



Navitas UPE Learning and Teaching **Strategy 2018-2023**

Introduction

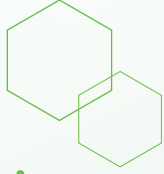


Higher Education is going through a very significant period of change. Students are at the heart of the learning process, rightly seeking value for money in their choice of course and institution and are increasingly aware of what constitutes good teaching and learning. The power of digital transformation, learning analytics, innovative approaches to the design of learning spaces and the development of a culture of reflection and engagement are continuing to raise the quality of the experience. Meanwhile, the renewed focus on employability and incorporation of graduate attributes within the curriculum disrupts traditional didactical models and approaches to the delivery of higher education.

We have high expectations of our students and vice versa. Our students have diverse starting points and therefore our core philosophy is that we will engage with them as partners and together provide an education that will maximise their chances of achieving excellent outcomes.

Navitas has a global reputation for transforming students' lives and during the next five years Learning and Teaching staff at the UPE Division will seek to improve on our achievements to date. We will do this by providing engaging and inspiring teaching and a strong, supportive and participative student-focussed customer service culture within a supportive and collegiate environment that prioritises staff development.





Navitas Core Values

Conviction

of our purpose
and potential

Drive

towards achieving and
advancing together

Adventurous

in mind and spirit

Rigour

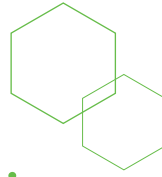
in enhancing our
professional reputation
and credibility

Genuine

in the way we behave
and deliver

Respect

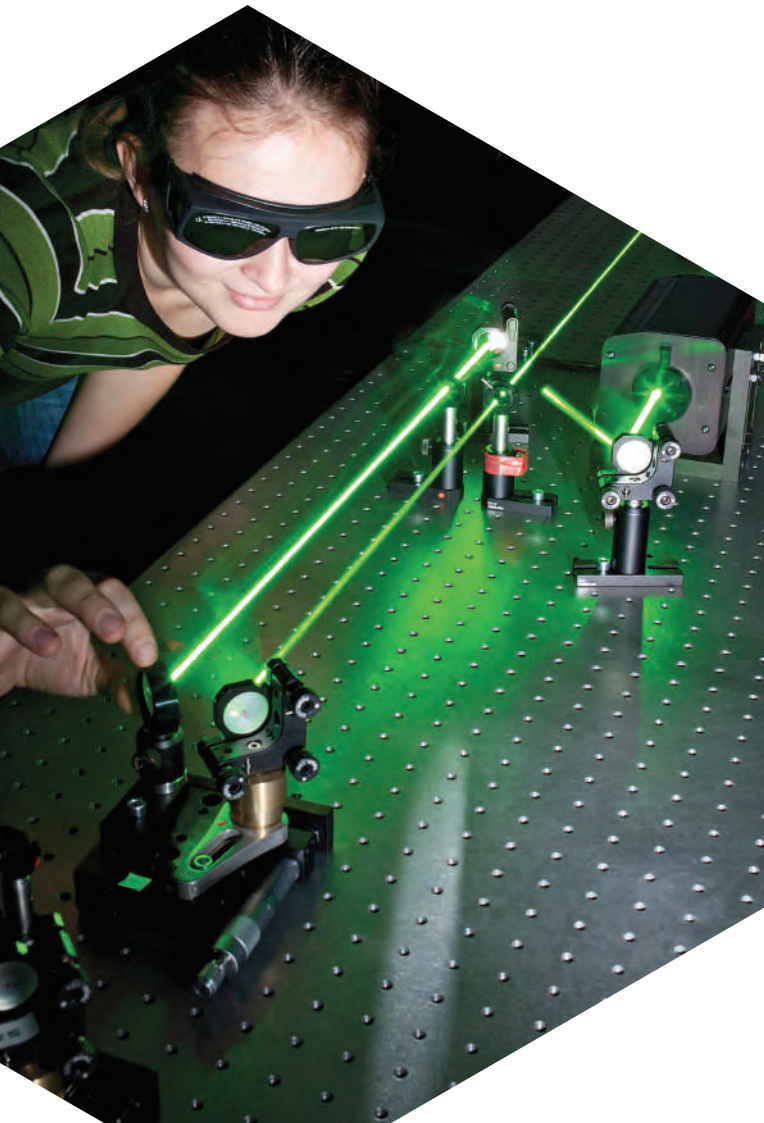
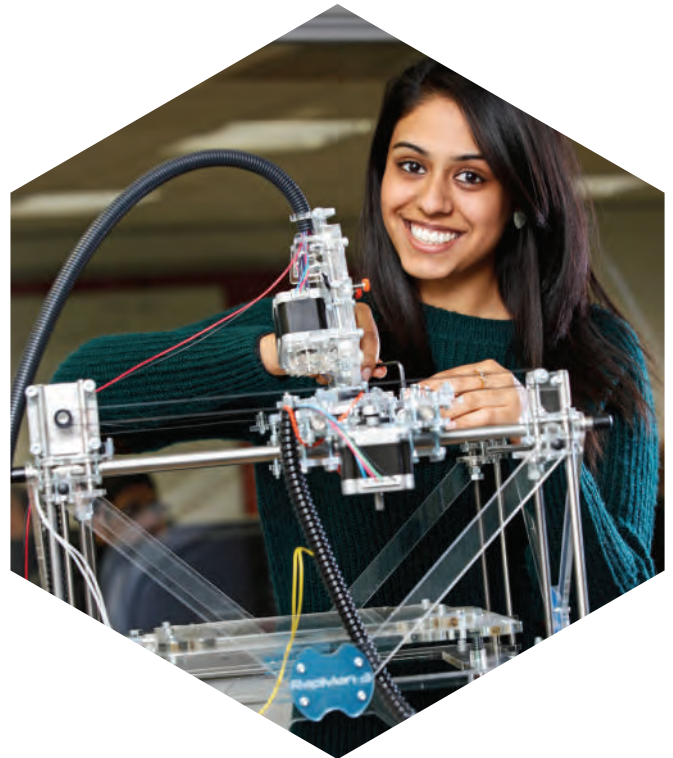
shown by celebrating,
valuing and caring for
people and the environment



Navitas UPE Learning and Teaching Strategic Aims

We will:

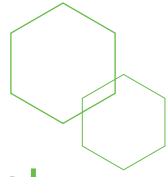
- Provide high quality teaching, learning and assessment opportunities to enable students from a diverse range of backgrounds to thrive
- Provide a safe, inclusive and stimulating learning environment that considers students as equal partners in the educational process to promote participation and student ownership of learning
- Create an environment in which students develop skills and confidence for success in academic study, the workplace and in the global community so that they may pursue their career of choice
- Deliver a personalised and professional support service to students from all backgrounds that will ensure that they are able to access all learning facilities to overcome barriers to success.



Priorities

To meet our strategic aims we will:

- Provide an internationalised and inclusive curriculum that is contemporary, relevant and challenging
- Engage students fully with the curriculum, learning process and infrastructure available to them
- Develop a culture of partnership and co-production with students that underpins the design, delivery and review of learning experiences
- Ensure that students from all backgrounds are supported to complete their pathway courses and are well-prepared to advance to the next stage of their course
- Maximise the number of students who progress successfully and confidently to the next stage of their course
- Increase the number of students who obtain good degrees to above the sector average for pathway programmes
- Continue to monitor, review, test and improve the quality of evaluative evidence to understand the most effective learning and teaching techniques and strategies
- Learn how effective specific interventions are in supporting students to achieve their potential
- Strengthen our CPD participation rates for academic staff and provide support in career development



Delivering the 2018–2023 Strategy

Navitas will use these measures to ensure that our strategic aims are met:

- Examination of admissions data to assess levels of diversity in student admissions, and support the widening participation agenda
- Examination of progression, retention and academic success key performance indicators set annually by the Academic Registry to narrow attainment disparities and improve academic performance
- Examination of College Tracer Study data to inform curricula review and development and improve good degree outcomes
- Use of the International Student Barometer to compare student satisfaction rates with the global sector
- Use of the semesterly Group student satisfaction surveys and any other relevant surveys to monitor, sustain and enhance overall satisfaction with the student experience
- Development of metrics and qualitative measures to measure learning gain at various points in the cycle and target interventions to those students who have been identified as needing additional support
- Use of the Students in Jeopardy programme, Student Engagement and sophisticated learning analytics to detect early warning signs of student failure and to optimise completion, retention and progression
- Fostering a culture of excellence within each of the College Enhancement Teams and sharing good practice across the Division and Group
- Support and recognise excellence in teaching through the use of awards and recognition schemes for good teaching
- Adopt a pedagogical approach that is underpinned by a tutorial-based support system, and whose core principles include active, collaborative and enquiry-based student-driven learning
- Maintain the currency and quality of modules and programmes through regular review and challenge
- Produce, monitor and evaluate an annual CPD plan for the academic teaching staff in each College.



Specific themes

We have identified nine themes that we believe should underpin our pedagogy and student experience. During the 5-year period 2018–2023 we will embed these themes into our pedagogy and support services:

- Digital Literacy
- Sense of Belonging
- Employability
- Student-Driven Learning
- Internationalisation
- Inclusive Learning and Teaching
- Learning Spaces
- Assessment and Feedback
- Programme-level perspective on curriculum.

Each College will engage fully with this strategy and create a contextualised version of a Learning and Teaching plan which will be approved by the Navitas UPE Academic Registry. The plan will address how the College will approach each of the themes listed above and other aims and objectives detailed in this Strategy.

Appendix 1



The Navitas UPE Pedagogical Approach

The Navitas Pedagogical Approach includes;

- Small groups (typically fewer than 30 learners)
- A 'Students in Jeopardy' Programme that proactively identifies support needs at an early stage
- A high number of contact hours per module / semester
- A specially-designed Academic Literacy Development module (Interactive Learning Skills and Communication) as part of every programme
- A rigorous system of attendance monitoring
- Availability of additional support: extra classes / dedicated academic & student support
- The use of Tracer Studies data to monitor student outcomes and drive curricula change.

Students learn through a combination of formal, interactive lectures in relevant content areas, interactive seminars and IT-enabled self-study. The practical application of theoretical knowledge allows students to develop further skills and understanding of relevant topics and concepts.

As a result of this approach, student retention and progression to the next stage of their programmes is very high.

Appendix 2



The Navitas UPE Assessment Strategy

The following principles underlie Navitas UPE Assessment strategy:

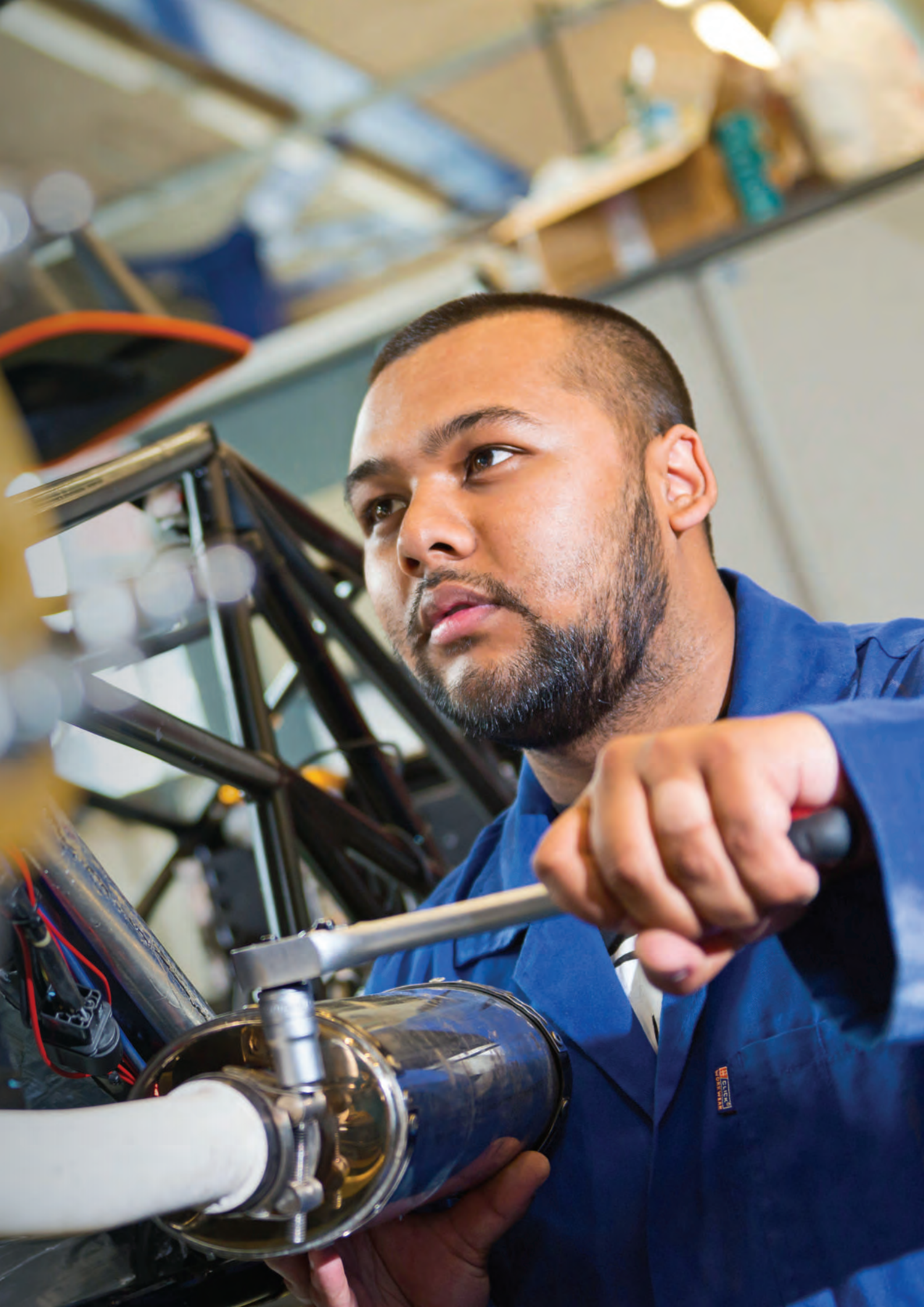
- Effective assessment techniques enhance learning and should be fully integrated within the curriculum at each stage, not a separate activity that takes place in isolation.
- Assessment contributes positively to learning development and growth and measures the learning gain that takes place throughout the student journey
- Assessment is a joint responsibility and must involve a continuous dialogue between tutor and student
- Successful graduates of Navitas programmes are those who are able to self-assess and assess the work of peers
- The development of assessment literacy amongst students is a core component of the Navitas curriculum.

To achieve this Navitas will ensure that:

- Assessment processes are fair, reliable, constant and equitable with all students being assessed fairly and on their own individual merit and ability
- Assessment processes are robust and all appropriate College staff and invigilators will be trained accordingly
- Feedback is supportive, constructive and timely and presented to students in accessible language and using electronic formats
- The balance of assessment tasks and types on modules and programmes will address the target needs of students in the next stage of their academic study, as well as their current needs
- Programmes and modules include assessment activities that involve students in their design.

Students are expected to:

- Familiarise themselves with the Navitas and partner University regulations, particularly in relation to academic conduct and submission deadlines
- Engage fully and enthusiastically with the feedback process
- Provide thoughtful feedback individually or via the student representative system on the assessment process at appropriate stages.





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