzig Campus (LULC) follow the regulations set by Lancaster University, whilst The Hague Pathway College (THPC) and Twente Pathway College (TPC) follow the Accreditation Organisation of the Netherlands and Flanders (NVAO).

Scope

This Quality Manual sets out the framework through which the Academic Quality and Standards of the provision of Navitas UPE Colleges are assured. The Manual takes into account Office for Students regulatory guidance and relevant reference points and themes in the QAA Quality Code. It provides a source of reference on policies, regulations and associated documents for all stakeholders including staff, students, university partners and external reviewers.

The manual sets out the guiding principles, and detailed policies and procedures through which Navitas ensures a high quality of provision at each of its colleges. These are:

- a central vision, set of general educational aims, and curriculum structures
- a robust governance structure incorporating the three parties: Navitas, the College and the University Partner

- a set of Navitas Policies and Regulations covering all aspects of policy, processes and systems pertaining to programme approval and review, recruitment and admission, learning teaching and assessment, and student engagement for purposes of maintaining standards and reviewing, reflecting upon and enhancing quality across the provision of Navitas Colleges
- reporting structures for on-going monitoring and evaluation
- comprehensive support services within Colleges
- overarching and supportive quality and corporate services, and compliance monitoring by Navitas

The manual covers overarching policies and quality management structures followed by three sets of Navitas Policies and Regulations (NPRs); one set deals with assurance of academic standards and quality, the second deals with management processes related to quality and the third are policies that have been prepared as part of the Navitas application to join the Office for Students Register and to meet the ongoing conditions of registration. There are variations in detail in the implementation of some NPRs between Colleges arising from the bespoke nature of each College, their close alignment with the University Partner provision, and the different approaches taken by University Partners to the management of collaborative provision. Such variations (known as College Policies and Regulations, or CPRs) are formally agreed via the Request for Variation of Regulations Form (available on Policy Hub), and are approved by the UP and either the Head of Academic Quality, Head of Compliance or Head of Regulation and Risk Management, dependent on the nature of the policy. They are then consolidated in a College-specific appendix to the Quality Manual and/or the College Operations Manual, e.g., through a Service Level Agreement or other contractual arrangement. In this way, Navitas provides a robust quality assurance framework providing parity and consistency to the management of quality and standards across the UPE college network.

The Navitas UPE Academic Registry is responsible for maintaining the Quality Manual.

2. Academic Governance

Overview

The Quality and Standards Framework, Figure 1, outlines the governance structures in place pertaining to academic provision for each College/University partnership.

Under this framework the College Director/Principal has the primary responsibility for the quality assurance of provision at a particular College. The University Partner has responsibility for assuring academic standards of the College's provision by way of (i) operational mechanisms such as programme approval, moderation, assessment boards and regular planning meetings, and (ii) reflective and strategic dialogue such as that fostered by the Academic Advisory Committee (AAC).

Level 1
Oversight by the NUKH Governing Body.

Level 2
Navitas Quality Manual governs the management of quality and standards for all UPE colleges. Assurance, monitoring and review by the Academic Board to ensure Colleges are compliant with the Quality Manual and to foster dialogue and enhancements at a UK and European level.

Levels 3 and 4
Quality and standards controlled, managed and assured by each College/University Partnership.

Figure 1: Navitas Quality and Standards Framework

Mechanisms for Academic Governance

The mechanisms for assuring academic standards and managing quality at a Navitas College involve tripartite linkages between Navitas, the College and the University Partner. These are summarised in Figure 2 below.
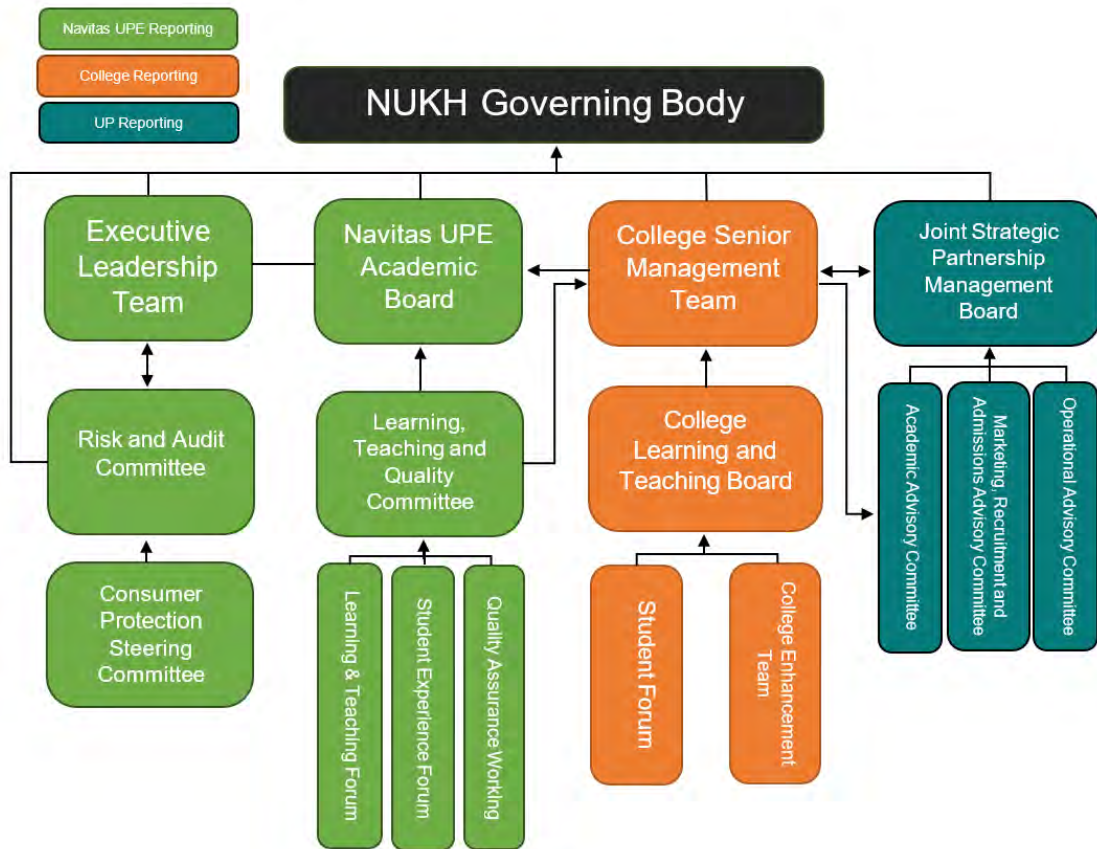
Figure 2: Governance Arrangements and Committee Structures in Navitas Colleges

3. Navitas Governance and Quality Assurance

Governing Body

The NUKH Governing Body has oversight of all Navitas Colleges in terms of overall governance, strategy, achievement of business targets, and in terms of quality assurance, academic standards and compliance. The NUKH GB establishes and manages the central structures and policies which support and monitor college activity whilst maintaining and encouraging some local autonomy for colleges to develop and enhance their provision. The culture is one of feedback and sharing of good practice and putting mechanisms in place to support and enable this culture. The NUKH GB has an independent Chair, two statutory Directors of Navitas (NUKH Holdings Limited) and a further independent Director who also serves as Chair of the Risk and Audit Committee.

The businesses of the NUKH GB are underpinned by its terms of reference and supported by a number of sub-committees in delegating authority and action. Along with the Academic Board, there are two business-focussed reporting committees: the Risk and Audit Committee and the Executive Leadership Team.

UPE Risk and Audit Committee

The Risk and Audit Committee has an Independent Chair who is supported by key financial and operational personnel from Navitas and has its own terms of reference.

UPE Executive Leadership Team

The Executive Leadership Team is the management body, consisting of 11 members including the CEO and Executive General Manager Finance, which implements the strategy and oversees the day-to-day operations of the UPE Division. The team meet regularly and report relevant matters to the Governing Body through the UPE CEO.

UPE Senior Leadership Team

The UPE Leadership Senior Team (SLT) consists of members of the ELT, divisional function Heads and all CDPs. Its role is to provide a forum to review and discuss strategic progress and priority themes around the College network against a range of College and Divisional plans. It is also a mechanism to foster team engagement and widen participation developing a greater awareness of the inter-relationships between local and national contexts.

UPE Academic Board

The Navitas UPE Academic Board (AB) is the principal academic body of the Company and reports to the NUKH GB. It is responsible, through delegated authority from the NUKH GB, 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 Director of Operations. As well as divisional and college-based members, the Board also includes student representation and a member who is independent of the Company.

The Board's Terms of Reference are available in Appendix A.

UPE 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 Registry sits within the UPE Operations Team. It reports to and is managed by the Academic Board, a sub-committee of the NUKH GB.

The Navitas Policies and Regulations (NPR) are reviewed on a regular basis by the Academic Registry and other functional teams to ensure that they remain in line with external reference points such as the QAA Quality Code, Office for Students regulatory guidance, OIAHE guidelines and Home Office regulations. The review takes account of feedback from Colleges including normal reporting, so as to ensure that effective systems, structures, policies, and training are provided for Colleges.

The Head of Academic Quality, representing the Academic Registry, has educational oversight of the UK colleges, two Dutch Colleges and academic provision of Navitas programmes in the Lancaster-Leipzig managed campus.

Regulation and Risk Management

Working directly with Academic Registry, the Regulation and Risk Management team play an important role in managing the ongoing regulatory conditions of the Office for Students. This includes working collaboratively to assure that policy and process meet baseline regulatory standards and are managed to a level where the values of the business are met. Corporate governance is reviewed and maintained through this department fostering collective and effective management of academic and operational arrangements throughout the division. Linking to Risk Management, each area is continually monitored to manage business risks to an acceptable level.

Compliance

Also working directly with the Academic Registry and Regulation and Risk Management, Compliance Services are concerned with Student Route admission, progression and aligned policy, regulation and processes to ensure that the college network has met UKVI regulatory requirements and CMA requirements. The Navitas UPE Head of Compliance has oversight of UKVI and CMA compliance areas in each UPE College.

UPE 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 the Head of Academic Quality.

The Committee's Terms of Reference are available in Appendix B.

UPE 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 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 Appendix C.

UPE 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 Appendix D.

UPE 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 Appendix E.

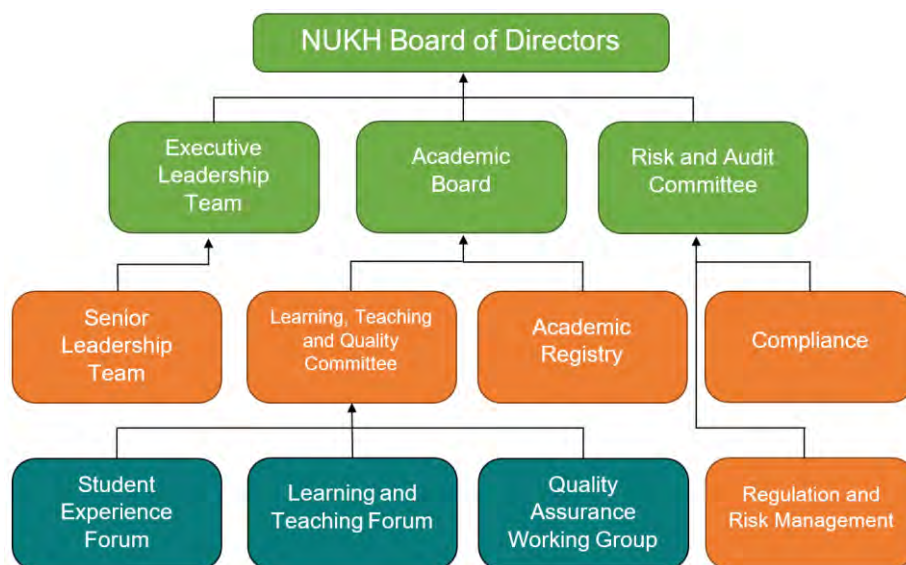Figure 3 below provides a diagram of the UPE Governance structure.

Figure 3: UPE Governance Structure
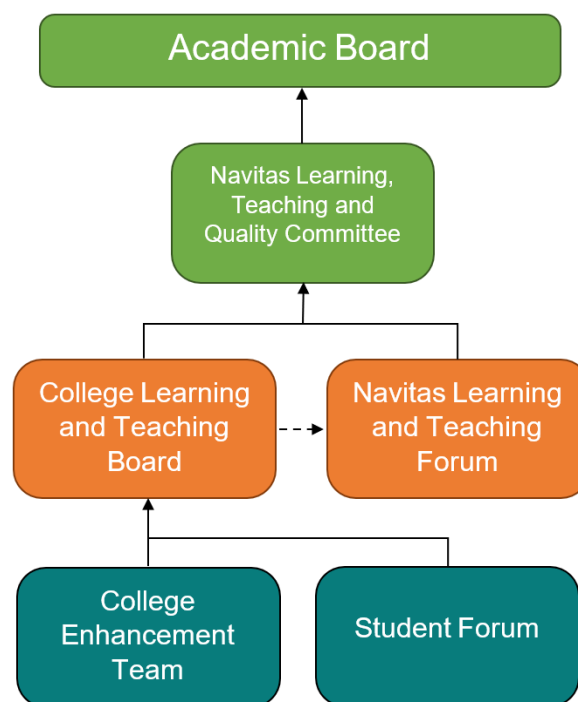
Navitas Policies and Procedures

The NPRs set down the key policies and procedures through which Navitas ensures that its colleges assure the quality and academic standards of their provision.

The NPRs act as a guide to a College's regulatory environment. With the exception of NPRs 1-4, the remainder of the NPRs are contextualised to the local partnership environment and these may vary from partnership to partnership. These variations are then referred to as College Policies and Regulations (CPRs). Such variations must be agreed and documented with the Academic Registry.

The NPRs form part of this Manual and are listed in Section 11.

Learning and Teaching Framework

The Learning and Teaching framework defines the processes through which learning and teaching and the student experience are monitored, developed and enhanced. These processes are given substance by the Learning and Teaching Strategy. The key components of the framework are described in NPR QS4, and their relationships are shown in Figure 4.

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                    ┌─────────────────────┐
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                    │  Navitas Learning,  │
                    │    Teaching and     │
                    │  Quality Committee  │
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        │ College Learning │--▶  │ Navitas Learning │
        │  and Teaching    │     │  and Teaching    │
        │     Board        │     │     Forum        │
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        │    College       │     │                  │
        │  Enhancement     │     │  Student Forum   │
        │     Team         │     │                  │
        └──────────────────┘     └──────────────────┘
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Figure 4: Learning and Teaching Framework

Learning and Teaching Strategy

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 University Partners. The 2018-2023 Strategy encompasses pedagogy and provision; curriculum; delivery; assessment; student engagement; a range of themes for college engagement over the 5-year period; and measures that are designed to ensure that the strategic aims are met.

Information Classification: Public

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.

Value for Money Strategy

To further support Navitas UPE students, our 2023-2024 Value for Money Strategy has been developed with the Navitas value proposition of *You Come First* in mind to ensure that we make the best use of the resources we have available from student fees and commercial income in delivering value for money.

We believe that the value for money that we provide to our students is not only measured by academic outcomes and financial return on investment but also in the wider societal benefits we are able to support our students with.

This value for money strategy has been structured around the principles set out by the Office for Students (OfS), the independent regulator of Higher Education in England, and from the feedback captured from our broad range of students, staff and governance structures.

Staff Development and Teaching Observation

The development of both academic and support staff is key to the effective implementation of the learning and teaching strategy and to maintaining and enhancing the student experience. The Navitas policy for staff development is set out in the Staff Handbook, while staff at some colleges also have access to professional development opportunities through their University Partner. Teaching Observations are central to the development of staff and details of the policy and procedures are given in NPR QS5.

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 summarising developments throughout the academic year.

External Consultants

The Academic Registry team works with two external 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.

4. College Quality Assurance

College Senior Management Team (CSMT)

The College Director/Principal, Director of Academic and Student Services and the Director of Marketing and Admissions normally form the core of the CSMT, but membership typically extends to Heads of Learning & Teaching, Admissions Managers and Student Services Managers. The team has oversight of all aspects of the operation of the College including quality management. The team ordinarily meets at least once a month, and in addition, Colleges organise wider staff meetings as appropriate.

College Learning and Teaching Board (CLTB)

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 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 QS1)
- 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 (see NPR QS10
- 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 (CET)

The College Enhancement Team is a sub-committee of the College's Learning and Teaching Board. It is designed to help students engage early in their learning experience and places value on the student voice. It creates 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 QS6.

College Academic Board

The College Academic Board (AB) is responsible for decision making on student academic matters at a college level. It is typically attended by the College Principal, Director of Academic and Student Services, a member of the Admissions team, as well as Student Services staff. The AB reports on matters such as student attendance, welfare, concerns and disputes as well as administration such as requests for changes of course, mitigating circumstances, withdrawals and reporting.

Student Forum

The Student Forum (sometimes called Council) is the 'student voice' in each College. It is a body elected by students in each College to act as a forum whereby students meet to discuss issues that impact (negatively and positively) their broader education and living experience. Areas addressed by the members of the student forum include extra curricula activities; the learning environment; student support services; integration with the wider university community; safety and security; delivery mechanisms; assessment and feedback mechanisms. Membership of the Forum is made up of elected student representatives; academic staff members (by invitation) and at least one student services staff member.

Further details are available in NPR QS8.

Academic and Student Services

The Academic and Student Services function (sometimes referred to as Student Experience) in each College is intended to provide students with support and guidance relating to their: registration; academic programme and progression; personal welfare advice and guidance; progression to the University partner; provision of a 24 x 7 emergency service hotline; living in the UK; safety and security; accommodation; grievances and appeals.

Further details are available in NPR QS7.

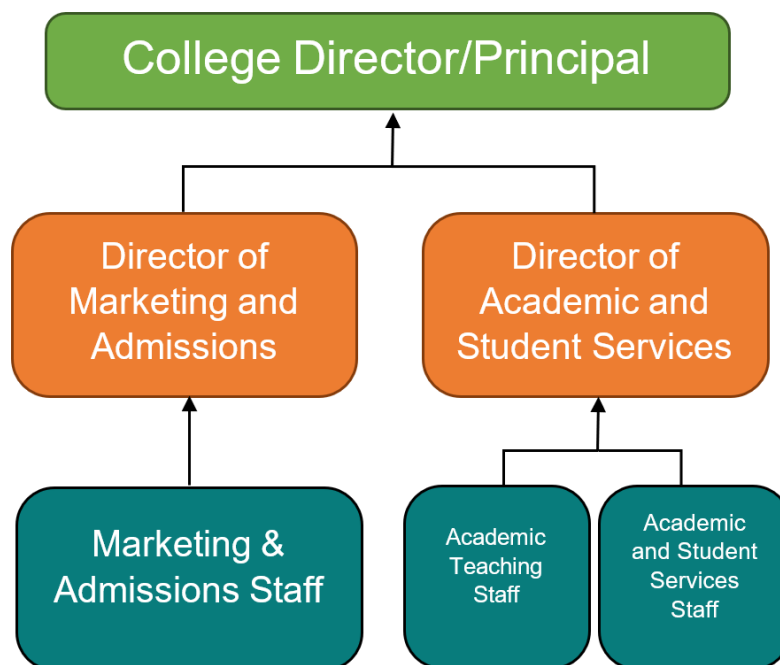## The Role of the College Director/Principal (CDP)

The CDP is responsible for quality assurance in the College, and is currently accountable to an EGM. The CDP is also a member of the LTQC and through these bodies is able to contribute to the development and sharing of good practices in quality management and in learning and teaching within their College.

The CDP or nominee is Chair of the College Learning and Teaching Board (CLTB) through which they are able to manage directly the College learning and teaching environment. The CDP or nominee also chairs the College Progression Board(s).

The CDP is required to follow the procedures prescribed by the Academic Registry and to report on teaching quality information in a timely and transparent manner to the Academic Registry, the University Partner, and external bodies as necessary.

College Staff Structure

The generic College staff structure is shown in Figure 5 below. Exact job titles and details of the College staff teams will be incorporated in College Staff Handbooks or in the Collaborative Operations Manual. All Colleges have senior colleagues responsible for academic quality, and the structure and nature of these positions may vary depending on a number of factors, such as programme numbers.

Figure 5: Generic College Staff Structure

The Director of Academic and Student Services (DASS)

The DASS assists the College Director/Principal in the efficient and effective day-to-day management of the College's teaching and learning environment. This incorporates responsibilities for academic staff management, academic quality control, and developing strong links with the University Partner's academic staff. They are responsible for the development and implementation of the College's Learning and Teaching Action Plans. They drive the retention process in partnership with the Student Services Manager as high retention rates form one of each College's critical Key Performance Indicators. They report directly to the College Director/Principal, act as Vice Chair of the College Learning and Teaching Board, are likely to be a member of the Learning and Teaching Forum, and chair Module Panels. These responsibilities may be delegated to a senior member of the College Team, e.g., the Senior Services Manager.

Senior Student Services Manager (or equivalent)

The Manager is responsible for the development and implementation of student services and support, including the College 24/7 emergency mobile system; accommodation services and the COMPASS programme. The wider remit is to afford high levels of pastoral care and service, inclusive of student accommodation, the planning, implementation and management of effective visa monitoring services, Health and Safety, and Crisis Management policy and procedure for the College staff and students, security and specification standards of the built environment in liaison with the University Partner and reporting to the relevant Estates/Facilities points of contact (See NPR QS7).

Director of Marketing and Admissions

The Director of Marketing and Admissions reports directly to the College Director/Principal and is responsible for the Recruitment and Marketing process of the College, inclusive of day-to-day quality control of the recruitment and admission compliance processes. This individual is also a member of MRAAC for dialogue, consultation and engagement purposes.

5. Partnership Quality Assurance

A College, in partnership with its University Partner, provides alternative entry points to students wishing to undertake studies leading to a degree award who meet prescribed academic and English language qualifications. The model therefore facilitates access to a degree 'pathway' in partnership with a University Partner and each college is specifically aligned and embedded with that University Partner. The model provides a smaller more responsive college environment for such students to adjust to the wider mature learning environment of its University Partner.

Joint Strategic Partnership Management Board (JSPMB)

The JSPMB has strategic oversight of the College/University Partner partnership according to the formal Recognition and Articulation Agreement (RAA) between the parties. The JSPMB forms the interface between Levels 3 and 4 of the Quality and Standards Framework (see figure 1) and provides the fundamental assurance of the academic standards of the College's provision, as well as ensuring the efficient and effective operation of the partnership. The role of the JSPMB is to ensure that:

- a forum is provided for advancing the mutual interests of the College and the University through strategic planning initiatives and the development of synergistic relationships
- the partnership is facilitated in line with the terms and conditions of the RAA
- the interaction between the College and the University management processes is effective through representation of JSPMB members on relevant executive committees of both organisations
- the strategic marketing planning interface between the College and the University is effective and robust
- academic quality standards are maintained in accordance with agreed benchmarks
- reviews of the College's academic outcomes/student performance by the University are conducted in a consultative and inclusive manner

- effective risk management is undertaken
- any or potential internal competition in courses; fees; marketing initiatives are resolved
- annually agree student recruitment target
- new pathway developments or other significant changes and implementation processes are endorsed through the appropriate University governance systems

The JSPMB meets up to three times each year. The College provides reports to each meeting from the:

- College Director/Principal on the overall progress of the College over the previous semester(s) including academic outcomes as evidenced in student results, progression potential for the University, and general quality management issues
- DMA on the progress of the marketing process within the College and the interface between the College's marketing process and that the University, particularly the International Office or equivalent

The College Director/Principal will provide a comprehensive report on the College and its activities for that calendar year. The University will provide reports/updates to each meeting on:

- changes or proposed changes to the academic structure of the University
- changes within degree programmes that could impact on the academic framework of the College
- changes to University policies and regulations that could impact on the operation of the College

The University will provide to the final meeting of each year a comprehensive report on planned changes in the direction of the University's strategic marketing and positioning plan or process.

The membership is drawn from the College Senior Management Team and senior representatives of the University Partner. The JSPMB is chaired by a senior representative of the University, normally the relevant Pro-Vice Chancellor. The JSPMB forms part of the Recognition and Articulation Agreement (RAA) between the College and University Partner, where the details of membership may be found.

The JSPMB has three sub-committees which focus on Academic, Operational and Marketing issues.

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 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 is seamless and 'user friendly'

- moderation and assessment procedures are consistent with both the College's and the University'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 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'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 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 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 with direct responsibility for the partnership or nominee. Its membership is drawn from senior members of the College staff, including the CDP and the Director of Academic and Student Services, representatives of each University School/Faculty involved in the pathway portfolio of the College, ideally at least one student representative from the College and the Head of Academic Quality.

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.

Operational Advisory Committee (OAC)

The purpose of the OAC is to oversee operational matters on behalf of the JSPMB and support the quality assurance mandate of operating systems and processes particularly those points of interface where the systems and processes of the College and those of the University intersect. The role of the OAC is to ensure that:

- the internal and external key service and line functions of IT systems and services across the College and between the College and the University function at best practise level
- recommendations are made to the JSPMB regarding issues impacting on the effectiveness of the College's operating environment and other areas of concern and in need of improvement, adjustment or removal
- student information systems training requirements are addressed and monitored;

- student VISA regulatory issues and legislation are managed collaboratively
- reporting processes between College and the University are formalised
- administrative processes between the College's admissions function and those of the University are sympathetically aligned
- admission referral processes between the University and the College and vice versa are in place
- use of the library and associated resources is monitored and reported on
- the University international office and School Admissions Tutors are aware of admission issues and processes as they relate to students at the College
- the interface between the College and the University during orientation is designed to enhance the students' commitment to the University
- integrated delivery pathway candidates (where such exist) are included in University orientations
- contact with Students' Union and student clubs of all kinds is facilitated to assist in the integration of students and streamline student access to those agreed services and facilities
- medical and counselling, library, estates and security issues can be addressed and access to agreed services is monitored as necessary
- the central timetabling interface is effectively managed
- accommodation provision and referral services are well-managed
- data centre issues, inclusive of the housing of IT servers, can be managed in line with data protection and security requirements
- student records can be uploaded with due respect to system security and data protection requirements through appropriate staff training

The OAC is chaired by the CDP or nominee. Its College membership typically includes the Director of Academic and Student Services and the College IT Officer where applicable. The University is represented as appropriate in the following functional areas: Academic Registry, Estates, Library and Learning Services and IT.

The OAC meets three times per year, typically prior to the scheduled meetings of the JSPMB for the minutes of the OAC to be tabled at the JSPMB's meeting.

Marketing, Recruitment and Admissions Advisory Committee (MRAAC)

MRAAC is intended to provide the College's Marketing, Recruitment and Admissions Team and the University's International Office with a formal process through which joint planning and market intelligence sharing may be enhanced. The role of the MRAAC is to ensure that:

- the College's marketing plan aligns with the strategic intent of the University
- the University's marketing plan and planning process considers the marketing imperatives made explicit in the College's marketing plan
- the opportunity for the individual Marketing Managers in the College and the University to undertake joint tactical planning and implementation activities is facilitated
- changes to the corporate brand and positioning of both partners are made known and materials adapted or changed accordingly
- the two brands are managed in line with the strategic intent of the partnership and the brand management rules of both parties

- the College remains aware of changes to the University's marketing process inclusive of management structures
- marketing resources can be spread more effectively
- training of staff (University and College) and members of the recruitment network is enabled and enhanced
- the development and distribution of promotional materials is managed more effectively
- an annual, joint inbound familiarisation programme can be agreed and resourced
- targets can be set in accordance with strategic planning and growth imperatives

The Chair of the MRAAC will be the Director of Marketing and Admissions at the College. Membership will include, from the College, the Marketing Manager, and from the University, the Director/Head of the International Office and nominated associates.

The MRAAC meets at least twice each year prior, typically to the scheduled meetings of the JSPMB for the minutes of the MRAAC to be tabled at the JSPMB's meeting.

Reporting Lines

In terms of the oversight of academic quality and standards in the partnership, the key reporting lines are from the College Learning and Teaching Board to the Academic Advisory Committee, and on to the Joint Strategic Partnership Management Board (see Figure 2). College reports to AAC are comprehensive and informed by a range of other information internal to each College including:

- student numbers
- student surveys
- teaching observations
- staff development
- moderation
- boards of examiners
- tracer data (provided annually by University Partner)
- academic KPIs

6. General Educational Aims

Navitas has a common set of general educational aims which it seeks to foster in all students on all pathways throughout its College network, which are built into programme aims, and which guide the strategies and practices adopted in the learning and teaching environment. The general educational aims are that students should develop:

- a willingness to accept responsibility for their own learning thus ensuring that they learn independently using initiative and self-discipline
- a full understanding of and appreciation for the subjects that they undertake to study
- an active and enquiring attitude which leads on to a commitment to lifetime learning
- the ability to adapt and to manage change
- an ability to fully engage their intellectual and imaginative powers, inclusive of the ability to think logically and to be reflective, critical and creative

- an ability to view the subjects that they have studied in a broad intellectual context – addressing issues inclusive of those concerning economic, environmental, ethical, professional and social
- a critical awareness and a regard for the points of view and beliefs of others alongside a sympathetic appreciation of the diversity of educational needs
- a range of skills appropriate to their intended degree pathways at the University, inclusive of:
  - communication
  - self-management
  - interpersonal skills
  - intellectual skills
  - practical/applied skills
  - transferable skills
- a positive approach to learning technologies

7. Pathway and Programme Structures

Pathways

A 'pathway' is a single course of study that ends in a degree qualification from a University Partner. It is comprised of a number of stages of study that are undertaken at the University Partner's campus. Stages are delivered in partnership between a college and its University Partner. Progress from each stage (level) to the next is based upon standard progression criteria.

The pathway model ensures that students are provided with a single Offer of Admission to their chosen degree award. Further, all Offers of Admission are based on an individual student's learning background, academic qualifications and level of English language competence. Depending on their educational background, students may undertake one or two academic stages of study with a College prior to progression to the stages of study delivered by the University Partner that leads to a final degree award. The model provides students with an opportunity to demonstrate that they have the requisite knowledge, understanding and skills to study successfully at university level in an environment focused on harnessing existing knowledge and skills, and offering a more managed approach to study and learning for international students whilst enabling them to adjust to the UK educational culture specific to the University Partner.

Stages

Each pathway is made up of a series of stages. A stage is a coherent block of study which lasts for one or more semesters, and is comprised of a prescribed set of modules. A stage equates to a level of study in higher education and each stage has progression criteria and regulations which must be met before a student progresses from one stage to the next.

Stages and their nominal progression criteria are agreed with the University Partner as part of the programme design process (see NPR QS1) to ensure that they complement and support the educational continuum leading to a final University degree award.

The most typical undergraduate pathway frameworks are summarised in Figure 6 below.

England and Wales*

Navitas College Provision		University Provision	
Stage 1	Stage 2	Stage 3	Stage 4
RQF/CQFW Level 3	RQF/CQFW Level 4 (with additional support)	RQF/CQFW Level 5	RQF/CQFW Level 6

*Includes Lancaster University Leipzig Campus

Scotland

Navitas College Provision		University Provision		
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
SCQF Level 6 MPharm Nursing	SCQF Level 7 (with additional support)	SCQF Level 8 (in some cases delivered by a College)	SCQF Level 9	SCQF Level 10

Netherlands

Navitas College Provision	University Provision	
Stage 1	Stage 2	Stage 3
NLQF Level 4+	NLQF Level 5 (Years 1 and 2)	NLQF Level 6 (Year 3)

Figure 6: Undergraduate Pathways

Postgraduate pathways have just two stages: a Pre-Master's course delivered by the College, followed by progression to a taught Master's programme delivered by the University Partner.

Navitas colleges do not make awards. At the point of completion of the Navitas college stages, students are issued with a Confirmation of Attainment.

Students' studies at the college are recognised on the transcript provided by the University on completion of the degree.

Figure 7 overleaf provides a summary description of stages delivered by colleges.

Undergraduate Pathway Stage	Description
PSE	**Intensive English Language** is designed for entrants to higher education who may need to undertake a preliminary course of study in English language to meet the minimum language entry criteria to an academic stage of study.
1	A one- or two-semester Stage 1, is designed for entrants to higher education who may need to undertake a preliminary course of study in the discipline area to ensure knowledge and understanding of core topics is at the appropriate benchmark level for first year university studies
2 (UK only)	A two-semester Stage 2 is designed for entrants to higher education who may need extra time and contact hours to adjust to the mature learning environment of University studies. This Stage follows the curriculum of the University and has no conditions regarding progression on to the next stage of study bar the normal requirements imposed upon the University Partner's own students.
Postgraduate Pathway Stage	**Description**
PSE	**Intensive English Language** is designed for entrants to higher education who may need to undertake a preliminary course of study in English language to meet the minimum language entry criteria to an academic Stage of study.
1	The one-semester Stage 1, is designed for entrants to taught postgraduate study who do not possess the appropriate entry qualifications for direct entry to Taught Master's degrees in non-specialist disciplines. These Pre-Master's include advanced or specialist study and skills training. This stage includes skills training.
	The two-semester Stage 1, is designed for entrants to taught postgraduate study who do not possess the appropriate discipline specific entry qualifications for direct entry to specialist Taught Master's degrees. This stage includes advanced or specialist study and skills training.

Figure 7: Stage Descriptions

Streams

Pathways may contain **streams** of study. Streams may be differentiated by degree award, course and title. They have the potential to be further defined by module mix, credit value and/or pass grades. Such variations reflect the necessary intended learning outcomes and completion criteria specific to the requirements of a prescribed degree courses/s. An illustrative example is shown in Figure 8 below.

Business Pathway

... in Management	... in Economics
Management Stream / Tourism Stream	Economics Stream

Figure 8: An Illustration of Pathway Streams

Modules

A **module** is a self-contained quantum of study with a set of specific learning outcomes and a defined assessment framework. A module is normally linked to a single stage. Students must satisfy the notional completion criteria and regulations of each required module as prescribed within a stage of study to be considered for progression to the next stage of study.

Modules will have varying credit values depending on the structures adopted by particular universities. Each credit point equates to ten (10) notional hours of student effort (or each ECTS in the Netherlands equates to 28 notional hours), including:

- contact hours (all scheduled delivery time)
- assessment activity such as examinations
- directed-study hours including all directed study time and events. Monitored study may be included but it must be designated clearly in the Programme Specification
- self-directed study hours including preparation time for timetabled activities, preparation for assessments, assessment time, guided student learning
  For a breakdown on the ratio of contact to self-directed study hours, see Appendix 2 of each Programme Specification and relevant DMDs

Where there is an intended learning continuum from one module to the next, they may be taught consecutively over the period of one (1) semester – for example, where access to a University Partner's laboratories is limited to Semesters B (2) and C (3) of its academic year.

8. Teaching Models and Class Sizes

Delivery Models

There are four delivery models for undergraduate studies: the Standard Delivery Model, the Standard Delivery Model+, the Integrated Delivery Model and the Alternative Delivery Model.

The Standard Delivery Model (SDM)

Under the SDM, a College will be responsible for the teaching of Stages 1 and 2 in their entirety. The students remain enrolled in the College and are subject to the NPRs, attend all classes on the College's premises and are taught by teaching staff engaged by the College.

This model is designed to maximize numbers per cohort and allows for greater control of the student body and education process. Students also benefit from the College pastoral support and management within a smaller College environment which provides greater stability and guidance with long-term benefits.

The SDM is generally implemented for those pathways less dependent on specialist laboratories such as Business and Humanities programmes.

The Standard Delivery Model+ (SDM+)

This model adopts the same principles as the SDM, however students may undertake a combination of modules delivered by the College and University Partner at Stage 2.

<u>The Integrated Delivery Model (IDM)</u>

Under this delivery model, students participate in University Partner classes and laboratory sessions for Stage 2 (Level 4 equivalent) alongside university students. Thus, the substantive teaching of the stage 2 modules will be delivered by the University, but the College will provide additional tutorial support of between four (4) and eight (8) hours per week per student, with mentoring as required. Under this model the teaching service is effectively 'outsourced' to the Schools in the University Partner.

Under the IDM, the students will take the same assessments as their University counterparts, which will be marked according to University assessment regulations.

The IDM is normally implemented for pathways involving specialist laboratories such as engineering, technology and science programmes and runs to the normal University academic year.

<u>The Alternative Delivery Model (ADM)</u>

Under this delivery model, the College is responsible for the delivery of Stage 1 (Foundation) only. On successful completion of this stage, students will progress directly to the University for the remainder of their degree programme.

Class Sizes

Navitas Colleges provide an alternate pedagogy, incorporating small classes with focused teaching, additional contact hours each week to the university norm, and comprehensive student support services to give students at both undergraduate and postgraduate level every opportunity to adjust to their new environment and to build their subject knowledge and study/communication skills prior to progressing to the University Partner to complete their studies.

College class sizes vary according to the module and the size of the cohort. Colleges will endeavour to adhere to the guidelines given in Figure 9 below.

Module Type and Level – Standard Delivery Model	Maximum Number of Students per Class
ILSC and General Study Skills	25
ICT	30
Foundation	30
First Year Degree	30
Pre-Master's	30
Tutorials and Seminars	20
Small Study Groups	5
English Language	15

Figure 9: Guideline to Class Size – Standard Delivery Model

Study Rates

Navitas Colleges offer only full-time study. The normal minimum study rate is a minimum of 15 timetabled contact hours per week over a semester covering modules with a typical credit value of 60 per semester (or 20 ECTS in the Netherlands).

Individual students completing a stage of study, may carry a lower or higher than normal minimum study rate over the period of one semester only, with the express approval of the Learning and Teaching Board, and with the objective of making good on any previous failure.

The maximum study rate of a course is considered to be 25 timetabled contact hours per 10-week semester with an associated value of no more than 90 credit points (or typically 30 ECTS in the Netherlands).

Individual students on stages consisting of two semesters may increase their study rate from a minimum rate to a maximum of 90 credit points over one semester with the express approval of the Learning and Teaching Board, and normally with the objective of making good on any previous failure.

9. Programme Design

Programme Specifications

Each stage of a pathway delivered at a College has a corresponding Programme Specification. This document contains a set of aims which will include an articulation of the General Educational Aims as they apply to a specific pathway or stage of study, together with additional aims that reflect the philosophy and purpose of a pathway.

The programme specification identifies the programme learning outcomes, which are set so as to achieve the programme aims.

Pathway and Programme Aims

Each College offers a variety of pathways in partnership with its University Partner each with a range of entry points to broaden access and participation of international students: thus, when designing and developing pathways, a College will seek to interpret the General Educational Aims and those of the University Partner for each stage of a pathway.

All pathways should endeavour to provide students with the opportunity to attain its aims. However, not all students are expected to achieve the same level of attainment. The aims of all College pathways should:

- prepare students, who would not normally be considered qualified, to an appropriate standard for entry into the University Partner degree courses
- develop in students a fundamental knowledge and understanding of the basic principles underpinning a discipline of study in addition to benchmarking IT, presentation and communication skills. This includes study and research methodologies and their application
- develop in students an appreciation and desire to learn based on competent intellectual and practical skills that build to a set of transferable skills that will support

them in all aspects of their onward academic studies/careers and support their decision making in an informed manner

- ensure that a student who has met the progression criteria of a stage of a pathway, has also attained the appropriate level of inter-disciplinary language competence
- ensure that a student who has successfully met the progression criteria of a stage of a pathway

When a College seeks to gain articulation approval for any of its pathways leading to a final degree award, all proposals must be reviewed according to procedures which can be found in NPR QS1. The design and review of all pathways will consider external and internal reference points inclusive of the QAA Quality Code and the requirements of Professional and Statutory Regulatory Bodies (PSRBs). NPR QS1 provides guidance on design criteria for new pathways.

External Reference Points

Pathway stages must remain consistent with the appropriate higher education levels and build to a final University Partner degree award as defined by the NQF/SCQF/FHEQ/NLQF. A stage, therefore, benchmarks the relative academic demand, complexity or understanding, depth of learning and autonomy that a student is expected to demonstrate at a specified point in his/her educational continuum, at either undergraduate or postgraduate studies.

Programmes and modules must adhere to the standard modular and notional hours frameworks and requirements. All Programme Specifications contain a breakdown of the ratio of contact, directed and self-directed study hours.

The QAA Quality Code and associated subject benchmark statements, the SEEC benchmark statements and the CEFR for language learning are used in the design of curricula.

The Academic Year

The academic session is divided for the purpose of student contact, including orientation and induction, registration, advice, teaching, examination, as assessment purposes, into **semesters** on the basis of the agreed College academic calendar/s.

For the purpose of parity and progression processes, the College ensures that, where possible, its Semester 3 (September/October-December/January) and Semester 1 (January/February-May) commencement times are in line with the University's Semester 'A/1' and Semester 'B/2' commencement, respectively. Therefore, Semester 2 is aligned to the University's summer break period.

The College academic year is based around three main intake points. This schedule maintains flexibility of commencement of studies for students and to facilitate seamless progression to the University's academic cycle.

The College may run stages or modules outside of its normal intakes due the needs and requirements of different delivery models.

Progression

College students are enrolled on prescribed stages of study that are approved by the University for articulation to a University-named award. Articulation to the University takes

place at a specified stage and is supported by appropriate quality processes to assure parity and equity of achievement.

Those students who successfully meet the nominal progression criteria of a stage are thereby approved for progression to the next stage in their educational continuum. Those students whose next stage of progression is to the University are issued with a Confirmation of Attainment to demonstrate articulation to a guaranteed pathway place.

Students who have completed study for reasons approved by their college Learning and Teaching Board are issued with a Confirmation of Attainment of study to date. Students who have not completed study for reasons not approved by the College Learning and Teaching Board may request a transcript and under special request may be issued with a Confirmation of Attainment of study to date.

Progression of a student from one stage to the next is approved initially by the Progression Board.

Students' studies at the college are recognised on the transcript provided by the University on completion of the degree.

10. Academic Key Performance Indicators (KPIs)

Each College is accountable to Navitas for the quality and academic standards of its provision. A set of KPIs is used to quantify College performance. These measures are:

- Pass Rates
- Retention Rates
- Progression Rates
- Student Satisfaction and Engagement
- Degree Outcomes

Each College reports on these measures for every module each semester. The results are also reported to Navitas Group annually as part of the Global Learning and Teaching Report.

11. Navitas Policies and Regulations (NPRs)

NPRs are created as standalone documents that are located in separate files available on Policy Hub. There are two groups of NPRs: those which are concerned directly with the assurance of academic standards and quality, and those which have a management/operational function, but relate to quality assurance.

NPRs for Academic Standards and Quality

NPR QS1: Pathway Approval and Review
NPR QS2: Annual Monitoring
NPR QS3: Admissions
NPR QS4: Learning and Teaching
NPR QS5: Teaching Observation
NPR QS6: Enhancement

NPR QS7: Student Support
NPR QS8: Student Engagement
NPR QS9: Assessment
NPR QS10a: Complaints
NPR QS10b: Academic Appeals
NPR QS11: Student Disciplinary
NPR QS12: Fitness to Study
NPR QS13: Bullying and Harassment

Office for Students-Related Policies

NPR QS14: Student Protection Plan
NPR QS15: Access and Participation Statement
NPR QS16: Refund and Compensation
NPR QS17: Student Transfer Policy
NPR QS18: Academic Freedom Statement
NPR QS19: Freedom of Speech
NPR QS20: External Speaker

Management/Operational NPRs

NPR M1a: Safeguarding Children and Vulnerable Adults
NPR M1b: Disability
NPR M1c: Prevent
NPR M2: Data Protection
NPR M3: Attendance and Engagement Monitoring (UK)
NPR M3: Attendance and Engagement Monitoring (Neths)
NPR M3a: Enrolment Protocols (UK)
NPR M3a: Enrolment Protocols (Neths)
NPR M4: Terms and Conditions

To ensure Navitas UPE Policy and Regulations are current and valid, Figure 10 overleaf illustrates the correlation with the QAA Quality Code and to the Office for Students Regulatory Guidance.

Navitas UPE NPR	QAA Quality Code Theme(s)	OfS Regulatory Guidance Reference	Associated Documents or Policies
QS1 Pathway Approval and Review	Course Design and Development Partnerships		QS1_1, Q1_4, QS1_5, QS1_6
QS2 Annual Monitoring	Monitoring and Evaluation		QS2 Annual Monitoring Form
QS3 Admissions	Admissions, Recruitment and Widening Access		M1a Safeguarding Children and Vulnerable Adults
QS4 Learning and Teaching	Learning and Teaching Course Design and Development		
QS5 Teaching Observation	Learning and Teaching Course Design and Development		QS5 Observation Form
QS6 Enhancement	Student Engagement Enabling Student Achievement		
QS7 Student Support	Student Engagement Enabling Student Achievement		
QS8 Student Engagement	Student Engagement Enabling Student Achievement		
QS9 Assessment	Assessment		
QS10 Student Complaints and Academic Appeals	Concerns, Complaints and Appeals	C2: OIAHE Complaints Scheme	QS10 Form OIAHE Good Practice Framework
QS11 Student Disciplinary	Assessment Concerns, Complaints and Appeals		
QS12 Fitness to Study	Enabling Student Achievement		OIAHE Good Practice Framework
QS13 Bullying and Harassment	Concerns, Complaints and Appeals Enabling Student Achievement		OIAHE Good Practice Framework
QS14 Student Protection Plan	Partnerships	C3: Student Protection Plan	
QS15 Access and Participation Statement	Partnerships	A2: Access and participation Statement	

	Admissions, Recruitment and Widening Access		
QS16 Refund and Compensation	Concerns, Complaints and Appeals	C1: Guidance on Consumer Protection Law	
QS17 Student Transfer	Admissions, Recruitment and Widening Access Concerns, Complaints and Appeals	F2: Student Transfer Arrangements	
QS18 Academic Freedom Statement	Learning and Teaching	E1: Public Interest Governance	
QS19 Freedom of Speech	Learning and Teaching	E1: Public Interest Governance	M1c Prevent
QS20 External Speaker	External Expertise Partnerships	E1: Public Interest Governance	M1c Prevent

Figure 10: NPR Mapping to QAA Quality Code and OfS Regulatory Guidance

12. Forms and Documents

The following forms and documents, referenced throughout this Manual and the NPRs are available electronically through Policy Hub:

QS1_1 Pathway Approval Form
QS1_4 Portfolio Expansion Form
QS1_5 Module Management Approval Form
QS1_6 Programme Modification Form
QS2 Annual Monitoring Form
QS5_1 Teaching Observation Form
QS10 Student Complaints and Academic Appeals Form
Request for Variation of Regulations Form

13. Quality Manual Review

This Quality Manual will be reviewed every two years by the Navitas UPE Academic Board unless there are internal or legislative changes that necessitate earlier review. The Manual was last reviewed on 13 January 2023 and approved as a Chair's action on behalf of the UPE Academic Board.

Appendix A: Academic Board Terms of Reference

Academic Board Terms of Reference (ToR)

Navitas UK Holdings Limited (NUKH)
Registered Company Number: 06009965

1.0 Introduction

1.1 This Terms of Reference (ToR) sets out the functions and responsibilities of the Academic Board.

1.2 All members of the Academic Board commit to acting in the best interests of the Company and to working together in an open, collegiate, honest, accountable, objective and selfless manner.

2.0 Definitions

2.1 In this Terms of Reference:
- **Board** means the Academic Board that reports to the Board of Directors of the Company
- **Chair** means the chairperson of the Academic Board
- **Company** means Navitas UK Holdings (NUKH) and its subsidiary companies (network of Colleges and registered entities)
- **Member** means a member of the Academic Board

3.0 Objectives of the Academic Board

3.1 The Academic Board is the principal academic body of the Company.

3.2 The Academic Board is responsible for all academic matters relevant to NUKH operations, and includes:
  i. Educational strategy, policy development and review of academic provision
  ii. Quality assurance and standards
  iii. Academic compliance
  iv. Academic Business Development
  v. HE and pathway sector developments and impacts
  vi. Student experience and support

4.0 Authority

4.1 The Academic Board is established by authority of the Board to operate as an advisory group to assist the Board discharge its duties for academic governance of the Company.

4.2 The Academic Board may set up sub-committee(s) to enable it to discharge its responsibilities.

4.3 The Chair of the Academic Board is responsible for leadership of the Academic Board, for setting the agenda prior to the meeting, for the efficient organisation and conduct of the Academic Board's function, and for the briefing of all members in relation to issues arising prior to or at Academic Board meetings.

5.0 Operation of the Academic Board

5.1 Size

i. The Academic Board shall be of a suitable size to ensure it has the necessary skills to discharge its responsibilities, including:

- at least two (2) student representatives who may attend part or all of a meeting
- at least one (1) member who is independent of the Company
- two (2) UPE College Director/Principals (CDP) on a rotational basis ; each CDP will be a member of the committee for at least one academic year
- two (2) UPE senior L&T representatives from College/Campuses of the Company
- at least one *1) UPE academic

Ex-Officio

- Chair of NUKH Governing Body to attend as frequently as required
- Directors of NULH Governing Body to attend at least 1 meeting per academic year

5.2 Quorum

i. The quorum for an Academic Board meeting is at least half of the current membership.

5.3 Frequency

i. The Academic Board will meet as frequently as required to perform its functions but must, at a minimum, meet three (3) times a year and up to four (4) times if required. Meetings may be held by members communicating with each other using any technology which enables them to simultaneously hear each other and participate in discussion.

6.0 Responsibilities of the Academic Board

6.1 The Academic Board is responsible for:

i. Developing 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 polices integrate the opinions of the student body

ii. Monitoring wider HE policy environment and recommend and implement appropriate Company responses

iii. Ensuring 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

iv. Determining, reviewing and monitoring the implementation of NUKH Learning and Teaching Strategy, Assessment Strategy and Digital Literacy Strategy

v. Setting policies relating to the academic programmes that are delivered by NUKH, specifically to:

   a) 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

   b) determine the Quality Assurance Framework that is used within the College network and ensuring that NUKH complies with the Quality Code

c) 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

d) 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

e) determine and oversee a central staff development and improvement policy for academic staff

f) support the development of an academic community, and facilitate dialogue across the College network

g) ensure compliance with annual programme monitoring review requirements and in line with the expectations of the Quality Code

h) review annual monitoring reports and periodic review reports from Colleges and produce and a divisional annual academic report

vi. Devising, overseeing and monitoring academic Key Performance Indicators (KPIs) relating to the student experience and student outcomes and other relevant categories

vii. Providing strategic direction and to approve programme development across the College network

viii. Improving and approving programme development across the College network

ix. Liaison with learning and teaching specialists from across the Navitas Group to ensure that we influence, contribute to and align to Group pedagogic strategy, thinking and expectations

x. Identifying and managing academic risk via the maintenance of a risk register;

xi. Developing and overseeing a data strategy aligned to meeting expected requirements

xii. Reviewing annually relevant Policy Regulations relating to learning, teaching and the student experience

xiii. Identifying strategic priorities for future learning, teaching, quality enhancement and student experience policies and initiatives

7.0 Reporting

7.1 The Academic Board must report to the Board, at the first Board meeting subsequent to each Academic Board meeting, regarding the proceedings of each Academic Board meeting, and any recommendations and any other relevant issues for the Board to consider.

7.2 Annually, the Academic Board shall prepare an annual report of its performance against this Terms of Reference.

8.0 Changes to the Terms of Reference

8.1 Changes to the Academic Board's Terms of Reference must be approved by the Board.

8.2 These Terms of Reference shall be reviewed annually.

Appendix B: Learning, Teaching and Quality Committee Terms of Reference

Purpose

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.

Duties and Responsibilities

- 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 polices integrate the opinions of the student body
- To ensure that all discussion is informed by evidence-based good practice and wider trends within the Pathways and University sector
- 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
- To review annually and consider changes to the Independent Learning Charter
- To receive proposals for any changes to CPRs and their alignment with NPRs
- To advise on resources necessary for the maintenance and enhancement of academic standards, student experience and staff development
- To receive and consider the minutes from sub-committees including the UPE Learning and Teaching Forum
- To contribute to and discuss the Academic Board Annual Report
- 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

Membership

- Head of Academic Quality (Chair)
- At least one Academic Manager/Director from each of the Navitas UPE colleges
- College Directors/Principals as required

Quorum

The quorum for a Learning, Teaching and Quality Committee meeting is at least half of the current membership.

Frequency

The Committee will meet as frequently as required to perform its functions but must, at a minimum, meet three (3) times a year and up to four (4) times if required. Meetings may be held by members communicating with each other using any technology which enables them to simultaneously hear each other and participate in discussion.

Appendix C: Learning and Teaching Forum Terms of Reference

Purpose

The Learning and Teaching Forum reports to the LTQC. It provides senior academic staff across the division with a platform to discuss and share related enhancement practices.

Forum meetings are facilitated by the Head of Academic Quality.

Membership

- Head of Academic Quality (Facilitator)
- At least one Academic Manager/Director from each of the Navitas UPE colleges
- College Directors/Principals as required

Quorum

The quorum for a Learning and Teaching Forum meeting is at least half of the current membership.

Frequency

The Forum will meet as frequently as required to perform its functions but must, at a minimum, meet three (3) times a year and up to four (4) times if required. Meetings may be held by members communicating with each other using any technology which enables them to simultaneously hear each other and participate in discussion.

Appendix D: Student Experience Forum Terms of Reference

Purpose

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.

Membership

- Learning and Teaching Coordinator (Facilitator)
- At least one Student Experience/Services Officer or Coordinator from each of the Navitas UPE colleges
- Student Experience/Services Leads as required

Quorum

The quorum for a Student Experience Forum meeting is at least half of the current membership.

Frequency

There is no formal requirement for the Forum to meet, although it is advised that up to three (3) meetings per year take place if required. Meetings may be held by members communicating with each other using any technology which enables them to simultaneously hear each other and participate in discussion.

Appendix E: Quality Assurance Working Group Terms of Reference

Purpose

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.

Forum meetings are facilitated by the Academic Quality Manager.

Membership

- Academic Quality Manager (Facilitator)
- At least one Quality Assurance Lead from each of the Navitas UPE colleges
- College Directors/Principals as required

Quorum

The quorum for a Quality Assurance Working Group meeting is at least half of the current membership.

Frequency

There is no formal requirement for the Working Group to meet, although it is advised that up to three (3) meetings per year take place if required. Meetings may be held by members communicating with each other using any technology which enables them to simultaneously hear each other and participate in discussion.