

Access and admissions

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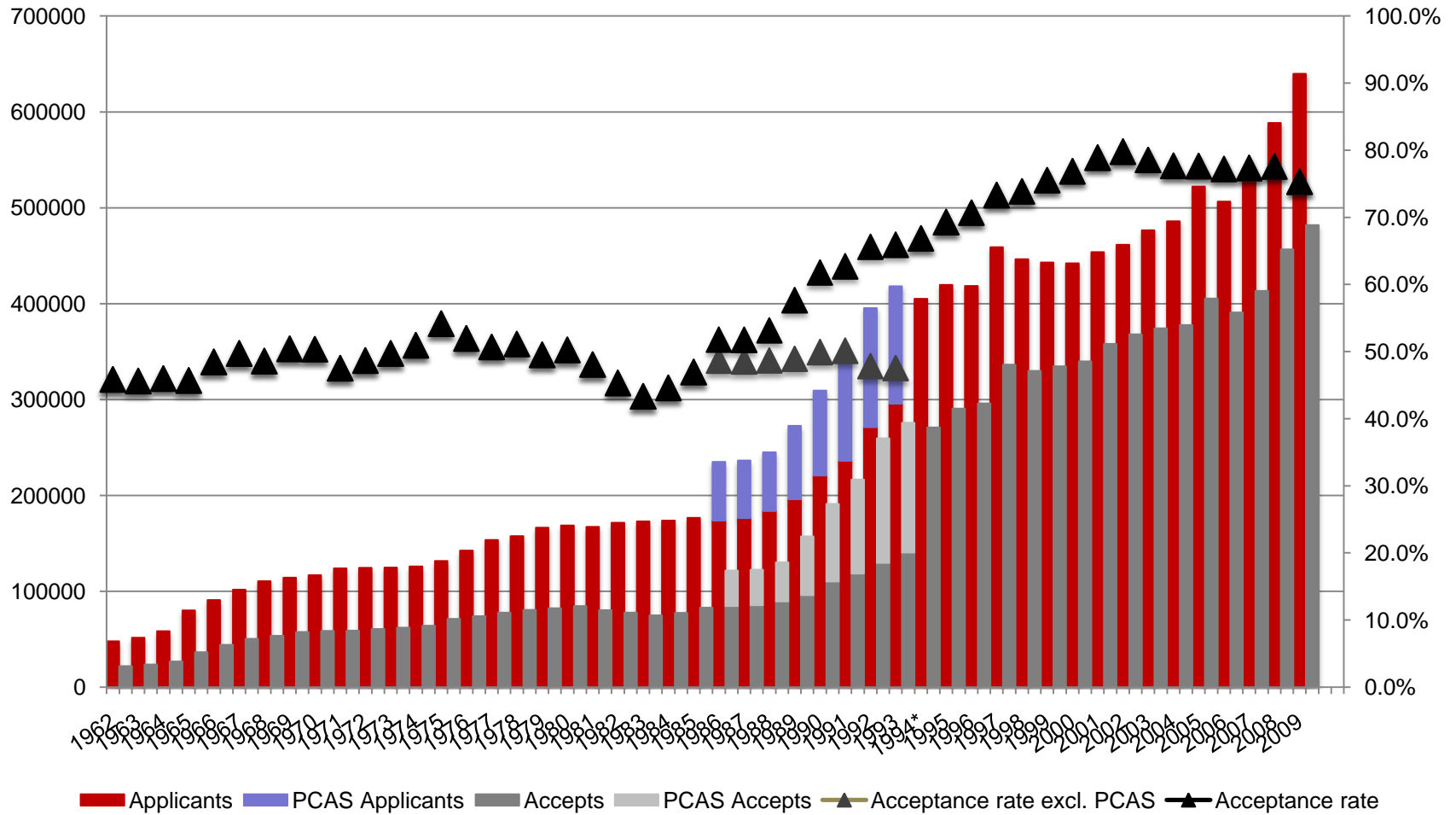
15 September 2011

UCAS

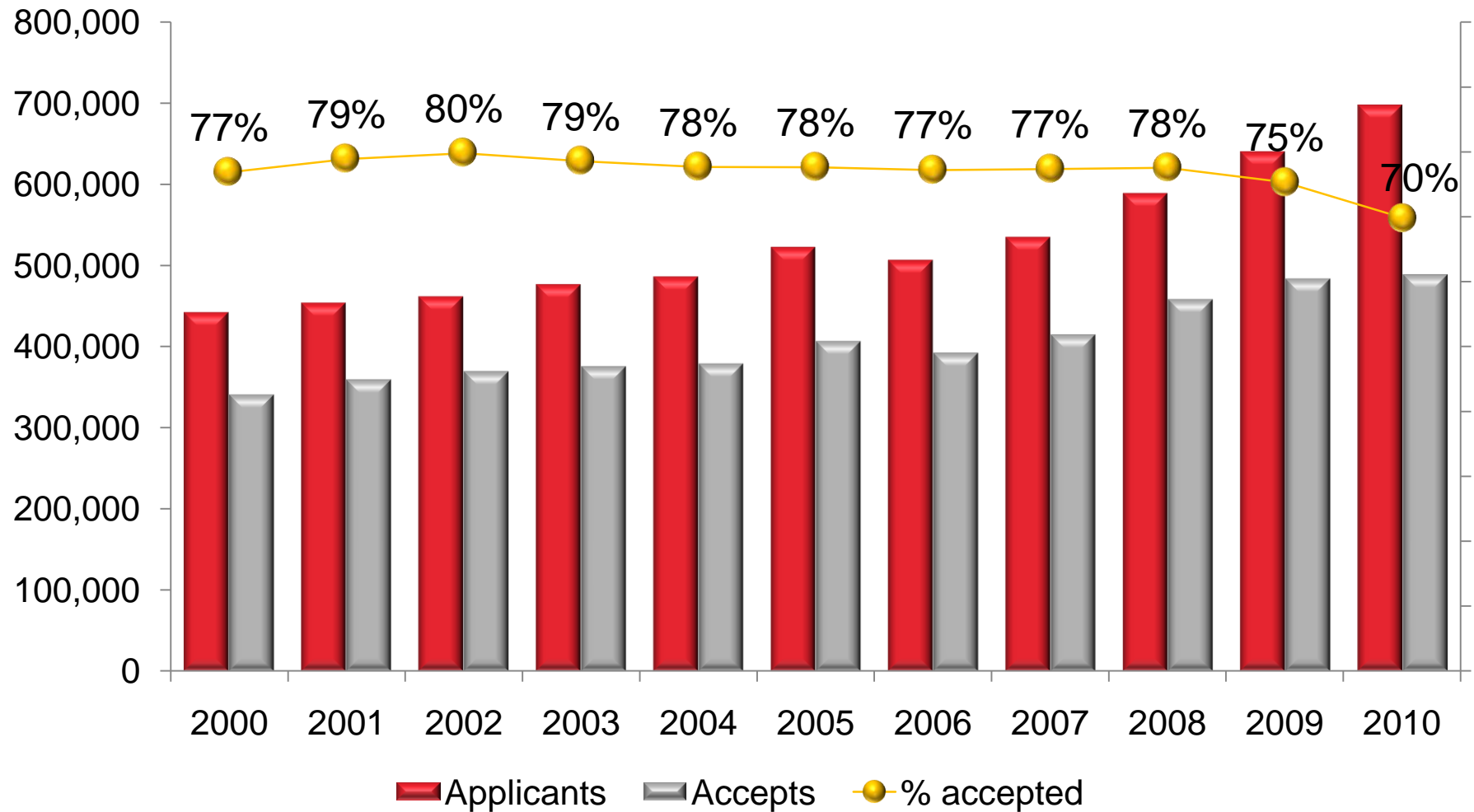
> Overview

- Trends in admissions to HE
- 2011 admissions cycle – latest statistics
- Access data from 2010 admissions cycle
 - educational background
 - area of low participation
- Supporting access, outreach and WP activities in 2012 and beyond
- Admissions Process Review & Qualifications Information Review





> Acceptance rates









> Total applicants & accepts 2000 - 2010



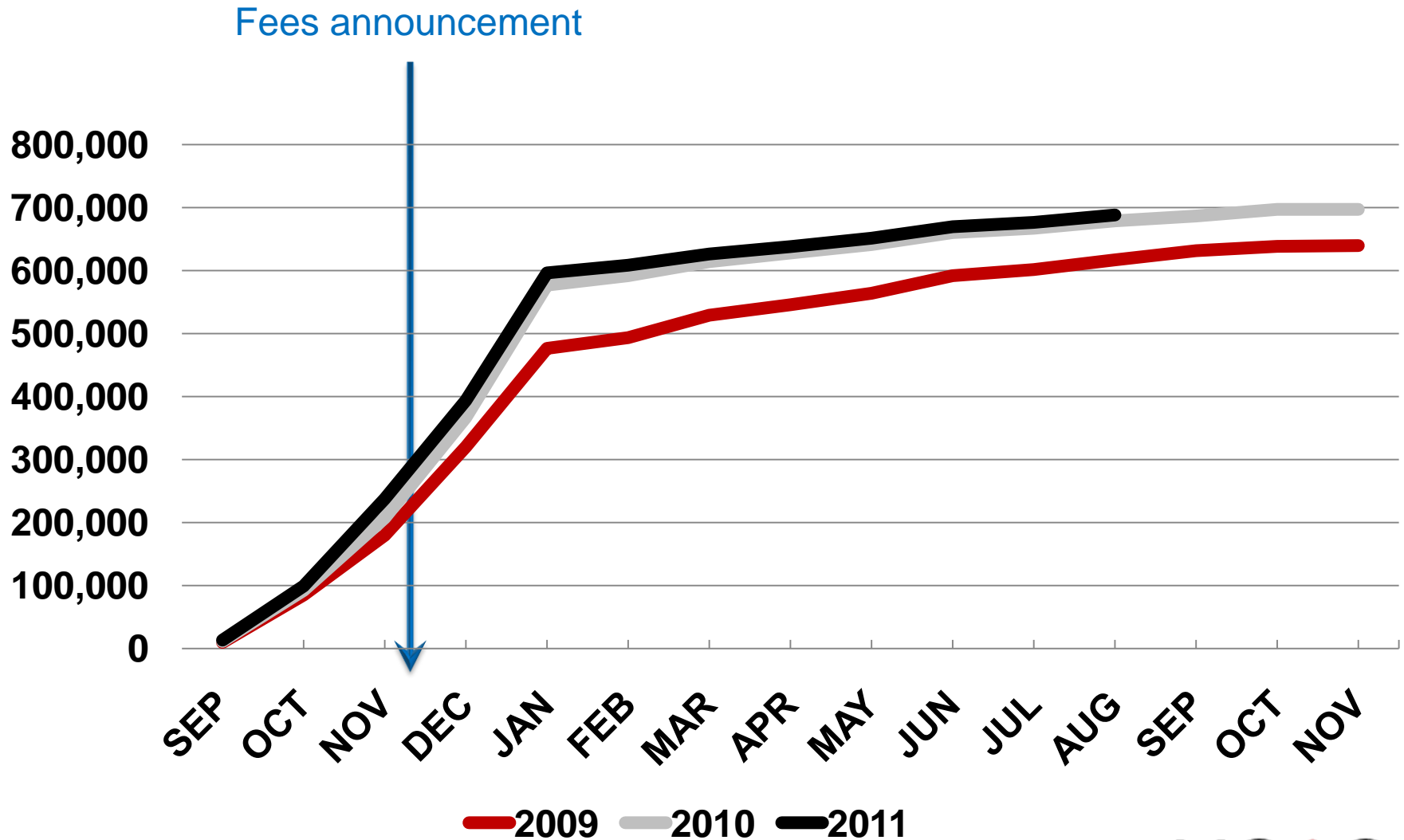
> Position at 12 September 2011 - Domicile

>	2010	2011	% Diff	
Applicants:	683,325	691,449	1.2%	
UK:	579,296	583,639	0.7%	
EU (excl. UK):	46,323	48,805	5.4%	
Non EU:	57,706	59,005	2.3%	







> Position at 12 Sept 2011 - UK applicants by age

>	2010	2011	% Diff	
UK applicants	579,296	583,639	0.7%	
19 & under:	371,311	374,688	0.9%	
20 to 24:	119,243	121,781	2.1%	
25 to 29:	35,456	34,699	-2.1%	
30 to 39:	34,096	34,000	-0.3%	
40 & over:	19,190	18,471	-3.7%	

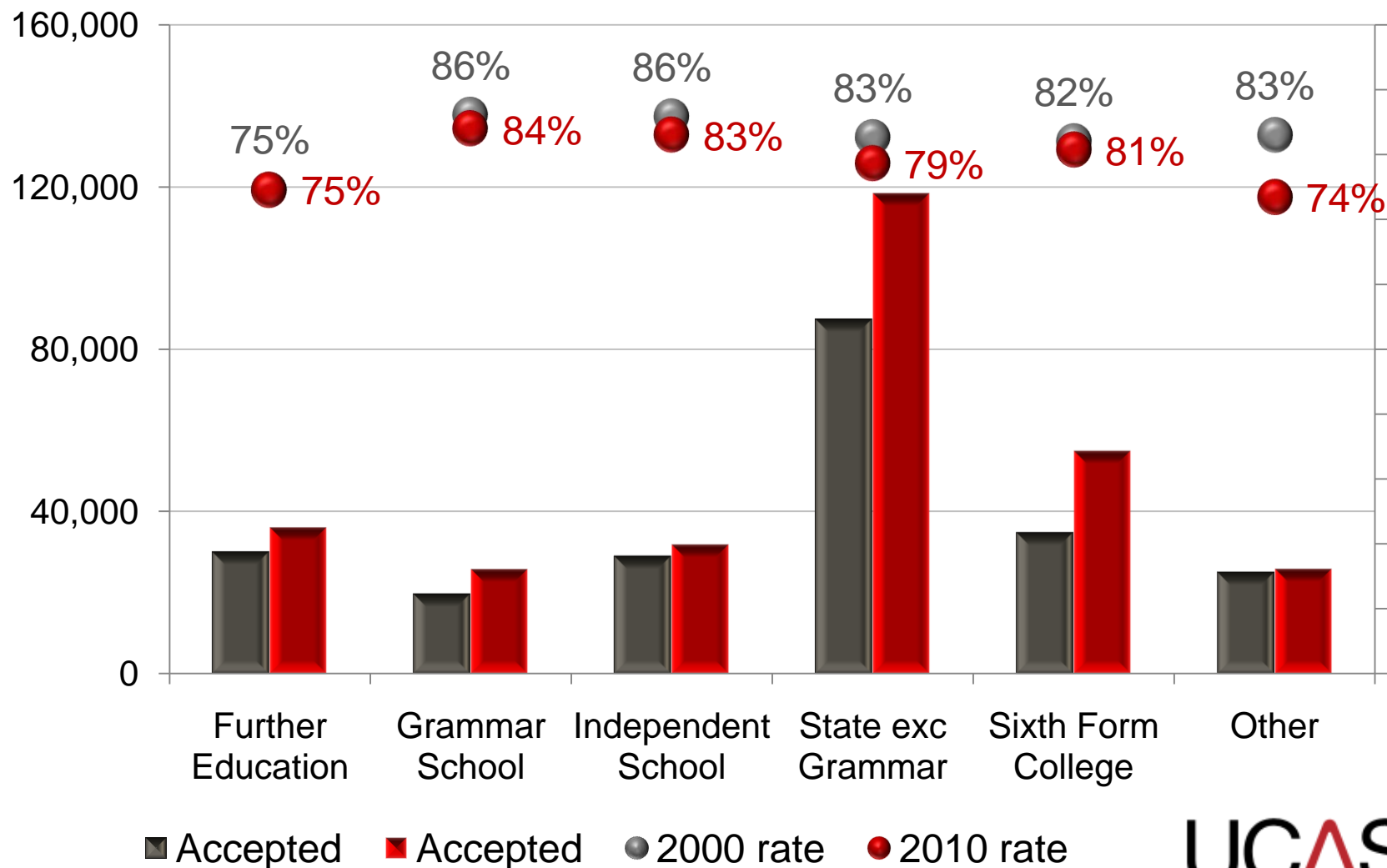
> Cumulative Applicants by month of application



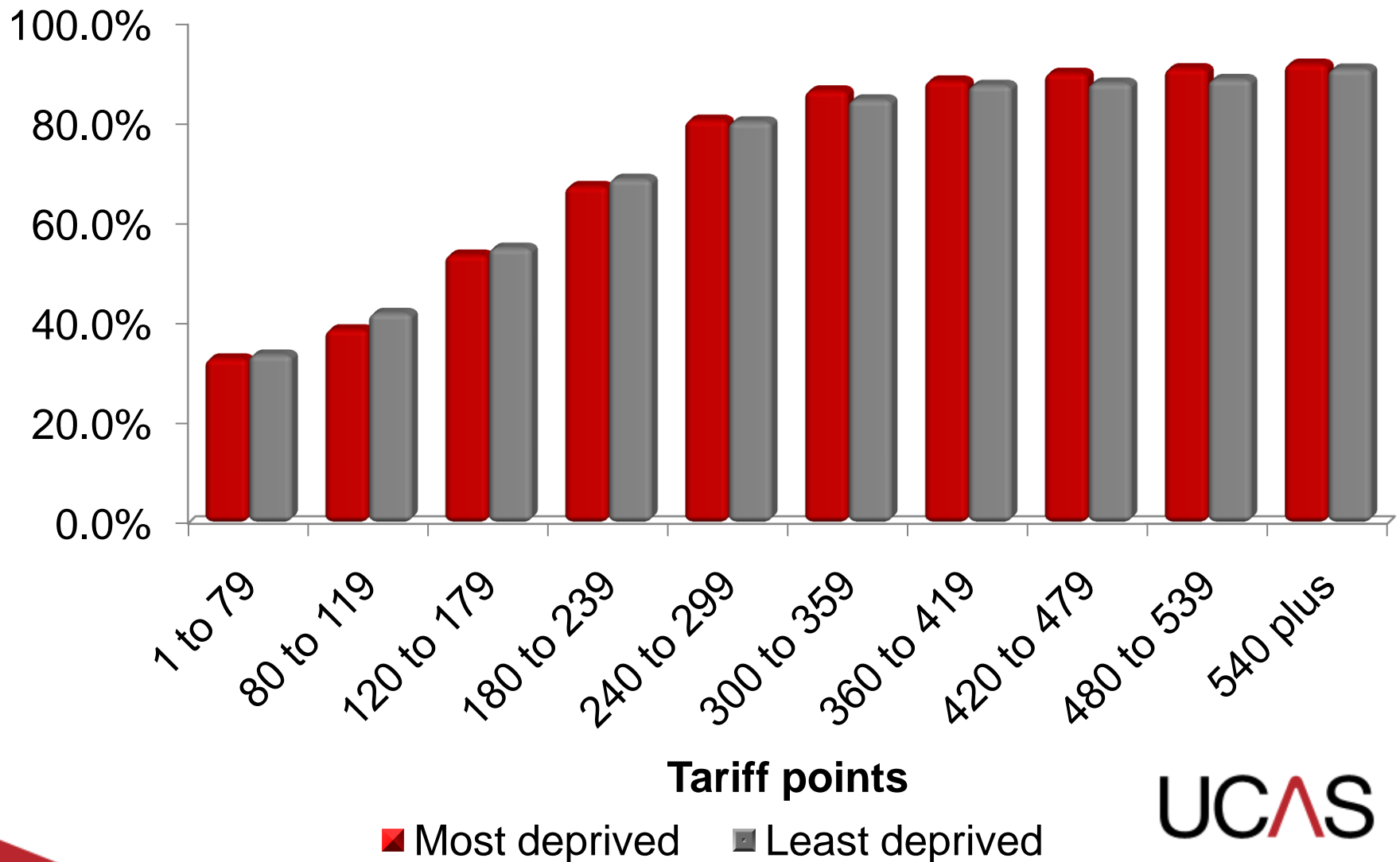
UCAS Processing – 12 September 2011

	2010	2011	% Diff	
Applicants:	683,325	691,449	1.2%	
Total Accepted:	469,530	480,369	2.3%	
% Accepted:	68.7%	69.5%	1.1%	
Accept via Clearing:	40,656	46,235	13.7%	
Outcome Pending:	18,675	16,909	-9.5%	
Eligible for Clearing:	180,777	181,770	0.5%	

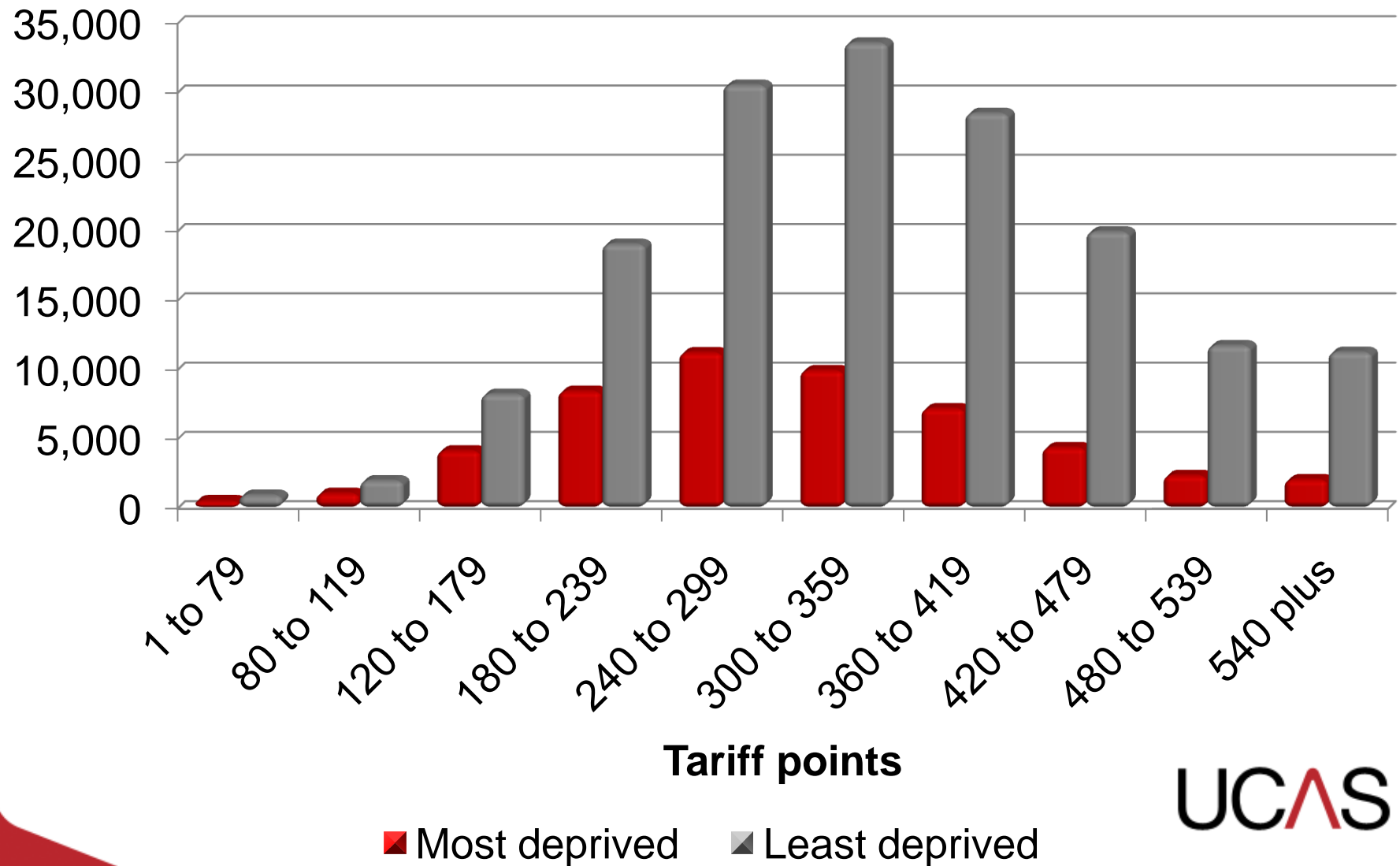
> Educational Establishment – Acceptance Rate - UK Dom.
Aged 17-19 only: 2000 & 2010



UK 17-19 Acceptance rate of A level applicants by POLAR 2 & Tariff band: 2010



> UK 17-19 A level applicants by POLAR 2 & Tariff band: 2010



> Information for learners & advisers

- UCAS website, publications, social media, events
- UCAS Course Search & new Course Finder – will include KIS, institutional audit information
- Supporting Independent Taskforce on Student Finance
- *My Future*: interactive pathway tool to help learners explore options
- Preparing the Professionals: provision of free, up to date resources about HE applications to universities and colleges
- Professional development service for schools and colleges

> Contextual data service

- UCAS is providing a contextual data service to facilitate widening participation and fair access
- UCAS will deliver an initial basket of data to HEIs, free of cost, for 2012 entry, including:
 - Students entitled to free school meals
 - Applicants from a low progression neighbourhoods (Polar 2)
 - Average school GCSE performance of students achieving 5 A*-C GCSE including English or Welsh and mathematics or equivalent

> Data for institutions, funders and stakeholders

- Monitoring and publishing information on the 2012 admissions cycle e.g. potential impacts on cross-border applications, application patterns
- Collaborating with OFFA and HEFCW on monitoring access and fee agreements
- Collaboration with UUK and sector bodies
- Supporting the National Scholarship Programme

> The Qualifications Information Review

- The UCAS Tariff enables HEIs and learners to make comparisons between qualifications to facilitate admissions
- The number and diversity of level 3 qualifications has increased significantly
- The Tariff cannot accommodate different sized and composite qualifications & points are oversold
- The QIR aims to understand the needs that institutions and learners have for qualifications inform and develop better ways of meeting these needs
- We aim to develop new tools and services that will offer greater awareness and understanding of the full range of qualifications and support progression

> Apprenticeship Frameworks

- Apprentices face a number of barriers to progression to HE
- The Tariff cannot accommodate the multiple pathways and components of apprenticeship frameworks
- Apprentices are slightly less likely to be accepted into HE when compared to the total cohort: 65.4% compared to 69.5% (2010 data)
- UCAS is developing a number of tools to help and support apprentices:
 - A new series of FAQs on the UCAS website developed specifically for apprentice learners
 - UCAS Course Finder will enable institutions to indicate whether they have progression agreements in place
 - The application system is being amended to enable learners to indicate on their application where they are applying via a progression agreement

> The Admissions Process Review

- The Admissions Process Review is looking at improvements to support a wide range of applicants, with diverse portfolios of prior achievements, and with interests in different modes of study intensity and HE delivery models
- There has been extensive engagement with learners, schools, colleges, institutions, government, funders and regulators
- UCAS will be consulting this autumn on a number of options

> Thank you for listening – any questions?

