NPR QS04 Teaching, Training and Development Version 26_01

Document

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Brief Description of Policy	This document sets out the Navitas University Partnerships Europe (UPE) policy and procedure for Teaching, Training and Development.

Version Control

Date	Version	Summary of changes	Approver
January 2023	2022/01	• Initial policy version	NUKH Academic Board
August 2024	2024_01	• New template used • Education Strategy 2023-2028 added • Head of Academic Quality title amended to Head of Education • Educational Aims updated	NUKH Academic Board
June 2026	2026_01	• Change of policy name • Addition of Teaching, Training and Development Framework	NUKH Academic Board

Key Related Documents

Document Name	Location
NPR QS05 Observation	
Navitas Baseline Standards NBS01_01-NBS01_15	

Contents

Key Related Documents 1

Introduction 2

Navitas UPE Teaching Training and Development 3

Purpose 3

Scope 4

Responsibilities 4

Navitas UPE Teaching, Training and Development Framework 5

Structure of the Framework 7

Quality Assurance 10

Teacher Observation activity 10

Monitoring and Reporting 10

Policy Review 10

Introduction

This document sets out the Navitas University Partnerships Europe (UPE) policy and procedure for Teaching Training and Development. Navitas UPE has, as part of its Corporate Code of Practice, a commitment to continuous improvement and the UPE College* network has demonstrated its adherence to this commitment through the implementation of Teaching Training and Development in each College. Navitas UPE has a long history of, and commitment to, the provision of quality services and support to students. It recognises the importance of engaging students early in their learning experience and places immense value on the Student Voice. Working together with students, our teaching and support staff are committed to providing an education and student experience that is shaped, reviewed and enhanced in the spirit of partnership and co-determination.

**Please interpret 'College' as 'Campus' where applicable*

Navitas UPE Teaching Training and Development

Navitas UPE recognises that appropriately experienced subject specialist teachers are fundamental to the delivery of high-quality, academically rigorous educational provision. Subject specialists ensure that teaching is current, accurate, and aligned with disciplinary standards, enabling students to develop the knowledge, skills, and academic behaviours required for successful progression to partner universities.

The organisation is committed to recruiting and retaining staff with relevant academic and professional expertise, and to supporting their ongoing training and development. Continuous professional development (CPD) ensures that teaching practices remain pedagogically effective, inclusive, and responsive to diverse student needs, including international and widening participation cohorts. It also enables staff to remain current with developments in their discipline, advances in educational practice, and evolving regulatory and sector expectations.

Through structured professional development, peer engagement, and reflective practice, Navitas UPE fosters a culture of continuous improvement, innovation, and academic excellence. This approach supports consistency in the student learning experience, strengthens academic standards, and underpins achievement of positive student outcomes in continuation, attainment, and progression.

Purpose

The purpose of this policy is to establish the principles, expectations and processes that underpin a framework outlining Navitas UPE approach to academic teaching, training and development.

This aim of the policy is to ensure that staff are:

- Appropriately trained, supported and developed
- Encouraged to engage in self-reflection to inform learning, teaching and assessment
- Provided with access to continuing professional development (CPD)
- Compliant with HE regulatory requirements
- Equipped to offer a high-quality teaching and learning experience for the students

Scope

This policy applies to all academic leaders and teaching staff – full time, part time or sessional/casual. Teaching staff with temporary or short-term contracts might be required to attend training or meetings at the College Management Teams discretion.

Responsibilities

In addition to the Navitas UPE Values in Action code of conduct Values in Action, please see below requirements.

Navitas UPE Human Resources are responsible for:

- DBS evidence, qualifications certificates and evidence of training stored centrally on a secure platform
- Contract of employment guidance

Academic Registry is responsible for:

- Educational strategy, policy development and review of academic provision
- Academic quality assurance and standards
- Academic compliance
- Business development (academic)
- Higher education and pathway sector developments and impacts
- Academic and Quality training

College Management Team is responsible for:

- Allocating budgets and resources for training and development
- Monitoring training compliance (e.g. safeguarding refreshers)
- Identifying and addressing skills gaps
- Ensuring training, DBS evidence, contracts and certificate records are maintained for all staff on a secure local platform

Teachers are responsible for:

- Participating fully in training activities Learning Management System

- Identifying and communicating their own training needs
- Applying learning to improve work performance
- Participating with quality improvement and assurance activities

Sessional/Casual staff are responsible for:

- Completing mandatory training (e.g. safeguarding)
- Staying informed of changes in education practices and curriculum
- Attending professional development meetings when requested
- Engaging with expected stakeholder communication requirements

Navitas UPE Teaching, Training and Development Framework

It is important to equip staff with the skills and knowledge to enable them to carry out their role effectively within Navitas UPE. Providing a high-quality, comprehensive and ongoing training framework which supports staff to understand their role and how it fits into a College is essential. The Navitas UPE Teaching, Training and Development policy provides the opportunity for newly appointed and/or current staff to engage in a framework of training and development which focuses specifically on college based Higher Education (HE). The framework provides a structure which will equip individuals with essential skills and knowledge required to support the Navitas UPE and University Partner (UP) student experience.

Navitas UPE have aligned the teaching, training and development policy to the Advance HE Professional Standards Framework 2023 (PSF 2023) and is informed by other regulatory and professional teaching organisations. This approach provides a comprehensive set of professional standards and guidelines for all those who are involved in teaching and supporting learning within the division.

The Framework defines key characteristics which underpin Navitas UPE values of teaching, training and development. Within the PSF 2023, Dimensions have been created which inform and describe practice. These dimensions are made up of 15 statements that are arranged as three related sets and are essential to professional practice:

- Professional Values (V1-5)
- Core Knowledge (K1-5)

- Areas of Activity (A1-5)

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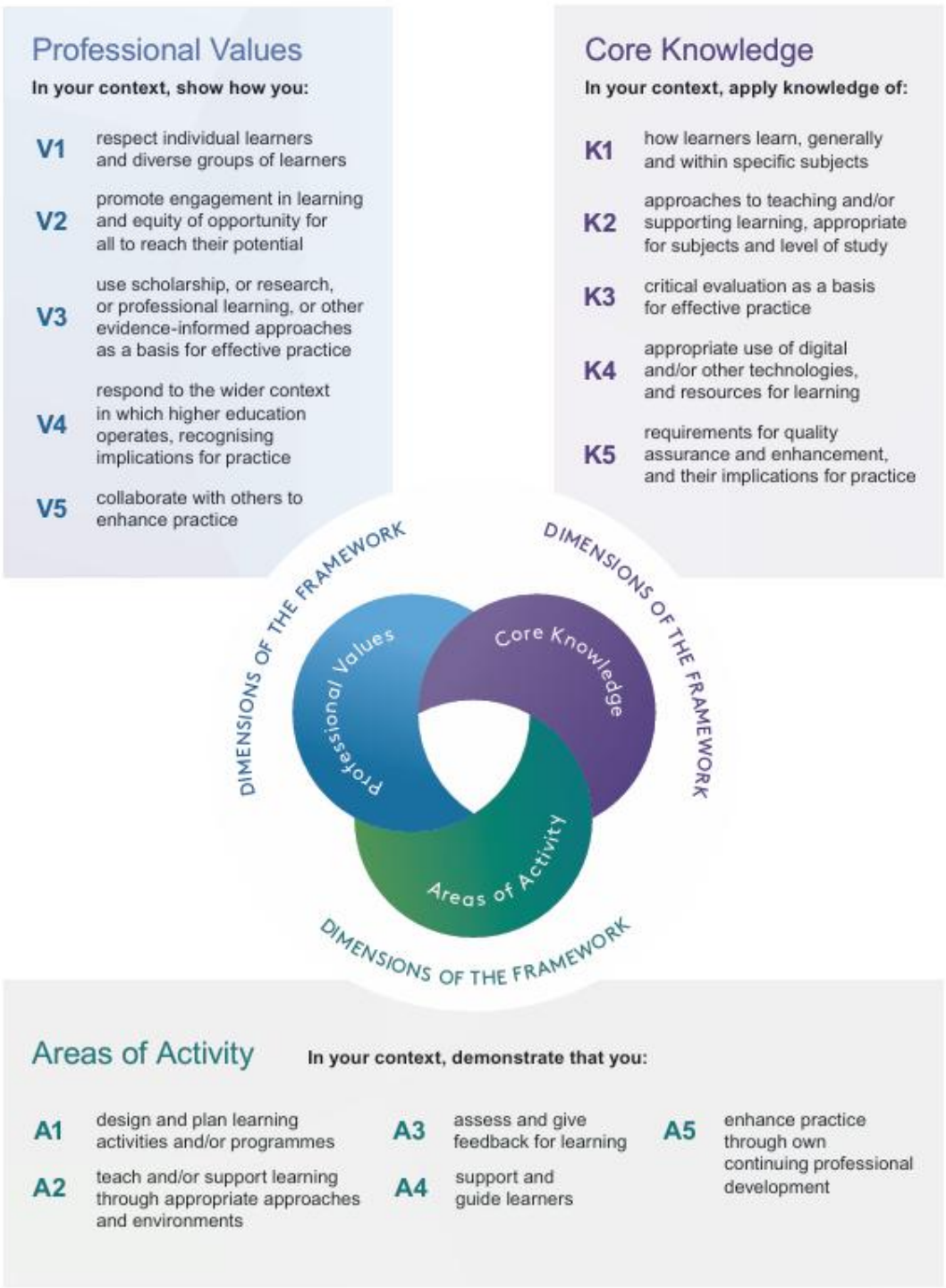
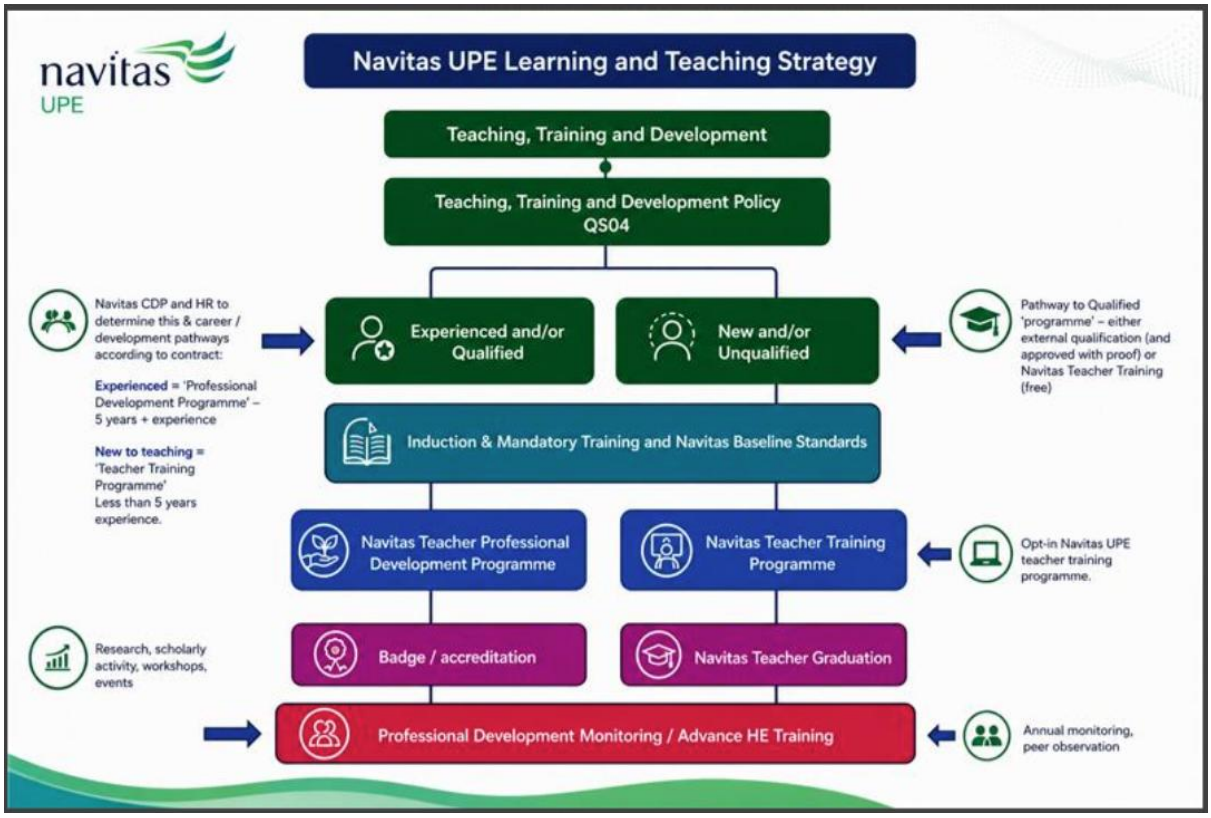


Structure of the Framework

Core teaching and training activities will commence at induction, providing essential information and guidance about the Navitas UPE Teaching, Training and Development framework and its alignment to the Advance HE PSF 2023. It will also include an overview of the HE regulatory framework of the Quality Assurance Agency (QAA) and the Office for Students (OfS).



The framework consists of the following components - Core Knowledge:

- Induction and Mandatory training
    - Sexual Harassment
    - Prevent
    - GDPR
    - Safeguarding
    - Health and Safety
    - Cyber security
    - First Aid
    - Equality, Diversity and Inclusion and Unconscious Bias
- Litmus Learning (Academic Registry)
    - Student Welfare and Wellbeing

    - Academic Quality and Standards Training
- Teacher Development Programme – **Levels 3, 5 & 7**
- Navitas UPE Baseline Standards – **NBS01 (NBS01_01 – NBS01-15)**
- Observation Activities – **NPR QS05 Observation**
- Continuing Professional Development
- Advance HE Fellowship Programme
- Attendance at Navitas UPE Annual Conference
- Research and scholarly activity
- LinkedIn Learning
- External subject specific conferences and events

The framework is separated into two pathways; 'New and/or Unqualified' and 'Experienced and/or Qualified' teachers.

- The definition of 'New': new to teaching (less than 5 years), and / or unqualified
- The definition of 'Experienced' is: 5 years delivering qualification

The choice of pathway will be dictated by the level of an individual's qualification and experience upon joining Navitas UPE.

New

All new teachers, qualified or unqualified, are required to complete the Navitas UPE's induction and mandatory training programme (see below), including the introduction to Navitas Baseline Standards. This training must be undertaken within one month of starting their employment in order for the probation period to be to be successfully completed. During this period all new teachers will be issued with the Navitas UPE Academic Teaching Staff (ATS) Handbook.

All teachers will then be required to refresh mandatory training.

To offer a continued professional development, all teachers are offered the opportunity to complete the Teacher Development Programmes at Level3, 5 and Level 7.

Existing Teaching Staff

Advance HE Fellowship:

Navitas UPE offer the Advance HE Fellowship programme to existing experienced teaching staff. This is coordinated, managed and delivered by the Academic Registry Team and is approved by Line Management.

Offering Advance HE Fellowship as a core component of continuous professional development provides Navitas UPE with a strategic, externally benchmarked framework for enhancing teaching quality, academic credibility, and regulatory assurance.

The Advance HE Fellowship programme:

- Strengthens Teaching Excellence

  Embeds the UK Professional Standards Framework (UKPSF), ensuring staff practice is aligned to nationally recognised benchmarks for high-quality teaching and student support.
- Supports Regulatory and Partner Assurance

  Provides robust evidence for OfS E10 (academic experience), TEF readiness, and partner university expectations, demonstrating a sustained commitment to teaching quality enhancement.
- Enhances Student Outcomes and Experience

  Drives reflective practice, inclusive teaching, and evidence-informed approaches, contributing directly to improved continuation, attainment, and student satisfaction.
- Builds Institutional Credibility and Reputation

  Increases the proportion of professionally recognised staff, strengthening Navitas UPE's positioning as a high-quality higher education provider within the UK sector.
- Supports Staff Development, Retention, and Career Progression

  Provides a structured pathway for academic recognition, increasing staff engagement, motivation, and retention while supporting progression into leadership and scholarly roles.
- Creates a Consistent Cross-College Quality Baseline

  Establishes a shared standard of teaching practice across Navitas UPE colleges, supporting scalability, comparability, and governance oversight.

Quality Assurance

In collaboration with Academic Registry, the College Management Team will deliver a range of training and development on quality assurance throughout the academic year. All teaching staff are required to engage as necessary with this internal quality assurance training and development.

Teacher Observation activity

Teaching observation activity will form part of the Teaching, Training and development Framework – please see QS05 Observation for process and procedure.

Monitoring and Reporting

This policy outlines the processes for all teaching, training and development activities. All elements will be fully monitored by the Academic Registry. The main oversight will be in the Navitas UPE Quality Assurance, Protection and Oversight Form, QS05_01 Observation Form and the QS05_02 Learning Walk Form with continued Human Resource engagement updates. These documents and updates will also be used to monitor regulatory requirements for Quality Assurance Agency (QAA) and the Office for Students (OfS).

Policy Review

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