

Enhancing UCAS events for students without clear pathways who are from disadvantaged backgrounds

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Over the next hour our ambition is to collaboratively identify opportunities to enhance UCAS events for students from disadvantaged backgrounds



In the last twelve
months we have...

150,000
event attendees

Over half UK schools attend –
2,297

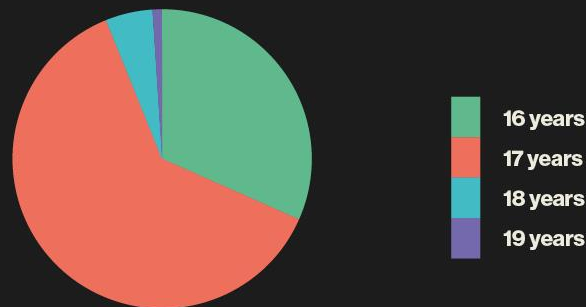
606,779
connections through scans

Who Attends?

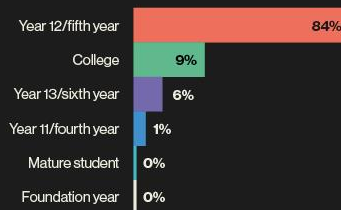
Audience Types



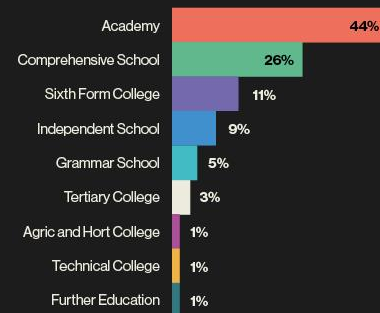
Ages



Study Years



School Types



Student Interests

36%
STEM Subjects

41%
Apprenticeships

1 in 3
Almost
students come from schools
located in POLAR quintiles 1 or 2

How UCAS events helped young people

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9/10 young people stating the event has influenced them.



82% state the event has made them think differently about the opportunities available to them.



95% attendees said the event provided them with information and guidance to help them follow their ambitions.



17 is an age of uncertainty



Less than 4/10 of 17 year olds know what they are doing next (vs. over half of 18+)



Over 7/10 prepare in some way for the event



7/10 didn't know who to talk to when they came to the event



Those who come to the event well-prepared are more likely to be influenced by it

The challenge



School leavers with no clear idea of their next steps need greater pre-event support

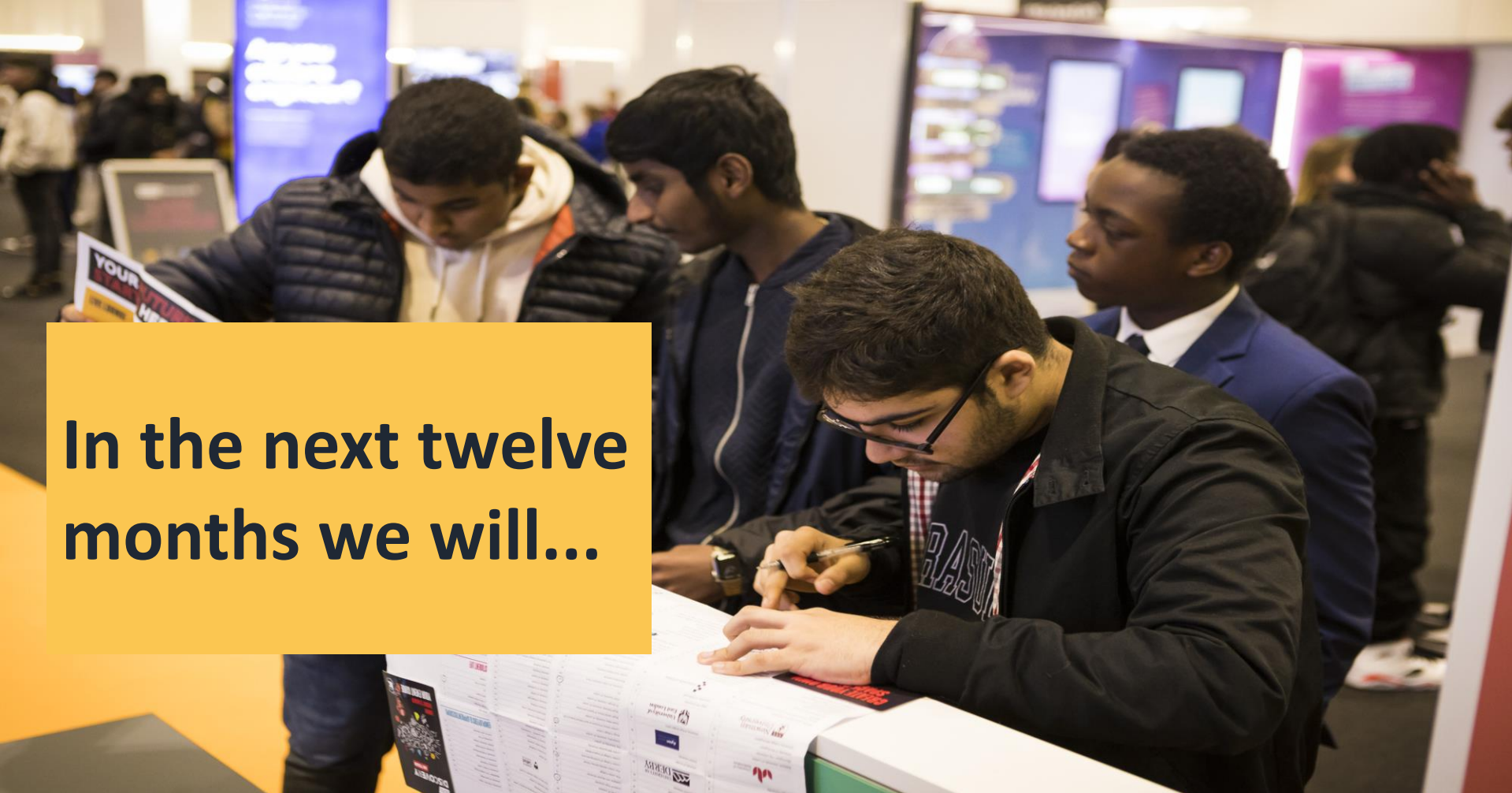


Less than 2/10 of those who don't know what they're doing after school go to the event knowing who to talk to



On average those rating the event as influential visited more exhibitors - on average 8 exhibitors were visited



A group of young men are gathered around a table at what appears to be a career fair or exhibition. They are looking intently at a large, detailed document or map spread out on the table. One man in the foreground is wearing glasses and a dark jacket, leaning over the table. Another man behind him is also looking at the document. In the background, other people and exhibition booths are visible, creating a busy, professional atmosphere. A large yellow text box is overlaid on the left side of the image.

In the next twelve months we will...

DISCOVERY 2023



Support young people with their decision-making process and help focus young people's pre-event preparations to ensure they are ready for the experience



Identify attendee's mindset early on both before and during the event to ensure they get the most out of their day



Create a personalised experience in the event based on where they are in their journey. Supporting them to explore options and take their next steps to decide what is right for them



Facilitate a greater level of conversations and questions with exhibitors

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DISCOVERY

THE BIG Q&A

PURPOSE

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To put questioning at the heart of everything. To empower students to think about different possibilities, and ask themselves and universities/employers the important questions they need to find the answers to, so they can choose the next step.

Driving research pre-event

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Mindset
identification

Mindset led
comms

Game led
schools pack

Mission
cards



Driving conversations in-event

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In event guides to create individual event plans

Mindset mission zones

Q&A support zone

Big Q&A on stage

Digital Q&A inspiration wall

Conversation counter



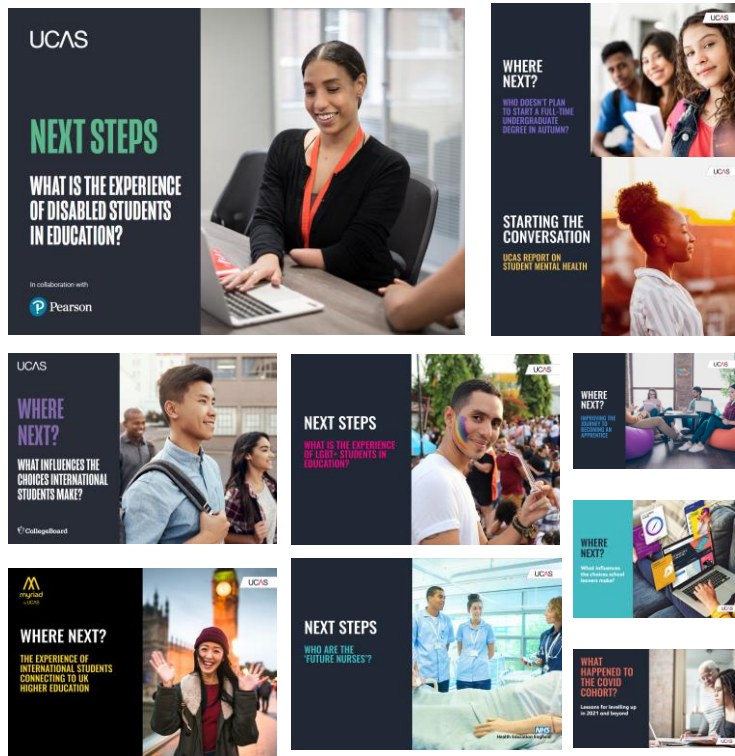
Supporting WP students

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Insights from WP students

- We saw a 450% increase in the number of UK applicant sharing a mental health condition via UCAS between 2011 and 2020
- 83,220 disabled student applied through UCAS in 2021, 56% research the university's support for disabled students before applying.
- Disabled students are 23% more linked to defer entry to HE
- 3 in 5 care-experienced applicants receive no support specific to their circumstances when applying to HE



UCAS forecasts 1 million applicants in 2026

2026 960,000 | +60,000

2025 890,000 | +50,000

2024 840,000 | +44,000

2023 800,000 | +35,000

2022 765,000 | +15,000

2021 vs 2026
there could be:

+27% applicants

+35% 18 year olds

+70% international

The UCAS Fair Access Programme

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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



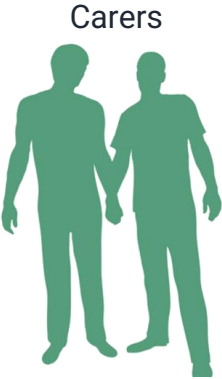
5. Remove barriers and inspire students



New questions for 2023 cycle to identify:



Students from Armed Forces families



Carers



Care experienced students



FSM students



Disabled students



Students with parenting responsibilities



Armed Forces veterans and Service leavers

Refugees and asylum seekers



Estranged students

If you could do one thing to have a meaningful conversation with this audience, to signal it's ok to have these conversations, what would you do?

If UCAS could do one thing to help disadvantaged or unrepresented students get the most from events, what should we do?

Thank you

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