

Welcome to the UCAS Student Advisory Group

Wednesday 5/06/2019

*Please note – no need to enable your webcams!

The UCAS logo is located in the bottom right corner of the slide. It consists of the letters 'UCAS' in a bold, sans-serif font. The 'U' and 'C' are black, the 'A' is red, and the 'S' is black. The logo is positioned on a white rectangular background that is part of a larger white banner at the bottom of the slide.

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Agenda

- Welcome, introduction and actions from last meeting ***Courteney Sheppard & Grace Cappy***
- Contextualised admissions & unconditional offers ***Ben Jordan***
- Corporate strategy UCAS 2020-2025 ***Ben Jordan***
- Application Management System ***Sam Sheppard & Jess Deakin***
- Exam results embargo ***Jill Eyes/Group Discussion***
- Students with caring responsibilities ***Sophia Moreau***
- Searching for courses ***Anna Miller***
- AOB and Close ***Courteney Sheppard***



- Welcome to our new members and those able to join us for the first time!
 - Sophia Moreau – Birkbeck College, University of London
 - Max Farmer, Mark Edwards, Bethany Parish – Newent School
 - Tom Newman – CEO University of Gloucestershire Students Union, UCAS Board Member
 - Anna Miller – Nottingham Trent University
 - Caitlin O’Carroll – University of Surrey
 - Lea Ghandour – St Dominic’s Sixth Form College
- Housekeeping and format
- Conflicts of interest
- Governance – Co-chair
- Approval of minutes and actions

Contextualised admissions and unconditional offer- making



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Gap between entry rate in advantaged and disadvantaged areas remains (POLAR4)

2.36 : 1

The current ratio of entry rates for Q5:Q1.

The proportion of 18 year olds living in the most advantaged areas, who secured a place in HE through UCAS, is **more than double** that of their peers in the **least advantaged areas**.

Practical steps



Complete all the relevant application fields in full. The contextual information submitted on the UCAS application is critical to facilitating contextualised admissions.



Consult universities' and colleges' contextualised admissions policies, or contact them directly for more advice about how this practice might affect your application.



Use the reference to indicate any further contextual information which might warrant special consideration. This could include individual circumstances, e.g. mature student, disability, widening participation activities, or information about your school which may affect performance, such as significant staff changes or damage to buildings.

Over to you...

- How familiar are you with contextualised admissions?
- Do you agree that universities or colleges should consider other information beyond your qualifications and grades?
- How could we raise greater awareness of this practice?



Unconditional offer-making



Use of unconditional offers is becoming increasingly popular – a third of applicants received an offer with an unconditional component in 2018.



Trends have been towards a diversification of grade profiles – applicants predicted 11 A level points (BBC) proportionately receive the most unconditional offers.



Students are more likely to miss their predicted grades than their peers with conditional offers.



Sentiment towards conditional unconditional offers is generally positive among applicants.

Corporate Strategy 2020 – 2025: Engagement



Themes

Today, we'll be focusing on themes one and two: markets and our offer to you as customers



Markets: where we want to focus our activities, and where we might want to explore



Our post-18 offer: the services we run – differentiation, flexibility and innovation



International: supporting international student recruitment and international providers or bodies



Data: the open data agenda, and the balance between our public good and commercial objectives



Business model: the delivery mechanisms that will underpin the strategy

Discussion: markets

Would you want UCAS to support students looking to apply for...

- Higher apprenticeships (Level 4/5)
- Degree / graduate apprenticeships (Level 6)
- Part-time study
- Blended/ distance learning
- Modular learning (study as you go)
- Technical education
- Other Level 4/5 programmes or Level SQF 7/8 in Scotland e.g. HND/C

What might the future UCAS service look like?

CONSIDERATIONS	Where we are now	Where could we be?	
Dates and deadlines	Fixed dates and deadlines	Key deadlines consistent e.g. 15 January, but with flexibility for others to be set at provider/ course level	All deadlines set by provider – no central deadlines.
Application questions	Same questions to all applicants	70% core questions; 30% customisable	Fully customisable set of questions (basic information consistent)
Timing and the selection process	Applicants make choices; providers make offers	Applicants make choices, but are also ‘pushed’ offers from providers	Applicants make choices, but are also ‘pushed’ offers from providers dependent on the provider/ course

Discussion: flexibility of the post-18 service

Again, in the context of the period 2020 – 2025:

1. What do you see as the **advantages and disadvantages** of a single, consistent application service?
2. Would you want to see the UCAS of 2020 - 2025 to offer a **tailored application service**? If so, would you expect this to be at provider/student/subject level?
3. What do you think the **impact** of greater customisation could be?

Key points about Clearing in AMS



- **Clearing will not just be for people that didn't get placed with their original choices.**
- **You will be able to retain your current offers while still looking for other places.**
- **You will be able to receive offers from other universities alongside current unconditional offers you already have.**
- **You will be able to release yourself from an offer you had accepted rather than having to get the university to do this on your behalf.**

Exam results embargo

Jill Eyes
Service Delivery Manager
(Results service)



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Overview



What is the embargo?



What this means for applicants



The role of UCAS – zero breach embargo project



Case studies

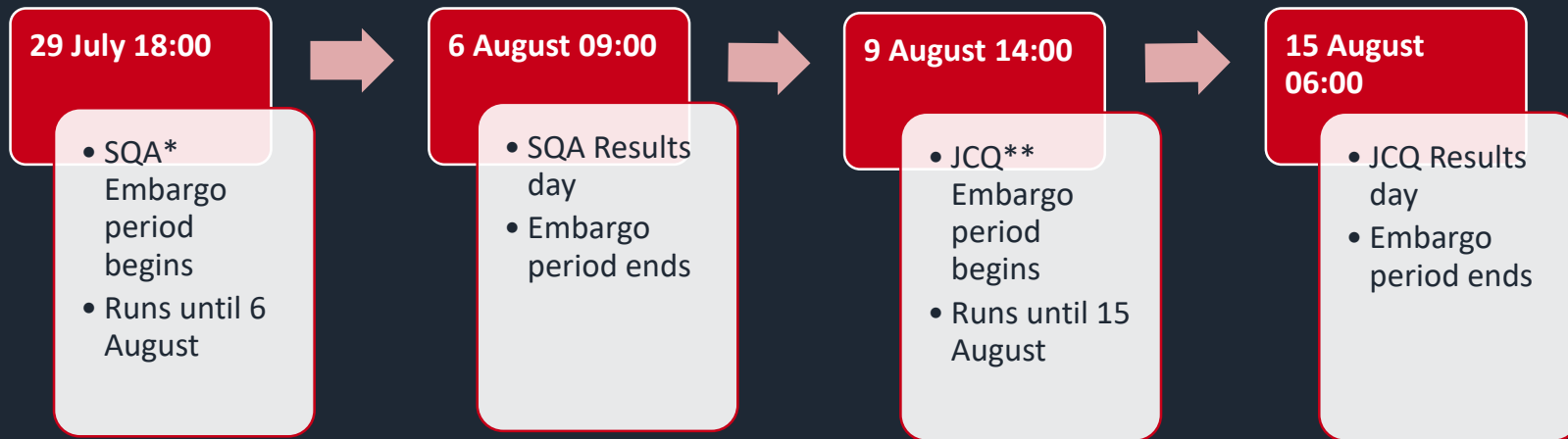


The role of providers



Discussion

What is the embargo?



* Results from Scottish Qualifications Authority

** Results for A and AS level, BTEC embargoed, Welsh BaccaLaureate, AQA BaccaLaureate, Irish Leaving Certificate, and City & Guilds

What is the embargo?

Awarding bodies allow privileged early access to embargoed results each summer to UCAS and universities and colleges (providers) .



Embargoed results data is shared with providers who have completed and signed the UCAS embargo agreement.



All holders of embargoed results data must not share information to applicants awaiting results.

The role of UCAS – zero breach embargo project

- Contract with awarding bodies
- Training – launched 2 April 2019
- Embargo agreements
- Providing support, reporting, and escalation



The role of providers



Complete UCAS training and sign embargo agreements



Early access to results allowing confirmation decision to be made before results day



Don't share results or any decisions

What does this mean?

With

Instant decisions on results day

Reduced stress for students

Without

Delay in confirmation decisions

Increased stress while waiting



In reality...

**You're
in!**

An email from either
the 1st or insurance
choice

Fees

An email
about
payment

No room

A notification of
withdrawal from
accommodation
email was sent.

**Making
contact**

An applicant called a provider
and they shared embargoed
information inadvertently

Discussion



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- Students with caring responsibilities *Sophia Moreau*
- Searching for courses *Anna Miller*

A.O.B

- Self-release into Clearing
- Next USAG date
- Vouchers



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