

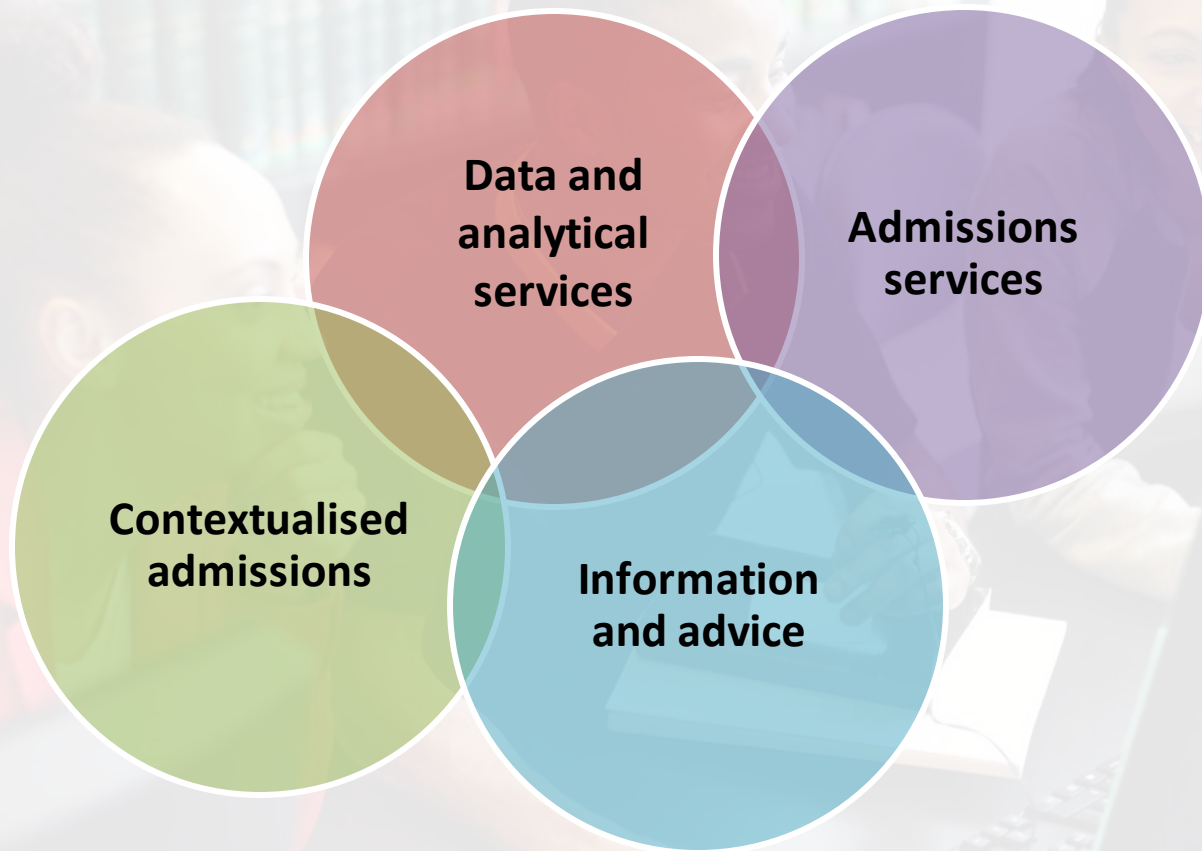
UCAS and widening participation

Nicola Turner

Policy Executive, UCAS



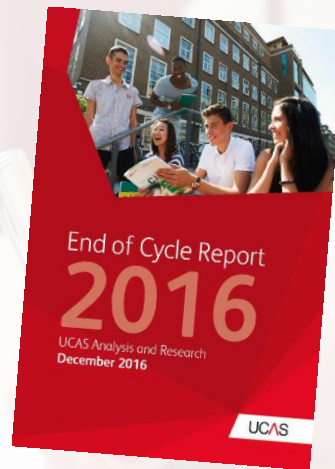
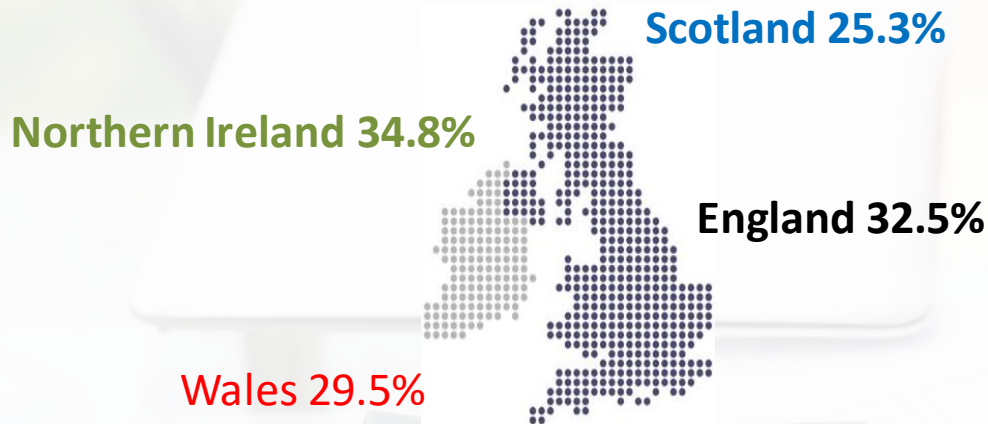
UCAS and WP



End of Cycle report 2016

Data and
analytical
services

18 year old UG entry rates:

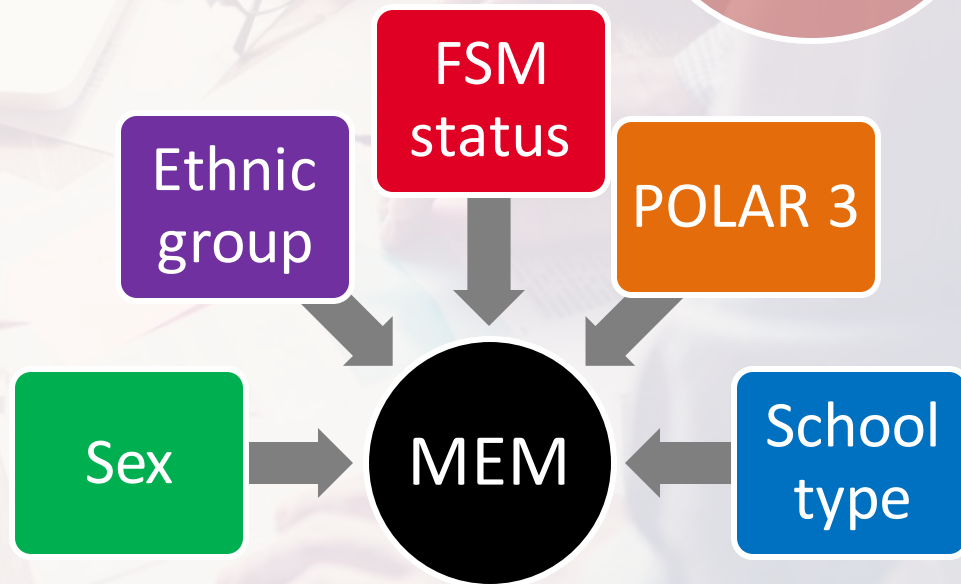


Acceptances: **535,200 (+0.5%)**

UCAS

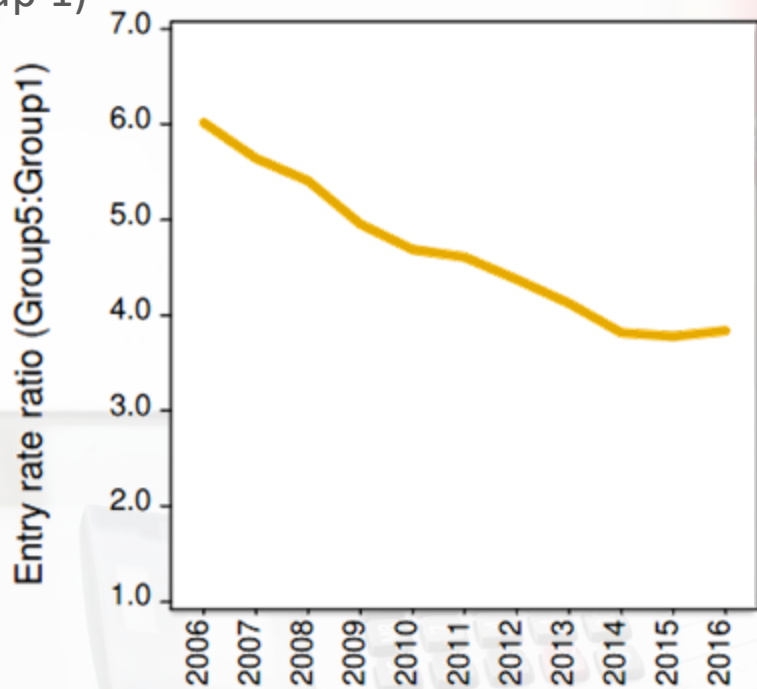
Multiple Equality Measure (MEM)

A range of equality dimensions are combined to create an entry probability: **the multiple equality measure (MEM)**



MEM: WP progress slows

18-year-old entry rate ratio: Multiple equality measure groups
(group 5:group 1)



The ratio of 18-year-old entry rates for MEM group 5 to MEM group 1 remained at 3.8 in 2015 (the first time it had not fallen since 2006) and again in 2016.

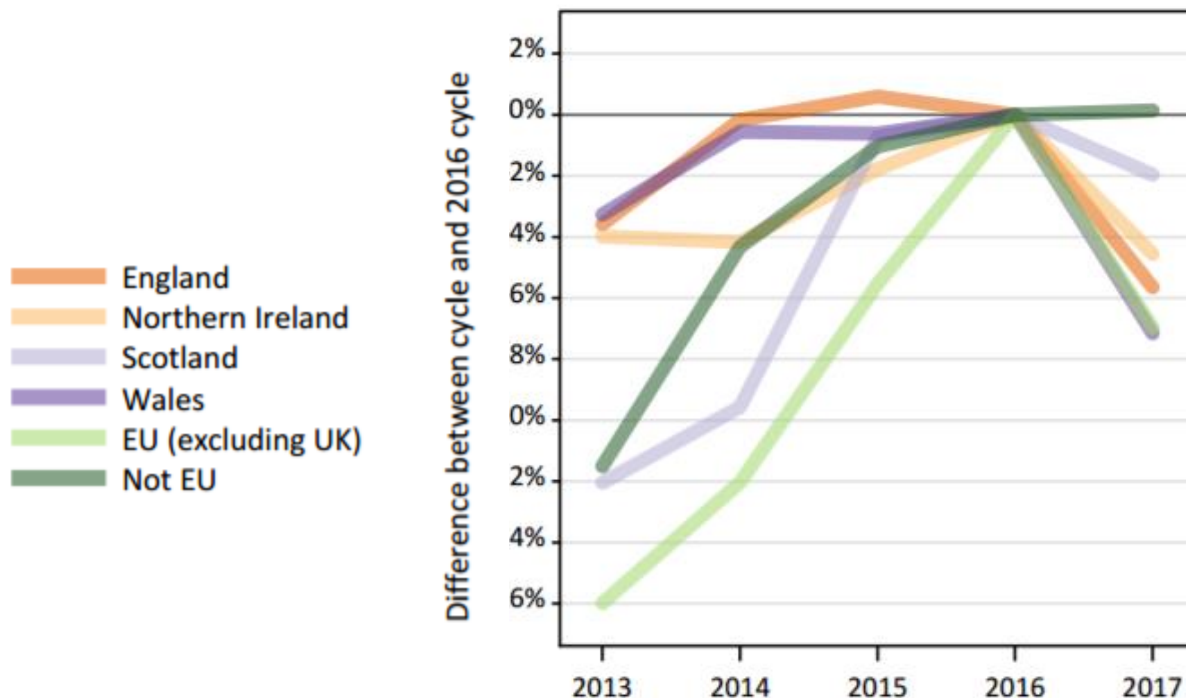
Data and
analytical
services

15 January application data

Data and
analytical
services

D.1 Applicants for all courses by domicile group

Difference between cycle and 2016 cycle



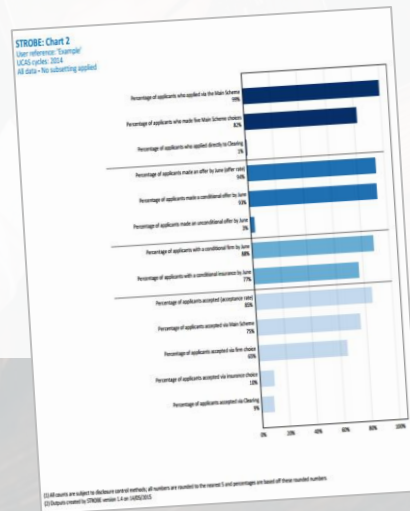
STROBE

Our new impact assessment tool

- Evaluates the effectiveness of WP activities by looking at HE outcomes for groups and individuals.
- Shows how application, offer, and acceptance rates for a cohort compare to an academically and demographically similar control group.
- Demonstrates where significant change has been seen.

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Data and
analytical
services



@ucas_analysis

UCAS

New application management service (AMS)

Admissions
services

- More inclusive of a diversity of user groups and support needs.
- Additional questions to allow learners to self-declare support needs
- User testing ensures under-represented learners are not inadvertently disadvantaged.
- Working with sector organisations, HE providers, WP groups, teacher and adviser communities.

New questions to identify:

- Estranged learners
- Student carers
- Learners with parental responsibilities
- Refugees and asylum seekers
- More inclusive gender question

Information
and advice

Help text

Communication

Stakeholder
engagement

User testing

Internal
training

Admissions
services



UCAS

Information and advice

- Careers information from sector experts
- Advice on where and what to study
- Financial advice
- All progression options (e.g. apprenticeships)
- Advice on qualifications choices

New WP web page

Widening participation

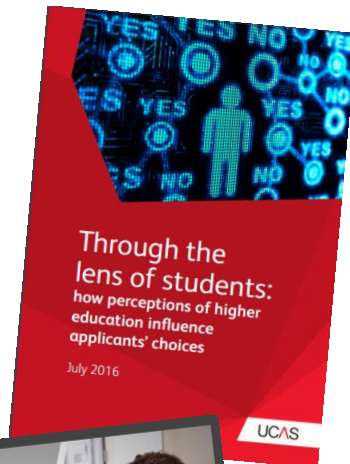
How we support widening participation (widening access in Scotland) through our products and services.

We work in partnership with charities and other sector organisations, to provide practical and inspiring information, advice and resources for under-represented groups, as well as producing reports to inform public debate.

We've produced a range of materials to provide you with information to support widening participation.

- [Barriers and motivations associated with progression to higher education](#)
- [Non-A level progression routes](#)
- [Insight into application trends and behaviours](#)
- [Contextual data](#)
- [Toolkits available to support your students' individual needs](#)

Information
and advice



UCAS Undergraduate: support for care leavers

If you're a care leaver applying to higher education, there's support available to help you with finance, settling in, and accommodation.

Relevant to **Undergraduate**

Support for care leavers



'How to' video for care leavers

Find out what help is available for care leavers, and other students tell us about their experiences.

www.ucas.com/widening-participation

UCAS

UCAS support for contextualised admissions

Contextualised
Admissions

- UCAS Contextual Data Service.
- Work with the Fair Education Alliance.
- Supporting Professionalism in Admissions (SPA) good practice.





Contextualised admissions

What it means for your students

What is contextualised admissions?
Contextualised admissions is defined as information and data used by universities and colleges, to assess an applicant's prior attainment and potential, in the context of their individual circumstances. The aim is to form a more complete picture of the applicant.

What's my role in this?
Applicants declare contextual information as part of their UCAS Undergraduate application. Crucially, the personal statement and reference also contain contextual information.

www.ucas.com/contextualised-admissions

UCAS

A wide-angle shot of a modern university atrium. In the foreground, three students are engaged in conversation: a young woman with dark hair, a young man with a beard wearing a tan jacket, and a young woman with curly hair in a green sweater. They are smiling and looking at each other. In the background, many other students are walking through the space, some looking at their phones. The architecture features large glass windows, white walls, and a prominent red modular seating area on the right. A semi-transparent dark grey box is overlaid on the left side of the image, containing white text.

Thank you
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