

Access and Participation Statement

Document

Document Name	Access and Participation Statement
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Brief Description of Policy	Navitas is committed to recruiting students from all backgrounds to our programmes and providing a level of support to ensure that everyone has the opportunity to succeed on their pathway programme. The Access and Participation Statement (APS) sets out how we actively promote access and participation and how we monitor our success.

Key Related Documents

Name	Location
QS03 Admissions	https://upic.navitas.com/about/policies
QS06 Enhancement	https://upic.navitas.com/about/policies
QS07 Support	https://upic.navitas.com/about/policies
QS08 Student Engagement	https://upic.navitas.com/about/policies

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Background and Introduction

Navitas University Partnerships Europe (Navitas UPE) is a specialist provider of University Pathways education. We have a global reputation for transforming students' lives by providing access to higher education to students from all backgrounds and from across the world.

Navitas UPE operates institutions across the UK and Europe (our **Colleges** and **Campuses**) in partnership with established Universities (**University Partners**).

What is an Access and Participation Statement?

In the context of domestic¹ students, Navitas UPE is committed to recruiting students from all backgrounds to our programmes and providing a level of support to ensure that everyone has the opportunity to succeed on their pathway programme.

Our Access and Participation Statement (APS) sets out what we are doing to make sure we meet the expectations of our students and as a registered provider with the Office for Students (OfS) - the Higher Education Regulator in England².

The groups that have been identified as disadvantaged and underrepresented include mature students, students with a disability and students from certain ethnic backgrounds and locations. We endeavour to promote equal opportunities for all students but especially so for those in the identified groups.

Further information and guidance from the OfS is available [here](#).

What do we do?

In terms of **Access**, we aim to increase the opportunities for disadvantaged and underrepresented groups of domestic students to enter higher education via a pathway programme.

In terms of **Participation**, we aim to maximise student retention and continuation rates of all students and work hard to reduce any gaps in performance between students from disadvantaged and underrepresented groups and other students.

A Navitas student is immersed in a pedagogic model and learning and teaching environment that is supportive.

The teaching environment typically includes:

¹ A domestic student is typically considered one who is domiciled in the UK and has eligibility to receive funding from the UK government for studying a further education course at a registered institution.

² Navitas are committed to providing opportunities for students from all backgrounds to access higher education. This extends to Navitas operations across the UK including Colleges in Scotland and Wales. Outside of England terminology may change to widening access.

- Small class sizes (typically fewer than 30 learners)
- A ‘Compass’ Programme that proactively identifies support needs at an early stage, and continues throughout an entire study programme where needed
- Contact hours per module / semester exceeding the sector average
- A specially designed Academic Literacy Development module (Interactive Learning Skills and Communication) as part of every programme
- Availability of open-access additional support in the form of extra classes and a personalised learning experience
- Learning through a combination of formal lectures and interactive seminars, supported by specialised online delivery 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 are high

Navitas UPE Colleges offer integrated education programs, allowing students to attain Undergraduate or Postgraduate Degree qualifications while completing their academic journeys at the University Partner.

Our programmes of study fall into four broad levels, which enables our access objectives to be achieved:

- A Level 3 **Foundation Programme** for students who have marginally missed their university entry qualifications or whose English language skills fall slightly below the standard entry requirement
- A Level 4 **First Year** for students who would benefit from additional academic support to succeed in their studies
- A **Pre-Master’s Programme** for students who are changing discipline, or would benefit from additional preparation for the rigours of postgraduate study
- A **Pre-Sessional Academic English Programme** for students who need to improve their English language skills before commencing their chosen Foundation, Undergraduate or Postgraduate programme

How we promote access

Admissions

Our Admissions teams celebrate the cultural diversity of our applicants and are proud to be able to support our applicants in several different languages, where needed. We interview a range of students to learn more about their reasons for choosing to study with us and provide ongoing feedback to support them throughout the application process (see our Admissions Policy, QS03).

We accept students from all backgrounds and nationalities to our programmes. The programmes are designed to meet the needs of motivated students regardless of disability, gender, race, religion and belief, or sexual orientation. Together with our specialist in-market teams we make great efforts to find a place in one of our Colleges for every qualifying applicant. We work closely with our University Partners to review our entry

requirements so that they are accessible to the emerging needs of students, whilst ensuring that our programmes are designed to provide them with the best chance of progressing to the University Partner.

Mature learners who apply for any of our programmes may be interviewed to ensure that the programme matches their experience, aspirational and career goals, thus offering the best chance of success.

Outreach and Student Engagement Strategies

Our University Partners have comprehensive outreach strategies and policies that include provision to recruit our students. Please see their Access and Participation Plans for further information (See Annex A).

Funding and Investment

Our University Partners provide bursaries to encourage students from designated groups to apply to study with them. For more information on the type of bursaries available, please check their Access and Participation Plans for further information (See Annex A).

How we promote participation

Participation activities include:

- Operation of a rigorous system of attendance monitoring designed to identify students who are at risk of failing or withdrawing
- A 'Compass' programme that complements the attendance monitoring system and supports students who are at risk of academic failure or withdrawal
- Interactive, supportive and engaging teaching environment
- Availability of student support workshops on study skills, wellbeing and mental health, employability and cross-cultural communication challenges
- Access to the University Partner facilitates and a host of support networks (e.g., support and advice for students with a disability, careers services, etc)
- Availability of personalised wellbeing and counselling services at Colleges or University Partners.
- Representation of the Student Voice through a range of forums including the College Enhancement Teams, Student Council and Navitas UPE Academic Board
- Student involvement in activities such as the annual Learning & Teaching Conference

Monitoring our success

Academic success is measured through our College Balanced Scorecards, as well as via our comprehensive data platform, through which we generate key reports in a distinct data visualisation software. Key Performance Indicators (KPIs) have been identified for Pass Rates, Retention Rates, Progression Rates, Student Satisfaction and Net Promoter Scores, which helps us to monitor student outcomes, satisfaction and drive positive performance. Collective performance of our students are routinely reported on and reviewed throughout a range of College governance meetings, and beyond that, at multiple levels including with each University Partner and the Academic Board and Governing Body of Navitas UPE.

To keep ourselves on track and continue to raise our high standards we actively set a number of goals to improve equality of opportunity for all students and especially those from underrepresented groups. Our goals are aligned to our Education Strategy (2023 – 2028) and are reviewed frequently by our Central Academic Registry function. Furthermore, a group of cross departmental teams within Navitas UPE review the goals every semester to report progress against the goals to the Academic Board (typically 3 times per year). The Academic Board will scrutinise the goals and ensure that they remain on track and act as a feedback loop to the Governing Body.

With the alignment to our Education Strategy the goals are typically in place for 5 years. New goals will be set in alignment to the next Education Strategy in 2028.

Goals to improve access and participation

Our goals for 2023 - 2028 are:

- To continue to improve methods of collecting, analysing and reporting student data across our Navitas UPE division and link reporting more closely to University Partners throughout the student journey for improved external reporting
- To review and build on the success of the Compass programme (Support, QS07) and strengthen the support that is available to students from all backgrounds, and make sure that prospective students are aware of the support that is available
- To strengthen employment prospects for all students within Colleges by embedding EEE (Employability, Enterprise and Entrepreneurship) into the curriculum and offering job market orientation
- To further embrace DEI and strengthen staff knowledge, skills and capabilities on inclusivity, interculturalism and wellbeing
- To develop initiatives within Colleges to promote digital fluency so all students are equipped with advanced digital capabilities from utilising innovative Virtual learning environments (VLE) and software systems
- Improve the continuation rate of targeted programmes and student demographics

Policy Review

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

Date	Version	Summary of changes	Approver
February 2020	2020/01	Initial policy version	Navitas UPE Governing Body
September 2021	2021/01	- New template used - New Colleges and University partnerships added - List of goals updated	NUKH Governing Body
October 2022	22_01	- Keele University International College (KUIC) and Keele University added - List of goals updated - New table of College and University links added (websites and A&P plans)	Navitas UPE Governing Body
September 2023	23_01	- New policy template - OfS guidance link inserted - Monitoring success expanded - Updated goals after annual review	Navitas UPE Governing Body
October 2024	24_01	- Manchester Metropolitan University International College (MMUIC) and Manchester Metropolitan University added - Monitoring success expanded with goal alignment to Education Strategy - Updated partnerships table	Navitas UPE Governing Body
July 2025	25_01	Formatting changes	Navitas UPE Governing Body

Annex A - University Partnerships

We have developed our Access and Participation Statement to support the priorities of individual University Partners, with staff from Navitas Colleges and our Partners collaborating to optimise and deliver improved outcomes.

The University Partner Access and Participation Plans (found below) may include specific targets on the percentage of students recruited from the following categories – attendance at state schools, BME students, disabled students claiming a DSA allowance, mature students and students from disadvantaged areas (Participation of Local Areas, POLAR). If you are planning to study at one of these locations it would be advantageous to follow the links to gain a greater understanding of the opportunities on offer.

University Partner	Navitas UPE College
Anglia Ruskin University anglia.ac.uk Access and Participation Plan Link	Anglia Ruskin University College (ARUC) arucollege.com
Brunel University London brunel.ac.uk Access and Participation Plan Link	Brunel Pathway College (BPC) pathway.brunel.ac.uk
Birmingham City University bcu.ac.uk Access and Participation Plan Link	Birmingham City University International College (BCUIC) bcuic.navitas.com
Keele University keele.ac.uk Access and Participation Plan Link	Keele University International College (KUIC) kuic.keele.ac.uk
Manchester Metropolitan University mmu.ac.uk Access and Participation Plan Link	Manchester Metropolitan University International College mmu.ac.uk/international/college
Robert Gordon University rgu.ac.uk Widening Access Link	The International College at Robert Godon University icrgu.navitas.com
Swansea University swansea.ac.uk Inclusivity and Widening Access Link	The College, Swansea University swansea.ac.uk/the-college
The University of Hertfordshire herts.ac.uk Access and Participation Plan Link	Hertfordshire International College (HIC) hic.navitas.com
The University of Plymouth plymouth.ac.uk Access and Participation Plan Link	University of Plymouth International College (UPIC) upic.navitas.com
The University of Portsmouth port.ac.uk Access and Participation Plan Link	International College Portsmouth (ICP) icp.navitas.com
University Academy 92 ua92.ac.uk Access and Participation Plan Link	University Academy 92 Global (UA92 Global) global.ua92.ac.uk