UCAS Corporate Strategy refresh

UCAS Corporate Strategy 2015-2020

Corporate objectives

Learners
Learners know that UCAS is where you find out about progression in education, and make applications.

1

Education providers
UCAS is a trusted partner for attraction, recruitment, and admissions services.

2

Advisers
Learners know that UCAS is where you find out about progression in education and make applications.

3

Data and analysis
UCAS is the trusted and authoritative source of intelligence about achievement, progression, and participation in education.

4

Commercial
UCAS Media is the premier channel for education providers, and commercial customers, for marketing to potential students.

5

Business model
UCAS is an exemplar of an efficient, and effective national shared service.

6

- Put the learner's journey at the heart of everything we do.

- Focus on students, not just applicants.

- Minimise spend on legacy services, and accelerate development of new.

- A 'progression ecosystem' where learners, education providers, and others connect.

Changing environment

Demographics – falling 18-year old population

Impacts of Brexit

Marketisation, competition, and students as consumers – data on graduate outcomes

New regulator, Office for Students in England

Uncertainties over future of HE funding

Renewed focus on widening participation and access

Devolution

Changes to qualifications and new T levels in England, apprenticeships
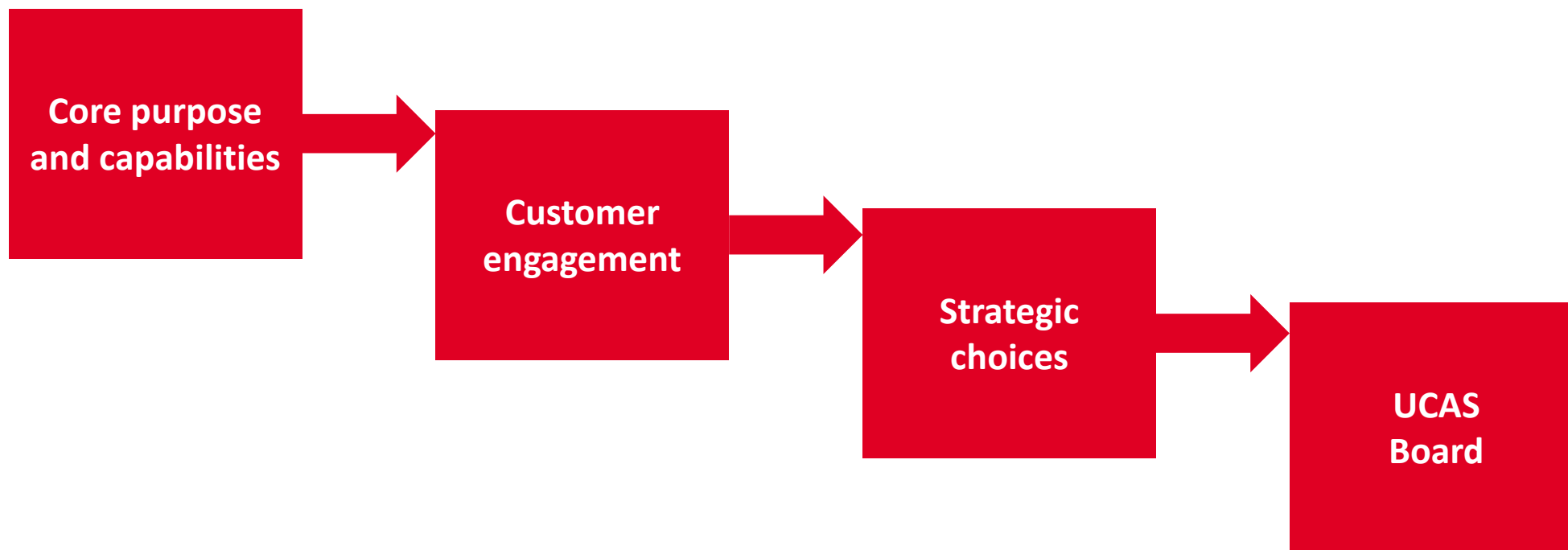
Big data

Changing employment market

Our approach

UCAS

Core purpose and capabilities → **Customer engagement** → **Strategic choices** → **UCAS Board**

Our core purpose

To provide a fair and trusted undergraduate admissions service.

UCAS

Data as a capability to underpin the core purpose

Aspect	Maturity				
	1	2	3	4	5
Public Good: Promoting equality	Provide HEPs with disparate sources of data to make their own assessment	Develop data-led integrated equality measure(s)	Provide comprehensive reporting and analysis using new equality measures and combining UCAS data with externally held data sources	Deliver individual-level, intelligent contextual data service	Acting on behalf of the sector in outreach activities
Public Good: Framing and informing the debate and delivery of HE in the UK	Publish statistical releases at deadlines and end of the cycle in PDF and CSV	Publish regularly throughout the cycle	Develop accessible and engaging visualisations for our data to improve our reach	Create statistically sound models to inform debate of how observed events differ from expected	We engage with third parties to use UCAS data as standard when measuring and assessing performance of the HE sector
Operations: Sector efficiency	Daily collection and exchange of data from HEPs and applicants All year round linking of awarding organization data to applicants (AO)	Responsive curation of datasets for statutory obligations Validation tools to drive quality of the AO files		Real time supplies of relevant and verified data between customer groups	Complete flexibility to collect bespoke data across the sector A relevant international awarding organisation dataset

	Maturity				
Aspect	**1**	**2**	**3**	**4**	**5**
Reference data	Data resides in end systems Data is hard to extract Poor quality overall Reference data curated and held at local level Dependency on key individuals	Some work is being done to reconcile data across end-user systems and to cleanse data	Data referenced via API (rather than hard wired in end systems) Reference data used extensively across other areas of the business to inform new products	Data aggregation is possible enabling the ability to serve back key information and data to inform decision-making	Reference data sourced externally to international standards and held centrally (e.g. NARIC, SQA)
Fraud & Verification service offering	Identification of potential fraud in applications Identification of similarity in personal statements	Verification of achieved results for international qualifications	Qualification checks – through sourcing verified data from AO's (verification of achieved results – UK) Identity checking in partnership with UK Visa and Immigration Integration of plagiarism detection into personal statements	Integration with behavioural data as an indicator of whether they are a genuine applicant (e.g. checking if and when/where applicants open e-mails/SMS messages from us and/or log in to Track etc.	Broader fraud services to HEPs e.g. essay plagiarism

Thank you