The background of the slide features a photograph of two young women. The woman on the left has long dark hair and wears glasses. The woman on the right has long blonde hair tied in a braid and wears a green jacket. They are both looking down at a book held by the woman on the left, with the blonde woman pointing at a page. The scene is set outdoors with a brick wall and foliage in the background.

# Fair Access: insights and opportunities

Ellie Rowley- UCAS Fair Access Programme Lead

The UCAS logo, consisting of a white stylized 'U' inside a black square.

UCAS

# The UCAS Fair Access Programme: strategic objectives



1. Transform your understanding of students through new questions, data and insight



2. Bring the hardest to reach students to you, earlier



3. Help you understand what works in widening participation and access



4. Help bring schools, colleges and universities closer together



5. Remove barriers and inspire students

# How is UCAS supporting Fair Access?



UCAS **strategy and product development** reflects widening access/participation goals



Inspires and enables informed decision-making through **personalised information and advice** through the UCAS Hub.



Ensures that admissions services facilitate WP, including **reforming** to support disadvantaged students



Supports providers' goals through data collection, contextual data, and offering targeted marketing services



Publishing high quality **insight and analysis** to inform policy and public debate, and drive improvements



**Data services** to help providers and WP organisations **evaluate** the effectiveness of interventions

# January Equal Consideration Deadline Stats



594,940 total  
applicants (-0.3%)



479,210 total UK  
applicants (-0.5%)



316,850 18 year  
old applicants  
(+0.7%)



65,450 21 year  
old+ applicants  
decline (-5.2%)

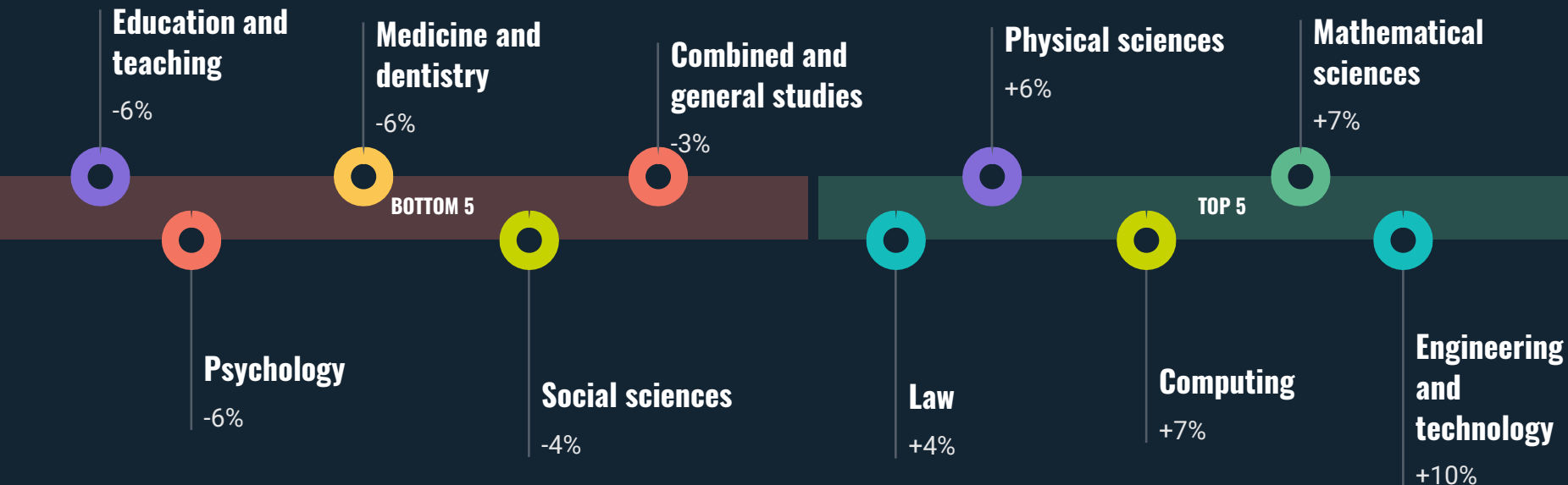


115,730  
International  
applicants (+0.7%)

**Second highest number of UK 18 year old applicants on record apply**

# Subject applications – Stem in demand

Top 5 and bottom 5 percentage changes in applications by CAH1 subject grouping



# Journey to a million

**2030** 1,000,000 | +40,000

**2029** 960,000 | +40,000

**2028** 920,000 | +30,000

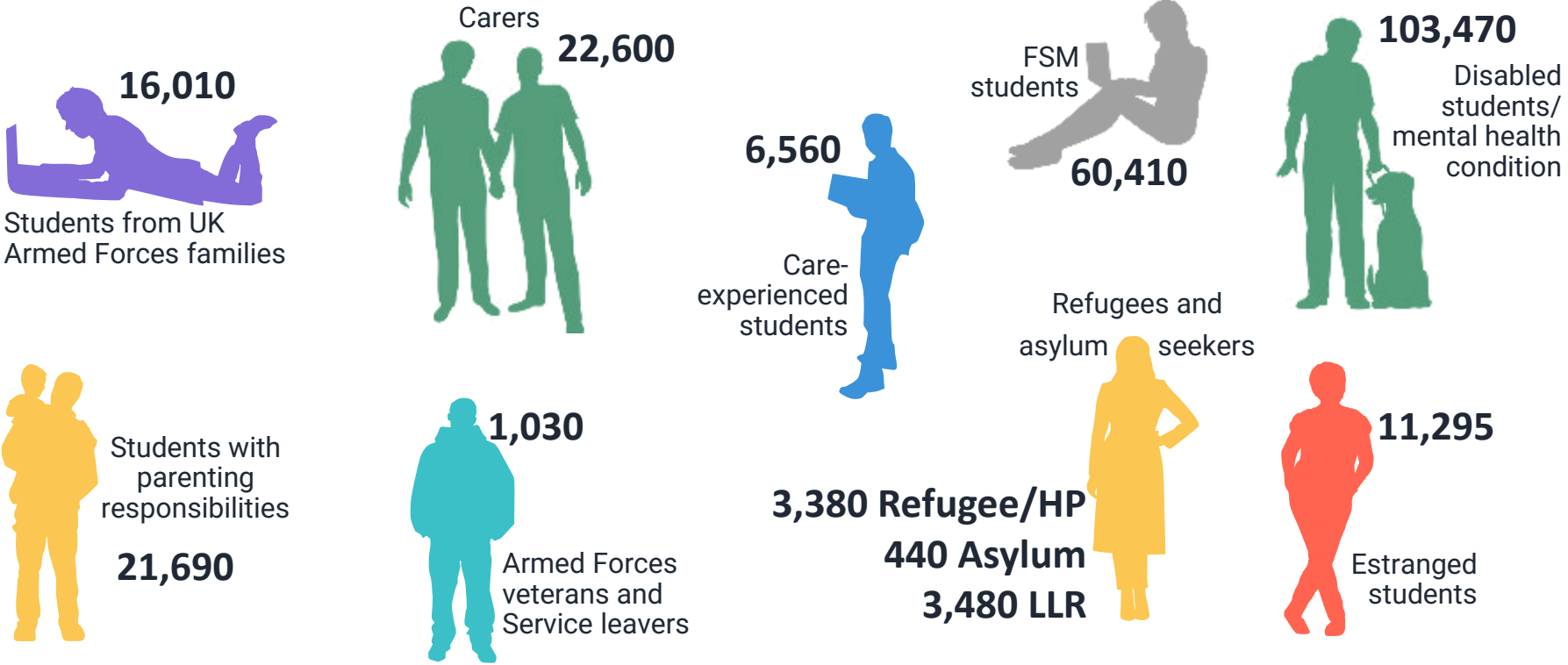
**2027** 890,000 | +30,000

**2026** 860,000 | +35,000

**2022 vs 2030**  
there could be:

**18 YO**  
+126,000  
**International**  
+90,000

# Questions in the application to identify:



Tell us about any circumstances you might need support for during your studies. We want to reassure you that this information is confidential and will **not** negatively impact your application.

Information will be shared with those involved in supporting you – not all universities and colleges offer the same support, so it is a good idea to contact them directly to ask any questions before you apply.

We may also use this information (anonymously) for monitoring purposes to inform and improve support for future students.

Every year, over 60,000 students with a physical and/or mental health condition, long-term illness, or learning difference apply through UCAS to study at a university or college in the UK, and access a range of support available to help with their studies, day-to-day activities, travel, or lifestyle. Would you consider yourself as living with any of the following: \*

Would you consider yourself estranged from your parents (i.e. you're not in contact with and supported by your

## Do you have any unpaid caring responsibilities (not including parenting)?

☐ Yes ☐ No

Do you have official refugee status or limited leave to remain, or are you seeking asylum?

- ☐ No ☐ The UK government has granted me refugee status or humanitarian protection in the UK  
☐ I have limited or discretionary leave to remain in the UK ☐ I'm currently seeking asylum in the UK

Do you have a parent or carer who currently serves in the UK Armed Forces, or who has done so in the past?

- ☐ Yes ☐ No

Have you ever served in the UK Armed Forces?

- ☐ Yes ☐ No





# The UCAS application data shows:

Compared to young applicants without caring responsibilities...



More likely to apply within 30 minutes of home



Less likely to apply to the most selective institutions



More likely to share a disability, especially a mental health condition



Strong preference for health and social care, nursing and midwifery

# Survey respondents told us:



Ability to travel home easily, if living away from home, was an important factor



Possibility to balance studies with part-time work was another important factor

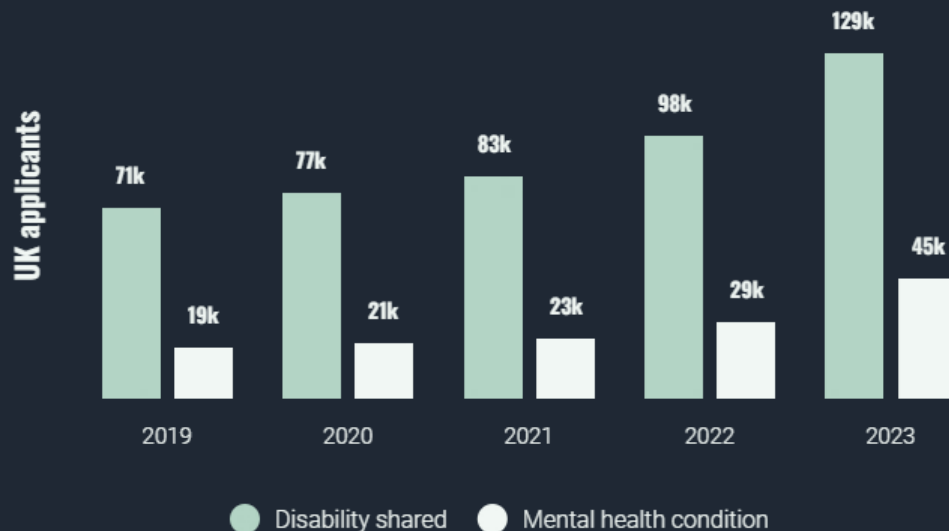


Majority received no guidance about going to HE as a young adult carer



Strongly motivated by studying the subject they love, and deepening knowledge or skills in a particular area

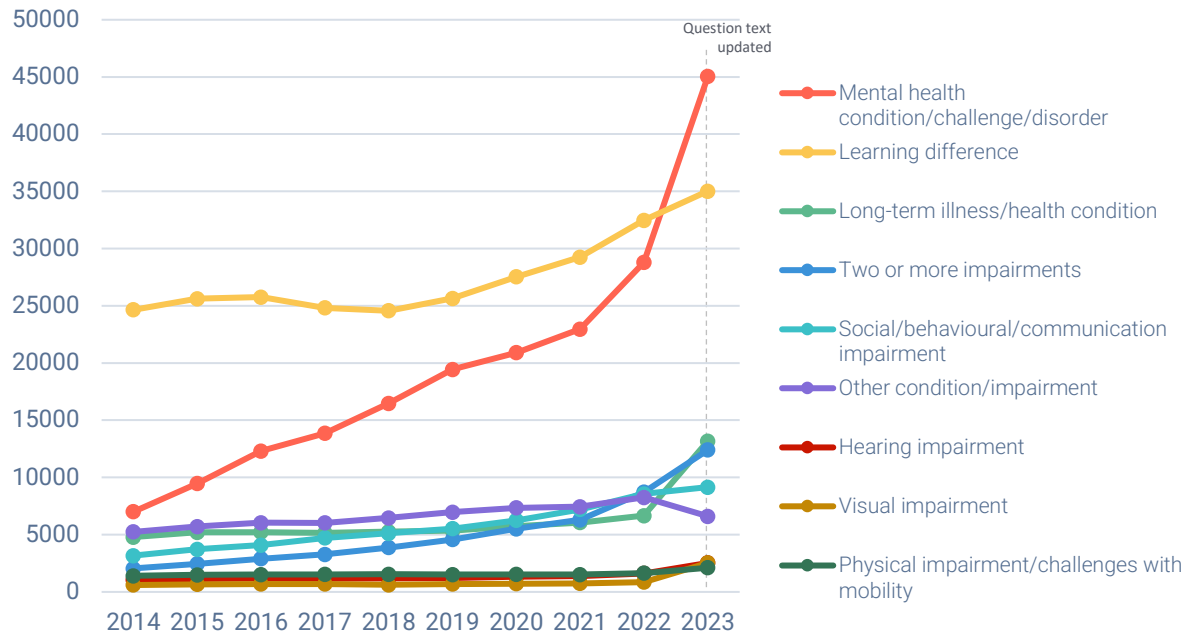
# Increase in UK applicants sharing a disability or mental health condition



The wording of the disability and mental health question was updated for the 2023 cycle.

- **Visual impairment: +197%**
  - **Long-term illness or health condition: +98%**
  - **Hearing impairment: +57%**
  - **Mental health condition: +56%**
  - **Two or more impairments: 42%**
  - **Physical impairment or mobility challenges: +29%**
- 
- **Other condition or impairment: -20%**

# 157% rise in applicants sharing a disability since 2014 ...



UK applicants sharing a condition, impairment, or mental health condition in the UCAS application 2014-2023

- **1 in 5** UK applicants share – over **128k**
- **Over a third** share a mental health condition (**8%** of UK applicants)
- Greatest increases seen for:
  - Mental health conditions **+542%**
  - Two or more impairments **+508%**
  - Visual impairments **+325%**

# What needs to change?

UCAS

1. IAG for disabled young people (and their parents/carers) must **start earlier** so HE and apprenticeships are viewed as **viable pathways** – and can be planned accordingly
2. Disabled applicants (and those who advise them) need **earlier, clearer, accessible details about support**, recognising the journey may be **longer and more complex**
3. Young applicants need more **help to research support and speak to the disability adviser** about their individual needs
4. IAG must recognise the **intersectionality** of disability with other characteristics to address hidden **challenges and barriers**
5. **Consistent messages about how disability data is used** in admissions must come from key influencers, e.g. parents and support staff, from the outset
6. The specific needs of students with **different types of impairment** must be accommodated when advising, with **information and support** tailored accordingly

# How UCAS is supporting

UCAS

Changes to the **wording of the UCAS application question**, with further improvements to the question to follow.

**Cross-sector collaboration** with expert groups and networks

Mental health needs considered **intersectionally across all under-represented groups**, and support information integrated.

Improved information and advice – **new mental health pages** with ‘what happens next’ outlined to create transparency.

Improved signposting for DSA

2025 cycle project with TASO on **what works** with **messaging** around sharing MH condition

Adviser toolkit and PDP module

Additional support over C&C

# Student-facing resources

UCAS

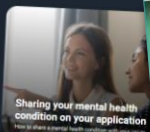
**STUDENTS WITH PHYSICAL OR MENTAL HEALTH CONDITIONS AND LEARNING DIFFERENCES**

Every year, over 60,000 students with physical and/or mental health conditions and learning differences apply through UCAS to study at a university or college in the UK, and access a range of support to help them succeed in their studies, day-to-day activities, travel, and lifestyle.

Explore this section

## MENTAL HEALTH AND WELLBEING

Whatever stage of life you're at, there will be excitement and challenges. There's a wealth of resources out there to help you through every stage. Simply click on the links in this article, call or text the helpline numbers or speak to a friend or trusted adult.



**SHARING A MENTAL HEALTH CONDITION: WHAT YOU NEED TO KNOW**

Wednesday 26 July 2023, Support Student Minds

## DISABLED STUDENTS: PREPARING FOR OPEN DAYS AND VISITS

Explore this section

Open days are a valuable way of finding out about a university or college first-hand – tour the facilities, speak to staff and current students, and really get a feel for whether you would like to study there.

Thinking about individual support needs, it is an ideal opportunity to understand what support is available and who those who are responsible for putting it in place.

## SUPPORT FOR DISABLED PEOPLE TAKING APPRENTICESHIPS

Being disabled shouldn't limit your job or study choice, and apprenticeships can be a great way into your chosen career.

Recent University of York graduate [@lifeofpippa](#), shares her top 3 tips for disabled students starting their university journey. 'My three tips for a student starting uni with a disability would be: 1. Don't be afraid to ask for what you need. It's worth it in the long run.'



## MENTAL HEALTH ADVISER

Making contact with the disability support team or mental health adviser early on is a really good idea.

You want to be comfortable and successful in your chosen course and provider, so will be happy to answer your questions or give you more information and advice – even if you ultimately decide not to apply there. Their contact details will usually be available on the university website, but before you speak to the adviser, it is a good idea to think carefully about what you want to say.

## HOW ACCESSIBLE IS UNIVERSITY FOR LEARNERS WITH SEND?

Tuesday 27 September 2022, Widening access and participation by Alex Grady Head of Education and Whole School SEND, nasen

### How accessible is university for learners with SEND?

What sort of support could I get in higher education? [show answer](#)

The support available in higher education will vary from one university or college to another, but all must, under the Equality Act 2010, make reasonable adjustments to ensure that those with a physical or mental health condition or learning difficulty can access the same opportunities as those without.

Why would a university want to know this information? [show answer](#)

Wherever possible, the university or college will try to meet a student's individual support needs – the information you give on your application will help them do this. The earlier you tell them about a condition or impairment, the sooner they can put in place the support you need.

How is this information used? [show answer](#)

Only those who are responsible for processing your support will be able to access this information.

Can I give this information later on, after I have sent my application or received an offer? [show answer](#)

Yes, if you choose not to give this information in the UCAS application, you can contact your university or college directly at any time after you have submitted your application.

I'm worried about sharing details of a mental health condition – will telling the university or college really help me? [show answer](#)

You're not on your own. In fact, more students than ever share a mental health condition on their UCAS application.

If I tell the university or college about an impairment or condition, will it affect their decision on my application? [show answer](#)

Definitely not.

I want to apply for a professional course that has a 'fitness to practise' requirement – will sharing a condition or impairment mean I can't take a certain course or career path? [show answer](#)

Some professional courses require students to meet fitness to practise requirements or competence standards. These

Some professional courses require students to meet fitness to practise requirements or competence standards. These

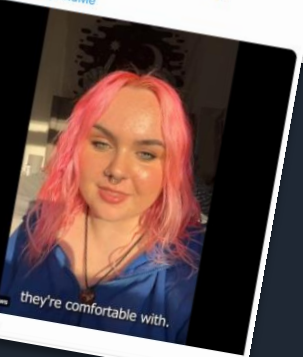
## Individual needs student pages

FOUND A COURSE YOU LIKE?



What are the benefits to sharing your disability on your application?

3rd year Physics student Amy shares how sharing her disability on her application helped ensure that she received the right support from her uni.



they're comfortable with.



# New DSA resources



What is DSA?



DSA eligibility FAQs



Acronyms and abbreviations



How to apply for DSA



What to expect from a DSA assessment

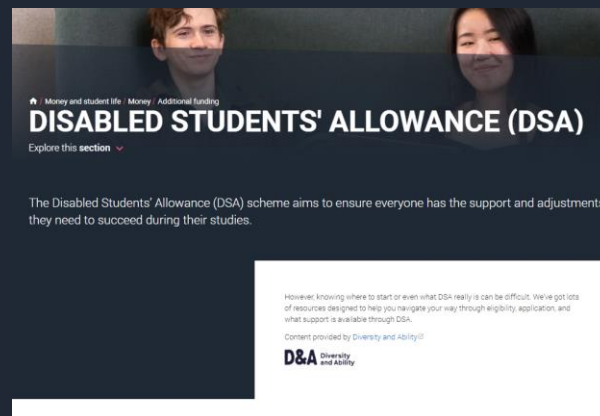


Confirmation and taking up support



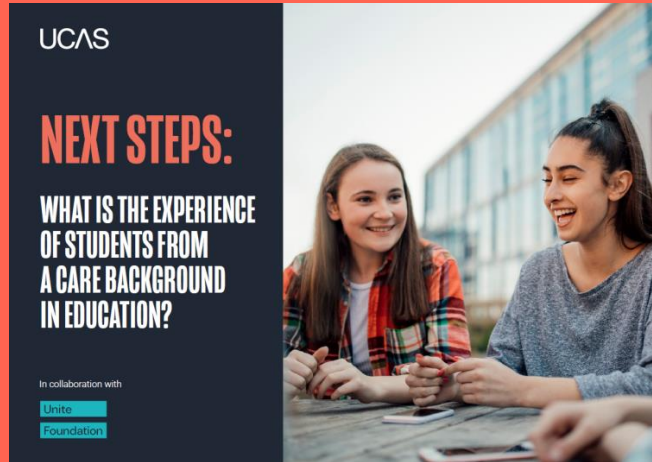
Disabled Students' Allowance: Scotland

If you live in Scotland, read this guide created by Lead Scotland, a charity providing support for disabled people to learn.



[Link to DSA pages](#)





# Next Steps: What is the experience of students from a care background? November 2022

Unite

Foundation



## Summary of key findings:

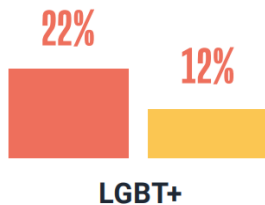
- Three in five received no guidance specific to going to HE with care experience
- Students' decision making is influenced by their individual support needs
- Care-experienced applicants have a less linear education pathway to HE
- The intersectionality of care experience with other personal characteristics presents additional challenges and considerations
- Applicants do not always discuss their circumstances with the people who can inform them about support in HE

[Read report here](#)

# We looked at the **intersectionality** of care experience and other characteristics

## More likely to share an LGBT+ identity

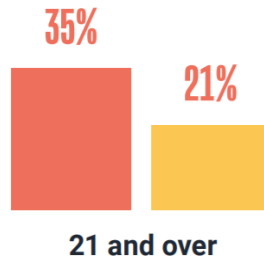
79% more likely to identify as LGBT+ (22% vs 12%)



## More likely to be mature

69% more likely to apply aged 21 or over (35% vs 21%)

29% less likely to apply at age 18 (41% vs 58%)

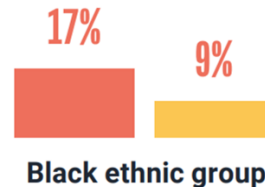


## More likely to be from a minority ethnic group

96% more likely to be of Mixed ethnicity (11% vs 5.4%)

88% more likely to be Black (17% vs 9.3%)

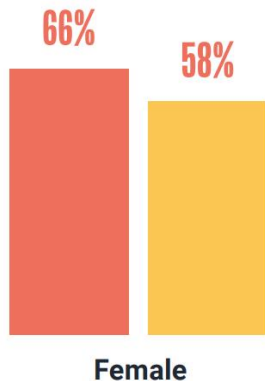
16% less likely to be White (57% vs 67%)



Compared to applicants without care experience ...

## More likely to be female

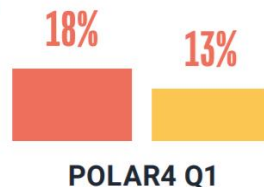
12% more likely to be women (66% vs 58%)



## Less likely to be from a socioeconomically advantaged background

38% more likely to be from the most disadvantaged backgrounds (POLAR4 Q1, 18% vs 13%)

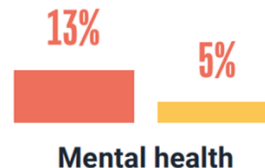
23% less likely to be from the most advantaged areas (POLAR4 Q5, 22% vs 29%)



## More likely to share a disability

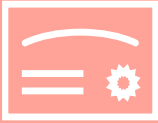
168% more likely to share a mental health condition (13% vs 5%)

95% more likely to share a disability (31% vs 16%)



# We also looked at applicants' preferences and behaviours

## Less likely to achieve the top grades in post-16 qualifications



- **51% less likely** to achieve the highest grades in A levels and Scottish Highers
- **23% less likely** to achieve DDD or above in BTEC Extended Diploma

## Strong preference for health-related and social care courses



- **179% more likely** to study health and social care courses
- **50% more likely** to study nursing and midwifery
- **44% less likely** to study economics

## More likely to enter HE with vocational or technical qualifications

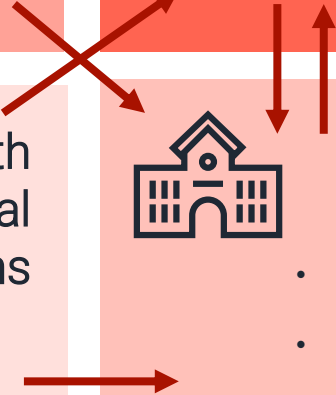


- **112% more likely** to take Access to HE Diploma
- **40% less likely** to apply with A levels

## More likely to enter lower tariff providers



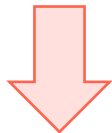
- **23% more likely** to be accepted at lower tariff provider
- **30% less likely** to be accepted at a higher tariff provider



# Key considerations and challenges



Three in five received **no guidance** specific to going to HE with care experience



A quarter only **discuss their care background** with staff who already know



Help is sought from **a variety of people and sources**



How can UCAS ensure the **trusted adults** helping care-experienced applicants have the right **information and resources**?



How can UCAS support those who **do not have support** from a social worker or school/college (e.g. mature)?

# Key considerations and challenges



2x more likely to share a **disability**  
3x more likely to share a **mental health condition**



**Mental health and wellbeing** support is the most influential factor in their decision making



40% felt unsupported with information about managing **mental health** in HE - and how to access support



How can we make it easier for care-experienced people to find information about **other support needs**?



How can UCAS ensure the **trusted adults** helping care-experienced applicants have the right **information and resources**?

# UCAS UNDERGRADUATE: CARE EXPERIENCED STUDENTS

Explore this section

...here, or have experience of being in care in the past, there's lots of support available in ... accommodation, and settling in.

## TICKING THE BOX – HOW WE USE THE INFORMATION ABOUT CARE EXPERIENCE AT KINGSTON UNIVERSITY.

Tuesday 10 November 2020, UCAS advice by Beth Taswell

## STUDENTS WITH CARE EXPERIENCE: THREE REASONS TO TICK THE BOX

Wednesday 29 September 2021, UCAS advice by UCAS

## SHOULD I MENTION MY CARE EXPERIENCE IN MY PERSONAL STATEMENT?

Tuesday 22 September 2020, UCAS advice by UCAS

### Should I mention my care experience?

UCAS @ucas.online · Nov 30, 2022  
There's lots of support available in higher education to help with finances, housing, and settling in for care experienced students. You can tell the uni/college about your care experience by ticking the box on your application. [bit.ly/3DHYXFF](https://bit.ly/3DHYXFF)  
#CareMeAndHe



# Student I&A

UCAS

## SCHOLARSHIPS, GRANTS, AND BURSARIES: CARE EXPERIENCED STUDENTS

Explore this section

Many students are worried about managing ... care in the past, this ...

## SUPPORT FOR CARE EXPERIENCED PEOPLE TAKING APPRENTICESHIPS

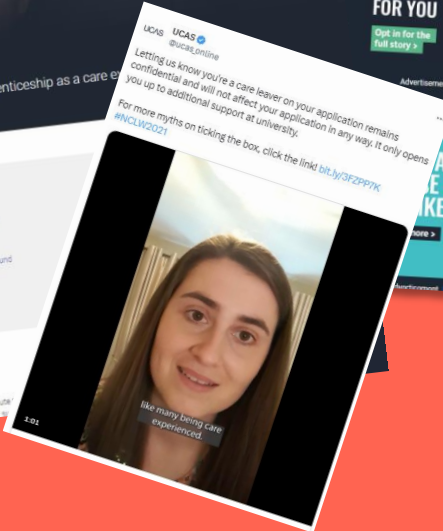
Here, we outline what you need to know if you're interested in an apprenticeship as a care experienced student.

UCAS @ucas.online · Dec 5, 2022  
Meet Rosie, a care experienced uni student from Fife. Here to share her thoughts on sharing her care experience in her application. Learn more about the support available for care experienced students in Scotland. [bit.ly/3GOZISK](https://bit.ly/3GOZISK)  
#CareMeAndHe



Support can be the difference for some young people from care in applying to university or not.

"I would say to anyone else with a care background to just be open and speak to people. Speak to admissions teams and see what support there is."



UCAS @ucas.online  
Letting us know you're a care leaver on your application remains confidential and will not affect your application in any way. It only opens you up to additional support at university.  
For more myths on ticking the box, click the link [bit.ly/3GZPP7K](https://bit.ly/3GZPP7K)  
#NCLW0021

Individual needs student pages



# Adviser resources

All adviser toolkits

# Provider good practice

UCAS

Providers / Help and support / Good practice / Supporting disadvantaged and under-represented groups

## HE PROVIDER GOOD PRACTICE BRIEFING FOR CARE EXPERIENCED STUDENTS

Explore this section

This is for staff working in universities and colleges. It outlines the common challenges for students who are care experienced (CE) and provides examples of good practice found around the UK to improve access to and success in higher education (HE).

### What's on this page?

- Who are care-experienced students?
- Understanding care-experienced students through data
- The differing picture around the UK
- The UCAS application
- Three key challenges for care-experienced students
- Examples of good practice and support for care-experienced students
- Further information and support for providers

All good practice briefings

### Three key challenges for care experienced students

Research has found that some of the most common obstacles to participating – and succeeding – in higher education are related to academic concerns, financial worries, and social/emotional and mental health issues.

#### 1. Lower educational attainment and performance

Students who have been in care are more likely to achieve lower educational attainment (equivalent) and also in their entry qualifications.

Select all that apply  
Young people  
because they

- ☐ have experienced their own
- ☐ have experienced
- ☐ miss school
- ☐ receive a basic
- ☐ be educated in a

#### How you can help

"After years in the care system, my self-worth was destroyed. I thought that nobody wanted me and that it amounted to nothing. I then became a mother very young. At 18, I had a son who was born alive, and had no one

## SUPPORTING CARE EXPERIENCED STUDENTS

Students who have spent time in care are entitled to support with going to university. Here are some practical ways in which you can support care experienced students research their options and prepare for their next step, which we have developed with experts such as the Care Leavers' Covenant, Become, the National Network for the Education of Care Leavers (NNECL) and Who Cares? Scotland.

### What's on this page?

- Online training module: introduction to supporting care-experienced children through the application process
- Pre-application and research phase
- When they're applying
- Post-application
- During Confirmation and Clearing
- Preparing for the transition to university or college
- Becoming a parent

What do we know?

1 in 3

**CONSIDER HIGHER EDUCATION AS EARLY AS PRIMARY SCHOOL,  
WITH ADVANTAGED STUDENTS 40% MORE LIKELY TO DO SO**



What do we know?

1 in 5

**INADVERTENTLY CLOSES THE DOOR TO A COURSE OF CHOICE  
TO QUALIFICATION OR SUBJECT SELECTION**

# 6 KEY THEMES INFLUENCING STUDENT CHOICE

1 Inspiration

2 Emotion

3 Experience

4 Confidence

5 Independence

6 Control



# Being prepared is key for feeling in control

% Extremely/very positive about the future



UCAS

## NEXT STEPS

WHAT IS THE EXPERIENCE  
OF DISABLED STUDENTS  
IN EDUCATION?

In collaboration with



UCAS

## NEXT STEPS:

WHAT IS THE EXPERIENCE  
OF STUDENTS FROM  
A CARE BACKGROUND  
IN EDUCATION?

In collaboration with



### NEXT STEPS

WHO ARE THE  
FUTURE NURSES'?



UCAS

### WHERE NEXT?

WHAT INFLUENCES THE  
CHOICES INTERNATIONAL  
STUDENTS MAKE?

CollegeBoard



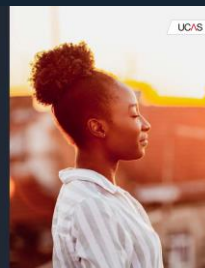
### WHERE NEXT?

THE EXPERIENCE OF  
INTERNATIONAL STUDENTS  
CONNECTING TO UK  
HIGHER EDUCATION



### STARTING THE CONVERSATION

UCAS REPORT ON  
STUDENT MENTAL HEALTH



### NEXT STEPS

WHAT IS THE EXPERIENCE  
OF LGBT+ STUDENTS IN  
EDUCATION?



### WHERE NEXT?

IMPROVING THE  
JOURNEY TO  
BECOMING AN  
APPRENTICE



### WHERE NEXT?

What influences  
the choices school  
leavers make?



### WHERE NEXT?

WHO DOESN'T PLAN  
TO START A FULL-TIME  
UNDERGRADUATE  
DEGREE IN AUTUMN?



### WHAT HAPPENED TO THE COVID COHORT?

Lessons for levelling up  
in 2021 and beyond



Read all our  
reports here:

[www.ucas.com/  
about-us/news-  
and-  
insights/ucas-  
reports](http://www.ucas.com/about-us/news-and-insights/ucas-reports)

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# WHERE NEXT?

WHAT INFLUENCES THE CHOICES OF WOULD-BE APPRENTICES?

## JOURNEY TO A MILLION

UNITE STUDENTS  Knight Frank

UCAS projects that there could be up to a million higher education applicants in a single year in 2030, up from almost three quarters of a million today.

In response to its projections, UCAS, in collaboration with Unite Students and Knight Frank, is launching a national debate - highlighting the key challenges and opportunities created by increased demand during this potential Journey to a Million.

About the essay collection



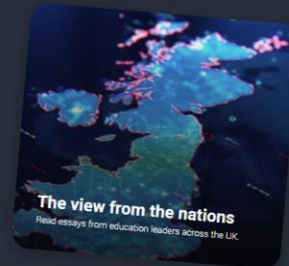
What is the Journey to a Million?

See all our projections for 2030.



Why are we obsessed with the Journey to a Million applicants?

Clare Marchant, Chief Executive, UCAS



The view from the nations

Read essays from education leaders across the UK

## PROJECT NEXT GENERATION

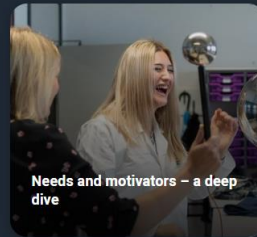
Students are mapping out their futures earlier than ever. But younger audiences often lack the guidance they need to make informed choices. That's where Project Next Generation comes in.

This in-depth study of 13 - 17 year olds delves into how young people shape their futures, from subject choices to career paths. Our goal? To empower universities, colleges, and employers with the insights they need to deliver support and inspire young decision-makers across the UK.

The report spotlights six key themes: happiness, empowerment, inspiration, confidence, experience, and control. Stay tuned for more reports landing between November and May.



Key themes impacting student decision-making



Needs and motivators - a deep dive



Early careers and apprenticeships

UCAS

# **Resources to support advisers and students**



# Student-facing information and advice

UCAS

## UCAS UNDERGRADUATE: CARE EXPERIENCED STUDENTS

## SCHOLARSHIPS, GRANTS, AND BURSARIES: CARE EXPERIENCED STUDENTS

## TICKING THE BOX – HOW WE USE THE INFORMATION ABOUT CARE EXPERIENCE AT KINGSTON UNIVERSITY.

Tuesday 10 November 2020, UCAS advice  
by Beth Taswell

### Ticking the Box – How we use the information about care experience at Kingston University.

Ticking the care experience box: what happens next?  
Some students

## STUDENTS WITH CARE EXPERIENCE: THREE REASONS TO TICK THE BOX

Wednesday 29 September 2021, UCAS advice  
by UK

## SHOULD I MENTION MY CARE EXPERIENCE IN MY PERSONAL STATEMENT?

Tuesday 22 September 2020, UCAS advice  
by UCAS

### Should I mention my care experience in my personal statement?

In this guest blog, Sam Turner from Become (a charity that helps current and former care-experienced students) talks through the considerations for care leavers writing their personal statements. Become is the national charity for children in care and young care leavers and runs the Prospects website for care-experienced learners interested in higher education.

Personal statements are exactly what they say on the tin – personal! The decision to mention your relationship (known as estranged) in your personal statement can be a difficult one. It's a decision that can help with accommodation and finances, as well as before they apply to see whether they can offer help.

### Browse and students from Armed Forces predefined families (service children)

Young people with one, or both, parents serving in the Armed Forces, should let the university or college know about their circumstances and check what support is available. We strongly recommend

## DISABLED STUDENTS' ALLOWANCE (DSA)

Explore this section

UCAS @ucas\_online · Nov 30, 2022  
There's lots of support available in higher education to help with finances, housing, and settling in for care experienced students. You can tell the uni/college about your care experience by ticking the box on your application.

UCAS @ucas\_online · Dec 5, 2022  
Meet Rosie, a care experienced uni student from Fife. Here to share her thoughts on sharing her care experience in her application. Learn more about the support available for care experienced students in Scotland  
#CareMeAndHE  
bit.ly/3GOZSK



Support can be the difference for some young people from care in applying to university or not.

"I would say to anyone else with a care background to just be open and speak to people. Speak to admissions teams and see what support there

so your chosen university and colleges connect you to the support you are entitled to

so you can access the right financial support

Estranged student Harvey shares her story, from the breakdown of her relationship with her family, to feeling like she belongs. For information and advice on applying without support visit [ucas.com/estranged-student](https://ucas.com/estranged-student)  
#withtheestrangedstudents



MAKE THE RIGHT DECISION FOR YOU  
Get in for the full story

[www.ucas.com/undergraduate/applying-university/undergraduate-individual-needs](https://www.ucas.com/undergraduate/applying-university/undergraduate-individual-needs)

## APPRENTICESHIPS

[www.ucas.com/apprenticeships](http://www.ucas.com/apprenticeships)

# Student-facing information and advice

UCAS

Interested in an apprenticeship? Find out everything you need to know.

Considered an apprenticeship? An undergraduate degree isn't the only option – discover apprenticeships, and you could learn and earn at the same time.

Find an  
apprenticeship

Try our new search - BETA

Find an  
apprenticeship

Search using Career Finder

Listen to our new podcast

Find out all about degree apprenticeships in our brand new podcast series.

What

Get the

## FINANCE

Find out what financial support you're eligible for

Undergraduate tuition fees

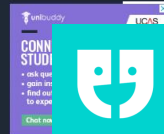
How much are tuition fees and how are you going to pay for them?

Student finance in  
Northern Ireland

Finance help you can get, and how to  
apply to Student Finance Northern  
Ireland.

[www.ucas.com/money](http://www.ucas.com/money)

UNIBUDDY



## SUPPORT WITH THE COST OF LIVING

Is the cost of living making your next steps harder? Whether you're interested in a traditional degree or becoming an apprentice, we're here to support you on your higher education journey.

Tools and resources from trusted sources



Tools to calculate your finances

Calculate how much money you'll pay back in student loans and find more interactive financial tools.

Tools to give you money guidance

Blackboard offers free financial education for those looking to go into higher education and current students.

The Ultimate Guide to making smart  
financial decisions

How to make good financial decisions, including saving money and how much you might need for higher education.

[www.ucas.com/discover/support-cost-living](http://www.ucas.com/discover/support-cost-living)

## MENTAL HEALTH AND WELLBEING

Whatever stage of life you're at, there will be excitement and challenges. There's a wealth of resources out there to help you through every stage. Simply click on the links in this article, call or text the helpline numbers or speak to a friend or trusted adult.

University support

How to find out what mental health and wellbeing support is available to you – and how to access it.

Sharing your mental health  
condition on your application

How to share a mental health condition with your uni or college and what happens after you do this.

Managing exam stress

Support your mental health through stressful periods like exams, starting a new job or making big decisions about your future.

Springpod



[www.ucas.com/undergraduate/student-life/mental-health-and-wellbeing](http://www.ucas.com/undergraduate/student-life/mental-health-and-wellbeing)



# Resources for advisers: toolkits

UCAS

UCAS

Discover

Undergraduate

Postgraduate

Apprenticeships

Careers



Sign in



🏠 / Advisers / Toolkits

## ADVISER TOOLKIT: SUPPORTING STUDENTS WITH INDIVIDUAL NEEDS

Explore this section ▼

Feedback ( )

## Exploring widening access and participation: supporting your students

0%

Home / Advisers / Exploring widening access and participation: supporting your students

Rate us:

★★★★★ 0.0 (0)

Like: ♥ 0

Bookmark: 📌

[← Back to Advisers](#)

## What will I learn?

Our experience at UCAS is that students from under-represented backgrounds often need extra support when applying to HE. We know they often find it difficult to ask for help, and can feel that if they do, they may be discouraged from accessing education or training.

The core unit explores how to start those conversations with students as early as possible, so that they become a normal part of the wider education and careers provision. We look at who the under-represented groups are, and offer some ways in which they can be supported which meets their individual needs.

In the optional units, we focus on some of the individual groups and how they can be encouraged and supported through their applications to higher education. These have previously been stand-alone courses, but have been updated and brought together here to enhance your learning.

## How long will it take me?

You can expect to spend 3 hours to complete all the units in this course.

Core units: Exploring WP



Option units



Care-experienced students



Students with mental health conditions



Exploring widening access and participation (WP): What is WP?

★★★★★ 0.0 (0)



Talking about the student's individual circumstances

★★★★★ 0.0 (0)

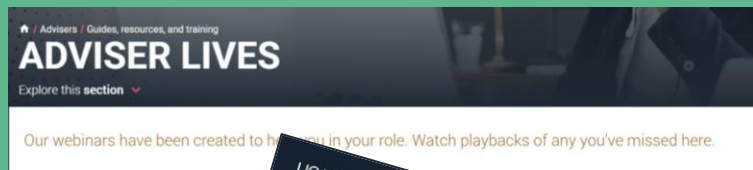


# Resources for advisers: Professional Development Platform

[Sign up for the UCAS Professional Development Platform here](#)

# Resources for advisers: Engagement opportunities

UCAS



## Upcoming webinars

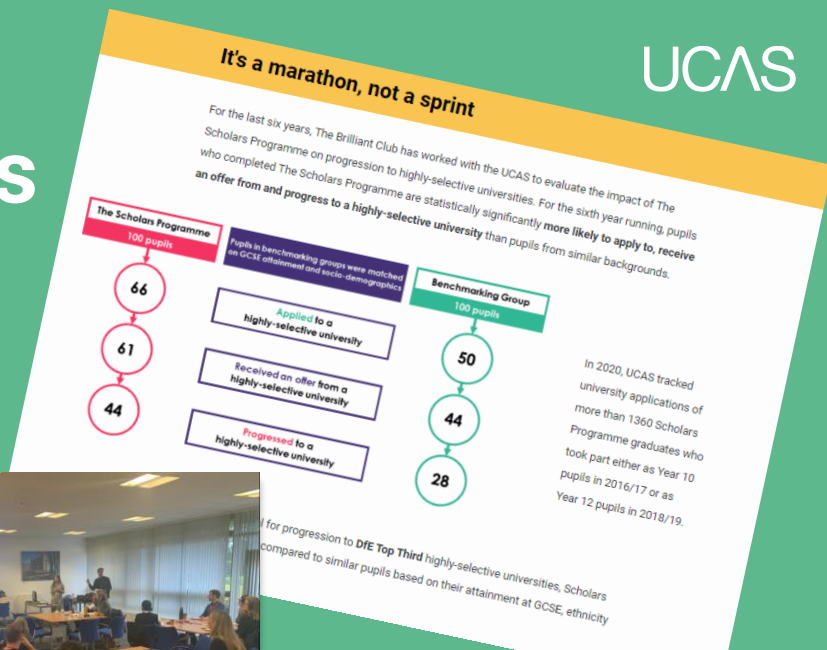
### Title Overview

- | Title                                       | Overview   |
|---|--|
| Adviser Live: February international update | All the latest news for international advisers. February. Sam Sykes will answer all your questions on supporting applications.   |
| Adviser Live: February UK update            | All the latest news for UK-based advisers. February. Sam Sykes will answer all your questions on supporting applications and shares what support is available for your students during National Apprenticeship Week. |



[Read a full list of upcoming and past Adviser Live events](#)

[Sign up for our Access Newsletter](#)



[Details of upcoming events and training – visit our fair access website](#)

# UNIBUDDY ON UCAS

**Peer-to-peer content in partnership with Unibuddy.**



UNIBUDDY

**Springpod**



# SPRINGPOD ON UCAS

**Subject spotlights and virtual work experience in partnership with Springpod.**


[Springpod | Undergraduate, 16-18 Choices | UCAS](#)





# What sort of Subject Spotlights are available?

AVAILABLE ON DEMAND



Lighting your way to a future in **Social Media**

**Social Media Content Creation with Georgiana Ghetiu**  
University of Salford

[Quick start](#) [Learn more](#)

AVAILABLE ON DEMAND




**ESPORTS BUSINESS MANAGEMENT**  
A WHOLE NEW CAREER AT YOUR FINGERTIPS

**Esports Business Management with Iain Earle**  
University of Salford

[Quick start](#) [Learn more](#)

AVAILABLE ON DEMAND



CAN **ROBOTS** THINK FOR THEMSELVES?

**BSc (Hons) Computer Science with Dr Christoph Salge**  
University of Hertfordshire

[Quick start](#) [Learn more](#)

AVAILABLE ON DEMAND




**VISUAL STORYTELLING**  
THE MAGIC OF THE MOVIES

**Film & Photography with Nicholas Glean**  
University of Sunderland

[Quick start](#) [Learn more](#)

AVAILABLE ON DEMAND




WHAT IS THE IMPACT OF **CONTEMPORARY** ARTISTS IN SOCIETY?

**Art & Design with Dr Suzy O'Hara**  
University of Sunderland

[Quick start](#) [Learn more](#)

AVAILABLE ON DEMAND




**CLIMATE CHANGE**  
THE IMPACT ON WOMEN IN THE GLOBAL SOUTH

**International Relations with Professor Tamsin Bradley**  
University of Portsmouth

[Quick start](#) [Learn more](#)

AVAILABLE ON DEMAND




**CANCER:**  
THE FIGHT AGAINST OUR ULTIMATE CHALLENGE

**Biomedical Science with Dr Gavin Bowen-Metcalf**  
Anglia Ruskin University

[Quick start](#) [Learn more](#)

AVAILABLE ON DEMAND



**“DECODING SOCIAL MEDIA:**  
An Exploration of Programming and Platforms

**BSc (Hons) Computer Science with Dr Razvan-Ioan Dinita**  
Anglia Ruskin University

[Quick start](#) [Learn more](#)

## DISCOVER WHAT TO DO

Browse subjects and careers with related courses and apprenticeships.

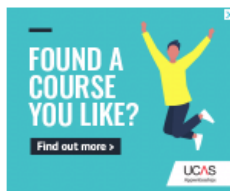
[Discover more](#)



FAQS

### What subject should I take?

Read our subject guides to see what might be right for you.



HOW TO

### How to apply

All you need to know about applying to university, college or an apprenticeship.



## DISCOVER CAREERS

Try our quiz and get recommended careers that match your skills and personality traits.

[Take the quiz](#)



FAQS

### Key application dates

Find out what you need to do and when.

HOW TO

### How to nail that personal statement

Writing a personal statement can be daunting. Follow our tips and advice to help make it easier.

## DISCOVER WHERE TO GO

Browse universities, colleges and employers and learn more about cities and regions in the UK.

[Find out more](#)



## What's happening

### Replying to your offers - your questions answered

Getting ready to reply to your offers? We've got all your questions answered

[More info](#)



### Chat to students

Chat with UK and international students who are already studying the courses you've applied for at universities and colleges across the UK, on UniBuddy

[More info](#)



### University course tasters

Experience what a university course would be like with Springpod's Subject Spotlights. These interactive, virtual university course tasters feature real-life lectures, seminars, and academics.

[More info](#)



### Live now: Studying in the UK

There's a lot to consider when moving to a new country. We explore accommodation, visas, scholarships and everything in between.

[More info](#)



# Is it **right** for them?

There's things to consider with your next step

- something you enjoy – you're investing time and effort
- whether it's right for your career path – check with employers and professional organisations
- location – city or rural, transport links
- a study and assessment style that suits you
- environment including extracurricular, clubs, and societies
- finances

# Personalised tools to help

## UCAS Quiz

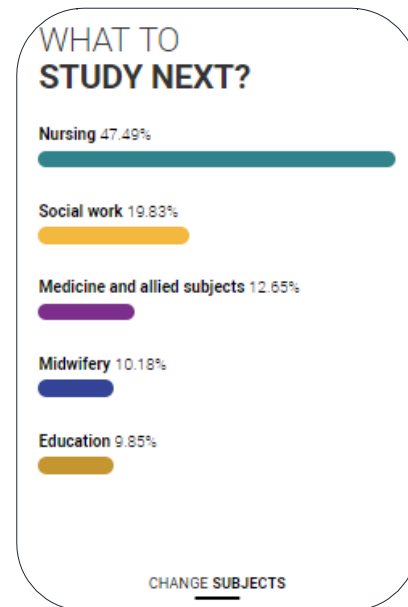
Find job and career ideas matched to your personality.

Plus a list of courses previous students studied in order to get there.



## What to study next?

Broaden your horizons by exploring another subject area, that student's who did your qualification went on to study.



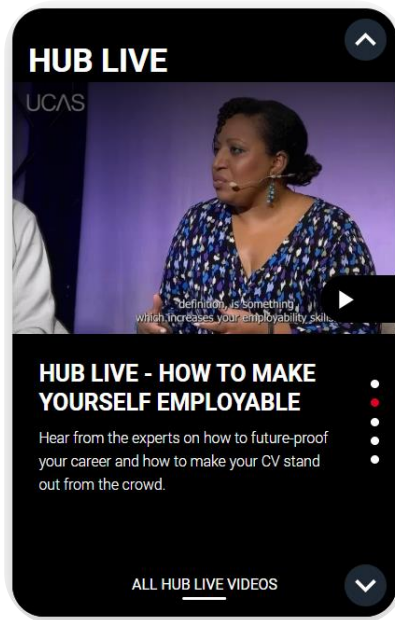


# Advice and events

## Hub lives

Watch expert interviews [on demand](#).

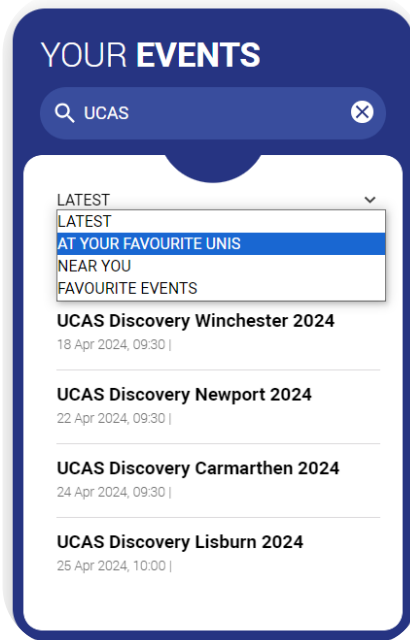
Make an informed decision about the right path for you. University, apprenticeships or the world of work.



## Your events

Filter to explore events, open days and tours to suit your needs.

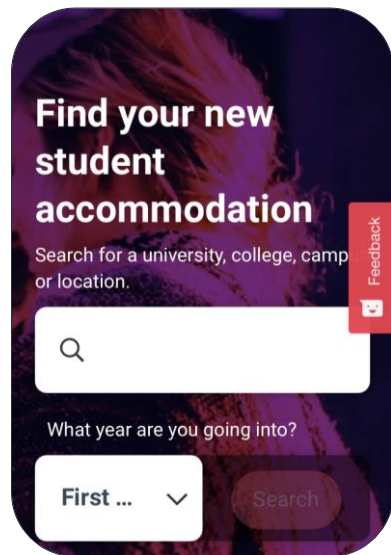
Register straight from the Hub for our UCAS Discovery events, with exciting new zones covering all pathways.



# What else students might need?

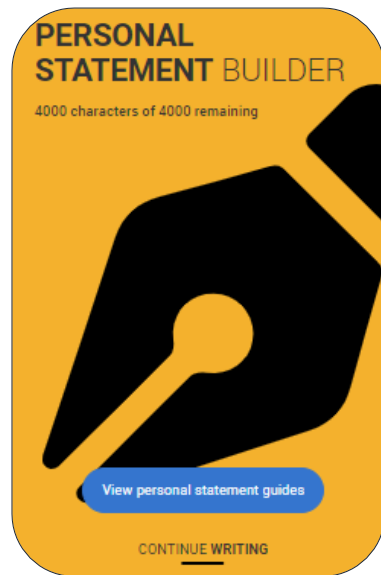
## Accommodation

High on the list when considering where to study, but it's not always easy to compare what's on offer. Understand what options there are using our [accommodation search](#).

A mobile app interface for finding student accommodation. The title is 'Find your new student accommodation' in white text on a dark purple background. Below the title is a search prompt: 'Search for a university, college, camp or location.' There is a white search bar with a magnifying glass icon. Below the search bar is a dropdown menu labeled 'What year are you going into?' with 'First ...' and a downward arrow. To the right of the dropdown is a 'Search' button. A red 'Feedback' button with a speech bubble icon is on the right side of the interface.

## Personal Statement Builder

Designed to help you think about what to include, and how to lay it all out. It counts how many characters you've used, so it's easy to see when you're close to the 4,000 character limit.

A mobile app interface for a personal statement builder. The title is 'PERSONAL STATEMENT BUILDER' in bold black text on a yellow background. Below the title is a character count: '4000 characters of 4000 remaining'. There is a large black pen nib icon. Below the icon is a blue button that says 'View personal statement guides'. At the bottom, there is a 'CONTINUE WRITING' button.

# Build their profile. Favourite as they go.

Browse by



Biomedical sciences



Building and construction



Business and management studies



Chemical engineering



Chemistry



Civil engineering



Classics



Computer games and animation



Computer science



Counselling, psychotherapy, and



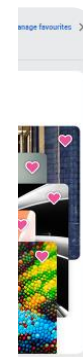
Criminology



Dance

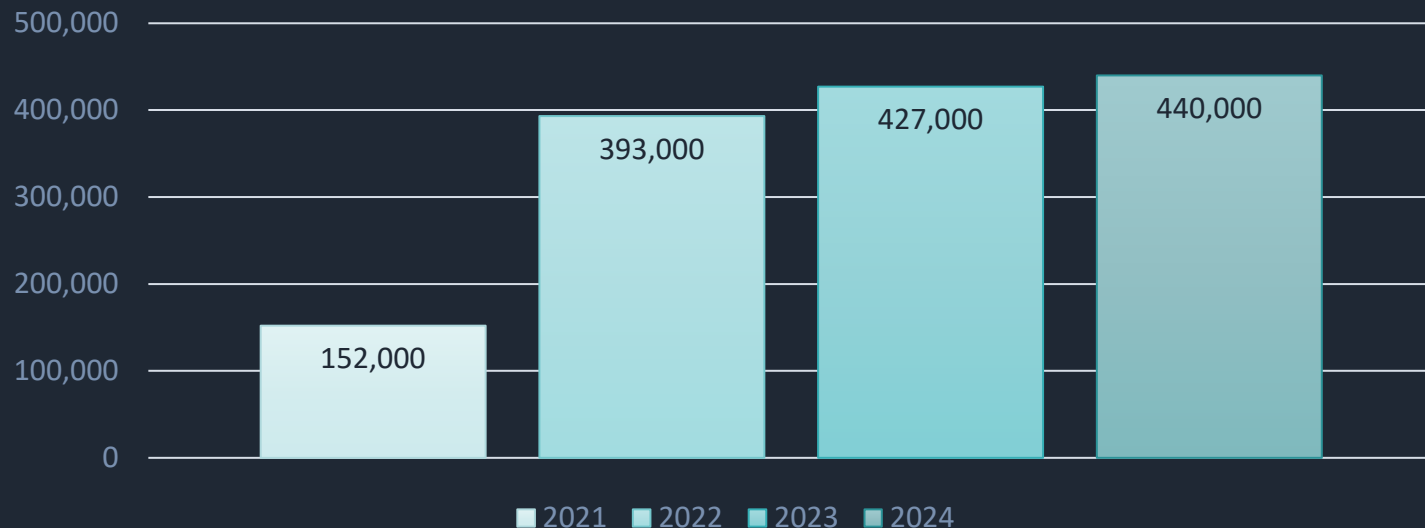
Build your  
Save for  
apprentice  
top 5 cl  
informa

ns with  
city,  
mpare  
ou.



# INTEREST IN APPRENTICESHIPS CONTINUES TO GROW

Students interested in apprenticeships\*



\*Data source;  
UCAS Potential  
Applicant  
Database  
(PAD) at Equal  
Consideration  
Deadline (ECD)

OPENING UP GREATER CHOICE

UCAS

# STUDENTS AREN'T GETTING THE INFORMATION THEY NEED

1 in 5

close a door to a potential career at GCSE options stage

76%  
or  
4%

associate prestige with university or an apprenticeship

1 in 3

do not get information about apprenticeships at school or college

44%

of 18–24-year-olds had a positive application experience

87%  
or  
57%

associate university or an apprenticeship with securing a good job

94%  
or  
24%

adviser confidence levels to support university or apprenticeship applications

# AND THEIR JOURNEY IS CHALLENGING



Awareness of apprenticeships when it comes to pursuing some career goals is low



Research is difficult and often conducted without support from teachers



The landscape to search for opportunities is disparate & hard to navigate



Application methods are inconsistent & support is varied for individuals



Recruitment processes are often multi-staged and can be highly pressured

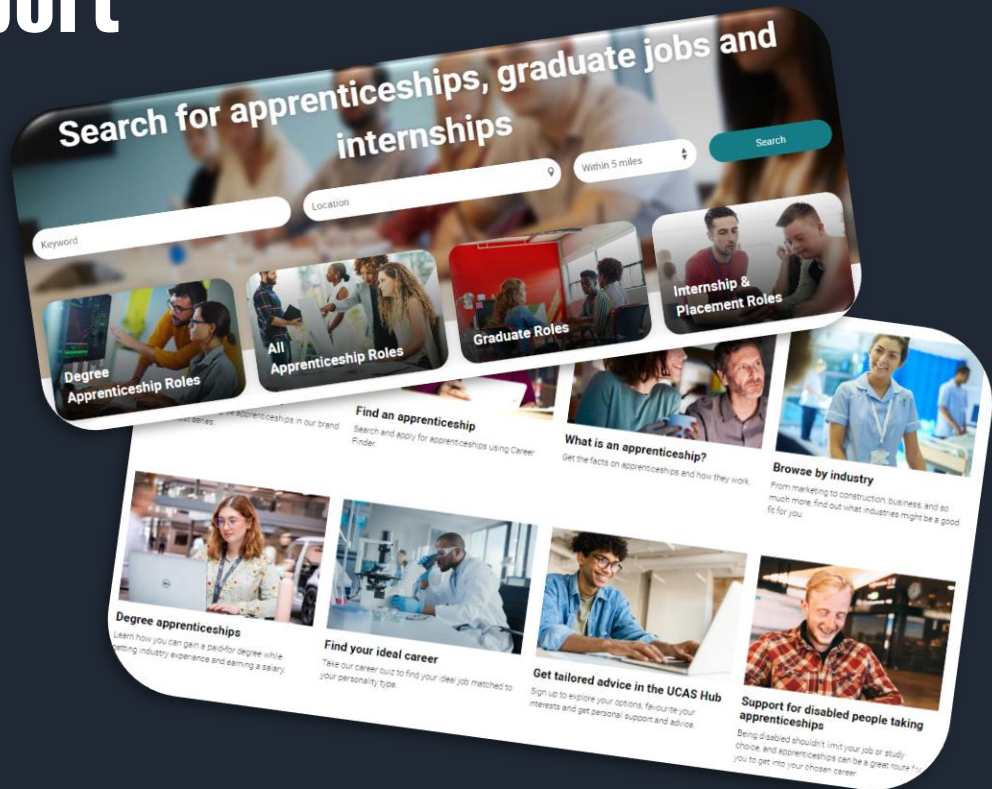


# Apprenticeships support

- Support and guidance for students through our own apprenticeships page: [ucas.com/apprenticeships](https://ucas.com/apprenticeships)

Including:

- What is an apprenticeship?** - Find out key info about apprenticeships.
- Industry Guides** – A chance to explore a variety of industries, to find the right fit.
- Degree Apprenticeships** – Support on what they are, how they work and what's available?
- UCAS Career Finder** – Search and find apprenticeship vacancies through UCAS



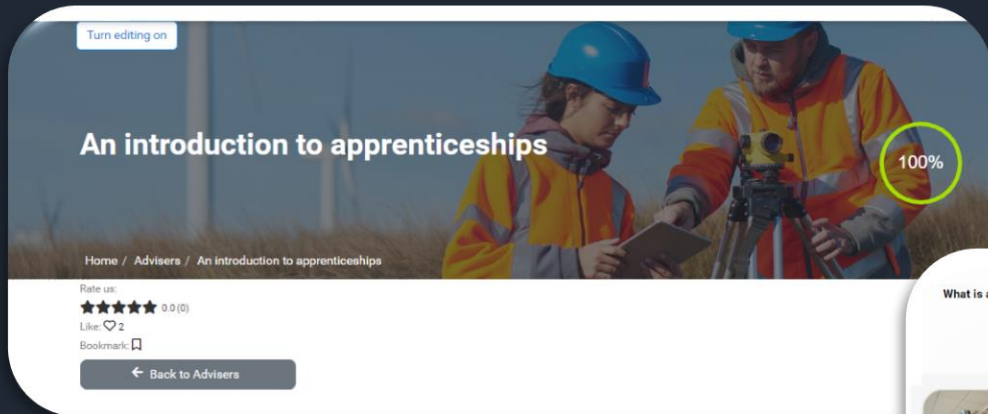


# New apprenticeship resources to use in class

Our new apprenticeships area gives you access to:

- editable presentations
- a video for students
- our series of application guides per industry.

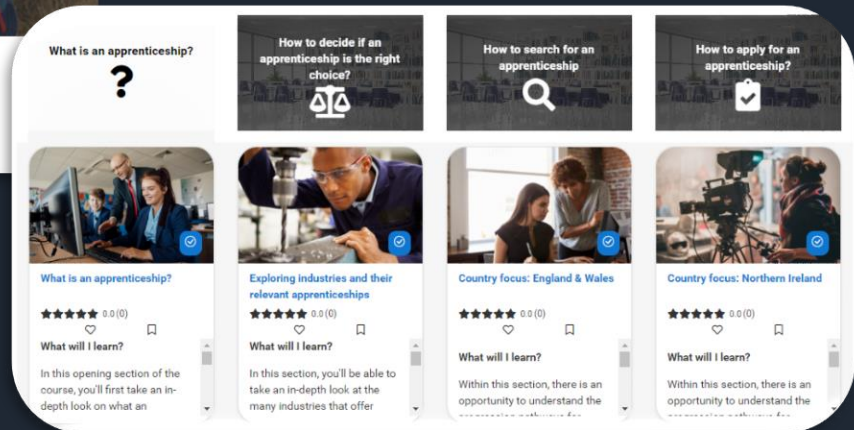
# An apprenticeships e-learning course for you!



- Our [Professional Development Platform](#) now has a new apprenticeships course.
- Self-paced learning spread over 5 units.

Units on:

- What an apprenticeship is,
- how to search and apply,
- supporting those considering both university and apprenticeships,
- resources to help.



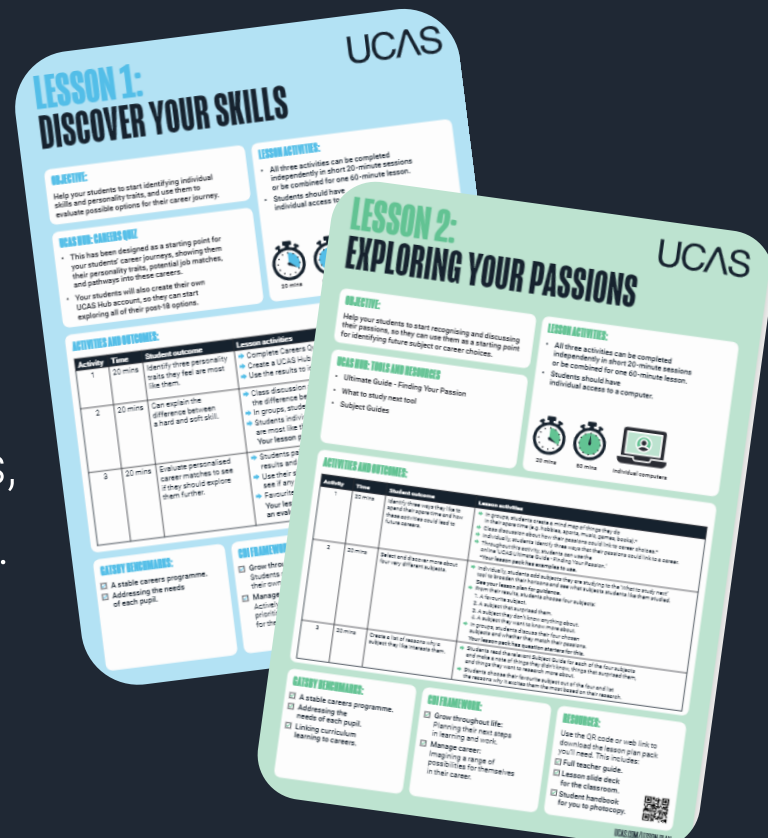
# Bringing UCAS Hub to the classroom

To help you we've developed:

- lesson plans
- accompanying PowerPoints

These can be combined with other resources, such as student packs and Hub live sessions.

[ucas.com/hub-adviser](https://ucas.com/hub-adviser)



Title	Date	
<b>Adviser Live: May UK update</b>	2 May – 15:45	<a href="#">Watch back</a>
<b>Expert voices: Personal statements</b>	15 May – 15:45	<a href="#">Book now</a>
<b>Adviser Live: June UK update</b>	6 June – 15:45	<a href="#">Book now</a>
<b>Expert voices: Gatsby Benchmarks</b>	19 June – 15:45	<a href="#">Book now</a>

# 2025 Cycle Toolkit

# ADVISER GUIDE 2025

FOR ENTRY TO UNIVERSITY OR COLLEGE IN 2025

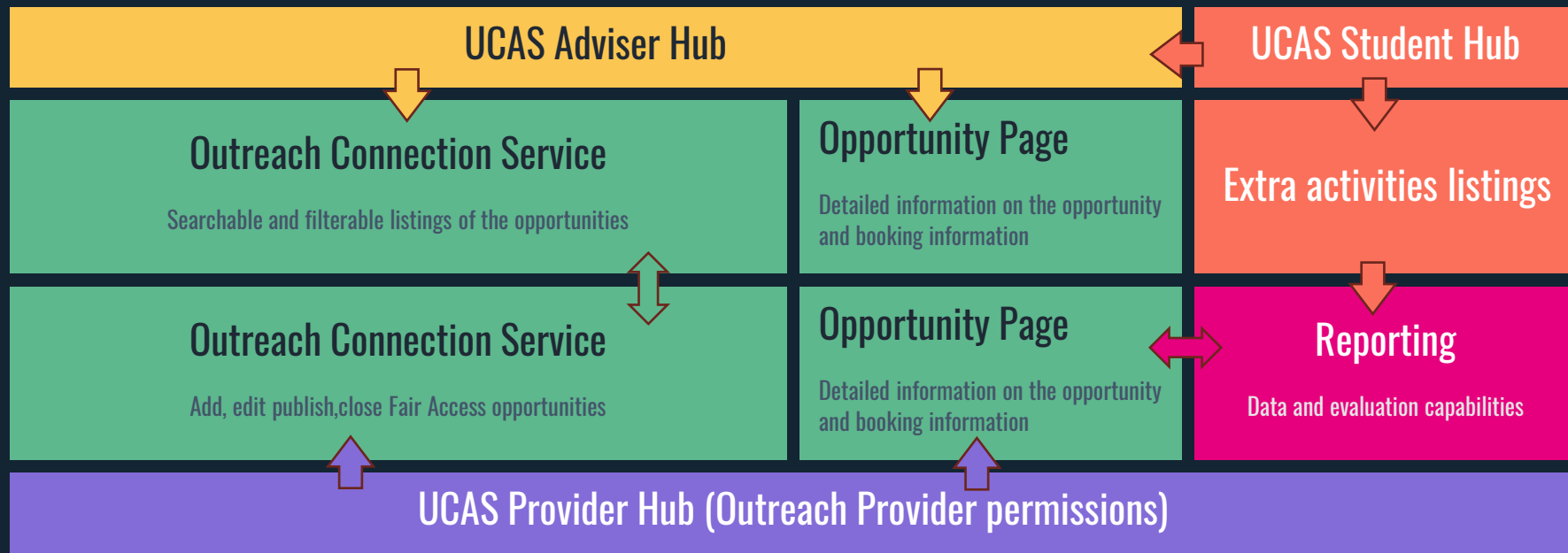


[www.ucas.com/advisers](http://www.ucas.com/advisers)



# OUTREACH CONNECTION SERVICE

ENABLING UNIVERSITIES, COLLEGES AND CHARITIES TO SHOWCASE THEIR OPPORTUNITIES FOR UNDERREPRESENTED AND DISADVANTAGED STUDENT GROUPS TO UI SCHOOLS AND COLLEGES



# OUTREACH CONNECTION SERVICE PROVIDER INFORMATION

Explore this **section** ▾

This page provides information

## Outreach Connection Service

Guide to using the Outreach Connection Service  
For providers and third-party outreach providers

February 2024



# FSM fee waiver and Entry Grades Tool

Video – for teachers and advisers explaining the new feature in Search.

## Preview

Contextual admissions information and link to university/college website – this data can be edited at course level in the collection tool

Data explainer  
Section explains the data which is fuelling the feature.

Offer rate  
showing the ratio of applicants who received offers

### Contextual admissions

Universities and colleges consider more than grades when assessing applications and may make offers based on a range of criteria. [Learn more about contextual offers.](#)

We don't just look at grades to assess your application, we use the information you provide on your UCAS Application to consider whether a contextual offer may be appropriate for you. We take into account lots of other factors such as the area you live, the performance of your school, and your own personal circumstances that could have an impact on the grades you achieve.

[Learn more on the \*\[name of university/college\]\* website](#)

### Entry grades data beta

This section shows the range of grades students were previously accepted with (*even more*). It is designed to support your research but does not guarantee whether you will or won't get a place. Admissions teams consider various factors, including interviews, subject requirements, and entrance tests. Check all course entry requirements for eligibility.

This course has a required grade that may not be listed in the data below. Check the entry requirements for the full qualification requirements.

Qualification	Grades held by accepted students
UK A Levels	<div> <div>BBC</div> <div>Most common</div> </div> <div> <div>AAA</div> <div>Highest grades</div> </div> <div> <div>CCC</div> <div>Lowest grades</div> </div>
Data from This course and 11 other history courses Students accepted between 2019-2023	
<div> <div>19 in 20</div> <div>Students who applied to this course were offered a place</div> </div>	<h3>How do you compare?</h3> <p>The grades you entered are higher than the grades held by the students previously accepted.</p> <p>You can still apply for this course but you are not guaranteed a place.</p> <p>Your grades A*A*A</p> <p><a href="#">Edit grades</a></p>

Grades held Shows highest, lowest and most common grades profiles

Opportunity for students to add their own grades

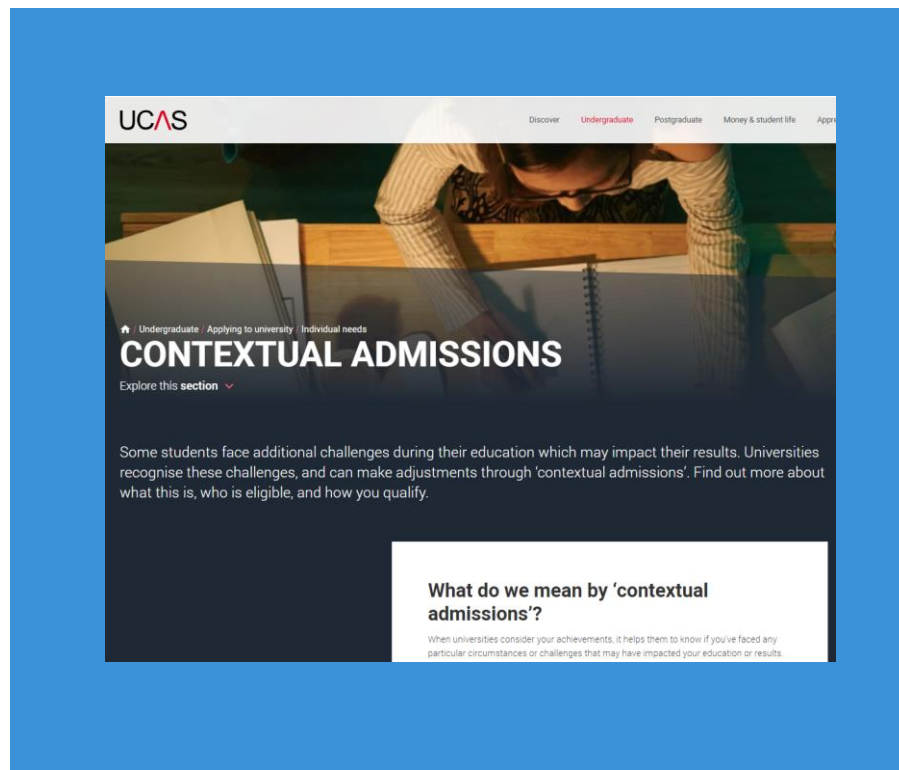
Security marking: CONFIDENTIAL

09 April 2024 | 7

# CONTEXTUAL DATA REVIEW

- As part of the Fair Access Programme, UCAS is undertaking a contextual data review
- What do students understand about contextualised admissions - what is shared and how is it used?
- What do advisers understand – how do they use this to support decision making?
- Greater transparency around how HE providers use contextual data in offer making – who and what?
- Opportunities for engagement and input from advisers – dates and details coming soon
- For more information contact [access@ucas.ac.uk](mailto:access@ucas.ac.uk)

[Read our new student-facing page about contextual admissions](#)



# LOOKING FORWARD

Next Steps Reports: Young Carers

APP and access planning support, data and consultancy

Student facing Outreach Connection Service

I&A and personalised journeys

Training, development and engagement opportunities for the sector

UCAS Fair  
Access  
Bulletin:

Widening  
participati  
on  
webform ||  
UCAS

Security marking:  
CONFIDENTIAL

# Thank you

Contact us: [access@ucas.ac.uk](mailto:access@ucas.ac.uk)

UCAS

