HE Advisors and Teachers’ Conference

The Use of Contextual Data in Admissions…
and other topical issues

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1. **Contextual Data:** What information do you have? Where do you get it? How is it used? Does this vary by subject? What weighting is it given? Will postcode data continue to be taken into account—home or school postcode? Would admissions tutors like students to write contextual information in their personal statements or should this only be included in the UCAS reference?

2. **Qualification Reform:** How will offer grades be contextualised in respect of new A level courses (especially during phasing in period where there will be a mixture of new and current courses). Not all new courses begin the same year? How will schools offering 3 A'levels be viewed alongside schools offering 4? What is the position on pupils sitting AS Levels under new dispensation for A Levels? Will the qualifications still count? Instead of a 4th subject (if AS not seen as valuable), what will you be looking for to replace the AS? Will schools need to explain in reference what we offer instead of AS? Changes will affect timetables and staffing if 4th AS/A2 is cut. Will the EPQ be part of offers? How is University preparing for impact of linear exams and fewer students relying on resits?

3. **Supporting your students:** How do you/we provide the right advice and guidance to sixth form students?
Context

Rapid change

- 2012: Higher Fees. Changes to student quotas (no quota for AAB+ students)
- 2013-14: More change to quotas, this time ABB+ students
- 2015: Removal of Student Number Controls (unlimited recruitment)
- A Government requirement to increase the number of WP students in order to charge higher fees (Access Agreements)

The Result?

- Great news for students who achieve ABB+ or equivalent!
- Good news for WP students: more support, flexibility at the point of application, offer making and admission to HE
- Changing patterns and trends of application, intake and offer making
- Fierce competition in the sector
- A focus on WP, particularly in Russell Group universities
Contextual Data – Q & A

• What is it

• Why do we use it?

• What information do we have & where do we get it from?

• Will postcode data continue to be taken into account- home and/or school?

• How is it used? Does this vary by subject? What weighting, if any, is it given?

• Would admissions tutors like students to write contextual information in their personal statements or should this only be included in the UCAS reference?

• Other questions?
Qualification Reform – Q & A

• How will offer grades be contextualised in respect of new A level courses (especially during phasing in period where there will be a mixture of new and current courses)?

• How will schools offering 3 A Levels be viewed alongside schools offering 4?

• What is the position on pupils sitting AS levels under new dispensation for A Levels? Will the qualifications still count?

• Instead of a 4th subject (if AS not seen as valuable), what will you be looking for to replace the AS? Will schools need to explain in reference what we offer instead of AS? Changes will affect timetables and staffing if 4th AS/A2 is cut. Will the EPQ be part of offers?

• How is University preparing for impact of linear exams and fewer students relying on resits?
Q. How do we provide the right advice to sixth form students applying to HE?
Supporting student decision-making with info, advice & events

**Supported routes**, particularly for WP students
- PARTNERS
- Raising Aspiration Partnership (regional partnership)
- Realising Opportunities (national partnership for selected schools)

**Events and support for students and their parents**
- On campus and in school/FE, from Year 6 upwards
- pre/post - application open days

**Events and resources for teachers & advisors**
- Teachers’ Conference
- Workshops for staff and students
- Teachers’ Toolkit

**Practical support**
- Money for buses / staff cover
CHANGE AHEAD