



an Associate College of



**Anglia Ruskin
University**
Cambridge & Chelmsford

Cambridge Ruskin International College
CPR QS4: Learning and Teaching
Version 1.13

1 Introduction and Scope

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

2 Achievement of General Educational Aims

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

3 Learning and Teaching Strategy

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

4 Navitas Learning And Teaching Framework

4.1 Learning and Teaching Committee

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

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

- (i) promote advances in the learning experience, inclusive of provision, teaching, and assessment;
- (ii) ensure staff professional development to meet the ongoing needs of the strategy;
- (iii) feed into formulation of new policy at UK, regional and college level and to identify areas where specific policy adjustments need to be made to suit a particular operating environment;
- (iv) advise on the enhancement or necessary changes to Navitas UK's common curriculum framework;
- (v) report on performance standards and quality assurance, such as those relating to QAA educational oversight, Navitas academic KPIs, UKBA Tier 4, College AAC reporting;
- (vi) consider proposals from the Learning and Teaching Forum;
- (vii) to receive and consider reports from the Learning and Teaching Forum; Navitas, Navitas UK, QAA and other appropriate stakeholders.

4.1.3 For the Standing Agenda, see Annex 1.

4.2 Learning and Teaching Forums

4.2.1 The aims of the Navitas UK Learning and Teaching Forums are to consolidate and disseminate good academic and student enhancement practices across the UK College network in order to support and enhance the student learning experience.

4.2.2 The Learning and Teaching Forums' objective is to promote an informal regular gathering of operational college staff, and in so doing foster a UK-wide learning and teaching community to reflect, review, discuss, advise and propose improvements to learning, teaching and student enhancement practices.

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

4.3 Director of Learning, Teaching and Academic Quality

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

- (i) ensuring the effective embedding of a comprehensive quality assurance and engagement regime across both the academic and administrative environment, thereby facilitating operations of the College network
- (ii) management of the overall operation of the learning, teaching and quality environment for the UK
- (iii) ensuring that curriculum development and renewal as well as approval of curriculum, curriculum documentation, pathway development and expansion is managed in accordance with Navitas UK requirements and guidelines
- (iv) providing effective learning and teaching quality services and support as Head of the Navitas UK Quality and Standards Office

5 College Learning and Teaching Board

5.1 The College Learning and Teaching Board provides a dedicated mechanism to consider the educational provision outside of normal business-focused meetings, such as the College Senior Management Team (CSMT).

5.2 The remit of the Board is wide and includes the following objectives:

- a) admission monitoring and reporting including:
 - admittance or non-admittance and thus changes to an application status that may not adhere to the normal stated entry criteria or associated regulations;
 - changes to the status of an applicant pending additional or incorrect presentation of data that may affect the entry criteria and/or associated regulations with regard to admittance; and
 - recommend and ratify changes to normal stated entry criteria as a result of agreement via the AAC.
- b) development and implementation of the College Learning, Teaching and Assessment strategy;

- c) consideration and review of annual monitoring and review for learning, teaching and assessment along with Academic Reports to the AAC/JSPMB;
- d) consideration and review of tracer study data as supplied by the partner university;
- e) consideration and agreement of semester teaching and assessment schedules;
- f) implementation of effective moderation practices and processes;
- g) review of student attendance and performance data and implementation of agreed actions;
- h) implementation and review of assessment and examination regimes, policies and protocols;
- i) review of minutes/notes and implementation of enhancements from the Student Forum, College Enhancement Committee and student feedback
- j) consideration of minutes/notes/oral updates and general information presented at the Learning and Teaching Committee and Learning and Teaching Forum;
- k) implementation of Learning and Teaching Committee decisions as communicated by the CDP;
- l) consideration of new pathway proposals or changes to existing pathways – entry criteria, content and themes, structure and assessment regimes, points of articulation, curriculum content and LOs.
- m) agreement on expulsion of students for academic, behavioural or fraudulent reason
- n) consideration of mitigating circumstances, along with academic appeal and review applications for referral to College Module Panels and/or Progression Board where appropriate;
- o) consideration of student complaints/grievances to stated policy and reporting to the Quality and Standards Office UK;
- p) on-going review and development of the academic and student support service activities and the resources needed to support them.

6 Student Council

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

Annex 1: Standing Agenda for Learning and Teaching Committee

Apologies, minutes of previous meeting, and matters arising not covered elsewhere

Quality policy and specific major issues, eg:

- L&T strategy update
- Revisions to NPRs
- External developments (eg. Quality Code)

Quality Assurance, eg:

- Issues arising from annual monitoring reports
- Issues arising from CET
- Issues arising from Student Surveys

Assessment and Student performance

<ends>