

# *NEON Establishing Evidence & Measuring Impact Working Group*

## **Conference on the New Widening Participation Data Landscape**



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**UCAS**

# Our admissions services

Service	Scope	Description
<b>UCAS</b>	Full-time undergraduate	UK, EU, and international students applying for courses c.380 universities and colleges + teacher training in Scotland
<b>UCAS</b> Conservatoires	Practice-based music, dance and drama UG and PG	UK, EU, and international students applying for courses at eight UK conservatoires
<b>UCAS</b> Teacher Training	Postgraduate teacher training	UK, EU and international students applying for teacher training at English and Welsh providers
<b>UCAS</b> Postgraduate	FT, PT, taught and research postgraduate	UK, EU, and international students applying for FT and PT PG courses at 16 UK universities
<b>UCAS</b> Progress	Post-16 education and training and apprenticeships	UK students applying for courses at 2,500+ English colleges and sixth forms

# The learner journey is the axis

Better services to learners will benefit universities and colleges.

Better services for universities and colleges will in turn benefit learners.



# What is UCAS' approach to Widening Participation?

We aim to promote the benefits of HE

We want to actively support progression to, and successful participation in HE so that

**everyone who has the potential to benefit from HE has the opportunity to do so**



*UCAS is a charity which exists to deliver public benefit. WP contributes to the wider social mobility agenda and public policies on social justice and economic competitiveness*

# Context: the WP challenge

Government targets for 2020: double the proportion of disadvantaged young people entering HE compared with 2009 levels, and increase the proportion of BME entrants by 20%.

This means that **there is a need to enhance qualifications information, and improve understanding of the newer and less traditional pathways that WP learners can take.**



# WP landscape – Who do we work with?

Governments

Policy  
organisations

HEP outreach  
teams

Influencing  
organisations

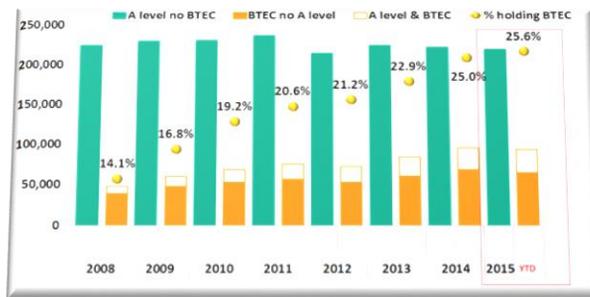
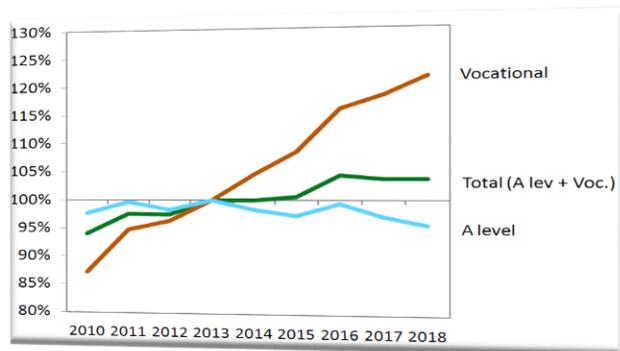
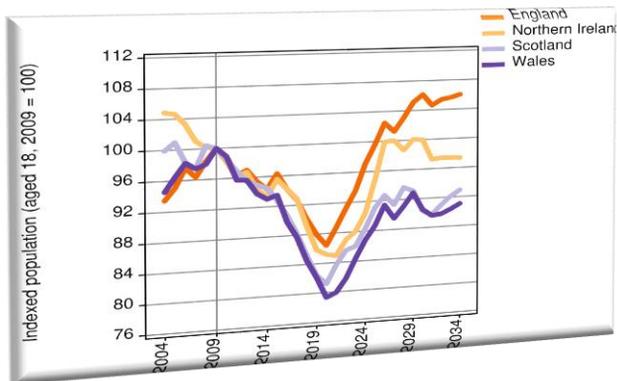
Research  
groups

Charities

# Ways in which UCAS supports widening participation

- End of Cycle report
- Analysis notes
- STROBE
- Work with the Administrative Data Research Network
- Regular programme of engagement with widening participation (WP) stakeholders
- Collaboration and support for WP organisations and their initiatives
- Promote awareness and share good practice
- MOOCs
- Information + Advice on [ucas.com](https://ucas.com)
- Progression pathways project
- New Tariff
- Browsealoud tool

# Key trends



# UCAS' I&A principles

1. Answer the questions learners have

2. Reflect the different starting points, preferences and profiles of the learners

3. Inspire, facilitate exploration and broaden horizons

4. Partnership and collaboration

5. Quality, completeness and impartiality

# Partnership with experts

UCAS is working with third parties and specialists to provide the best quality information and advice content.

We want to facilitate a dialogue between the learner and the 'expert' they need.

We don't want to duplicate quality tools and services already available.



# Diversity of UCAS' I&A

Courses and applying

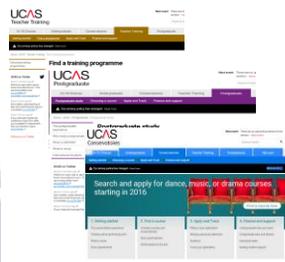
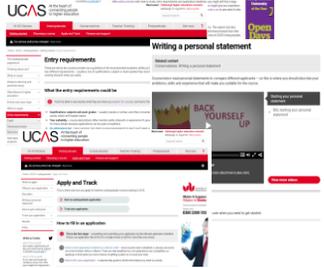
Five different schemes

Videos

Social media

Which route is right for you?

Which route is right for you? Find out more about the different routes to university and how to choose the right one for you. Includes a quiz to help you decide.



Careers



Web chats

Upcoming web chats

- Preparing for results day web chat - (Start on a Monday) 17 Aug 2015 - 16:00
- Results, clearing and application date chat - (Start on a Monday) 17 Aug 2015 - 16:00
- Preparing for UCAS results day web chat - (Start on a Monday) 19 Aug 2015 - 16:00

Help and support

Get your questions answered From 13 August

**Individual needs**  
Higher education is an excellent environment where a student can get the support they need to succeed. Find out more about the support available to students with individual needs.

**Students with disabilities**  
Browse about

**Local information**  
Find out more about local support services and support for students with individual needs.

**Find local support information**  
Discover what is on offer in your area. Find out more about local support services and support for students with individual needs.

Adviser news

The UCAS widget

Adviser newsletters

Applicant letters and emails

Pre-application toolkit

International toolkit

Convention toolkit

Application toolkit

Extra toolkit

Confirmation and Clearing toolkit

**Supporting care leavers toolkit**

Training

Tariff 2016

Tariff 2017

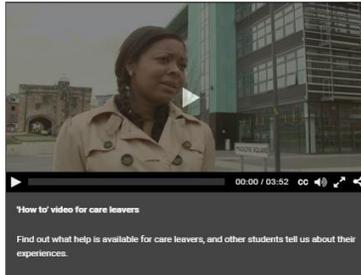
Qualification reform

UCAS on Twitter

## Supporting care leavers toolkit

View published

This toolkit has a range of information and advice to help you support care leavers who are applying to higher education.



Support for care leavers

[View more videos](#)

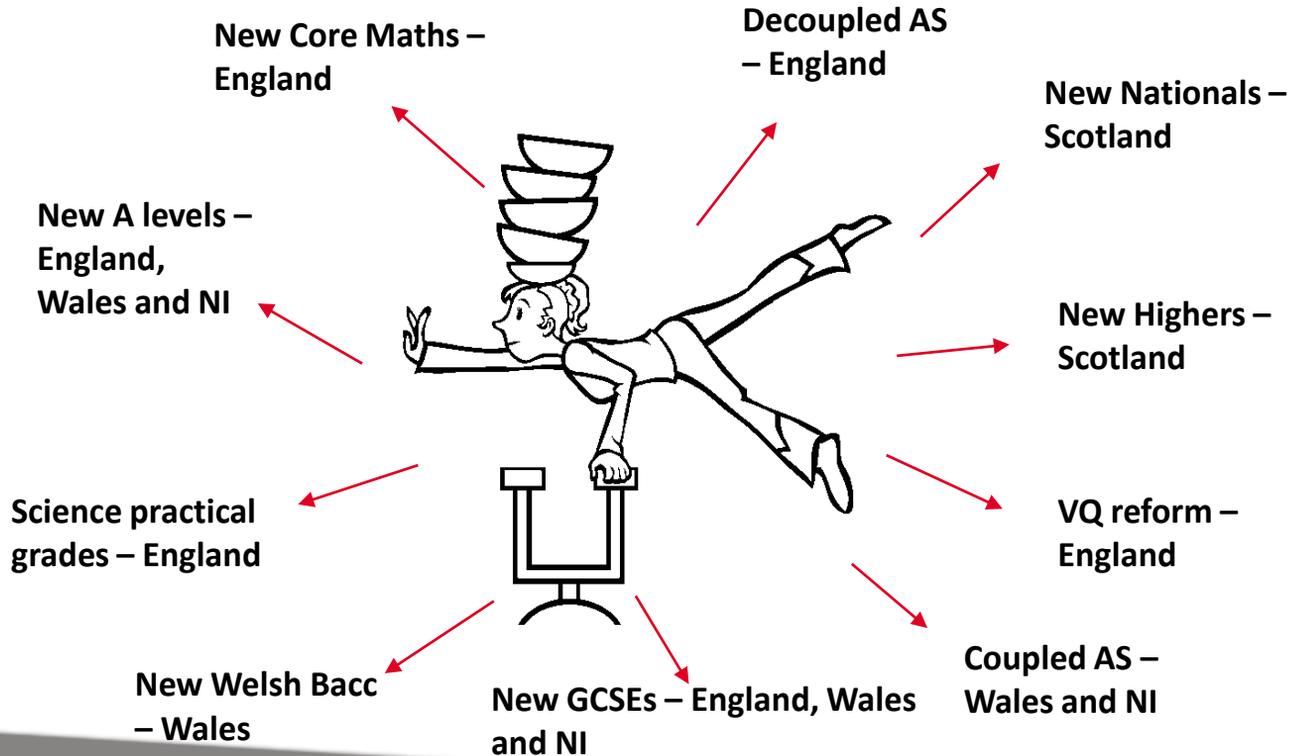


**Open days**

Book to find out more

**Sat 17 Oct**  
**Sat 7 Nov**

# The changing landscape



# Qualification reform timeline

Aug/Sep 13    Aug/Sep 14    Aug/Sep 15    Aug/Sep 16    Aug/Sep 17    Aug/Sep 18



Key  
First teaching Reach HE

\* Based on current recommendations  
Last updated: April 2014

# What is UCAS doing to help?

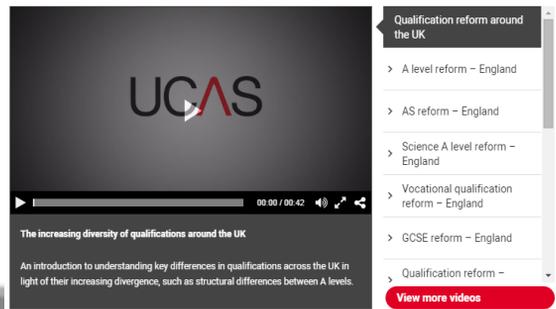
- Qualifications reform web page including university statements, videos, and FAQs: [www.ucas.com/qualsreform](http://www.ucas.com/qualsreform).
- Qualification Information Profiles (QIPs) for new A levels and other reformed qualifications.
- Education Information Profiles (EIPs).
- Progression pathways project.
- Data and analysis exploring qualification trends.
- Conferences and events.
- SPA materials.
- New Tariff implementation resources for all of our customers.

## What else can we do to help you?



### Qualification reform

Qualifications in the UK are currently undergoing significant reform. Here you'll find support materials to provide you with information, including videos we've produced to explain the changes.



## Finishing school in 2016? What's next...

Find out more

### 1. Getting started

[What are my options?](#)

[Qualifications you can take](#)

[Apprenticeships](#)

[Traineeships](#)

[Step-by-step guide](#)

### 2. Find career ideas

**Explore subjects you like**

- Select -

**Explore jobs**

- Select -

[Take the Buzz quiz](#)

### 3. Search and Apply

[Search for courses](#)

[Sign in to UCAS Progress](#)

[Applying](#)

[Writing a personal statement](#)

[Interview tips](#)

### 4. Help and support

[How to use UCAS Progress](#)

[UCAS Progress FAQs](#)

[Local information](#)

[Parents and carers](#)

[Teachers and advisers](#)

# UCAS Progress: Getting started

- Careers
- Qualification choices
- Apprenticeships
- Traineeships
- Where to study:
  - Sixth form
  - Sixth form college
  - FE college
  - Work-based



# Some 'starting points'

Explore jobs and career areas...

Select a job family | Select a subject | Select a skill

Select a job family, subject, or skill to display a list of related job profiles.

<b>Banking customer service adviser</b> Banking customer service advisers process money as well as dealing with customer queries.	<b>Primary school teacher</b> Primary school teachers teach children from the ages of four to 11.	<b>Nutritional therapist</b> Nutritional therapists help improve and maintain health and wellbeing through diet and nutrition.
<b>Barista</b> Baristas make and serve coffee in shops, cafes, coffee shops and restaurants.	<b>Forensic scientist</b> Forensic scientists collect and analyse evidence from crime scenes.	<b>Brewery worker</b> You could be working on the whole of the beer production cycle, or just part of it.

Explore skills they have...

**Problem solving** Some jobs particularly require problem solving skills and creative thinking to recognise problems and their causes, to identify a range of possible solutions and then assess and decide the best way forward.

**Meteorologist** Meteorologists analyse and forecast the weather.

**Communication** Your job requires verbal communication you may need to write or give speeches and presentations. For jobs which require written communication skills you will need to write clearly and convincingly - you could be producing or editing with legal documents or writing articles for a magazine. You may also require good listening skills, the ability to concentrate or to be assertive.

**Creativity** You may need specific artistic or design skills for a job, or you may need to draw on a good imagination to come up with creative solutions to business challenges.

<b>Banking customer service adviser</b> Banking customer service advisers process money as well as dealing with customer queries.	<b>Primary school teacher</b> Primary school teachers teach children from the ages of four to 11.	<b>Broadcast journalist</b> Broadcast journalists report the news on TV, radio and online.
<b>Barista</b>	<b>Copywriter</b> Copywriters write advertising and marketing content.	<b>Television presenter</b> Television presenters front factual and entertainment television shows.
<b>Banking customer service adviser</b>	<b>Public relations officer</b> Public relations officers are responsible for managing the reputation of a company.	<b>Human resources manager</b> Human resources managers deal with recruitment, training and retention of staff.

Explore subjects they like...

**Business studies**

A knowledge of business and business processes can be useful in many different jobs including roles within the administrative and clerical job family, accountancy, banking and finance, and retail sales and customer services. It will also be useful if you are thinking about setting up your own business or being self-employed in the future.

**Applied and job-related learning**

There is a range of vocational qualifications such as BTEC, WJECVQ and approved trainee in an relevant business, such as:

- Accounting
- Business
- Business administration and office skills
- Computer and entrepreneurship
- Customer knowledge
- Hospitality
- Retail and tourism

**Apprenticeships**

There is a wide range of apprenticeships that link to an relevant business. These include:

- Personal assistant
- Customer service assistant
- Retail sales assistant
- Bookshop professional
- Database professional
- Duty manager
- Call centre agent
- Front of house manager

**Academic subjects - GCSE**

- You can study business
- Related subjects include:

**Careers using business studies**

<b>Banking customer service adviser</b> Banking customer service advisers process money as well as dealing with customer queries.	<b>Primary school teacher</b> Primary school teachers teach children from the ages of four to 11.	<b>Human resources manager</b> Human resources managers deal with recruitment, training and retention of staff.
<b>General practitioner</b> General practitioners (GPs) are doctors who treat and diagnose a variety of medical conditions.	<b>Public relations officer</b> Public relations officers are responsible for managing the reputation of a company.	(Image of two people talking)

# UCAS progression pathways project

- Apart from A levels, level 3 qualifications are not well understood by learners, parents, teachers, employers or HE providers
- Changes to VQs and their assessment are even less well understood
- Complexity and lack of understanding of apprenticeships
- More students want to take mixed or vocational pathways



# Progression pathways

<https://www.ucas.com/advisers/guides-and-resources/qualification-reform/progression-pathways>



## Objective

Provide information and advice for both learners and HEPs on the issues they should respectively consider to secure appropriate, fair, and transparent progression to HE for those holding less traditional qualifications.



## Resources

- An animation and online tool to help learners explore the different pathways.
- Videos for learners exploring issues to consider when making Level 3 choices.
- Content for admissions teams to support the recruitment and retention of these learners.
- Report summarising key issues.

# Through the lens of students:

How perceptions of higher education influence applicants' choices – July 2016

- We emailed all (372,320) 18/19 yr old UK domiciled applicants to the 2015 cycle
- Over 16,000 responses
- Followed up with telephone interviews



# What does our report set out to do?

- Exploring what motivates young people to progress to HE/and what barriers exist
- Is it different for those applying to higher tariff, or depending on background?



# Key findings - headlines:

- Those from disadvantaged backgrounds are most concerned about academic side and practicalities
- More 'advantaged' are most concerned about fitting in and growing a network
- Those knowing by age 10 are 2.6x as likely to be placed in higher tariff
- Open days are good, but cost and logistics are key barriers for access
- Lack of grade transparency causes confusion



# Recommendations - headlines:

- Be clear about actual entry requirements including additional evidence required
- Give information about the cost of living/study at your institution/town or city
- Open days - consider timing/structure/funding
- Explain the link between subjects and possible career paths



???

- Do you have examples of innovative outreach activities designed to promote HE to learners?
- How do you target/identify 'hard to reach' learners and their parents?
- How do you identify, and what support is there for WP learners once they are 'on course'?
- Would a 'WP practitioner' area of the UCAS website be helpful? If so, what resources/information would you like to find there?

# Questions?

