

## **Access and Participation Statement 2020**

### Navitas University Partnership Europe (UPE)

Navitas Limited is a global education provider that gives students who have fallen short of entry requirements to university an opportunity to access Higher Education via an alternative pathway.

UPE operates a number of Higher Education institutions across England (our Colleges<sup>1</sup>) in partnership with established English universities (Partner Universities).

### **What is an Access and Participation Statement?**

In the context of Home/EU students UPE is committed to recruiting students from all backgrounds and nationalities to our programmes and providing a level of support to ensure that all have 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 a Higher Education provider and those of the Office for Students (OfS), the Higher Education Market Regulator in England.

In terms of **Access**, we aim to increase the opportunities for underrepresented groups of Home/EU 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 these underrepresented groups and other students.

### **Why is this Important?**

The OfS has found that students with certain characteristics have been disadvantaged in Higher Education. It would like us to help to change this. The groups that have been identified are mature students, students from certain ethnic backgrounds and students with disabilities. Further information is available here:

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<sup>1</sup> Cambridge Ruskin International College (CRIC), Birmingham City University International College (BCUIC), London Brunel International College (LBIC), University of Northampton International College (UNIC), Hertfordshire International College (HIC), University of Plymouth International College (UPIC), International College Portsmouth (ICP) and Leicester Global Study Centre (LGSC)

<https://www.officeforstudents.org.uk/data-and-analysis/differences-in-student-outcomes>

## **What do we do?**

UPE is a specialist provider of pathway programmes into our Partner Universities. We have a global reputation for transforming students' lives by providing access to Higher Education to students from diverse backgrounds and from across the globe.

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

- Small class sizes (typically fewer than 30 learners)
- A 'COMPASS' Programme that proactively identifies support needs at an early stage
- A higher than normal number of contact hours per module / semester
- 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.
- The use of Tracer Studies data to monitor student outcomes and drive curricular change
- Learning through a combination of formal, interactive lectures and 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 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 Level 6 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.

## **Our University Partnerships**

We work in partnership with eight (8) English universities. In these partnerships, a portion of domestic and EU student fees studying in Navitas Colleges is retained specifically for outreach, access and participation in Higher Education work. Navitas College staff work closely with their Partner University staff to optimise and deliver outcomes in each of these areas.

Below, we outline what our Colleges do to support access and participation of students on their pathway programme, including additional commitments to support

access into, and participation of Home/EU students on our programmes, and throughout their tuition period within the UPE College.

### **Our Student Population and Identified Priority Groups**

Students take Navitas pathway programmes as part of, and in preparation for a degree programme at our partner universities. We teach and support you for part of your educational experience and have developed our access and participation plan to support the priorities of individual partner universities, whose plans may include specific targets on the % 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).

Our Partner University access and participation plans can all be found on their websites.

### **How we Promote Access?**

#### **(i) Admissions**

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

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 Partner Universities 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 their Partner University.

Students who have been away from education for seven years or more who apply for any of our programmes are interviewed to ensure that the programme matches their experience, aspirational and career goals; thus offering the best chance of success.

#### **(ii) Outreach and Student Engagement Strategies**

Our Partner Universities have comprehensive outreach strategies and policies that include provision to recruit our students. Please see their Access and Participation statements for further information.

#### **(iii) Funding and Investment**

Our Partner Universities 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 the Partner Universities' 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 in real time and the earliest possible opportunity.
- Availability of student support workshops on study skills, wellbeing and mental health issues, employability and cross-cultural communication issues.
- Availability of personalised wellbeing and counselling services at Colleges or at Partner Universities.
- Representation of the Student Voice through a range of forums including the College Enhancement Teams, Student Council, and UPE Academic Board.
- Provision of a specialised advisor for disability support.
- Careers support and services available in Partner Universities.
- A COMPASS programme that supports students who are at risk of academic failure or withdrawal.

Active engagement in academic and extracurricular activities offered by Faculty and Departments

## **Monitoring our Success**

We are in the process of identifying KPIs on a variety of success indicators that are applicable to the pathway educational industry. They will include retention, and progression to the next stage of the course compared against directly recruited students.

From 2019-2020 onwards we will also identify KPIs in each College for target groups that have been identified through consultation with our Partner Universities.

## **Plans to improve access and participation**

Our plans for 2019-2020 are:

- To improve methods of collecting, analysing and reporting student data across our European University Partnerships (UPE) division and link reporting more closely to partner universities throughout the student journey
- To review and build on the success of the COMPASS programme to widen 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 employability training for all students within Colleges
- To develop training in inclusivity and unconscious bias amongst College staff
- To develop strategies within Colleges to ensure that teaching materials, VLE access and recordings of lectures are available to all students in accessible formats
- To establish a Navitas UPE alumni network
- To focus recruitment on hard-to-reach groups including male students, BME and mature students

**Policy Review**

This policy will be reviewed annually by Navitas UPE Academic Board, unless there are internal or legislative changes that necessitate earlier review.

The Policy was last reviewed on 12 February 2020 by the UPE Academic Board.