

## Navitas Provider Action Plan in response to the QAA High Education Review 2016



Updated 9 February 2019

HER Report – point identified	Action	Success indicator/evaluation	Oversight and Governance	Status February 2019
<p>The Centre of Excellence in Admissions (now called Admission and Recruitment Centre, ARC) which underpins the sound administration of the recruitment process (Expectation B2)</p>	<p>A.1 Share the innovations and developments arising from the Centre of Excellence with the wider Global Navitas network</p> <p>A.2 Continue to develop awareness/training programmes to further develop relationships with key stakeholders, both internally and externally.</p>	<p>S.1 Exchange and dissemination of effective practice arising out of the ARC is evidenced across the Navitas global network.</p> <p>S.2 Uptake of development events for key stakeholders.</p>	<p>The UPE DMA meetings will evaluate these activities and report to Navitas UPE Leadership Team Navitas UPE Learning and Teaching Forum for Admission matters.</p> <p>The Forum will feed up to the Navitas UPE Learning and Teaching Committee.</p>	<p><b>Update: February 2019</b></p> <p>The ARC is now well established. It continues to evolve in order to adapt, for example, to our increasing recruitment of domestic students.</p> <p>Staff working in the ARC spend some time in Colleges to get a feel for the offering and to interact and work with recruitment staff based in situ. This enables them to pick up on best practice from around the network. This is a reciprocal activity and College based staff also visit the SRC in Oxford for induction, staff development and familiarisation activities.</p>

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<p>The oversight, monitoring and coordination of learning opportunities and teaching practices across the network which enables consistency and enhancement of student learning opportunities (Expectation B3)</p>	<p>A.3 Navitas will review and revise the Learning and Teaching Strategy and ensure activity that enables a consistent and supportive learning environment and enhancement of learning opportunities</p>	<p>S.3 Navitas review of network Annual Monitoring process and reports provide positive activity in Colleges</p> <p>S.4 Positive feedback from College CET on effectiveness of the Learning and Teaching Strategy</p>	<p>Academic Registry has oversight.</p>	<p><b>Update: February 2019</b> The Academic Registry developed the new UPE L&amp;T strategy in 2018. The strategy was designed centrally in light of a rapidly changing HE and pedagogic landscape and with the priorities of the new Office for Student Regulator in front of mind. It was then subjected to a period of consultation and discussion both at College level and via LTQC and AB meetings. It was formally approved at the first meeting of the Academic Board on the 25<sup>th</sup> July 2018.</p> <p>Colleges have identified priorities from this Divisional plan according to their needs. A user guide and template has been produced by the Academic Registry to facilitate this work.</p>
<p>The Independent Learning Charter which enshrines Navitas UK's commitment to its values and practices, enabling students to develop their academic and personal potential (Expectation</p>	<p>A.4 Continue to encourage student engagement with the Independent Learning Charter and support the enhancement of learning opportunities</p>	<p>S.5 Navitas Annual Monitoring Processes and College Enhancement Team meetings will make reference to discussion and action around the</p>	<p>The ILC is reviewed by Colleges and annually by the Learning and Teaching Committee.</p>	<p><b>Update February 2019:</b> The effectiveness of the ILC and the extent to which students value it remain work in progress. This issue was discussed in a number of forums in 2018 notably at the LTQC meeting on the 19<sup>th</sup> October. Colleges have been</p>

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B4)		Independent Learning Charters.		innovative in their ILC engagement strategies but more work is needed to integrate 'independence' more deeply into our philosophy and practice.
The provision of the Interactive Learning Skills and Communication (ILSC) modules which prepare students effectively for transition to university study (Expectation B4)	A.5 Review and revise the ILSC curriculum across FHEQ 3, 4 and 6/7 in consultation with ILSC teaching staff via a dedicated teacher forum	New and improved module descriptors that better prepares students for transition to University stages of study.	The Navitas UPE Academic Registry has oversight of the curriculum. Changes are presented to the Learning and Teaching Committee for discussion and scrutiny.	<b>Update February 2019:</b> New and improved Level 3 and Level 4 ILSC modules have been introduced and piloted at five Colleges whilst others are introducing it in 2019. Early feedback suggests that the assessment load may still require some further reduction. Work on updating the Level 6 ILSC module will commence in Spring 2019.
The Student in Jeopardy programme which identifies student needs and provides the support required to enable them to succeed (Expectation B4).	A.6 Continue to review and share best practice across the network in regards to the Student in Jeopardy programme to support students.	S.8 Successful student outcomes – % pass rates, retention rates and progression rates.	The Academic Registry is responsible for the overarching oversight and co-ordination of the SiJ programme. Any changes made to the programme by individual Colleges are reported and discussed at the	<b>Update: February 2019</b> The SiJ programme was thoroughly reviewed and critiqued in 2018, specifically at the Academic Board meeting of the 31 <sup>st</sup> October and the LTF on the 21 <sup>st</sup> November. There is a sense

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			LTQC and LTF where excellent practice can be disseminated.	<p>that although the programme make a valuable contribution to the academic outcomes of this sub-set of students, we need to undertake work to validate this impression.</p> <p>We are also considering a re-brand of the programme to eliminate any stigma attached to the notion of 'jeopardy'.</p> <p>Consequently the Academic Registry has formed a SiJ working party to progress the agenda noted above.</p> <p>On a wider point, UPE has instigated a metrics project to determine an optimal set of academic related measures to assess the effectiveness of our educational provision.</p>
Navitas UK's framework for responsive, flexible and timely feedback on students' work, which contributes to effective learning (Expectation B6)	A.7 Review the Navitas 'Assessment and Feedback Guidance' to ensure it is current and supportive of student ability to succeed	S.9 Successful student outcomes – % pass rates, retention rates and progression rates S.10 High student satisfaction %	Colleges L&T Committee, L&T Boards and Navitas UPE L&T forum assessment project.	<b>Update: February 2019</b> The L&T Strategy 2018-2023 includes an appendix dedicated to the first UPE Assessment strategy. In addition, the UPE NPR 9 on Assessment has been completely updated.
The explicitness, clarity and transparency of Navitas UK's	A.8 Review and revise the Navitas Policy and Procedures	S.9 Successful student outcomes – % pass rates,	Academic Registry undertakes policy reviews; LTQ Committee	<b>Update: February 2019:</b>

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Assessment Regulations which meet the needs of a variety of audiences (Expectations B6 and C)	to ensure they are aligned to the partner University, QAA Quality Code, are current and supportive of student ability to succeed	retention rates and progression rates  S.10 High student satisfaction %	receives and scrutinises new policies and regulations and then presents them to their own College LTQ committee for approval and implementation.	<p>The NPR policies and procedures were reviewed in 2018 and a number of revisions made to existing NPRs and discussed at Academic Board.</p> <p>In addition, three new NPRs were introduced – Safeguarding, Prevent and Disability, Fitness to Study and Bullying and Harassment.</p> <p>NPRs are localised by individual College as appropriate. Any deviations from the NPRs are reported back to the Academic Registry using a new form introduced to monitor changes more methodically.</p>
The College Enhancement Teams which ensure students have a significant role in enhancement within each college (Enhancement)	A.9 Continue to provide a platform and support to encourage student participation in the Navitas quality agenda	Increase participation of Student Voice in Student Enhancement Activities	College Enhancement Teams; Navitas UPE Learning and Teaching Forum	<b>Update: February 2018</b> We reflected on the status and utility of the CET concept in 2018 and concluded that the singular focus it provides on the continuous improvement agenda was a unique feature of our provision and an engine for innovation.
The	A.10	S.12 Facilitate events (student conference, social	Navitas Learning and Teaching Forum; Annual L&T	<b>Update: February 2019</b>

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<p>facilitation and exchange of good practice across embedded colleges through conferences, the Centre for Excellence (now known as the Admissions and Recruitment Centre) and other networking</p>	<p>Continue to provide a platform for staff to exchange good practice and ensure participation in the Navitas Learning and Teaching Committee / Forum</p>	<p>events, networking activities) to encourage further engagement with student cohort</p> <p>S.13 Creation of a Learning and Teaching Forum across the network</p>	<p>Conference' Learning and Teaching Committee</p>	<p>The structure of our academic governance and management has in-built opportunities for discussion and the sharing of good practice. This activity is centrally co-ordinated by the Academic Registry and the LTQC and LTF in particular are key forums to exchange of ideas and praxis.</p> <p>We are currently exploring the idea of putting on a UPE L&amp;T Conference in 2019. This will give an opportunity for academic teaching, administrative and support staff to present work to colleagues on pathway pedagogy</p>
<p>Further embed digital learning in the Navitas College curriculum</p>	<p>A.11 Review technology across the College network and provide support to encourage academic staff to employ innovative teaching methods</p>	<p>S.14 Successful upgrade of MOODLE to 3.0 across the Network</p> <p>S.15 Academic staff uptake of a range of CPD activities for teaching staff.</p> <p>High level of satisfaction with online learning demonstrated in student surveys.</p>	<p>College Enhancement Teams; Navitas UPE Learning and Teaching Forum</p>	<p><b>Update: February 2019:</b> Digital literacy is one of the key themes identified in the new UPE Learning &amp; Teaching strategy to ensure it central to our pedagogy.</p> <p>Our work is supported by Navitas L&amp;T Services in Australia who conduct surveys on the use of technology and gather feedback from both</p>

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				teachers and students to inform our digital strategy.
The effective use of tracer data to enhance student learning opportunities (B8)	A.12 Disseminate student outcomes and achievements via an Annual Report	S.16 Tracer data will track students' performance as they progress through the University and compare College students with those directly recruited to the University	College L&T Boards; Navitas UPE L&T Committee; Academic Advisory Committees in Partner Universities; Navitas Annual Learning and Teaching Board	<p><b>Update: February 2019</b> The timely production of comprehensive Tracer Studies by our Partner Universities is a priority for UPE.</p> <p>The response across the College network remains inconsistent and we intend to work collaboratively with relevant staff in order to extract key data on the academic performance of ex-College students.</p> <p>We continue to review which data is most useful to assess the quality of our preparation for University study and currently considering the merits of emphasising Learning Gain and University outcomes most adjacent to the College stage of delivery – typically Level 4 or 5 at HE rather than final level 6 outcomes.</p>
<b>Additional Action Points Arising from UNIC QAA Visits 27-28 November 2017</b>				
Review all amended Navitas UK Policy and Regulations (NPR) and ensure that all locally	A.13 The Academic Registry updates NPRs and circulates to College Directors/Principals.	Coherent and up-to-date set of NPRs/CPRs	Navitas UPE Academic Registry	<b>Update February 2019</b> A change of regulation form has been developed and

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contextualised versions are approved in accordance with the Navitas procedure (A2.1)	Colleges will then assess whether the revised NPR requires a level of customisation for their partnership. If so, the necessary changes are made and then revised CPRs are sent to Academic Registry for review, sign off and oversight			formally introduced by the Academic Registry to ensure that a robust reporting mechanism exists to record and approve deviations from NPRs.
Ensure that final approval of programmes is formally notified to relevant committees in accordance with Navitas procedures. (A3.1, B1)	Ensure full compliance with that NPR10 – Programme Approval	All new programmes are reported to Academic Registry and recorded on central register.	Academic Registry and the Academic Board. Locally the JSPMB and relevant University Partner committee.	Central oversight of new programme development and approval has been tightened since the creation of the Academic Registry and the Academic Board.
Ensure that all college versions of Navitas UK Policy and Regulations (NPR) are fully documented in accordance with Navitas policy and are made accessible to those responsible for academic standards and quality (C)	To ensure that any change in the NPR is reported to Academic Registry.	All new programmes are reported to Academic Registry and recorded on central register.	Academic Registry and the Academic Board. Locally the JSPMB and relevant University Partner committee.	See above.