University Partnerships Europe (UPE)
QUALITY MANUAL

Version 3.1 2019

Contents

Abbreviations and Glossary

AAC	Academic Advisory Committee
AR	Academic Registry
CAS	Confirmation of Acceptance for Studies
CD/P	College Director/Principal
CEO	Chief Executive Officer UPE
COO	Chief Operations Officer UPE
CET	College Enhancement Team
CEFR	Common European Framework of Reference
CLA	Copyright Licence Agency
CQM	College Quality Manual
DLTAQ	Director of Learning, Teaching and Academic Quality
FD	Finance Director
HCSS	Head of Compliance Services
DMD	Definitive Module Document
EGM	Executive General Manager
GMSM	General Manager Sales & Marketing, University Partnerships Europe
JSPMB	Joint Strategic Partnership Management Board
LT	Leadership Team
LTQC	Learning, Teaching and Quality Committee
LTF	Learning and Teaching Forum
MPAC	Marketing and Planning Advisory Committee
NLA	Newspaper Licence Agency
NPR	Navitas Policy and Regulations
OAC	Operational Advisory Committee
QAA	Quality Assurance Agency
RAA	Recognition and Articulation Agreement
SIJ	Students in Jeopardy
ELT	Executive Leadership Team
UKVI	United Kingdom (Home Office) Visa Immigration

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 partner University, see Registered student.

Intensive English Language (IEL)
A course of English language that can be twelve, eight, six or two weeks in duration with a minimum of twenty contact hours per week and prescribed for students who need to meet the CEFR B2 requirement. All IEL courses are taken prior to an academic pathway.

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Records Management System used by Navitas that houses the data for each applicant, enrolled, terminated, deferred and withdrawn student.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 partner university. 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.

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 Partner University 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. The College normally operates on three intake points per annum.

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

1.1 Context

Navitas University Partnerships Europe UPE is part of a larger group, University Programmes Division Navitas Limited, based in Australia. Navitas Limited operates globally with a focus on education. Its vision "is to be one of the most trusted learning organisations in the world". The company has been listed on the Australian Securities Exchange since 2004. 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 Home and EEA 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 partner university.

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).

1.2 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 relevant chapters of the QAA Quality Code, and 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) a central vision, set of general educational aims, and curriculum structures;
 b) a robust governance structure incorporating the three parties: Navitas, the College and the Partner University;
 c) 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;
 d) reporting structures for on-going monitoring and evaluation;
 e) comprehensive support services within Colleges;
 f) overarching and supportive quality and corporate services, and compliance monitoring by Navitas.

The manual covers overarching policies and quality management structures followed by two sets of Navitas Policies and Regulations (NPRs); one set deals with assurance of academic standards and quality, and the other deals with management processes related to quality. 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 Partner University provision, and the different approaches taken by Partner Universities to the management of collaborative

provision. Such variations are formally agreed and 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 UK college network.

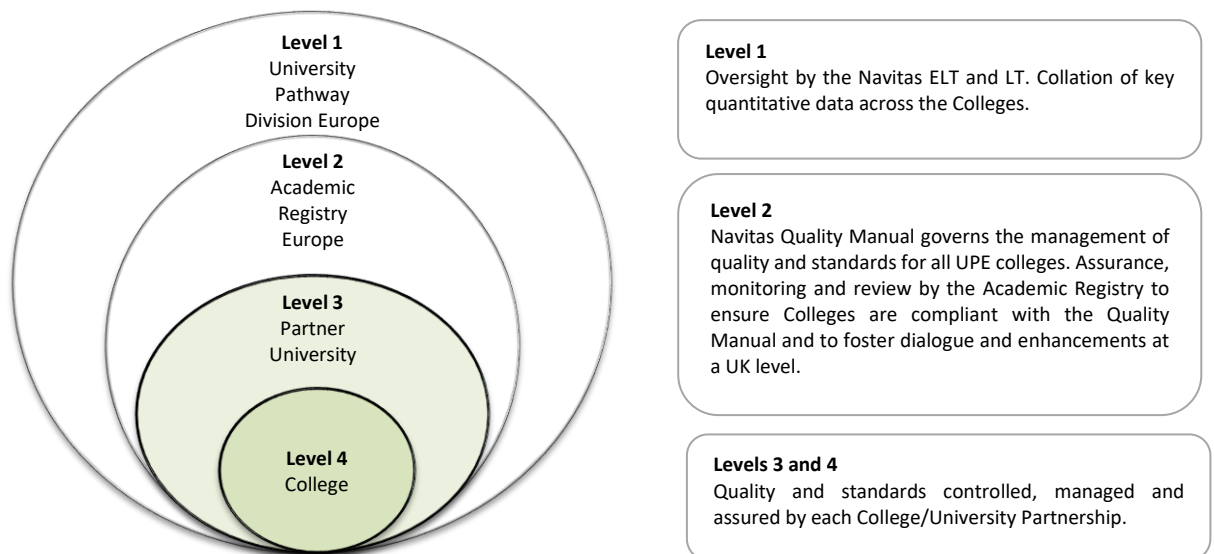The Navitas UPE Academic Registry is responsible for maintaining the Quality Manual.

2   ACADEMIC GOVERNANCE

2.1   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 Partner University 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).

Figure 1. Navitas Quality and Standards Framework.

Level 1
Oversight by the Navitas ELT and LT. Collation of key quantitative data across the Colleges.

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

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

2.2   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 Partner University. These are summarised in Figure 2 below.

Figure 2 Governance arrangements and Committee Structures in Navitas Colleges

Navitas University Pathways Europe Executive Leadership Team

Navitas UPE Academic Registry [3]

College Senior Management Team

Joint Strategic Management Board[1]

Learning and Teaching Committee[1][2]

College Learning and Teaching Board [2]

Academic Advisory Committee[1][2]

Operational Advisory Committee

Learning and Teaching Forum

Student Forum

College Enhancement Team

College and Navitas UPE reporting

College reporting

University /College reporting

[1] Tracking of results (Tracer Studies) are presented to and analysed at these Committees

[2] Evaluation and review of curriculum is overseen by these Committees

[3] External Representation (academics and students)

3. NAVITAS GOVENANCE AND QUALITY ASSURANCE

3.1 Key bodies and their roles

3.1.1 UPE Executive Leadership Team

The Executive Leadership Team (ELT) 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 ELT 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 support and enable this culture. The CEO UPE chairs the Navitas UPE Executive Leadership Team and is joined on the ELT by the UPE Human Resources Director, UPE General Manager Sales and Recruitment, UPE Finance Director, UPE Chief Operating Officer, UPE Director of Communication, UPE Director of Business Development and IT Director

3.1.2 UPE Leadership Team

The UPE Leadership Team (LT) consists of members of the ELT and all College Director/Principals (CDPs). Its role is to provide a regular face-to-face forum for College Directors and the ELT Team to meet 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 and to develop a greater awareness of the inter-relationships between local and national contexts.

3.1.3 UPE Learning, Teaching and Quality Committee
The aim of the Navitas Learning, Teaching and Quality Committee (LTQC) is to ensure openness and transparency across the College network in all matters concerning the student learning experience and academic performance. Its objective is to provide effective support for the implementation of the Learning and Teaching Strategy and on-going enhancement (see NPR QS4)

The committee is chaired by the Director of Learning, Teaching and Academic Quality and the Vice Chair is the Executive General Manager of Navitas UPE. Membership of the Committee includes all CDPs, and an ex-officio from Group Learning and Teaching Services and any co-opted representatives determined by the Chair as appropriate.

The committee meets at least four times per year.

3.1.4 UPE Learning and Teaching Forum
The Navitas UPE Learning and Teaching Forum is responsible to the Learning, Teaching and Quality Committee, and its aims are to consolidate and disseminate good academic practices; and inform and align operations to the Navitas Learning and Teaching Strategy across the College network in order to support and enhance the student learning experience. Its objective is to promote a formal regular gathering and in so doing foster a UK-wide learning and teaching community to reflect, review, discuss, advise and propose improvements to operational-based items that have strategic importance (see NPR QS4).

The Forum is chaired by the Director of Learning, Teaching and Academic Quality. Membership of the Forum includes all College Senior Academic Managers (typically the Director of Academic and Student Services), the DLTAQ and invited members determined by the chair as appropriate.

The Forum meets face-to-face at least three times each year. Additional video conferencing meetings will take place as required.

3.1.5   UPE Academic Registry
The Academic Registry manages the learning and teaching, quality assurance and standards and compliance matters across the EU network of Colleges. It includes
- educational oversight
- oversight of programme/pathway development and approval;
- disseminating good practice across the College network;
- summarising College Annual Monitoring reports;
- Management Information System updates;
- assisting Colleges with UKVI reporting;
- annual review of the NPRs;
- academic appeals;
- student grievances and/or complaints

The Navitas Policies and Regulations (NPR) are reviewed on a regular basis by the Academic Registry to ensure that they remain in line with external reference points such as the QAA Quality Code 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 Director of Learning, Teaching and Academic Quality, representing the Academic Registry, has educational oversight of the 7 English and Scottish colleges and 2 Dutch Colleges.

The Compliance function is concerned with Tier 4, admission, progression and aligned policy, regulation and processes to ensure that the college network has met regulatory requirements, such as educational oversight by the QAA, HTS, CLA and NLA licensing, disclosure, and any other accreditation/licence requirements. The Navitas UPE Head of Compliance Services has oversight of the compliance regime in each EU College.

The Academic Registry reports to the ELT on a quarterly basis.

Here is a diagram that presents the UPE Governance structure and reporting lines to Navitas Australia.

Figure 3: UPE Governance Structure

UPE GOVERNANCE STRUCTURE
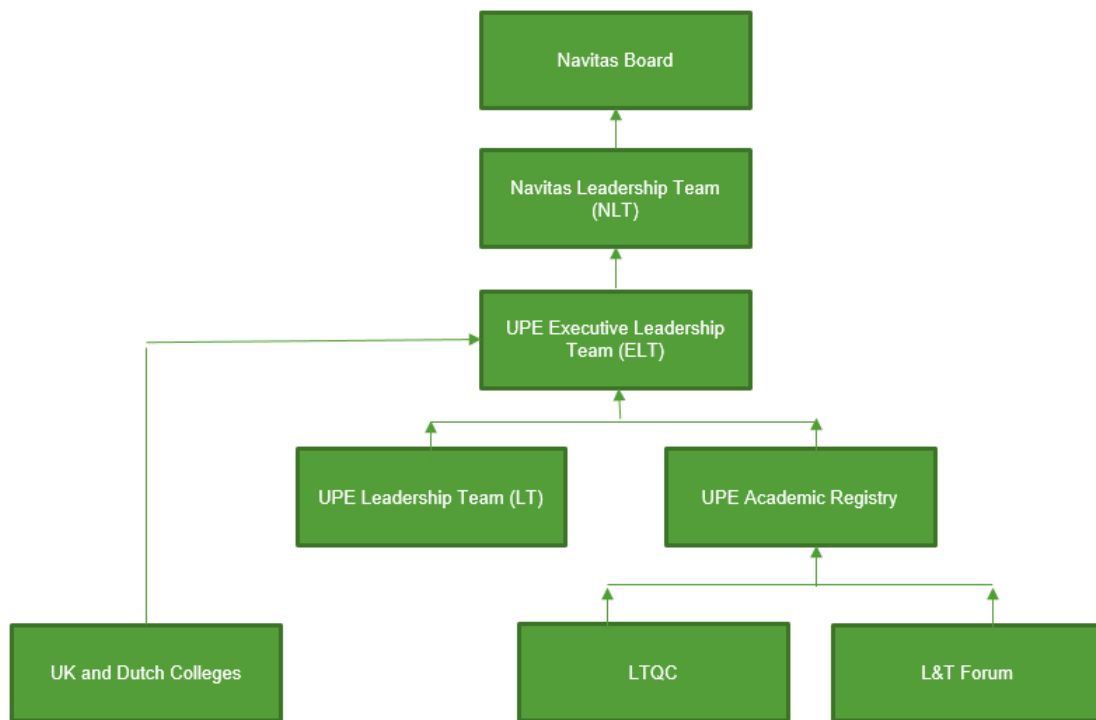
3.2 Navitas Policies and Procedures

3.2.1 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.

3.2.2 The NPRs act as a guide to the 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. All changes are recorded by the Academic Registry.

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

3.3 Learning and Teaching framework

3.2.1 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 3.
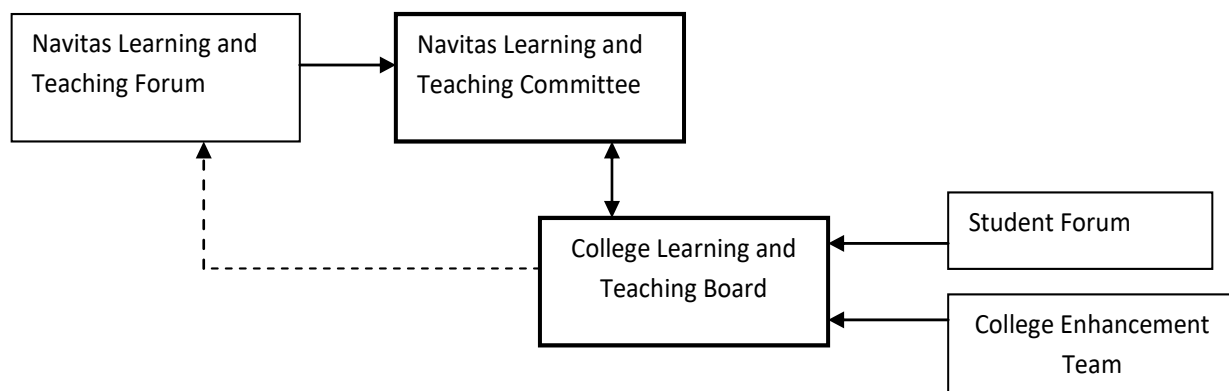
Figure 3: Learning and Teaching Framework

3.2.2   Learning and Teaching Strategy

The Learning and Teaching Strategy identifies the strategic priorities for the development and enhancement of learning and teaching practice. It encompasses pedagogy, curriculum, delivery, assessment and academic standards, e-learning, professional development of teaching staff, reporting, monitoring and review.

The strategy is developed by Academic Registry and reviewed by the LTQC before dissemination to Colleges. The Strategy aims to be 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 appropriate long term aims.

Each College will develop a **College Learning and Teaching Action Plan** (CLTAP) for the appropriate implementation of the strategy taking account of local factors and particularly the partnership arrangements with the Partner University.

3.2.3   Staff development and Teaching Observation

The development of staff 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. Teaching Observations are central to the development of staff and details of the policy and procedures are given in in NPR QS5.

4.   COLLEGE QUALITY ASSURANCE

4.1   Key bodies and their roles

4.1.1   College Senior Management Team (CSMT)

The College Director/Principal (see section 4.2), Director of Academic and Student Services (see section 4.3.2), and the Director of Marketing and Admission (see section 4.3.4) normally together form the CSMT. The team has oversight of all aspects of the operation of the College including quality management. The team normally meets at least once a month and in addition Colleges organise wider staff meetings as appropriate.

4.1.2   College Learning and Teaching Board (CLTB)

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

- admission monitoring and reporting.
- 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 Students in Jeopardy programme and emplacement of individual student management
- plans to ensure learning opportunities and pastoral care standards are net.
- the proposal of new programmes or changes to existing programmes – entry criteria, pathways, structure and assessment, points of articulation, curriculum content and LOs, see NPR QS1.
- the procedure for the expulsion of students for academic, behavioural or fraudulent reasons.
- consideration and approval of student status with directives to TIER 4 notifications and Student Census Current, Withdrawn, Deferred, Leave of Absence, Exclusion (Termination of Candidature)
- student retention
- informal student Appeals, Grievance and/or complaints processes, see NPRs QS10 and QS11, or referral to
  The Academic Registry.

- 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 NVT UK Teaching and Learning Committee/Forum and The Academic Registry of strategically related issues.
- issues arising from the LTQC and/or Academic Registry.
- Consideration and decisions around 'extenuating circumstances'

4.1.3   College Enhancement Team (CET)
The CET is designed to create a culture that facilitates empowerment, engagement and independent learning potential and capability (see NPR QS6) and is a central part of the Navitas continuous improvement agenda.

4.1.4   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. See NPR QS8

4.1.5   Academic and Student Services
The Academic and Student Services function 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. See NPR QS7

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

4.2.1   The CDP is responsible for quality assurance in the College, and is currently accountable to the CEO UP EU. The CDP is also a member of the LT and 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 his/her College.

4.2.2   The CDP or nominee is Chair of the College Learning and Teaching Board (CLTB) through which he/she is able to manage directly the College learning and teaching environment. The CDP or nominee als chairs the College Progression Board(s).

4.2.3   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 Partner University, and external bodies as necessary.

4.3   College Staff Structure

4.3.1   The generic College staff structure is shown in Figure 4. Exact job titles and details of the College staff teams will be incorporated in College Staff Handbooks or in the Operations Manual.
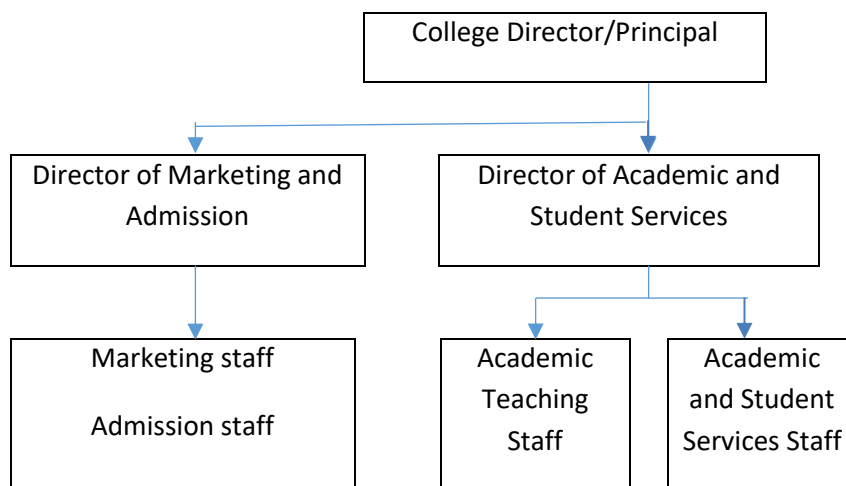
Figure 4: generic College Staff Structure

4.3.2   The Director of Academic and Student Services 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 Partner University's academic staff. He/she is responsible for the development and implementation of the College's Learning and Teaching Action Plans. He/she drives the retention process in partnership with the Student Services Manager as high retention rates form one of each College's critical Key Performance Indicators. He/she reports directly to the College Director/Principal, is Vice Chair of the College Learning

and Teaching Board, a member of the Learning and Teaching Forum, and chairs Module Panels. These responsibilities may be delegated to a senior member of the College Team, e.g. the Senior Services Manager.

4.3.3   Manager of Academic or Student Services (or equivalent)
He/she is responsible for the development and implementation of student services and support, including the College 24/7 emergency mobile system; accommodation services and the Students in Jeopardy 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, timetabling, 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 partner university and reporting to the relevant Estates/Facilities points of contact. (See NPR QS7)

4.3.4   Director of Marketing and Admission
The Director of Marketing and Admission 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 process for Tier 4 students. This individual is also a member of the UK Marketing Forum for dialogue, consultation and engagement purposes.

5   PARTNERSHIP QUALITY ASSURANCE

A college, in partnership with its partner university, provides alternative entry points to predominantly international students but in some cases EEA/EU and home 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 partner university and each college is specifically aligned and embedded with that partner university. The model provides a smaller more responsive college environment for such students to adjust to the wider mature learning environment of its partner university.

5.1   Key Bodies and Roles

5.1.1   Joint Strategic Partnership Management Board (JSPMB)
The JSPMB has strategic oversight of the College/Partner University 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)   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;
b)   the partnership is facilitated in line with the terms and conditions of the RAA;
c)   the interaction between the College and the University management processes is effective through representation of JSPMB members on relevant executive committees of both organisations;
d)   the strategic marketing planning interface between the College and the University is effective and robust;

e) academic quality standards are maintained in accordance with agreed benchmarks;
f) reviews of the College's academic outcomes/student performance by the University are conducted in a consultative and inclusive manner;
g) effective risk management is undertaken;
h) any or potential internal competition in courses; fees; marketing initiatives are resolved;
i) annually agree student recruitment targets; and
j) 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.

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 Partner University. 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 partner University, where the details of membership may be found.

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

5.1.2 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 partner University'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 Partner University 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 DLTAQ.

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

5.1.3   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;
- tier 4 and 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; and
- 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 prior to the scheduled meetings of the JSPMB in order for the minutes of the OAC to be tabled at the JSPMB's meeting.

5.1.4 <u>Marketing Planning Advisory Committee (MPAC)/Marketing and Admission Advisory Committee (MRAG)</u>
MPAC/MRAG is intended to provide the College's Marketing and Recruitment 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 MPAC 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 takes into account 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; and
- targets can be set in accordance with strategic planning and growth imperatives.

The Chair of the MPAC will be the Director of Marketing and Admission 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 MPAC meets at least twice each year prior to the scheduled meetings of the JSPMB in order for the minutes of the MPAC to be tabled at the JSPMB's meeting.

5.2 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 Host University)
- Academic KPIs

6   GENERAL EDUCATIONAL AIMS

6.1   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 in to 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) A willingness to accept responsibility for their own learning thus ensuring that they learn independently using initiative and self-discipline.

b) A full understanding of and appreciation for the subjects that they undertake to study.

c) An active and enquiring attitude which leads on to a commitment to lifetime learning.

d) The ability to adapt and to manage change.

e) An ability to fully engage their intellectual and imaginative powers, inclusive of the ability to think logically and to be reflective, critical and creative.

f) 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.

g) 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.

h) 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

i) A positive approach to learning technologies.

7   Pathway and Programme Structures

7.1   Pathways

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

7.1.2   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 Partner University 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 Partner University.

7.2   Stages

7.2.1   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.

7.2.2   Stages and their nominal progression criteria are agreed with the Partner University 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 pathway frameworks that must be adhered to in programme design are summarised in Figure 6.

7.2.3   The undergraduate pathway frameworks are summarised in Figure 5.

England and Wales

Navitas College Provision		University Provision	
Stage 1	Stage 2	Stage 3	Stage 4
University NQF 3	University NQF Level4 (with additional support)	University NQF Level 5	University NQF Level 6

Scotland

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

Figure 5: Undergraduate Pathways

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

7.2.5   Navitas colleges do not make awards. At the point of completion of the Navitas college stages, students are issued with a Confirmation of Attainment. Where a student completes stage 2 (equivalent to university level 4 studies) and chooses not to progress to the university stage 3, the university may award a Certificate of Higher Education

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

7.2.6   Figure 6 provides a summary description of stages delivered by colleges.

Undergraduate Pathway Stage	Description
IEL	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 a UK entry benchmark level to Stage 2 (First Year University Studies). Students who would require a Foundation course have the opportunity to enter at this stage, with an IELTS of 5.5.

2	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 with regard to progression on to the next stage of study bar the normal requirements imposed upon the partner University's own students. Entrants to this Stage will have demonstrated benchmarked international qualifications for entry to a pathway programme with an IELTS 6.0 and who therefore, require less time and fewer contact hours to adjust to the mature learning environment.
Postgraduate Pathway Stage	**Description**
IEL	**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 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 Masters degrees. This stage includes advanced or specialist study and skills training.
	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 Masters degrees in non-specialist disciplines. These Pre-Masters include advanced or specialist study and skills training. This stage includes skills training.

Figure 6: Stage Descriptions.

7.3   Streams

7.3.1   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 7

Figure 7: An Illustration of Pathway Streams

7.4   Modules

7.4.1   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.

7.4.2   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 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.

7.4.3   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 Partner University's laboratories is limited to Semesters B (2) and C (3) of its academic year.

8.   TEACHING MODELS AND CLASS SIZES

8.1   Delivery Models

There are three delivery models: the Standard Delivery Model, the Integrated Delivery Model and the Hybrid Model.

8.1.1   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 model allows for flexibility of intakes up to three times a year.

8.1.2   The Integrated Delivery Model (IDM)
Under this delivery model, students participate in Partner University 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 Partner University.

Under 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.

8.1.3   Hybrid Model

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.

8.2   Class Sizes

8.2.1   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 Partner University to complete their studies.

8.2.2   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 8.

Module type and level – Standard Delivery Model	Maximum number of students per class
ILSC 1-5 and general study skills	25
ICT	25-30
Foundation (Level 0)	36
First Year Degree (equivalent Level 4)	36
Pre-Masters	36
Tutorials and Seminars	15 – 20
Small study groups	5
English language	15

Figure 8. Guideline to Class Size – Standard Delivery Model.

8.3   Study Rates

8.3.1   Navitas Colleges offer only full-time study. The normal minimum study rate is 15 timetabled contact hours per week over a semester covering modules with a minimum credit value of 60 per semester.

8.3.2   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 previous failure.

8.3.3   The maximum study rate of a course is considered to be 25 timetabled contact hours per week per 10 week semester with an associated value of no more than 90 credit points.

8.3.4   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 previous failure.

9   Programme Design

9.1   Programme Specifications

9.1.1 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.

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

9.2 Pathway and Programme Aims

9.2.1 Each College offers a variety of pathways in partnership with its Partner University 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 Partner University for each stage of a pathway.

9.2.2 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:

a) Prepare students, who would not normally be considered qualified, to an appropriate standard for entry into the partner University degree courses.
b) 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.
c) 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.
d) Ensure that a student who has met the progression criteria of a stage of a pathway, has also attained the prescribed level of inter-disciplinary language competence described as 'Proficient User' Level B2 by the Council of Europe, (see *Common European Framework of Reference for languages: Learning, teaching assessment 2001*, Council of Europe, CUP, Cambridge, p. 24, Table 1. *Common Reference Levels: global scale*.)
e) Ensure that a student who has successfully met the progression criteria of a stage of a pathway.

9.2.3 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.

9.3 External Reference Points

9.3.1 Pathway stages must remain consistent with the appropriate higher education levels and build to a final Partner University degree award as defined by the NQF/SCQF/FHEQ. 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.

9.3.2 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.

9.3.3 The QAA Quality Code and associated subject benchmark statements, the SEEC level 3 benchmark statements and the CEFR for language learning are used in the design of curricula.

9.4 The Academic Year

9.4.1 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.

9.4.2 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.

9.4.3 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.

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

9.5 Progression

9.5.1 Students of the College 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.

9.5.2 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.

9.5.3 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.

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

10. Academic Key Performance Indicators (KPIs)

10.1 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

10.2 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)

11.1 Summary

11.1.1 NPRs provide the detailed policies and procedures which are designed to assure the quality of the student experience and academic standards. They apply to all colleges in the Navitas network.

11.1.2 NPRs are created as standalone documents that are located in separate files. 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.

11.2 NPRs for Standards and Quality

NPR QS1: Programme Approval and Review
NPR QS2: Programme Monitoring
NPR QS3: Admissions and Recruitment
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 and b: Student Appeals and Complaints
NPR QS11: Student Disciplinary
NPR QS12: Fitness for Study
NPR QS 13: Bullying and Harassment

11.3. Management/Operational NPRs

NPR M1: a Safeguarding Children and Vulnerable Adults b Prevent c Students with Disabilities
NPR M2: Data protection
NPR M3: Attendance
NPR M4: Payment and Refunds

11.4. Navitas UPE NPR mapping to QAA Quality Code

To ensure Navitas UPE Policy and Regulations are current and valid the following table illustrates the correlation with the QAA Quality Code:

Navitas UPE NPR	QAA Quality Code *(specific chapters are highlighted where appropriate)*			Associated Documents
	Part A	Part B	Part C	
QS1 Programme Approval and Review	✓ A.1, A.2, A.3, A.4, A.5, A.6	✓ B.1, B.8	✓	QS01.1, QS01.2, QSO1.3, QS01.4 QM01.2, QM01.3, QM01.4
QS2 Programme Monitoring	✓	✓	✓	QS02, QM01.1

	A.1, A.2, A.3, A.4, A.6	B.1, B.8		
QS3 Admissions and Recruitment	✓	✓ B.2, B.6	✓	QS03.N [TBC]
QS4 Learning and Teaching	✓	✓ B.3, B.4, B.5	✓	-
QS5 Teaching Observation	✓	✓ B.3, B.5, B.8	✓	QS05.1, QS05.2
QS6 Enhancement	✓	✓ B.4, B.5	✓	-
QS7 Student Support	✓	✓ B.4, B.5	✓	-
QS8 Student Engagement	✓	✓ B.3, B.5, B.8	✓	QS08
QS9 Assessment	✓	✓ B.6, B.7	✓	QS09
QS10 Student Appeals and Complaints	✓	✓ B.9	✓	QS10.1, QS10.2
QS11 Student Disciplinary	✓	✓	✓	OIAHE
QS12 Fitness to Study	✓	✓ B.4	✓	OIAHE
QS13 Bullying and Harassment	✓	✓ B.4	✓	OIAHE

External Reference QAA Quality Code:

QAA Part	Section	Chapter
Part A	A.1	The National Level
	A.2	The Subject and Qualification Level
	A.3	The Programme Level
	A.4	Approval and Review

	A.5	Externality
	A.6	Assessment of Achievement of Learning Outcomes
Part B	B.1	Programme Design and Approval
	B.2	Admissions
	B.3	Learning and Teaching
	B.4	Enabling Student Development and Achievement
	B.5	Student Engagement
	B.6	Assessment of Student and Accreditation of Prior Learning
	B.7	External Examining
	B.8	Programme Monitoring and Review
	B.9	Academic Appeals and Student Complaints
	B.10	Managing Higher Education Provision with Others
	B.11	Research Degrees
Part C	-	Information about Higher Education Provision

12   Forms and documents

The following forms and documents, referenced throughout this Manual and the NPRs are available electronically through the Navitas UPE shared drive.

QS01.1   Strategic Approval
QS01.2   Approval in Principal
QS01.3   Approval in Full
QS01.4   Portfolio Expansion
QS02   Annual Monitoring
QS05.1   Teaching Observation Form
QS05.2   Peer Observation Form
QS08   Module Survey Questions
QS09   Examination Invigilators
QS10.1   Complaints and Appeals Form

QM01.1   AAC Template
QM01.2   Programme Specification Template
QM01.3   Definitive Module Document Template
QM01.4   Tracer Studies Template