

Hertfordshire International College
CPR QS4: Learning and Teaching
Version 2.1

1 Introduction and Scope

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

2 Achievement of General Educational Aims

- 2.1 Navitas has a set of general educational aims which apply to all its College programmes (see section 6 of the Quality Manual). To enable students to achieve these aims, and reflect other local and national priorities for learning teaching and assessment, Navitas is committed to promoting the following principles throughout its college network.
- A learner-centred approach that encourages active student engagement.
 - Inclusive learning through the promotion of equality, diversity and equality of opportunity.
 - A working partnership between students and all staff who facilitate learning.
 - Learning, teaching and assessment practices that are transparent, inclusive and fair.
 - Curricula that are relevant, and closely aligned with those of the partner university.
 - Effective mechanisms to continuously enhance the student experience.
 - Motivated academic and support staff, and the provision of on-going staff development.
 - A high quality learning environment.

3 Learning and Teaching Strategy

- 3.1 The Navitas UPE Learning and Teaching Strategy is informed by a variety of stakeholders including students' views and experience; staff innovations and development; Navitas UPE sharing of practices, requirements and strategies; and the strategic and operational direction of partner universities. The Strategy encompasses pedagogy and provision, curriculum, delivery, e-learning, student affairs, professional development, reporting, monitoring and review, quality and standards.
- 3.2 The Strategy is reflective of both current and informed good practice alongside future aspirations, aims and objectives. Keeping the Strategy current, and therefore relevant, is essential to the achievement of the desired long term aims for Navitas UPE students.
- 3.3 Each College implements the Strategy through its own Learning, Teaching and Assessment Action Plan. The action plan may, in addition, address aspects of learning teaching and assessment elements that are specific to the College/University partnership relating to the local operating environment and partner university practices.
- 3.4 The 2018-2023 Strategy has identified the following themes. Digital Literacy

- Sense of Belonging
- Employability
- Student-Driven Learning
- Internationalisation
- Inclusive Learning and Teaching
- Learning Spaces
- Assessment and Feedback
- Programme-Level Perspective on Curriculum

Each College selects two of the above listed priority themes each year. The themes are identified in their College plan where they are converted into actions and KPIs

4 Navitas Learning And Teaching Framework

4.1 Learning and Teaching Committee

4.1.1 The aim of the Navitas UPE Learning and Teaching Committee is to ensure openness and transparency in all matters concerning the student learning experience and academic performance standards. The Learning and Teaching Committee is responsible to LT for reporting on the maintenance, development and enhancement of high academic standards and an excellent taught student learning experience.

4.1.2 The Learning and Teaching Committee's role is to support the implementation of the Navitas UPE Learning and Teaching Strategy to:

- (i) promote advances in the learning experience, inclusive of provision, teaching, and assessment;
- (ii) ensure staff professional development to meet the ongoing needs of the strategy;
- (iii) feed into formulation of new UPE policy, regional and college level and to identify areas where specific policy adjustments need to be made to suit a particular operating environment;
- (iv) advise on the enhancement or necessary changes to Navitas UPE's common curriculum framework;
- (v) report on performance standards and quality assurance, such as those relating to QAA educational oversight, Navitas academic KPIs, UKVI Tier 4, College AAC reporting;
- (vi) consider proposals from the Learning and Teaching Forum;
- (vii) to receive and consider reports from the Learning and Teaching Forum; Navitas, Navitas UPE, QAA, Office for Students and other appropriate stakeholders.
- (viii) To develop policies and determine procedures in relation to the maintenance and enhancement of academic quality and standards and the student experience; and to ensure that those policies integrate the opinions of the student body.
- (ix) To ensure that the development of academic policy frameworks and initiatives are informed by evidence-based good practice and wider trends within the Pathways and University sector
- (x) To receive and examine College Learning and Teaching reports, in particular data relating to student performance, retention, satisfaction and engagement; and to ensure that this data is produced in appropriate format to the annual Navitas Learning and Teaching Report
- (xi) To monitor the approval of taught programmes and course modules of study on behalf of Navitas UPE
- (xii) To review annually and consider changes to the Independent Learning Charter
- (xiii) To review annually the Navitas Policy Regulations and College Policy Regulations relating to learning, teaching and the student experience
- (xiv) To advise on resources necessary for the maintenance and enhancement of academic standards, student experience and staff development
- (xv) To receive and consider the minutes from sub-committees including the DASS Learning and Teaching forum
- (xvi) To review annual monitoring reports and periodic review reports from Navitas Colleges and decide on action as necessary
- (xvii) To review, monitor and discuss Quality Assurance reports, maintain effective links with External Bodies and ensure that Navitas UK's arrangements are consistent with the requirements of all appropriate external agencies, in particular the QAA/Office for Students

- (xviii) To review, monitor and decide appropriate action for the implementation of the Navitas Learning and Teaching strategy and play an active role in devising future Learning and Teaching strategies
- (xix) To commission relevant studies and reviews
- (xx) To identify strategic priorities for future learning, teaching, quality enhancement and student experience policies and initiatives

4.1.3 For the Standing Agenda, see Annex 1.

4.2 Learning and Teaching Forum

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

Where the Learning and Teaching Forum has been asked to undertake a specific project, the outcomes including any proposals for change, are considered by the Learning and Teaching Committee and will be enacted as appropriate.

Duties and Responsibilities

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

4.3 Director of Learning, Teaching and Academic Quality

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

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

5 College Learning and Teaching Board

- 5.1 The College Learning and Teaching Board provides a dedicated mechanism to consider the educational provision outside of normal business-focused meetings, such as the College Senior Management Team (CSMT).
- 5.2 The remit of the Board is wide and includes the following objectives:
- a) admission monitoring and reporting including:
 - admittance or non-admittance and thus changes to an application status that may not adhere to the normal stated entry criteria or associated regulations;
 - changes to the status of an applicant pending additional or incorrect presentation of data that may affect the entry criteria and/or associated regulations with regard to admittance; and
 - recommend and ratify changes to normal stated entry criteria as a result of agreement via the AAC.
 - b) development and implementation of the College Learning and Teaching Action Plans;
 - c) consideration and review of annual monitoring and review for learning, teaching and assessment along with Academic Reports to the AAC/JSPMB;
 - d) consideration and review of tracer study data as supplied by the partner university;
 - e) consideration and agreement of semester teaching and assessment schedules;
 - f) implementation of effective moderation practices and processes;
 - g) review of student attendance and performance data and implementation of agreed actions;
 - h) implementation and review of assessment and examination regimes, policies and protocols;
 - i) review of minutes/notes from the Student Forum, College Enhancement Committee and student feedback and implementation of enhancements.
 - j) consideration of minutes/notes/oral updates and general information presented at the Learning and Teaching Committee and Learning and Teaching Forum;
 - k) implementation of Learning and Teaching Committee decisions as communicated by the CDP;
 - l) consideration of new pathway proposals or changes to existing pathways – entry criteria, content and themes, structure and assessment regimes, points of articulation, curriculum content and LOs.
 - m) agreement on expulsion of students for academic, behavioural or fraudulent reason
 - n) consider mitigating circumstances, along with academic appeal and review applications for referral to College Module Panels and/or Progression Board where appropriate;
 - o) consideration of student complaint/grievance to stated policy and reporting to the Academic Registry UPE; and
 - p) ongoing review and development of the academic and student support service activities and the resources needed to support them.

6 Student Forum

- 5.1 The College Student Forum provides an opportunity for discussion and consideration of matters of common concern or of good practice between the College Learning and Teaching Board and the student body. Through discussion, advice and action, the Forum aims to enhance the quality of the student experience.
- 5.2 The remit of the Forum is to consider the following objectives at each meeting:
- a) review student survey results – College module survey, Navitas Global surveys and the International Student Barometer – and prepare action plans to address the results;
 - b) determine ways of improving student survey participation rates;
 - c) determine effective ways of distributing student survey results to the student body;
 - d) determine effective ways of seeking formal and informal feedback both from the student body and the College on discussions and actions or enhancements made;
 - e) discuss areas of concern or good practice with regard to teaching, programme content, services, facilities and student social events.

Annex 1: Standing Agenda for Learning and Teaching Committee

1. Apologies, minutes of previous meeting, and matters arising not covered elsewhere
2. College Learning and Teaching Updates including issues arising from sub-committees including CET
3. QAA and Office for Student Updates
4. Group Learning and Teaching Update
5. Minutes from the DASS Learning and Teaching forum
6. Assessment and Student Performance
7. Teaching and Learning Strategy

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