

Document

Document Name	Access and Participation Statement
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Document Audience	College Students
Responsible Owner	Navitas UPE Regulation Team
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 chosen pathway. The Access and Participation Statement (A&PS) sets out how we actively promote access and participation and how we monitor our success.

Key Related Documents

Name	Location
QS03 Admissions	College Website
QS06 Enhancement	College Website
QS07 Support	College Website
QS08 Student Engagement	College Website

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Background and Introduction

Navitas UK Holdings Limited ([NUKH](#)) operates a number of embedded Colleges across the UK in partnership with established Universities (**University Partners**). NUKH and its embedded Colleges are registered¹ with the Office for Students (OfS) – the higher education independent regulator in England².

The UK organisation operates within a wider European division (Navitas University partnerships - Navitas UPE) and is a wholly owned subsidiary of **Navitas**, a global private education provider. Navitas has a global reputation for transforming students' lives by providing access to higher education to students from all backgrounds and from across the world.

NUKH seeks to recruit both international and domestic students who would benefit from a supportive pathway into higher education. This includes:

- students who meet the academic potential for their chosen degree but who may not yet meet the direct entry requirements of the University Partner
- students whose prior qualifications, curriculum or subject choices do not provide the usual route into their intended programme
- students who require additional academic, study skills or English language preparation, and
- students returning to education after a period away from formal study.

For domestic students this also includes applicants from disadvantaged or underrepresented backgrounds, including mature students, students with disabilities, students from particular ethnic backgrounds and students from areas where participation in higher education has historically been lower.

For international students this includes applicants from a wide range of countries and education systems who are seeking a structured transition into UK or European higher education.

Across both groups, Navitas seeks to recruit motivated students who can succeed with appropriate academic, pastoral and transition support, and whose progression to the University Partner can be supported through a clear pathway model.

All policies and procedures that we develop are centred around supporting students to obtain good experiences and positive outcomes during their studies and to help set a platform for their onward studies with the University Partner. We achieve this by working collaboratively with students taking direct experiences and feedback into the development of our policies and procedures helping us to strengthen the foundations and practice of our operations. Each policy and procedure is carefully reviewed to ensure alignment to the

¹ NUKH is registered with the Office for Students (OfS) as an Approved Provider and has a UK Provider Reference Number (UKPRN) 10053304. [The OfS Register](#).

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.

policies and procedures of the University Partner where complimenting practices can be achieved. The support and services of the University Partner are often key aspects in delivering on policy and procedure within our Colleges for the best outcomes for our students. Within our partnerships with University's there are consistent governance arrangements and multiple working groups to ensure alignment of the experiences and outcomes of our students.

We have developed our Access and Participation Statement based on the guiding principles of the OfS, the Navitas Education Strategy, associated Navitas policies, and where applicable, our University Partners Access and Participation priorities.

Each of our University Partners will have an Access and Participation Plan, links found in Appendix A, that may include specific targets beyond those of each College. The University Partners plans are agreements that set out how they will improve equality of opportunity for disadvantaged groups to access, succeed in and progress from higher education.

It would be advantageous to understand the opportunities on offer to you when progressing to the University Partner by viewing the relevant University Partner Access and Participation (see links in Appendix A).

Following successful completion of the associated College pathway, students will benefit from guaranteed entry into their chosen University degree. It is upon progression where the University Partner policies and procedures will begin to apply further.

What is an Access and Participation Statement?

In the context of domestic³ 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.

This Access and Participation Statement sets out how Navitas UPE promotes equality of opportunity for students from underrepresented groups, in line with the requirements of the OfS regulatory framework.

The Statement applies to qualifying persons and qualifying courses delivered in England and explains how Navitas:

- Identifies and evaluates risks to equality of opportunity
- Takes targeted action to reduce gaps in access, success and progression
- Monitors and improves outcomes using robust student data and governance oversight

³ 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.

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

For prospective applicants or current students' 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, and continues throughout an entire study programme where needed
- Contact hours per module / semester reflecting 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 blending 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 all students regardless of any defined need or special characteristic. Together with our specialist in-market teams across the globe we make great effort 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 the University Partner Access and Participation Plans for further information.

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 the University Partner Access and Participation Plans for further information.

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 annual performance monitoring reports and live data dashboards to monitor Key Performance Indicators (KPIs) helping us to identify areas for early intervention and support throughout the division. 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.

We also gather student feedback through a range of formal and informal mechanisms, including student surveys, module and programme evaluations, student representative forums, College Enhancement Teams and direct engagement with students, to ensure that student views inform our monitoring, review and continuous improvement activity.

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 access and participation activity every semester to report progress to the Academic Board (typically 3 times per year). The Academic Board will scrutinise the goals and various access and participation activity to ensure that progression is made 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

Each year we seek feedback on our Access and Participation Statement from our current student cohort, our network of Colleges and key stakeholders within our business.

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

Version Control

Date	Version	Summary of changes	Approver
February 2020	2020/01	<ul style="list-style-type: none"> Initial policy version 	Navitas UPE Governing Body
September 2021	2021/01	<ul style="list-style-type: none"> New template used New Colleges and University partnerships added List of goals updated 	NUKH Governing Body
October 2022	22_01	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> New policy template OfS guidance link inserted Monitoring success expanded Updated goals after annual review 	Navitas UPE Governing Body
October 2024	24_01	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Formatting changes 	Navitas UPE Governing Body
September 2026	26_01	<ul style="list-style-type: none"> Introduction of further context on the operation of NUKH, recruitment strategy and development of the statement within the 'Background and Introduction' section Appendix A removed and added to the 'Background and Introduction' section Further context added to the 'What is an Access and Participation Statement' section Updated data capture methods added to the 'Monitoring our success' section and a statement on student feedback 	Reviewed by the Navitas Academic Board Approved by the Navitas UPE Governing Body

Appendix A – NUKH 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