navitas
University Partnerships — Europe

Quality Manual
Version 25_01

Document

Document Name	Quality Manual
Responsible Owner	Navitas UPE Academic Registry
Issue Date	June 2025
Brief Description of Policy	This document sets out the Navitas University Partnerships Europe (UPE) Quality Manual. This document provides the framework through which the Academic Quality and Standards of the provision are assured.

Version Control

Date	Version	Summary of changes	Approver
December 2022	2022/01	• Initial policy version	NUKH Academic Board
June 2025	2025_01	• New template used • Education Strategy 2023-2028 added • Educational Aims updated • All Academic Board/Governance Terms of References updated • Additions to staff development • European College information and regulation added – ICNIC & SRHIC	NUKH Academic Board

Contents

List of Figures

Navitas UPE College/Campuses

ARU College	Anglia Ruskin University College
BCUIC	Birmingham City University International College
BPC	Brunel Pathway College
HIC	Hertfordshire International College
ICNIC	L'Institut Commercial de Nancy International College
ICP	International College Portsmouth
ICRGU	International College Robert Gordon University
KUIC	Keele University International College
LULC	Lancaster University Leipzig Campus
MMUIC	Manchester Metropolitan University International College
SRHIC	Stiftung Rehabilitation Heidelberg International College
TCSU	The College Swansea University
THPC	The Hague Pathway College
TPC	Twente Pathway College
UA92G	University Academy 92 Global
UPIC	University Plymouth International College

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
CMA	Competition and Markets Authority
COM/H	College Operational Manual/Handbook
CQM	College Quality Manual

DASS	Director of Academic and Student Services
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
HE	Head of Education
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 (Educational Oversight for Higher Education, England)
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
UP	University Partner
UPE	University Partnerships Europe

Definitive Module Document (DMD)

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

College Operational Manual/Handbook (COM/H)

The COM/H is an integral document that enables the College and its UP to drive a consistent approach in delivering quality educational experiences and outcomes. It also offers guidance on

Governance, Programme Development, Data, Assessment and Student Procedures and provides a measurement for partnership expectations.

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 UP, see *Registered Student*.

Navigate

Navigate is the standard Student Records Management System used by Navitas UPE 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 module content and assessments. 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 UP. 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 (RAA).

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 UP upon commencement and thereafter at the start of each semester or academic year (see *Enrolled Student*).

Semester

In most Colleges the academic session is divided for the purpose of student contact, including orientation, delivery of courses/modules and assessment, into semesters based on 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 (UPA). 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 UPEs' 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 UPE provision and university provision to provide a seamless study experience and progression leading to a university degree. Working in close partnership with universities, Navitas UPE establishes Colleges on university campuses, each of which operates collaboratively with its University Partner (UP).

In line with the United Kingdom (Home Office) Visas and Immigration's (UKVI) understanding of Navitas partnerships, each College is listed as an embedded College as an exceptional arrangement

on the UP's licence. This arrangement and licence allow the UP to assign Confirmation of Acceptance for Studies (CAS).

In England, each of the embedded Colleges has been recognised by their UP as forming a sub-contractual arrangement within their respective Office for Students (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 the teaching or higher education provision, sub-contracted 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, Netherlands, France and Germany), educational oversight is provided by the regulations of the jurisdictions under which they fall.

- The College, Swansea University (TCSU) (regulated by Medr, formerly the Higher Education Funding Council for Wales (HEFCW)) and the International College at Robert Gordon University (ICRGU) (regulated by the Scottish Further and Higher Education Funding Council (SFC)) adhere to the quality and standards set out by the Quality Assurance Agency (QAA).
- The Hague Pathway College (THPC) and Twente Pathway College (TPC) follow the Accreditation Organisation of the Netherlands and Flanders (NVAO).
- Stiftung Rehabilitation Heidelberg International College (SRHIC) follows the regulations set by SRH University.
- L'Institut Commercial de Nancy International College (ICNIC) follows the regulations set by Hceres – High Council for the Evaluation of Research and Higher Education – France.
- Lancaster University, Leipzig Campus (LULC) follows the regulations set by Lancaster University as part of a transnational educational agreement, distinct from the embedded College model.

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 considers OfS regulatory guidance. the Principles of the QAA Quality Code and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). It provides a source of reference on policies, regulations

and associated documents for all stakeholders including staff, students, UPs and external reviewers.

The manual sets out the guiding principles and detailed policies and procedures through which Navitas UPE 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 UPE, the College and the UP
- A set of Navitas UPE Policies and Regulations covering all aspects of policy reflecting upon and enhancing quality across the provision of Navitas UPE Colleges. These include 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
- Reporting structures for ongoing monitoring and evaluation
- Comprehensive support services within Colleges
- Overarching and supportive quality and corporate services, and compliance and regulatory monitoring by Navitas UPE

The manual covers overarching policies and quality management structures followed by three sets of Navitas UPE 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 to meet regulatory conditions in support of student outcomes. 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 UP provision, and the different approaches taken by UPs 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 Education, 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 COM/H, 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/UP.

Under this framework, the College Director/Principal (CDP) has the primary responsibility for the quality assurance of provision at a particular College. The UP 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).

The partnership collaborative arrangements should be highlighted within the COM/H where responsibilities for quality assurance are clearly defined.

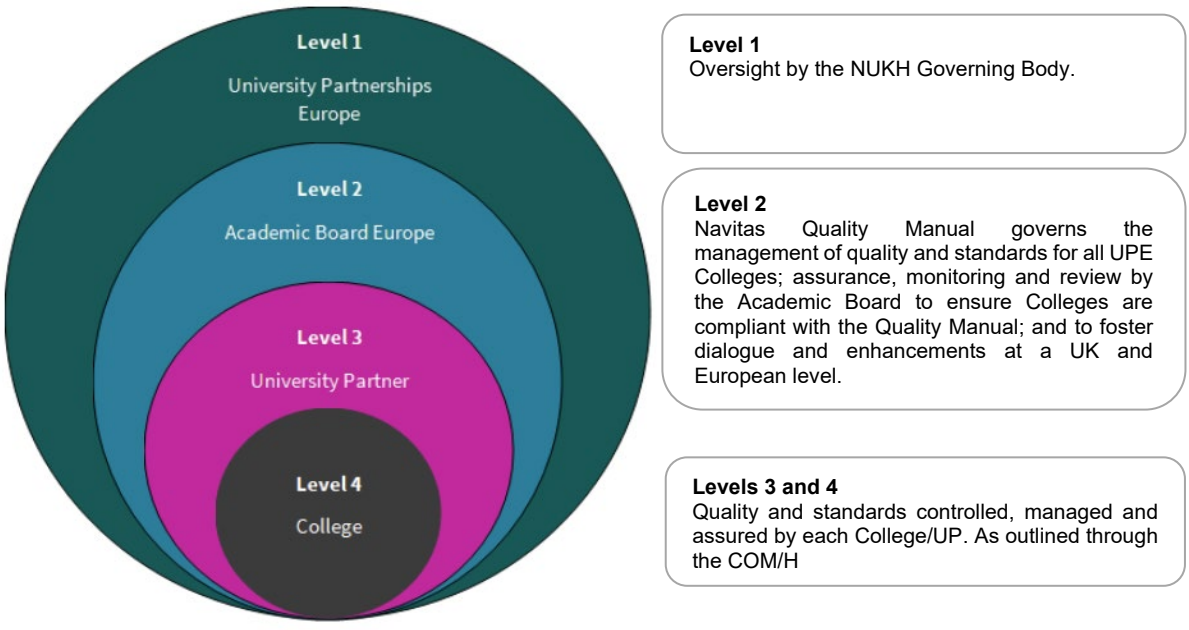

Figure 1: Navitas Quality and Standards Framework

Mechanisms for Academic Governance

The mechanisms for assuring academic standards and managing quality at a Navitas College involve tripartite linkages between Navitas UPE, the College and the UP. These are summarised in **Figure 2** below.

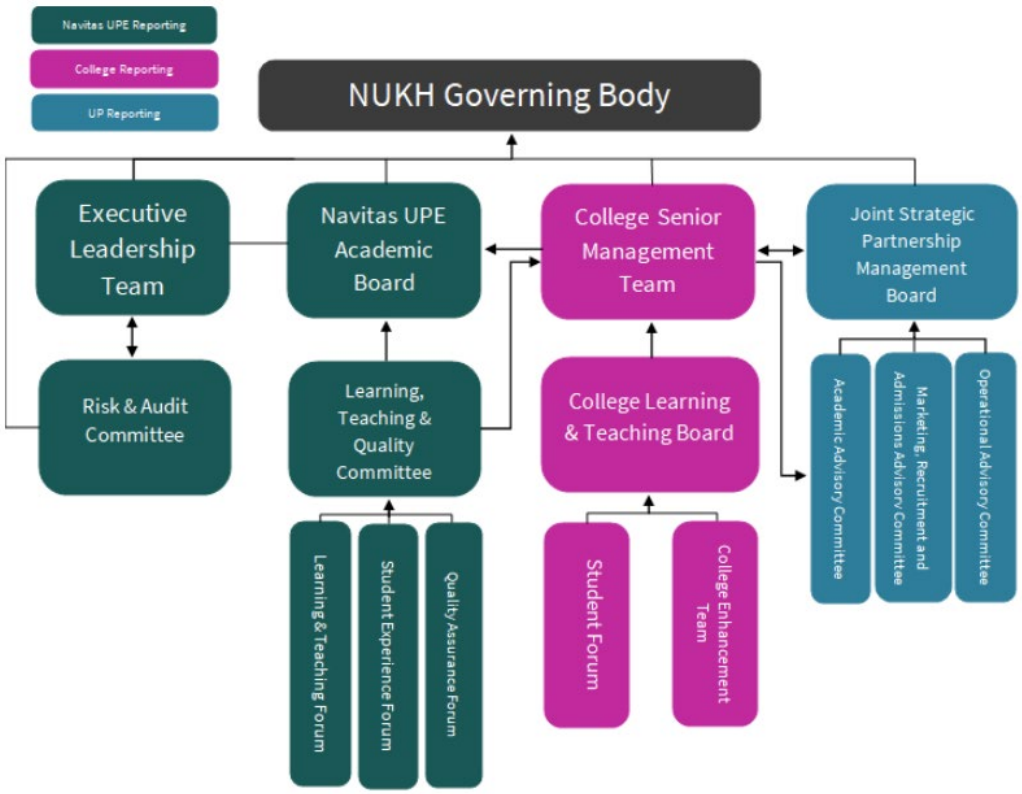

Figure 2: Governance Arrangements and Committee Structures in Navitas Colleges

3. Navitas Governance and Quality Assurance

Governing Body

The NUKH Governing Body (the Governing Body) has oversight of all Navitas UPE Colleges in terms of overall governance, strategy, achievement of business targets, and in terms of quality assurance, academic standards and compliance. The Governing Body 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 Governing Body has an independent Chair, two statutory Directors of Navitas (NUKH Holdings Limited) and a further independent Director who also serves as Deputy Chair of the Governing Body and is the Chair of the Risk and Audit Committee.

The businesses of the Governing Body are underpinned by its terms of reference and supported by several sub-committees in delegating authority and action. Along with the Academic Board, there are two operational-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. The purpose of the Risk and Audit Committee is to assist the Governing Body in fulfilling its corporate governance and oversight responsibilities. This is achieved by monitoring and reviewing the integrity of financial statements, assessing how the financial sustainability and value for money of the business is assured, reviewing the effectiveness of risk management policies and oversight, reviewing the effectiveness of internal controls, monitoring the compliance and regulatory conditions, considering and approving the plans for external and internal audits, and reviewing the effective arrangements for corporate governance.

UPE Executive Leadership Team

The Executive Leadership Team (ELT) is the management body, consisting of 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 Senior Leadership 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 regional contexts.

UPE Academic Board

The Navitas UPE Academic Board (AB) is the principal academic body of the Company and reports to the Governing Body. It is responsible, through delegated authority from the Governing Body, for

all academic matters relevant to NUKH operations, including identifying strategic priorities for future Learning and Teaching, Student Experience and Quality Assurance policies and initiatives.

The Academic Board is chaired by the Executive General Manager (EGM) 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 Annex 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 reports to and is managed by the Academic Board.

The Navitas UPE 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, OfS regulatory guidance, Office for the Independent Adjudicator of Higher Education (OIAHE) guidelines and Home Office regulations. The review takes account of feedback from Colleges to ensure that effective systems, structures, policies and training are provided for Colleges.

The Head of Education, representing the Academic Registry, has educational oversight of UK, Dutch French and German Colleges, as well as an 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 OfS. 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 Competition and Markets Authority (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 Education.

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 the 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 the Learning and Teaching Coordinator from Academic Registry.

The Forum's Terms of Reference are available in Appendix D.

UPE Quality Assurance Forum

The Quality Assurance Forum 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 Forum also provide feedback on policy development.

Forum meetings are facilitated by the Academic Quality Manager.

The Forum's Terms of Reference are available in Appendix E.

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

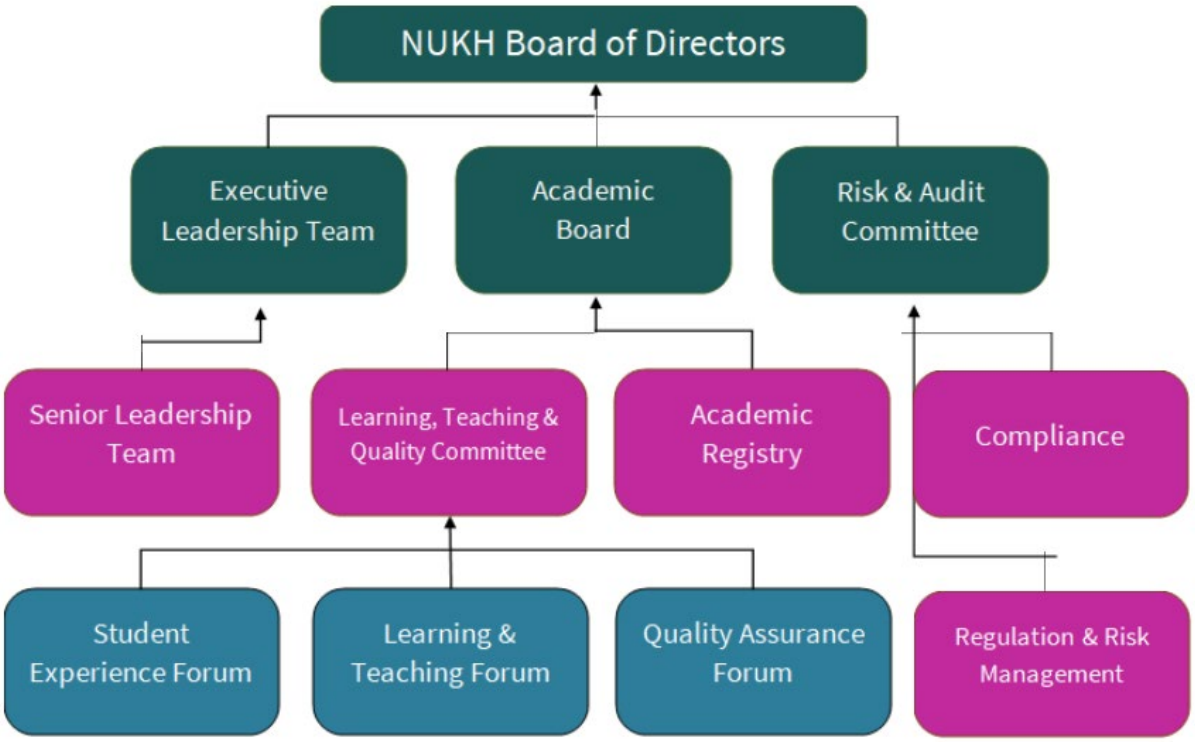

Figure 3: UPE Governance Structure

Navitas Policies and Procedures

The NPRs set down the key policies and procedures through which Navitas UPE 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, the majority of which are contextualised to the local partnership environment. 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 Education Strategy. The key components of the framework are described in NPR QS04 Learning and Teaching, and their relationships are shown in **Figure 4**.

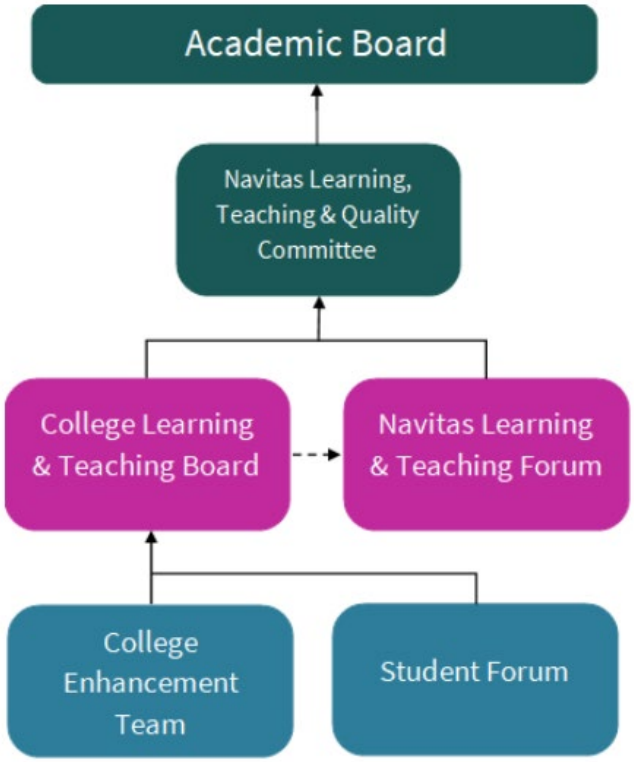

Figure 4: Learning and Teaching Framework

Education Strategy

The Navitas UPE Education Strategy has been developed by the Academic Registry team in extensive collaboration with staff and students across the division. The Strategy will guide our vision as we continue to enhance the experience and outcomes for our students. Comprising the three pillars of Learning and Teaching, Student Experience and Quality, the 2023-2028 Education Strategy provides a high-level overview of the themes identified as educational priorities for Navitas UPE. It acts as a framework, with each theme containing three guiding principles which can be broadly applied across the division. Due to the interconnected nature of the three pillars, the nine themes may still be seen as one collective set of enhancement areas. The Strategy's framework is shown below in **Figure 5**.

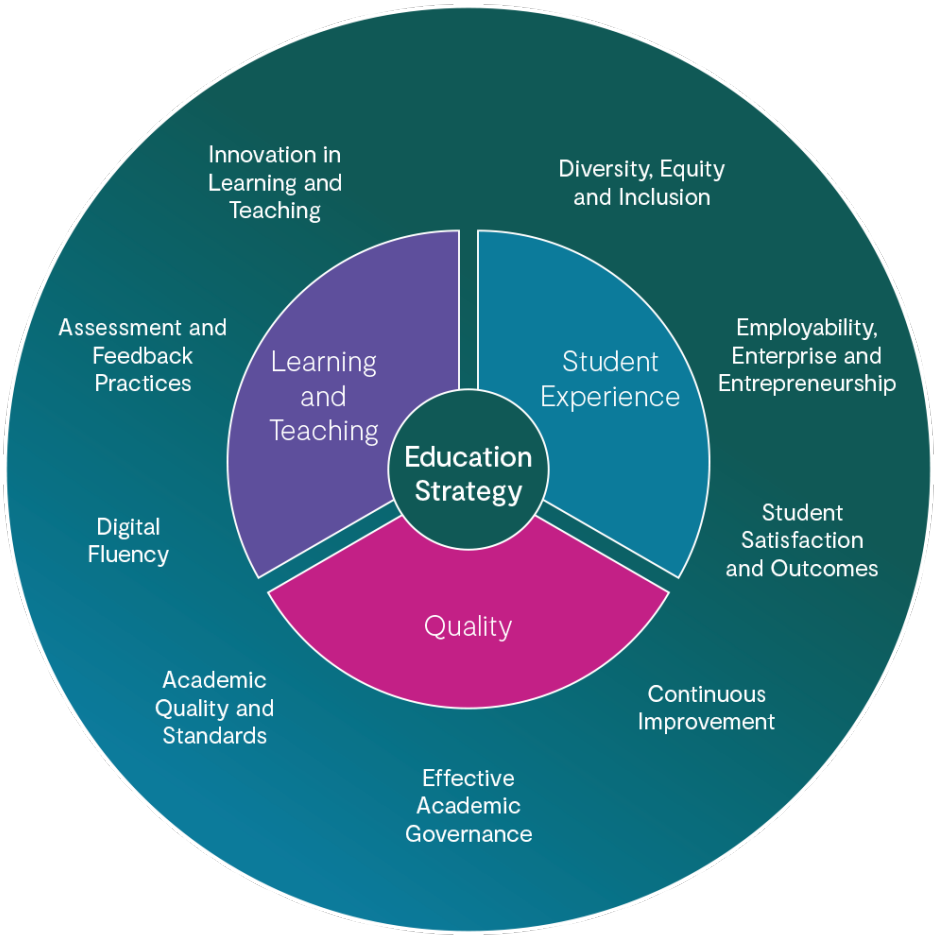

Figure 5: 2023-2028 Education Strategy Framework

Value for Money Strategy

To further support Navitas UPE students, the 2023-2025 Value for Money Strategy has been developed with the Navitas UPE 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 OfS and from the feedback captured from our broad range of students, staff and governance structures.

Staff Development

The development of both academic and support staff is key to the effective implementation of the Education Strategy and to maintaining and enhancing the student experience. Professional development opportunities are outlined on the Navitas UPE Intranet under 'Performance & Development, while staff at some Colleges also have access to professional development opportunities through their UP.

Teaching Observations are central to the development of staff, and details of the policy and procedures are given in NPR QS05 Teaching Observation.

Each year, Navitas UPE participates in the global Navitas Advance HE Fellowship Programme, offering academic teaching and support staff the opportunity to achieve a reputable certification focussed on their reflection of past experiences in higher education.

Curriculum Specialist

The Academic Registry team supports five Curriculum Specialists 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. Artificial Intelligence / Education Technology
2. International Pedagogy
3. Accessibility and DEI (incorporating Special Educational Needs and Disabilities (SEND)
4. Sustainability
5. English & Maths

Each Curriculum Specialist organises and chairs their own three meetings per year with other curriculum design and delivery staff from the division. They then provide progress updates to the Learning and Teaching Forum and write an annual report in the summer summarising developments throughout the academic year.

External Consultants

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

The Consultants offer feedback on high-level module content, act as moderators and offer feedback on annual monitoring activities. The Consultants contribute to an annual report summarising developments throughout the academic year.

4. College Quality Assurance

In some cases, Colleges may choose to deviate from the following set of quality assurance activities, renaming their College Quality Assurance and Governance structure in consultation with Navitas UPE Academic Registry and the UP. As well as the Navitas UPE Terms of Reference, this newly named governance structure gives the freedom to discuss other relevant topics particularly to a reactive environment influenced by internal and external stakeholders.

Where the above variance occurs, Colleges should hold a separate governance arrangements chart to be available when making an assessment of quality assurance and regulatory compliance.

College Senior Management Team (CSMT)

The College Senior Management Team have oversight of all aspects of the operations of the College including quality management. Typically, the team is made up of the most senior leaders of the College - the CDP, Director of Academic and Student Services (DASS) and the Director of Marketing and Admissions (DMA). However, membership may extend to the Heads of Learning & Teaching, Senior Admissions Managers and Senior Student Services Managers. This is at the discretion of each College and will be dependent on the size and shape of the team.

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

The CLTB (or equivalent) will ordinarily meet at least once a semester.

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.

The CET (or equivalent) will ordinarily meet at least once a semester.

Further details are available in NPR QS06 Enhancement.

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 CDP, DASS, 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.

The AB (or equivalent) will ordinarily meet at least once a semester.

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 (positively and negatively) 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; and 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.

The Student Forum (or equivalent) will ordinarily meet at least once a semester.

Further details are available in NPR QS08 Student Engagement.

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 UP; living in the UK and Europe; safety and security; accommodation; grievances and appeals.

Further details are available in NPR QS07 Student Support.

The Role of the College Director/Principal (CDP)

The CDP is responsible for quality assurance in the College and is accountable to an Executive General manager (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. It is expected that the CDP guide the College/Campus through any planned/unplanned quality assessments carried out by the educational oversight regulator (or designated quality body).

The CDP or nominee is Chair of the College Learning and Teaching Board (CLTB) through which they directly manage 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 UP and external bodies as necessary.

College Staff Structure

The generic College staff structure is shown in **Figure 6** below. Exact job titles and details of the College staff teams are incorporated in College Staff Handbooks or in the COM/H. 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.

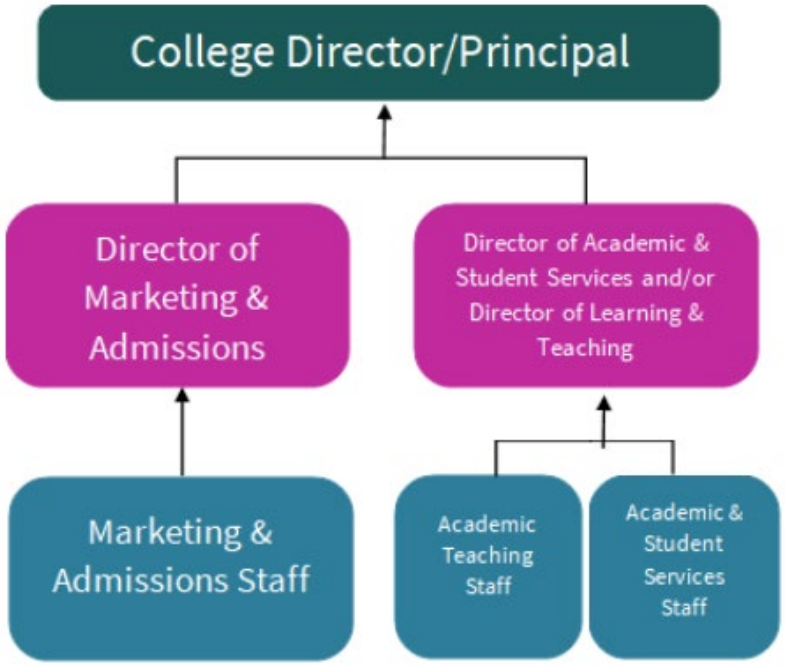

Figure 5: Generic College Staff Structure

The Director of Academic and Student Services (DASS) and Director of Learning and Teaching (DLT)

The DASS/DLT assists the CDP 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 UP's academic staff. They are responsible for the development and implementation of the Annual College Action Plans related to academic matters. 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 CDP, 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.

Student Services Manager (or equivalent)

The Manager is responsible for the development and implementation of student services and support, accommodation services and the COMPASS programme. The wider remit is to afford high levels of pastoral care, welfare and service, inclusive of student accommodation; the planning, implementation and management of effective visa monitoring services; Health and Safety; staff and

students; security and specification standards of the built environment in liaison with the UP; and reporting to the relevant Estates/Facilities points of contact (See NPR QS07 Student Support).

Director of Marketing and Admissions (DMA)

The Director of Marketing and Admissions reports directly to the CDP 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.

Annual Review of College Quality Assurance and Governance Arrangements

Colleges are to annually review their governance arrangements to determine the effectiveness of the channels of communication, feedback and decision making in order to operate the College with the consideration of student outcomes and experience. Ideally the review would take place at the end of each academic year and consist of a review of the following:

- Governance structure chart (considering relevant size and shape)
- Committee/meeting names and membership
- Committee/meeting content (terms of reference)
- Documentation and location of agendas, minutes and recorded actions (if kept separately to the minutes)
- Committee/meeting frequency
- Policy management (policy updates, website and policy location clean)

The review will extend to the Partnership Quality Assurance (see section 4) and an annual review of the COM/H (recommendation of at least one review per year).

An annual effectiveness review of college quality assurance arrangements will support the College where context is required, particularly where deviations from this manual are evident, but also help the college identify areas of enhancements to support student outcomes and experience.

5. Partnership Quality Assurance

A College, in partnership with its UP, 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 UP, and each College is specifically aligned and embedded with that UP. The model provides a smaller more responsive college environment for such students to adjust to the wider mature learning environment of its UP.

Joint Strategic Partnership Management Board (JSPMB)

The JSPMB has strategic oversight of the College/UP 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 UP 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 UP 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 UP 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 UP are conducted in a consultative and inclusive manner
- Effective risk management is undertaken
- Any or potential internal competition in courses, fees and marketing initiatives are resolved
- Annually agree student recruitment target
- New pathway developments or other significant changes and implementation processes are endorsed through the appropriate UP governance systems

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

- CDP on the overall progress of the College over the previous semester(s) including academic outcomes as evidenced in student results, progression potential for the UP, 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 UP, particularly the International Office or equivalent

The CDP will provide to the final meeting of each year a comprehensive report on the College and its activities for that calendar year.

The UP will provide reports/updates to each meeting on:

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

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

The membership is drawn from the College Senior Management Team and senior representatives of the UP. The JSPMB is chaired by a senior representative of the UP, normally the relevant Pro-Vice Chancellor. The JSPMB forms part of the Recognition and Articulation Agreement (RAA) between the College and UP, 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 UP is seamless and 'user friendly'
- Moderation and assessment procedures are consistent with both the College's and the UP's expectations and in line with the relevant regulatory requirements

- Library access and teaching/learning facilities remain appropriate to a higher education programme of study
- Progression 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 UP's academic Schools/Faculties are engaged and thus ensure a consistent level of oversight and interaction between the College management and the UP's academic processes and community
- The outcome of reviews of the overall student experience during their time at the College and their final years at the UP is considered
- The annual Tracer Data Study is considered and outcomes reported to the JSPMB
- Any required amendments to the academic framework as a result of annual Tracer Data 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 rigour for acceptance amongst the UP 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 UP 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 UP with direct responsibility for the partnership or nominee. Its membership is drawn from senior members of the College staff, including the CDP and the DASS, representatives of each UP School/Faculty involved in the pathway portfolio of the College, ideally at least one student representative from the College and the Head of Education.

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

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 UP 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 UP function at best practice 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 UP are formalised
- Administrative processes between the College's admissions function and those of the UP are sympathetically aligned
- Admission referral processes between the UP and the College and vice versa are in place
- Use of the library and associated resources is monitored and reported on
- The UP 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 UP during orientation is designed to enhance the students' commitment to the UP
- Integrated delivery pathway candidates (where such exist) are included in UP 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 DASS and the College IT Officer where applicable. The UP 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 UP'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 UP
- The UP'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 UP 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 UP's marketing process inclusive of management structures
- Marketing resources can be spread more effectively
- Training of staff (UP and College, plus 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 UP, 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 Senior Management Team to the Academic Advisory Committee, and on to the Joint Strategic Partnership Management Board (see Figure 2). The partnership collaborative arrangements should be highlighted within the COM/H where responsibilities for quality assurance are clearly defined.

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 UP)
- Academic Key performance Indicators (KPIs)

General Educational Aims

Navitas UPE has a common set of general educational aims which it seeks to foster in all students, and which guide the strategies and practices adopted in the learning and teaching environment. The general educational aims that students should develop are:

- A keenness to learn independently and take ownership of their studies
- Critical thinking skills to encourage self-assessment and real-world application of learning
- Advanced digital capabilities and scholarship to encourage collaboration and proficiency throughout the student journey
- An advocacy for diversity, equity and inclusion in all aspects of life to promote a safe environment for all
- Knowledge, skills and behaviours to orient them for the world of work
- A stimulation to set, challenge and achieve their educational goals

- Linguistic competency to succeed at the UP and beyond
- A network of peers and a voice to represent them
- A culture of enhancement and continuous improvement

6. Pathway and Programme Structures

Pathways

A 'pathway' is a single course of study that ends in a degree qualification from a UP. It is comprised of a number of stages of study that are undertaken at the UP's campus. Stages are delivered in partnership between a College and its UP. 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 UP 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 educational culture specific to the UP.

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 can progress from one stage to the next.

Stages and their nominal progression criteria are agreed with the UP as part of the programme design process (see NPR QS01 Pathway Approval and Review) 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 7** below.

England and Wales*

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

*Includes Lancaster University Leipzig Campus

Scotland

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

Figure 7: 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 UP.

Figure 8 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 UP and may impose additional English language progression criteria, in addition to the normal requirements imposed upon the UP'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 8: 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 prescribed degree courses. An illustrative example is shown in **Figure 9** below.

Figure 9: 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

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

Teaching Models and Class Sizes

Delivery Models

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

<u>The Standard Delivery Model (SDM)</u>

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 maximise 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 UP at Stage 2.

The Integrated Delivery Model (IDM)

Under this delivery model, students participate in UP classes and laboratory sessions for Stage 2 (Level 4 equivalent) alongside UP students. Thus, the substantive teaching of the stage 2 modules will be delivered by the UP, but the College will provide an additional study skill module based around English language requirements and tutorial support. Under this model, the teaching service is effectively 'outsourced' to the Schools in the UP.

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

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

The Alternative Delivery Model (ADM)

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 UP 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 UP 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 UP 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 10** below.

Module Type and Level – Standard Delivery Model	Expected 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 10: Guideline to Class Size – Standard Delivery Model

Study Rates

Navitas UPE 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 (which varies by ECTS across European Colleges).

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.

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.

7. 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 UP, 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 UP 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 UP 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

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 QS01 Pathway Approval and Review. 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 QS01 Pathway Approval and Review 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 UP 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 and assessment purposes, into semesters based on the agreed College academic calendar/s.

For the purpose of parity and progression processes, a 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 UP's Semester 'A/1' and Semester 'B/2' commencement, respectively. Therefore, Semester 2 is aligned to the UP'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 UP'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 UP for articulation to an UP-named award. Articulation to the UP 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 UP are issued with a Confirmation of Attainment to demonstrate articulation to a guaranteed pathway place.

Navitas UPE Colleges do not make awards. 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 UP on completion of the degree.

8. 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 (located in the Navitas UPE Academic Matrix). These measures are:

- Pass Rates

- Retention Rates
- Progression Rates
- Continuation Rates
- Student Satisfaction
- 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.

9. 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 QS01: Pathway Approval and Review
NPR QS02: Annual Monitoring
NPR QS03: Admissions
NPR QS04: Learning and Teaching
NPR QS05: Teaching Observation
NPR QS06: Enhancement
NPR QS07: Student Support
NPR QS08: Student Engagement
NPR QS09: Assessment
NPR QS10a: Student 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 M01a: Safeguarding Children and Vulnerable Adults

NPR M01b: Disability

NPR M01c: Prevent

NPR M03: Attendance and Engagement Monitoring (UK)

NPR M03: Attendance and Engagement Monitoring (Neths)

NPR M03a: Enrolment Protocols (UK)

NPR M03a: Enrolment Protocols (Neths)

NPR M04: Terms and Conditions

Forms and Documents

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

QS01_01 Pathway Approval Form

QS01_04 Portfolio Expansion Form

QS01_05 Module Management Approval Form

QS01_06 Programme Modification Form

QS02 Annual Monitoring Form

QS05_01 Teaching Observation Form

QS10c Student Complaints and Academic Appeals Form

Request for Variation of Regulations Form

To ensure Navitas UPE Policy and Regulations are current and valid, **Figure 11** illustrates the correlation with the QAA Quality Code and to the Office for Students Regulatory Guidance.

Navitas UPE NPR	QAA Quality Code Theme(s) and Principles	OfS Regulatory Guidance / Regulatory Guidance Reference	Associated Documents or Policies
QS01 Pathway Approval and Review	Course Design and Development Partnerships Principle 1 – Taking a strategic approach to managing quality and standards Principle 4 – Using data to inform and evaluate quality Principle 5 - Monitoring, evaluating and enhancing provision Principle 7 – Designing, developing and modifying programmes	Condition B4, B5	QS01_01 Pathway Approval form Q01_04 Portfolio Expansion Form QS01_05 Module Management Approval Form QS01_06 Programme Modification Form
QS02 Annual Monitoring	Monitoring and Evaluation Principle 10 – Supporting students to achieve their potential Principle 11 – Teaching, learning and assessment Principle 1 – Taking a strategic approach to managing quality and standards	Condition B1, B2, B3, B4, C2, E1, E2	QS02 Annual Monitoring Form

	Principle 2 – Engaging students as partners Principle 3 – Resourcing delivery of a high-quality learning experience Principle 4 – Using data to inform and evaluate quality Principle 5 - Monitoring, evaluating and enhancing provision Principle 7 – Designing, developing and modifying programmes		
QS03 Admissions	Admissions, Recruitment and Widening Access	Fair admissions code of practice Guidance for Sponsors (UKVI)	QS10a Student Complaints QS14 Student Protection Plan M04 Terms and Conditions
QS04 Learning and Teaching	Learning and Teaching Course Design and Development Principle 10 – Supporting students to achieve their potential Principle 11 – Teaching, learning and assessment Principle 1 – Taking a strategic approach to managing quality and standards Principle 2 – Engaging students as partners	Condition B1, B2, B3, B4, B5, E1	

	Principle 3 – Resourcing delivery of a high-quality learning experience Principle 4 – Using data to inform and evaluate quality Principle 5 - Monitoring, evaluating and enhancing provision Principle 7 – Designing, developing and modifying programmes Principle 8 – Operating partnerships with other organisations		
QS05 Teaching Observation	Learning and Teaching Course Design and Development Principle 10 – Supporting students to achieve their potential Principle 11 – Teaching, learning and assessment Principle 2 – Engaging students as partners Principle 3 – Resourcing delivery of a high-quality learning experience Principle 4 – Using data to inform and evaluate quality	Condition B1, B2	QS05_01 Teaching Observation Form

	Principle 5 - Monitoring, evaluating and enhancing provision Principle 7 – Designing, developing and modifying programmes		
QS06 Enhancement	Student Engagement Enabling Student Achievement Principle 10 – Supporting students to achieve their potential Principle 11 – Teaching, learning and assessment Principle 2 – Engaging students as partners Principle 3 – Resourcing delivery of a high-quality learning experience Principle 5 - Monitoring, evaluating and enhancing provision Principle 7 – Designing, developing and modifying programmes	Condition B2, E2	
QS07 Student Support	Student Engagement Enabling Student Achievement Learning and Teaching	Condition B1, B2,	

	Course Design and Development Principle 10 – Supporting students to achieve their potential Principle 11 – Teaching, learning and assessment Principle 2 – Engaging students as partners Principle 3 – Resourcing delivery of a high-quality learning experience Principle 4 – Using data to inform and evaluate quality Principle 5 - Monitoring, evaluating and enhancing provision Principle 7 – Designing, developing and modifying programmes		
QS08 Student Engagement	Student Engagement Enabling Student Achievement Learning and Teaching Course Design and Development Principle 10 – Supporting students to achieve their potential	Condition B1, B2,	

	Principle 11 – Teaching, learning and assessment Principle 2 – Engaging students as partners Principle 3 – Resourcing delivery of a high-quality learning experience Principle 4 – Using data to inform and evaluate quality Principle 5 - Monitoring, evaluating and enhancing provision Principle 7 – Designing, developing and modifying programmes		
QS09 Assessment	Assessment Principle 11 – Teaching, learning and assessment Principle 1 – Taking a strategic approach to managing quality and standards Principle 4 – Using data to inform and evaluate quality Principle 5 - Monitoring, evaluating and enhancing provision	Condition B4	

	Principle 7 – Designing, developing and modifying programmes		
QS10a Student Complaints QS10b Academic Appeals	Concerns, Complaints and Appeals Principle 12 – Operating concerns, complaints and appeals processes	Condition C1, C2	QS10c Student Complaints and Academic Appeals Form OIAHE Good Practice Framework
QS11 Student Disciplinary	Assessment Concerns, Complaints and Appeals	Condition B4, C2	
QS12 Fitness to Study	Enabling Student Achievement	Condition B1, B4, C2	OIAHE Good Practice Framework
QS13 Bullying and Harassment	Concerns, Complaints and Appeals Enabling Student Achievement	Condition B1, B4, C2	OIAHE Good Practice Framework
QS14 Student Protection Plan	Partnerships	Condition C3	QS16 Compensation and Refund QS17 Student Transfer
QS15 Access and Participation Statement	Partnerships Admissions, Recruitment and Widening Access	Condition A2	QS03 Admissions QS07 Student Support
QS16 Compensation and Refund	Concerns, Complaints and Appeals Principle 12 – Operating concerns, complaints and appeals processes	Condition C1, C2	QS10a Student Complaints QS10b Academic Appeals QS10c Student Complaints and Academic Appeals Form QS14 Student Protection Plan M04 Terms and Conditions
QS17 Student Transfer	Admissions, Recruitment and Widening Access Concerns, Complaints and Appeals	Condition F2	QS03 Admissions QS14 Student Protection Plan
QS18 Academic Freedom Statement	Learning and Teaching	Condition E1	QS11 Student Disciplinary QS16 Compensation and Refund QS19 Freedom of Speech M1c Prevent Policy

			Employee Code of Conduct Equality, Diversity and Inclusion Statement
QS19 Freedom of Speech	Learning and Teaching	Condition E1	QS11 Student Disciplinary QS16 Compensation and Refund QS18 Academic Freedom Statement M1c Prevent Policy Whistleblowing Policy
QS20 External Speaker	External Expertise Partnerships	Condition E1	QS18 Academic Freedom Statement QS19 Freedom of Speech M1c Prevent Policy External Speaker Booking Procedure and Form

Figure 11: NPR Mapping to QAA Quality Code and OfS Regulatory Guidance

10. Internal Audit and Assurance

To drive enhancement of the student outcomes and experience assuring the quality and standards of our operations is imperative. Whilst the College/Campus is expected to undertake its own routine reflections, effectiveness reviews and periodic assurance activity throughout the year the Central functions will provide 2nd line audit to support the Colleges with enhancement. Central audit aims to give the business the confidence that all stakeholders in the delivery of programmes align to the standards set out by the regulators and these standards are consistently met.

A Regulatory Compliance Audit Scope is available to Colleges/Campuses highlighting assurance activity requirements and frequency.

11. Quality Manual Review

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

Annex A: Academic Board Terms of Reference

Introduction

This Terms of Reference (ToR) sets out the functions and responsibilities of the Academic Board (AB). All members of the Academic Board commit to acting in the best interests of the Company and to working together in an open, honest, accountable and objective manner.

Definitions

In this Terms of Reference:

- Board means the Academic Board that reports to the Board of Directors (Governing Body) of the Company
- Governing Body means the Board of Directors / Governing Board 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

Objectives of the Academic Board

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

The Academic Board is responsible for all academic matters relevant to NUKH operations, and includes:

- Educational strategy, including key learning & teaching principles

- Review of policy and academic provision
- Quality assurance and standards
- Academic compliance and governance
- Academic Business Development
- HE and pathway sector developments and impacts
- Student experience and support

Authority

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

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

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.

Operation of the Academic Board

Size:

- The Academic Board shall be of a suitable size to ensure it has the necessary skills to discharge its responsibilities, including as a minimum:
- Executive General Manager (Chair)
- One (1) member who is independent of the Company
- Three (3) UPE College Director/Principals (CDP) on a rotational basis; each CDP will be a member of the committee for at least one academic year:
    - One will represent English Colleges - Office for Students (OfS)
    - One will represent Scottish and Welsh Colleges – Quality Assurance Agency (QAA)
    - One will represent the European Colleges
- Two (2) UPE senior L&T representatives from College/Campuses of the Company
- Academic Registry team members

Ex-Officio

- The Chair of NUKH Governing Body to attend as frequently as required
- Directors of NUKH Governing Body to attend at least 1 meeting per academic year
- At least two (2) student representatives who may attend part or all of a meeting.

Quorum:

The quorum for an Academic Board meeting is at least half of the current membership except where there is a requirement to maintain one (1) independent of the Company. There must be one independent member at all meetings whether that be the elected independent or a nominated alternative.

If not in-person, a member is treated as present at a meeting held by audio or audiovisual communication if the member can hear and be heard by all others attending and engaging fully.

Frequency:

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.

Responsibilities of the Academic Board

The Academic Board is responsible for:

- Review of 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
- Monitoring wider HE policy environment and recommend and implement appropriate Company responses
- 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
- Determining, reviewing and monitoring the implementation of NUKH Education Strategy
- Setting policies relating to the academic programmes that are delivered by NUKH, specifically to:

- 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
- Determine the Quality Assurance Framework that is used within the College network and ensuring that NUKH complies with the Quality Code
- 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
- 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
- Determine and oversee a central staff development and improvement policy for academic staff
- Support the development of an academic community, and facilitate dialogue across the College network
- Ensure compliance with annual programme monitoring review requirements and in line with the expectations of the Quality Code
- Review annual monitoring reports and periodic review reports from Colleges and produce and a divisional annual academic report
- Devising, overseeing and monitoring academic Key Performance Indicators (KPIs) relating to the student experience and student outcomes and other relevant categories
- Providing strategic direction on programme design and development across the College network
- 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
- Identifying and managing academic risk
- Developing and overseeing a data strategy aligned to meeting expected requirements
- Reviewing annually relevant Policy Regulations relating to learning, teaching, quality assurance and the student experience
- Identifying strategic priorities for future learning, teaching, quality enhancement and student experience policies and initiatives, including Artificial Intelligence

Reporting

The Academic Board must report to the Governing Body, at the first 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 Governing Body to consider.

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

Changes to the Terms of Reference

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

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
- To ensure that all discussion is informed by evidence-based good practice and wider trends within the Pathways and University Partner sector
- To receive and examine College Learning and Teaching reports, in particular data relating to student outcomes – attendance, pass rate, retention, completion, progression, satisfaction and engagement
- To advise on resources necessary for the maintenance and enhancement of academic standards, student experience/welfare and staff development

- To consider the minutes/notes from sub-committees: Learning and Teaching Forum, Student Experience Forum and Quality Assurance 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 Education Strategy and play an active role in devising future Education Strategies, considering Artificial intelligence

Membership

- Head of Education (Chair)
- The College Director/Principals from each of the Navitas UPE Colleges or senior nominated representative
- Data Specialist as required
- Academic Registry team members

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. 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 Academic Registry.

Duties and Responsibilities

- To ensure that all discussion is informed by evidence-based good practice and wider trends within the Pathways and University Partner sector
- To review and monitor the continued implementation of the Navitas UPE Education Strategy and play an active role in devising future Education Strategies
- To discuss the impact/issues of Artificial Intelligence in Learning and Teaching
- To discuss international pedagogy and cultural awareness
- To support the Academic Registry with ongoing Learning and Teaching initiatives

Membership

- Learning and Teaching Coordinator (Facilitator)
- At least one Director/Academic Manager from each of the Navitas UPE Colleges or senior nominated representative
- College Director/Principals as required
- Academic Registry team members

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. 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 the Learning and Teaching Coordinator from Academic Registry.

Duties and Responsibilities

- To offer a high-level overview of reported student safeguarding, harassment & sexual misconduct, welfare and wellbeing
- To support the development of a student experience community, and facilitate dialogue across the College network
- To review Module and Annual Survey participation rates, findings and recommendations
- To discuss student experience policies and initiatives

Membership

- Learning and Teaching Coordinator (Facilitator)
- At least one Student Experience Manager/Services Lead from each of the Navitas UPE Colleges or nominated representative
- Academic Registry team members

Quorum

The quorum for a Student Experience 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. 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 Forum Terms of Reference

Purpose

The Quality Assurance Forum 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 Forum also provide feedback on policy development.

Quality Assurance Forum meetings are facilitated by the Academic Quality Manager.

Duties and Responsibilities

- To discuss policies, procedures and regulation in relation to academic quality and standards

- To discuss wider, HE policy environment and trends within the Pathways and University sector
- To discuss academic conduct, examinations, resits, complaints and appeals
- To review the Quality Assurance Framework and Cycle in line with the QAA Quality Code 2024 and OfS requirements
- To discuss and review annual college action plans and annual monitoring activities
- Identifying strategic priorities for future policy and quality enhancement

Membership

- Academic Quality Manager Quality / Assurance Lead (Facilitator)
- At least one Director/Academic Manager from each of the Navitas UPE Colleges or senior nominated representative
- College Directors/Principals as required
- Academic Registry team members

Quorum

The quorum for a Quality Assurance 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. 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.