Institutions in attendance:

Aberystwyth University (1)

Edge Hill University (11)

Lancaster University (3)

Liverpool John Moores University (1)

Manchester Metropolitan University (4)

University of Central Lancashire (6)

University of Liverpool (4)

University of Bolton (1)

University Academy 92 (3)

University of Manchester (1)

University of Salford (5)

Total attendees: 40

The session notes below were written and compiled by a variety of reporters, therefore some formatting differences may be present.

1. **Whole-room round-table discussions** NW&NI Group Committee

2. **Updates from Student Loans Company** Ahmar Ehsan [Midlands Representative, Student Loans Company]

3. **'Is it now 'back to normal' for on-campus events?'** Chris Mullen [NW&NI Group Chair]; Jamie Graney [NW&NI VC Membership & Communications]

4. **Building Success** Ben Kibble-Smith [NW&NI VC Training & Partnerships]; Ellie Lloyd-Davies [NW&NI VC Training & Partnerships]

5. **UCAS Update** Chris Mullen [NW&NI Group Chair]; Apologies from Nicola Marsden [NW&NI Representative on HELOA/UCAS Events Working Group]

6. **Teachers & Students Q&A Panel** Staff and students from local schools and colleges, chaired by Ellie Lloyd-Davies [NW&NI VC Training & Partnerships]

1. Whole-room round-table discussions

NW&NI Group Committee

Hybrid Working
note this has changed since the training day due to Government announcement to WFH

- EHU:
  - Almost back to normal
  - WFH occasionally when it makes sense
- UCLan:
  - 3 days on campus and 2 days at home
- Lancaster:
  - Very flexible!
  - Encouraged Tuesday and Thursday
  - All hot desks - apart from a few!
- Liverpool:
  - Office = GONE!
  - Hybrid working space - 1 day every 5 weeks
- Salford:
  - 2 fixed days on campus
- Manchester Met:
  - 2 fixed days on campus

Engaging Academics

- Academics have definitely warmed to online support
  - No travel time etc
  - Seen the impact it has on recruitment
  - Happy to send pre-recorded sessions
- Engagement dependant on selection vs recruitment focus (proactive vs reactive)
- Some teams now have dedicated staff for working with academics
- Some academics don't fully understand how recruitment works
- Some academics do stuff without telling recruitment team
- Some academics need extra push and showing data often works
- Some academics happy to take blended approach of offering support via their PhD students (speaking to PhD students is inspirational for prospective students)
- *We should take into account academics workload*

Utilising Sector Intelligence

- Wonkhe, NEON, TSR, UniTasterDays, Unifrog and UniBuddy (Don't have the <u>TIME!</u> to read it all though)
- Chat to colleagues from other unis - mainly through HELOA
- Team meetings after conference
  - take away 3 things from a session
  - recruitment/marketing/events all in attendance to give feedback
- Transition to HE
  - Effect COVID has had on learners
    - Some universities have been slow to react (could be due to size e.g. UA92 may be much quicker to reach learners as it's easier for them)
- Monthly Advisors Groups
  - Engaging with info from teachers & advisors (virtual & in-person)
- Being on the road
  - Makes communications difficult
  - So fast paced it's easy to miss things
- Vs in the office
  - Better comms
- Institutional culture - knowledge sharing the norm in some/opposite for others

Printed Resources

- Some are trying to move away from print / others definitely continuing
  - Mini-guides could be more useful than full prospectuses
    - Likewise for subject specific guides
- Marketing often do what they want - mixed experiences of being listened to
- Loads left over due to pandemic
  - Some can be used now / most being binned/recycled where possible (out of date/ rebranding)
- Need to consider storage at home for hybrid working
- Environmental issue
  - No merchandise for sustainability purposes (yet still printing full prospectuses)
  - Uni of Liverpool - proposed carbon neutral open day
  - MMU- paperless workshops
- Move away from full prospectuses to 'QR codes?' - success depends on how easy website is to navigate/search [hard to know if students look at/use info]
  - It's hard when you don't have anything to give out to students

- - - We need a mixture - don't always have internet to check entry requirements (we love tech but don't really trust it)
    - Real mix to what students want
  - Can get school's to print workshop resources

2. Updates from Student Loans Company

Ahmar Ehsan Midlands Representative, Student Loans Company

Information subject to parliamentary approval

General updates:

The deadline to guarantee students receive their finance by the start of their course for Student Finance England will be towards the end of May

Usually income assessments need to be from the previous tax year, as the information needs to be processed by HMRC. However, there is the option of a current year income assessment where income has fallen by 15% or more. There has been an increase in current year income assessments due to Covid

For online applications, the turnaround time is approximately 4 weeks, or 10 days for students meeting WP criteria

Each year, there are approximately 2 million applications to Student Finance, 32 000 of those are late applications which are completed in Sep/Oct

If a student has their passport and National Insurance number when applying, it takes around 9 minutes to complete an application.

Applications are far quicker when a student has all the relevant paperwork to hand, it can take much longer if not

Action – encourage students to apply even if they are unsure whether or not they want to go to university. If they decide not to go, the application only takes 9 minutes (with the relevant paperwork), but if they do decide to go, they don't have to worry about applying late

Financial support:

See tables and figures in slides from SLC

In the slides showing maintenance support, figures in red are the minimum threshold

Additional financial support:

The Government is looking at more recruitment from mature students, so are looking more at childcare grants

DSA will increase by forecast inflation (2.3%) to £25 575 in 2022/23 for full-time and part-time undergraduate students.

Action – ourselves, or colleagues in our institutions, may want to request DSA application figures to see when in the year our students are applying for this

Support for students on NHS courses:

The Government reintroduced the £5000 training bursary during the pandemic and students studying paramedic science/practice are now also eligible for this

NHS funding is administered by the NHS, but information about it is provided by the SLC

In addition to the £5000 training bursary per academic year, there is also:

- An additional £1000 for students who are studying in particular geographical regions
- An additional £1000 per year for students who are studying a shortage subject, for example this includes mental health nursing and learning disability nursing, in which we are currently experiencing shortages in NHS recruitment
- A hardship fund – up to £3000 per academic year and up to £9000 in total. This is not easy to receive – in order to be eligible, students must have exhausted their university hardship fund and have been recommended by the university
- Parental support – £2000 for any parent student going to university (this is different to childcare support)
- Travel and dual accommodation support

Loans are also available for students on NHS courses or other courses deemed to be 'long courses,' meaning they last longer than a typical degree. Additional funding for these courses is given per additional week, for a maximum of 12 weeks

Other current updates:

The digital evidence upload system is remaining in place this year

A sample set of emails were sent in Sep/Oct to students receiving maintenance loan in the 'elsewhere' location of study group (i.e. not living at home). This is in case living arrangements have changed for any of these students and they have moved back home since applying for their student finance

Documents have been updated for vulnerable students, for example care leavers and estranged students – these documents are not specific to a given year

The physical resources from SLC e.g. leaflets on different topics, are no longer being produced

Repayment:

The repayment threshold increases each year with inflation and average earnings, it will increase again in April

If we see the repayment threshold decrease, the impact will be on the student

84% of students will never repay their loan – Institute of Fiscal Studies

UK residency and other eligibility criteria:

Eligibility depends on home office status
Living in the UK for 3 years – eligible for the tuition fee loan only
Living in the UK for 5 years – eligible for the tuition fee loan and full maintenance loan (if the individual has indefinite leave to remain)

The 3 or 5 year period is measured from:
- 1st Sep if the course starts in Sep
- 1st Jan if the course starts in Jan
- 1st May if the course starts in May

If a student is from the EU, residing in England before December 2020, they could apply for settled/pre-settled status by June 2021 (as long as they had been in England more than 10 years)

A student from Wales who studies at an English university is still eligible for the English NHS Learning Support Fund

Independent status – a student is classed as independent if they are over 25 years old
If a student is 25 years old or under, they are classed as being dependent on their parents (unless they meet one of the 8 criteria for exceptions specified by the SLC, for example if they are estranged, married or divorced)

4 months is the time period used by the SLC for a student to be referred to as estranged. Care leavers are automatically classed as estranged

3. 'Is it now 'back to normal' for on-campus events?'

Chris Mullen [NW&NI Group Chair]; Jamie Graney [NW&NI VC Membership & Communications]

Back to normal for on campus events?

1. **The Hybrid Debate**
   - It's important to define what we mean by hybrid? Hybrid as in keeping elements of physical activity F2F and online asynchronous/ synchronous? Distinct and separate or live stream elements of live?
   - Resource implications- IT support needed and manning two audiences at the same time if synchronous.
   - Benefits for international teams/audiences of hybrid way of working and for WP audiences who perhaps can't afford travel to all institutions they are interested in.
   - Reactive- based on lockdown, or moving towards a proactive approach to hybrid.
   - Edge Hill as an eg. have developed resources and given students options for f2f or virtual tour- worked really well recently in the rain!
   - Options- not forcing student to campus will impact numbers attending open events, managing expectations based on this.
   - Mass requests experienced by some based on advisers potentially trying to tick GATSBY benchmarks, bringing whole year groups to campus.
   - Benefits to academics of being able to live stream into a school or college without travelling.
   - Considerations needed about facilities available to host hybrids.
   - Supplement f2f with on-demand 24/7.
   - Blended virtual streaming on campus talks and feeding this through to social media.
   - Liverpool to pilot one offer holder day with one academic school as a hybrid event.
2. **The Awkward Academic**
   - Content appropriate virtually- as we don't know who is in the room, safeguarding implications?
   - Some prefer virtual/physical. Frustrations with virtual felt by some, but it's integral.
   - CMA- what they have said might be correct, but the way it's said might not have been appropriate.
   - Incorrect information is now easier to pick up on and requires a lot of time to edit any resource before sharing as a video afterwards. Audit/edit process.
   - Important to consider what/if any, training have academics had for these events?

- Directing them to talk to their subject and area of expertise and then signposting other areas to people with expertise e.g. finance.
3. **The Ambassador**
  - Unibuddy and the student room- using SAs for increased virtual platforms
  - Online sessions specific to audiences during virtual events eg mature students talk
  - Different roles, talks, student life, tours- different training needs
  - Important to consider the experiences that our SAs have had during remote learning/lockdowns and how they'll share those authentically
  - Experiences SAs for on campus activity have likely graduated so reviewing recruitment needs of SAs and training
  - Managing them like members of staff, upskilling, social opportunities?
  - Diversity of SAs
  - What happens if they let you down/others- are SAs trained and supported to constructively feed back to each other?
  - Adapting quickly to an online way of working- they are able to do this and are used to tech.
  - Reminding them it's ok not to know the answer, but not to give out incorrect information
  - Review what they are being used for- sharing their personal experiences is more important than reeling off facts.
  - Empowering them.
  - Q&A panels especially effective for PG audiences.
  - External training companies used by UA92 and monthly rolling training for SAs.

In summary

The new normal is flexible. Needs have changed from students and their influencers, and teaching and learning has changed- so our cycle of events and engagement needs to reflect that.

4. Building Success

Ben Kibble-Smith [NW&NI VC Training & Partnerships]; Ellie Lloyd-Davies [NW&NI VC Training & Partnerships]

Ideas for questions / tips for a round robin approach.

"Discussion looking at personal, institutional and whole-team success. Also exploring how members can use the outcomes of this session towards PDRs, planning and evaluation in their roles."

First 5-10 minutes: Introduction – why are we doing this session? + Example

First Break Out: People and Approach (15 minutes)

Swap teams / tables

Second Break Out: Projects and Measuring Success (15 minutes)

Feedback & Reflections from groups (15 minutes) – actions to take forward

Think of a scenario within your role to base the following segments / questions on, this could be a project

Introduction – why are we doing this?

Example 1 – Ben (Summer School)

Example 2 – Ellie (Website maybe?)

Breakout – now it's your turn to think of a project / job role / activity you've led on, and why you either did the actions you have done, or what will you do if you are about to lead on a project?

- People (who's involved)
  Q: What language will you use to ensure everyone hears the same message?

- Approach (culture) –
  Q: Do you believe in what you do?

- Projects (silos)
  Q: Why do you believe you were chosen to be asked to do the task / project?
  Q: What is the end point for the project, where are you now? What markers will you use to bridge the gap?
  Q: What obsticles are you likely to face?

- Measuring Success (how do we do this?)

Feedback

Actions to take forward

Questions

Examples? How do I / we / you / they build success, in either a small or big way in a job or a project?

Personal growth: What do people need to build success in? Is it the liaison side, marketing side, confidence with public speaking?

Phase 1: The wider picture (institutional and Team)

- TIP: Understand the history and culture of the team / workplace
- Q: Do you believe in what you do?
- Q: Do you understand what's expected of you?
- Q: What are the problems you face?
- Q: Why do we do the job we do – what are the reasons?
- Q: Where do you want to be going in your career? (2)
- Q: What does success look like, how will you know when you've achieved it?
- TIP: Understand timeframes and gain credibility through doing things. Can you give an example?

- Q: When and how will you review this?
- Q: How do you celebrate success?
- Q: Has Covid impacted the success?
- Q: What is the greatest impact?

Phase 2: Putting into practice (Personal)

- Q: Why do you believe you were chosen to be asked to do the task / project?
- Q: What is the end point for the project, where are you now? What markers will you use to bridge the gap?
- Q: What obstacles are you likely to face?
- Q: How will you inform the views of the people who form the opinions of others?
- Q: What language will you use to ensure everyone hears the same message?
- Q: What markers will you put out immediately to signify your intentions?
- TIP: What can you do to achieve your first quick win on the road to success
- Q: How will you create the opportunities to include others and get to know their strengths and weaknesses?

Do we include people / leadership spec?

People

- Q: Is accountability factored into your team? Do you think people should have more, or less?
- Q: How do you trust a colleague? Is it through actions or decisions?

Concluding the session:

How do we relay all of these points into building success, how do they all intertwine, could we give an example of this?

5. UCAS update

Chris Mullen [NW&NI Group Chair]; Apologies from Nicola Marsden [NW&NI Representative on HELOA/UCAS Events Working Group]

New exhibitor info pages:
- These are now complete and will be circulated soon: <u>Exhibiting as a university or college | Virtual and digital, Undergraduate, Conservatoires, Apprenticeships, 16-18 Choices | UCAS</u>
- UCAS will be circulating a survey to HELOA members to capture feedback to better inform exhibitor comms moving forward (was going to be pre-Christmas but now likely to be January)

2022 events:

- The provider meetings for hosts have been scheduled for 13 Dec, and this includes H&S briefing considering Covid requirements.
- UCAS is looking at online training modules (like the UCAS Embargo training) so hosts can dip into the sections they want and access content faster.
- The working group consensus was that this was a positive development.
- The working group suggested that a good FAQ sheet to accompany it/monthly drop-ins would be useful.
- UCAS will send round ideas for content to get feedback and ensure key areas are covered.

Cornwall:
- At the moment there is a challenge with the Cornwall date and UCAS is having to look at new date (outside of UCAS's control). Feedback from other groups is that current scheduling is problematic anyway.
- UCAS would ideally like to link to Exeter date and was the first preference but it just wasn't possible
- Trying to minimise substantial impact and keep to similar times
- 78 exhibitors currently booked for Cornwall
- There is one additional event they are still working through - Dundee

There have been no cancellations in the end for 2022

UCAS staffing changes:

- Angie(Angela Hill) has left the business
- Kristi has moved from the Events team to the Sales team
- Hannah Wells is a new starter, her role is senior event organiser and has previously worked at UCAS.

Bookings 2022 events:

- Manchester looking good: over 4500 bookings to date
- Liverpool is around 800
- Northern Ireland over 900
- North and West Cumbria 235
- A lot of marketing is landing now which will encourage more bookings
- Working group asked if UCAS could share this information with all exhibitors as it's useful for institution planning. If you would like this information, email Nicola.

GES key learnings:

- Moved to GES this year and there have been learnings as with any new relationship.
- GES has struggled with the speed of industry reset after being dormant for 18 months. There were difficulties getting materials to events, labour, fuel issues etc

- Recognised there was frustration with service levels and delays in communications with GES, including that they had to close their offer to print graphics for the Manchester CYF event.

Mitigations:
- Mitigations have now been put in place and GES is back up to a full team and has learnt from this.
- There will be show email addresses for each event to ensure clearer communication with GES around specific events to enable them to come back to providers faster.
- They've upscaled their service provider desk so they have more staff to deal with this too

GES can offer the full services expected for 2022 events (electricity, stand extras and graphics etc)

Graphics:
- UCAS and GES are aware there has been confusion around graphic sizes, attachments, materials needed to fit them and UCAS is meeting GES to ensure they can provide clarity for 2022 events.
- Event feedback from exhibitors for CYF Manchester:
  - wifi was an issue but events looked great and student engagement was positive.
  - 5-6k attendees - on par to 2019 - just waiting for final number
- Additional feedback to the above from groups = anxiety that exhibitors are trying to prepare materials for the 2022 cycle but don't yet have the exact specifications. Real concern that exhibitors are running out of time to get things ready for the start of the events cycle.
- UCAS confirmed this would be sent out to exhibitors before Friday 17th December (the working group is aware this is getting awfully close…).

==ANY SPECIFIC FEEDBACK OR CONCERN FROM NW/NI MEMBERS?==

Sales update:
- New subscribers – College of Esports and University Centre Grimsby (UCG was previously pay per event)
- Waiting lists in many areas have been quickly actioned but some are still outstanding as UCAS is waiting for responses from smaller colleges to see if they can release any more space. Now CYF has finished the team will have more capacity for this over the next couple of weeks to try and get this finalised
- East Mids – UCAS team has managed to relook at the floor plan and have secured more space so they can contact those on the EM waiting list to notify exhibitors that they can have doubles. If everyone who wants a double takes it up, it won't be likely that larger stand spaces will be available but doubles will be accommodated for those that requested them.
- Cambridge - got results from sequential draws and were contacting those affected directly. The team is still working with the service provider to try and get more space from the floor plan. There are 10 subscribers that are affected.

- Virtual bookings have opened - bookings across discovery subject events are similar to last year. People are still just buying profile pages – there are virtual tours etc and these add-ons did generate more leads last year. Still taking bookings for these.

Code of Conduct:
- The HELOA/UCAS Code of Conduct is being reviewed, particularly the section around exhibitors that keep leaving early.

UCAS Marketing 2022:
- Known for taking people through UG applications but they have been working on an IAG strategy to help support students through post 18 choices - not just once they've decided where they want to go/what want to do
- Events are a critical part of this journey and they're packaging this to teachers and students in these three elements: Discover. Apply.Go
- Virtual exploration events, in person exhibitions and virtual subject events
  - virtual discover series also including apprenticeships etc
  - in person exhibitions - shortlisting to identify which unis/programmes/apprenticeships want to go to the open day for
  - virtual subject events - students oscillate between which subject they want to do - bringing to life peer recommendations and what feels like to study these so they can make decisions that are right for them.
- Autumn direct mail gone out to Heads of VI Form and Careers advisors as well as UCAS correspondents
- They are looking at developing a campaign page for fairs to support navigation.
- Working group requested to see a pack so these are being sent out – email Nicola if you would like to see this.

  <mark>GROUP ACTION</mark> - WHAT CAN UCAS DO TO HELP GET THE MESSAGE OUT THERE? Are there additional assets they can send to us that would be useful? E.g. something we can add into our newsletters to schools and colleges.
  - **Can you please discuss/ask for any feedback on this in the meeting?**
  - **If no feedback in the meeting, email Nicola with any additional feedback on this by 17 Dec**
  - Nic will include responses in a shared spreadsheet

HELOA Conference:

- Reminder that UCAS Events will have a session on the Friday
- UCAS staff will be on a stand throughout the event for individual questions and queries
- The final keynote is being presented by UCAS – 'the journey to 1 million applicants'

If you have anything you'd like Nic to raise with UCAS please drop me an email or give her a call/message on Teams: n.marsden@lancaster.ac.uk

**UCAS PRODUCT DEVELOPMENT GROUP UPDATE
DECEMBER 2021**

In the most recent meeting we spoke about how the changes in the hub have impacted the 15th October deadline (along with some extra stats), the deadline in January and some UCAS changes for 2022 (mainly the removal of adjustment).

This was really insightful and you can see the difference between this and the events group; we talk about 'products' that impact the sector so the UCAS hub, clearing plus and adjustment. Some key points that would be useful for the group:

- UCAS launched a careers quiz (a product we spoke about in the last meeting) in February that prospects can use to see what they might fancy doing in the future and they've had 366,000 people use it which is amazing
- Adjustment has been confirmed to be getting the scrap
- Then some key 15th Oct deadline stats:
  91,246 apps submitted between opening date in Sept and 15th Oct. There was also an increase in centre registrations in May/June, rather than waiting until Sept.

- UK apps are up 3% overall
- 7% increase in apps from WP students
- Increased demand for re-appliers. Can't confirm why this is, speculated that it's people who did better than expected last year and couldn't get in places in competitive courses in clearing so trying again but can't say for definite
- UCAS have revamped their apply portal to make it more user friendly and they have saw a big decrease in the number of enquiries (including -41% on social media) they got which could indicate the changes worked
- Increase in people using all 5 choices

6. Teachers & Students Q&A Panel

Staff and students from local schools and colleges, chaired by Ellie Lloyd-Davies

[NW&NI VC Training & Partnerships]

Q1) How useful have you found virtual university events?

Student(S) 1) doesn't like virtual events, prefers in person

S2) not welcoming, on a virtual event for less than 30 minutes, feel like they show 'off' what they wanted not all of it

T1) (Sharon) hoping ucas manc is in person, the vibe is better

T2) disadvantaged students can access universities they can't get to in person allows them to look further afield

T3) student sign up is good, but poor for events. The time element is better for virtual (no travel time)

T4) (Claire) – students are over virtual!! Good elements include that they're recorded however technology fails quite a lot. Academics who talk have been good!

Q2) What do you really want to know about University?

S1) How different life is, what do I need to learn, what is the difference in the workload?

S2) How is the social life different, how can they balance their workload

S3) so what type of support for students who have difficulties

Q3) Do you use prospectuses?

S1,2 &3 – No! we feel it's all online and that there's no need to duplicate as it's already there

Johnny) Would you go to a virtual, and in person event if you wanted? Or would you save the question in person? – specific to virtual activity

S1 & 2) Students feel they can ask questions more in person than virtual world and would be willing to save for in person

S3) Feel that personal touch of F2F is good for them

Q) Do you feel students are applying later due to a change of date?

T4) A lot are behind – only 50% have got it done for the deadline on Friday. Some students involved in mock exams

T2) (Male, Loreto) Deadline is 30th November, but actually sending them to Uni's in January. 86% of usual numbers for this time.

T1) Waiting on Open Days in December, not having access to open days.

Q) How do you find teacher and advisor conferences?

T3) (F, Loreto) – Nice to get out and about! Keynote speakers have been interesting and offered opportunities.

T1) Pick and choose days out, but go to 1 or 2. Can you do breakout activities? Session on; What is going on in higher education sector

T3) So good to say that you've been to a Uni and have the information direct from horse's mouth – more impactful to students

Q) Chris – Do you find it more useful on a subject in your role, or on something the university offers (ie admissions process)

T3) – Really useful to go to one on university offers – we went to one on unconditional offers and it was great feedback.

Q) What time of year is best for these? (Sarah Crotty)

T2) Autumn term is busiest so not there – after the autumn term.

T3) when Upper 6th finishes (June / July) time.

Q) Would you consider going to a conference if the university was further away but hotels were paid for?

T3) I would consider it but more time out of day. Been invited for Sterling but didn't get permission

Q) What resources have you considered over the last 18 months to be most impactful?

S3) The facilities at UA92 have really impressed – likes seeing University Facilities

S2) EHU Personal statement talk was really good – star techniques was really good for when looking at University (*well done Chris*)

S1) Agrees and helped to decide on courses

T1) Really appreciate it if it's virtual or physical. Choosing the subject talk is good. Presume it's good to get to know the school / colleges as you (outreach) can tailor to the students

T2) 1-2-1 PS talks are great and valued by all

Q) What drives your decision when you're looking at a University? (league tables, word of mouth, reputation)

S1) I knew where I wanted to go (Man Uni). Sister went there, not too far away etc.

S2) Look at league tables, did research, based on their course and reputation of that course, industrial placements, relocation was not a problem but wanted to be a city.

S1) every Uni has a study abroad option

T3) Reputation of local universities is most valuable to students, they use Unifrog to start shortlisting. They generally filter the north west.

T2) Amazing how many options they have locally, but they want to challenge them to look further afield. Location is most important for our students.

T1) Telling the students how long it's taken you to get to the school really helps with understanding distances and closeness!

T4) Unifrog is a new investment and it's absolutely brilliant – each student gets on UniFrog. Prospectuses at Parents Evening are really valuable. You should do one for Teachers / advisors (prospectus)

Q) How should university sessions be formatted, talks, workshops etc?

S1) Presentations tend to be good as you need to generate the information to be able to discuss. Tend to remember interactive workshops more

S3) Being active in sessions is much better for me

Q) When going to events, what do you look for at careers fairs (mixture of things we offer)

S1&2) Subjects guides and prospectuses over QR code.

Q) would you use a QR code at an event?

S1) I would

S3) I wouldn't scan a barcode

Q from Panel) Do you make a booklet for parents?

Audience) mixed response

Panel) Parents need the prospectuses some times

Discussion on parents booklets – query re when these would be delivered to parents?

Q) IS there anything our universities don't do enough or at all to support you?

T4) (alty) harvard Referencing is a massive gap, would be ideal before they go. Based on feedback.

S2) – Interview help – got info that it was the day before, lucky as local as if you were further away wouldn't be able to make it.

Jonny) – KO atm re Oxbridge apps interviews, students unprepared as days notice, advisors don't have time to go through questions.

S2) – we should have at least a week!

T3) Students not aware of the support that exists for them re disability support

T2) Mental health needs are often going unnoticed. Students worried they will be unsupported at University, don't know the information.

Comment: Students worried if they disclose it'll affect their application (mental health, disability) – based on a report from UCAS.

T3) Hearing from student ambassadors is a brilliant voice and way of communicating

S2) Disadvantaged students access to reduced grades, scholarships

T4) We don't know about access programmes either and would like to know more, it's a shame UCAS could do it (Jonny – looking into it re Refugee, WP Hub, etc).

Q) When we come into Schools / colleges, do you think we're accessible or talking loads of jargon?

S2) Students are going to talks they're interested in at ours, but yeah we do find them helpful. They can sometimes be a bit random.

Q) Which ones weren't relevant?

T1) Because we are small we include all students

Q) You get lots of different types of talks (academics, general, students) is any more useful?

S1&2) Students and people from the uni themselves give a better insight than academics sometimes. Take on their experiences

S3) When it's a student, they can be a bit more honest, advisors can be a bit biassed.

T3) Tag team between professional and student can be well received.

Q) Do you have any questions for the audience?

- Why do some offers take so long?

Discussion on this.

Panellists – it's really hard getting through to someone, telephone systems. Universities used to be so accommodating.

Referenced to go to the Outreach team and to relay notes.

Q) What barriers are there for students looking into, applying to, and going to Uni?

S1) I don't feel there's any barriers, you've got all our emails, just send us stuff!

S2) Never had to contact a Uni for anything.

T1) Newsletters that are easily forwardable to school make life easier

T2) We get a lot of information and select what we give out to students. We collate this into one email per week to students. We are happy with the information we get.

T3) We like things that are precise and we can take segments. Information overload.

T4) I really like the emails I get from Andrew Cooper! – bullet pointed and linked to make it easier. Put items on Social Media that we can share!

Q) Are there any bits of content you'd find usable?

T1) We have our own filtering system so we know what's most suitable for our students.

It is better worded that we would direct it to students rather than advisors.

Q) Preferred social media platform?

T4) Instagram

S1&2) Insta and Tiktok.

END.