

Value Adding the Navitas College Way

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Document Name	Value Adding the Navitas College Way
Brief Description	This Document outlines how Navitas adds value to its Colleges.
Responsibility	College Director and Principal
Initial Issue Date	12/03/2010
Authorising Body	Management Committee

Version Control

Date	Version No.	Summary of Changes	Reviewer Name and Department/Office
02/01/2020	3	Document changes prior to December 2019 are found on H drive.	College Director and Principal

Related Documents

Name	Location
N/A	N/A

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1 Purpose and Scope

- a) The purpose of this Document is to provide an outline of how Navitas adds value to its Colleges.

2 Document Contents

2.1 Value Adding within the Navitas University Programs Division

2.1.1 Navitas Pathway Colleges

- a) Navitas has a network of Colleges in Australia, England, Europe, Wales, Canada, United States, Kenya, Zambia, Sri Lanka and Singapore delivering higher education programs.
- b) The concept of a pathway college is to provide a series of programs across a range of disciplines, successful completion of which enables graduates to progress to further study at degree level at a partner university.
- c) The pathway college is typically located on the partner University's campus.
- d) Navitas Colleges offer students an opportunity to complete programs constituted by units that draw almost exclusively on curriculum from the University partner's relevant undergraduate degree.
- e) Graduates achieve university-level awards (Diploma, Advanced Diploma, Associate Degree) and are afforded advanced standing into a university bachelor's degree with up to two years credit.

2.1.2 Navitas College Student Profile

- a) By their very nature, Navitas Colleges are characterised by wide ranging diversity within the student body.
- b) Students are distinguished not only by their varying cultural origins, but also in the following ways:
 - i. first language;
 - ii. approach to learning;
 - iii. expectations;
 - iv. academic achievements/qualifications;
 - v. goals; and
 - vi. motivation.
- c) This diversity provides for a rich and rewarding teaching and learning environment for students and teaching staff.
- d) However, it also generates considerable challenges that must be overcome in order for students to have the greatest opportunity for success.

2.1.3 Distinctive teaching and learning environment

- a) Navitas Colleges overcome these challenges in a range of ways.
- b) Students undertake studies within a teaching and learning environment adapted for their unique and varied needs.
- c) Hence, Navitas Colleges are typically characterised by teaching and learning philosophies that reflect a student-centred approach.

- d) Philosophies which guide the learning strategies and mechanisms employed within each College include teaching which:
 - i. is adaptive to the learning needs of students;
 - ii. influences, motivates and inspires students to learn;
 - iii. reflects current research and trends within relevant disciplines;
 - iv. demonstrates a respect for diversity;
 - v. develops scholarly enquiry and lifelong learning; and
 - vi. encourages students to become independent learners and acquire the necessary academic and English communication skills to succeed in a university degree.

- e) Elements of the teaching and learning environment that underpin these philosophies include:
 - i. discipline-specific expertise and academic rigor;
 - ii. a dedicated college environment;
 - iii. university campus;
 - iv. coherent programs;
 - v. fixed program structures;
 - vi. flexibility; and
 - vii. diverse student bodies.

- f) Students attend classes on the campus of the partner university often within a dedicated building. This fosters a sense of community amongst what would otherwise be a largely fragmented student body. Access to university facilities and to the broader university student community also helps provide Navitas students with a seamless transition to their future tertiary studies.

- g) Colleges also operate on the basis that a supportive learning environment extends beyond academic support to that of welfare and general student support. To sustain this principle, Colleges ensure that research is undertaken regularly to monitor, analyse and benchmark student services such as provision of support classes and pastoral care; outcomes of which inform continuous improvement.

2.1.4 Program content

- a) Navitas College curriculum is developed and closely moderated by qualified academics at each of the partner universities. Course content is characterised by contemporary research and scholarship.
- b) Program development is undertaken with the advice and support of industry and tertiary advisory bodies. While units are close adaptations of those offered within the related bachelor's degree of the partner university, they are chosen on the basis of holistic coherency. Each program consists of eight to sixteen units that together provide students with a sound basis for further tertiary study in a relevant field and entry level employment in the industry of their choice.
- c) Students experience Navitas courses in a structured way ensuring greater chance of success across their entire program of study. Units characterised as more challenging are sequenced later in the study program and are scheduled within programs to allow for the incremental development of generic academic skills.
- d) A scaffolding approach is used to ensure that skills are built logically over the duration of a program. This approach is one in which concepts and skills are broken into

components that are progressively taught, applied and assessed with detailed feedback provided at regular intervals, in order to gradually build knowledge.

2.1.5 Academic calendar

- a) The academic calendar incorporates three Trimesters per year. This not only allows students an opportunity to spread their study program across a twelve-month period (completing in ample time to commence their university bachelor's degree programs), it also allows for three intakes per year giving students the greatest flexibility in their opportunity of an alternative pathway option.

2.1.6 Teaching and learning approach

- a) The teaching and learning approach and underpinning elements of programs provide students with a quality pathway experience.
- b) The key difference that sets Navitas apart from other pathway providers is commitment to two primary objectives:
 - i. facilitating the development of essential academic skills; and
 - ii. the capacity for lifelong learning through coherent teaching and learning strategies, structures and mechanisms.
- c) In pursuing these objectives Navitas Colleges acknowledge research outcomes which show a high correlation between academic success and well developed generic academic and life-long-learning skills.

2.1.7 Progress towards development of generic skills and abilities

- a) Navitas Colleges aim to develop graduates who are able to demonstrate progress toward the development of a number of generic skills and abilities, which typically include:
 - i. written communication
 - ii. oral communication
 - iii. information literacy
 - iv. secondary research
 - v. critical and innovative thinking
 - vi. self-directed learning
 - vii. academic integrity
 - viii. team work
 - ix. English language proficiency
 - x. cultural intelligence.
- a) To assist in ensuring progress towards these generic skills and abilities, teaching staff typically identify or refer to how each unit assists in the development of these generic skills and abilities, within Unit Outlines.
- b) Initiatives, aimed at the development of these generic skills and abilities, typical within many Colleges, include the incorporation into programs of weight bearing academic literacies units, the scheduling of free language support programs contextualised by program content (e.g. discipline specific literature), and self-paced discipline specific language support resources.

- c) Mathematics support programs are also commonly embedded within academic programs.
- d) The aim is not only to give students concrete opportunities to develop these skills within each of the programs; it is also to make transparent the learning process.
- e) The learning process is structured in such a way as to encourage students to develop an awareness of what helps and hinders their learning and thus enhance their development as independent learners within the Navitas College, the University or employment.
- f) Whether students are using the Navitas College pathway opportunity as an English or academic advancement avenue, Navitas believes that it is a student's 'approach to learning' that underpins, or at least has a significant bearing on, their success.
- g) Specific mechanisms employed by teaching staff and academic program managers that are aimed at developing generic academic skills, the capacity for life-long-learning and student-centred support typically include:
 - i. Course-based skills workshops (provision for targeted skills development - 1 hour per week per course);
 - ii. Problem-based learning (critical thinking, analysis, independent learning, primary and secondary research);
 - iii. Case analysis (exposure to real world case studies);
 - iv. Debates (critical analysis & evaluation skills, presentation, participation, interpersonal skills);
 - v. Reflective writing (written communication, meta-cognitive learning capabilities);
 - vi. Portfolios, workbooks, study guides (independent learning skills);
 - vii. Lecturer lead/supported group-work (teamwork skills);
 - viii. Timely/continuous feedback (meta-cognitive capabilities);
 - ix. Targeted skills workshops (meeting identified needs);
 - x. On-line course materials (flexible delivery, support, independent learning skills);
 - xi. Inductive and deductive teaching and learning (critical evaluation, analysis and problem-solving skills);
 - xii. Summative and formative assessment (meta-cognitive learning capabilities);
 - xiii. New technologies – e.g. Wikis; Turn-it-in (Gen Y, meta-cognitive learning capabilities, independent learning skills).;
 - xiv. Skill transference opportunities (cross-course skill development);
 - xv. Transition experiences (smoothing transition to university context proper);
 - xvi. Mentoring (Peer Assisted Learning - PAL);
 - xvii. Academic and Professional Skills Development course (integrated skill development within academic context/genre);
 - xviii. Discipline specific Language Development Modules (LDM) (embedded within courses)
 - xix. 'At-risk' programs (student centred support);and
 - xx. Essential Mathematics Program: embedded maths support program.

2.1.8 Delivery model

- a) Navitas College lectures are structured for 50 students, which then break into two groups of 25 for tutorials. In the second Trimester of Diploma study, one unit is selected from each program of study, to introduce students to larger lectures of 150 students, to assist transition into the wider University community. In the second year of the Associate Degree, several units feature the larger lecture model. Groups of 25 students are always retained for tutorials.
- b) The strategies and structures employed by Navitas Colleges include:

- i. small class sizes;
- ii. additional hour of face-to-face teaching each week for each unit;
- iii. supportive student-centred environment;
- iv. quality teaching (teaching intensive, not research-intensive institutions);
- v. a core unit within most programs which develops skills in listening, analytical and critical thinking, research skills, referencing, grammar, academic writing, working individually or in groups;
- vi. accessible individual learning assistance (teacher consultation and academic advisors);
- vii. diagnostic testing on arrival, outcomes of which inform enrolment in Essential Mathematics modules;
- viii. timetable continuity (typically 4 hours of continuous contact per course);
- ix. early intervention if academic results indicate difficulties;
- x. sense of community/identity within the student body (dedicated buildings); and
- xi. location on the partner University's campus to assist with the transition to University study.