

## Document

Document Name	Access and Participation Statement
Responsible Owner	Navitas UPE Operations Team
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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.

## Version Control

Date	Version	Summary of changes	Approver
February 2020	2020/01	<ul style="list-style-type: none"> <li>Initial policy version</li> </ul>	Navitas Governing Body
September 2021	2021/01	<ul style="list-style-type: none"> <li>New template used</li> <li>New Colleges and University partnerships added</li> <li>List of goals updated</li> </ul>	Navitas Governing Body
October 2022	22_01	<ul style="list-style-type: none"> <li>Keele University International College (KUIC) and Keele University added</li> <li>List of goals updated</li> <li>New table of College and University links added (websites and A&amp;P plans)</li> </ul>	Navitas Governing Body
September 2023	23_01	<ul style="list-style-type: none"> <li>New policy template</li> <li>OfS guidance link inserted</li> <li>Monitoring success expanded</li> <li>Updated goals after annual review</li> </ul>	Navitas Governing Body

## Key Related Documents

Name	Location
QS03 Admissions	<a href="#">Policies and procedures – ARU College</a>
QS07 Support	<a href="#">Policies and procedures – ARU College</a>

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## Background and Introduction

Navitas University Partnerships Europe (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 a number of higher education institutions across England (our Colleges) in partnership with established English Universities (University Partners).

## What Is an Access and Participation Statement?

In the context of domestic 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 a Higher Education provider registered with the Office for Students (OfS) - the Higher Education Regulator in England.

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

- Small class sizes (typically fewer than 30 learners)
- A 'Compass' Programme that proactively identifies support needs at an early stage
- 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

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

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.

## 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 (QS03 Admissions).

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 applicant. Applicants are almost always provided with a conditional offer and receive assistance from our in-market teams to help them gather the right documentation to meet those conditions. 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 below 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.

## 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
- Availability of personalised wellbeing and counselling services at Colleges or University Partners.
- 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)
- 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 the Balanced Scorecards for our Colleges, as well as via our comprehensive data platform, through which we generate key reports in a distinct data visualisation software. 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. We will identify Colleges falling below standards and provide support where needed.

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 and are reviewed frequently by our central Academic Registry function. Furthermore, a group of cross departmental teams review the goals every quarter and prior to each Academic Board meeting. The Academic Board will scrutinise the goals and ensure that goals remain on track and act as a feedback loop to the Governing Body.

## Goals to Improve Access and Participation

Our goals for academic year 2023 - 2024 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 (QS07 Support) 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.

## 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 opportunity.

University Partner	Navitas UPE College
<b>Anglia Ruskin University</b> <a href="http://www.anglia.ac.uk">www.anglia.ac.uk</a>  Access and Participation Plan <a href="#">Link</a>	<b>Anglia Ruskin University College (ARUC)</b> <a href="http://www.arucollege.com">www.arucollege.com</a>
<b>Brunel University London</b> <a href="http://www.brunel.ac.uk">www.brunel.ac.uk</a>  Access and Participation Plan <a href="#">Link</a>	<b>Brunel Pathway College (BPC)</b> <a href="https://pathway.brunel.ac.uk/">https://pathway.brunel.ac.uk/</a>
<b>Birmingham City University</b> <a href="http://www.bcu.ac.uk">www.bcu.ac.uk</a>  Access and Participation Plan <a href="#">Link</a>	<b>Birmingham City University International College (BCUIC)</b> <a href="http://www.bcuic.navitas.com">www.bcuic.navitas.com</a>
<b>The University of Hertfordshire</b> <a href="http://www.herts.ac.uk">www.herts.ac.uk</a>  Access and Participation Plan <a href="#">Link</a>	<b>Hertfordshire International College (HIC)</b> <a href="http://www.hic.navitas.com">www.hic.navitas.com</a>
<b>The University of Northampton</b> <a href="http://www.northampton.ac.uk">www.northampton.ac.uk</a>  Access and Participation Plan <a href="#">Link</a>	<b>University of Northampton International College (UNIC)</b> <a href="http://www.unic.navitas.com">www.unic.navitas.com</a>
<b>The University of Plymouth</b> <a href="http://www.plymouth.ac.uk">www.plymouth.ac.uk</a>  Access and Participation Plan <a href="#">Link</a>	<b>University of Plymouth International College (UPIC)</b> <a href="http://www.upic.navitas.com">www.upic.navitas.com</a>
<b>The University of Portsmouth</b> <a href="http://www.port.ac.uk">www.port.ac.uk</a>  Access and Participation Plan <a href="#">Link</a>	<b>International College Portsmouth (ICP)</b> <a href="http://www.icp.navitas.com">www.icp.navitas.com</a>
<b>The University of Leicester</b> <a href="http://www.le.ac.uk">www.le.ac.uk</a>  Access and Participation Plan <a href="#">Link</a>	<b>University of Leicester Global Study Centre (LGSC)</b> <a href="http://www.leicestergsc.com">www.leicestergsc.com</a>
<b>University Academy 92</b> <a href="http://www.ua92.ac.uk">www.ua92.ac.uk</a>  Access and Participation Plan <a href="#">Link</a>	<b>University Academy 92 Global (UA92 Global)</b> <a href="http://global.ua92.ac.uk">global.ua92.ac.uk</a>
<b>Keele University</b> <a href="http://www.keele.ac.uk">www.keele.ac.uk</a>  Access and Participation Plan <a href="#">Link</a>	<b>Keele University International College (KUIC)</b> <a href="http://kuic.keele.ac.uk">kuic.keele.ac.uk</a>