

minutes

UPAG/16/M1

UCAS Progress Advisory Group meeting

held on Monday 29 February 2016, 11:00 – 14:30, in the Boardroom at UCAS, Cheltenham.

Chair: Ricky Ware

Present:	Andy Fawcett	Greater Manchester (LA)
	Angela Barlow	ESSA Academy
	Barnaby Hall	South Essex College of Further and Higher Education
	Carl Birchall	The Manchester College (Openshaw Campus)
	Gwen Wagner-Adair	Leeds City Council (LA)
	Jamie Shackleton	Cambridge (LA)
	Jayne Talbot	Ninestiles School
	Nick Dale	Dearne Valley College
	Sally Wilcher	Thomas Clarkson Academy
	Sarah Sykes	Aston Academy

Apologies:	Katy Tibbles	Kent LA
	Narinder Singh Lali	Roundhay All-through School
	Sharon Squires	Crown Hills Community College
	Yvonne Orchard	Churchdown School

UCAS in attendance:	Claire Feeney	Admin Support Officer
	David Brack	Head of EP Experience
	Deniz Gosai	Groups and Forums Administrator
	Emma Cole	Scheme Delivery Owner
	Giles Ursell	Strategic Product Manager
	Gina Bradbury	Head of Post-16 Development
	Kate Westmacott	Product Change and Engagement Manager
	Lee Hill	UCAS Progress Team Manager
	Rob Edmondson	Strategic Product Manager
	Sara Smith	Corporate Governance Advisor

A1/16/01 Welcome to the UCAS Progress Advisory Group and the chair

Lee Hill, UCAS Progress Team Manager and Group Owner of the UCAS Progress Advisory Group, welcomed the Group to the first meeting. Ricky Ware, from The Leigh Academy, was introduced as the Group's chair.

The purpose of the advisory group was explained. It was confirmed that the membership of the Group took into consideration geographical locations and UCAS Progress customer spread.

A1/16/02 Introductions and apologies

Each member of the Group introduced themselves and the apologies were noted.

A1/16/03 UCAS Groups and Forums**3.1 An introduction to the structure and purpose of UCAS' groups and forums**

Presentation UPAG/16/001 was shared with the Group. It was explained that the UCAS Progress Advisory Group should be an action-led group, whose purpose was to steer and advise UCAS in the development of their products. Sub-groups could be established as a result of discussions in advisory groups.

All minutes, papers, the terms of reference and membership lists for all Groups and Forums were available on ucas.com. The UCAS Progress Advisory Group page was available on the '16-18 Choices' tab - www.ucas.com/ucas/16-18-choices/help-and-support/teachers-and-advisers/ucas-progress-advisory-group.

The Group was informed that all recommendations made at advisory groups were fed into the Change Steering Group, who then, in turn, agreed which Group should discuss the recommendation further. The Change Steering Group did not make the final decision.

3.2 Membership of UCAS Product Steering Group

A UCAS Product Development Steering Group had been established to act as a sounding board for UCAS' digital acceleration initiative. The Group was made up of 15 members across the sector, including a member from the UCAS Progress Advisory Group. This was a virtual group, which met for approximately two hours per month. The UCAS Progress membership was available and the Group was asked to email groupsandforums@ucas.ac.uk by 29 April if they wished to submit an expression of

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interest to join the Product Development Steering Group. A copy of the Terms of Reference was sent with the minutes.

A1/16/04 The purpose and remit of the UCAS Progress Advisory Group

The Group approved the Terms of Reference. It was noted that if a member of the Group was unable to attend a meeting and sent a colleague in their place, the colleague must be able to contribute towards the meeting. The Group was also encouraged to contribute towards future agenda items by informing either the Group Owner (Lee Hill) or the chair (Ricky Ware) at least three weeks in advance of meetings.

A1/16/05 UCAS Progress strategy

5.1 Update February 2016. UCAS' mission and the vision driving development of the service

The strategic direction for UCAS Progress presentation was shown to the Group. A copy was sent with the minutes. UCAS Progress began in 2011, and, within the last five years, had become a fully national service.

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Currently, applicant behaviour was not followed throughout the learner's educational life cycle. UCAS was developing a single-sign-on product. When completed, the aspiration is that a learner would only need to input their details into the system once and their profile would build up throughout their education. It was noted that although UCAS would have language and visual aids it would be adapted towards the desired applicant age. The Group was informed that UCAS had a User Experience Team, whose main role was to speak to all users, including learners, to establish their wants and needs. The outcome of their focus groups would be fed into the development of the service.

It was noted that as UCAS was focusing on developing the new services, only small changes and bug fixes could be carried out on the existing UCAS Progress products. If a provider had a change or fix request they should notify their relationship manager.

5.2 UCAS Progress operational update

It was explained that each region had their own UCAS Progress Relationship Manager. They were:

- North East – Haylee Morley, h.morley@ucas.ac.uk
- North West – Angela King, a.king2@ucas.ac.uk
- London and Kent – Lisa Abrahams, l.abrahams@ucas.ac.uk
- South West and Midlands – Ross Bareham, r.bareham@ucas.ac.uk
- East – Nick Ling, n.ling@ucas.ac.uk

The UCAS Progress Relationship Manager role was to acquire new customers and also service existing customers. At present, the team was concentrating on England, but had plans to expand into Wales in the future. All information gathered from meetings with the Relationship Managers were fed back to UCAS where thematic reports were created and common themes and issues analysed to then inform strategic decisions.

UCAS Progress was working with stakeholders training 65 coordinators at the new Careers Enterprise Company, working alongside Ofsted to train their assessors, and developing co-branded resource information with the Careers Development Institute (CDI) and TES.

The Group stated that having end-to-end tracking of their students was essential. Currently, providers could view learners who applied through UCAS Progress but could not view who had received offers or had gone on to enrolment. Furthermore, progression data was invaluable as Ofsted ask how learner education impacts them in the future.

There was a long discussion on apprenticeships. The Group was informed that a pilot project, named the Richmond Project, was being carried out in North Yorkshire. Engagement was taking place between local colleges and SMEs, and apprenticeship vacancies were being uploaded with the employment opportunity as the lead. This new initiative would be launched to learners and parents towards the end of April 2016.

Currently, UCAS Progress apprenticeship vacancies were not linked to the National Apprenticeship Service (NAS) website, and UCAS Progress only inputted vacancies that started after the exam period had ended.

The Group discussed apprenticeships for Year 12 and 13 students, and it was agreed that further work had to be carried out on behalf of UCAS to ensure these students were not getting lost in the system.

A1/16/06 Introduction to the development of UCAS products and services

A presentation was shared with the Group on the development of UCAS' products and services. A copy was sent with the minutes. The Group was informed that UCAS was keen to engage with the sector across each of the five schemes when developing their products and encouraged the Group to take part in the weekly webinars. Details on how to participate could be obtained by emailing Giles Ursell – g.ursell@ucas.ac.uk.

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It was noted that although each scheme's dashboards would look different to distinguish from one scheme to another, the fundamentals behind the dashboards

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would be very similar. This would enable UCAS to make changes across the schemes a lot quicker than they could do at present.

It was confirmed that mobile users were being considered during the developments. The current postgraduate beta feedback showed approximately 26 per cent of users were on mobile devices.

The Group was informed that data reporting was also being developed. This was a new concept for UCAS, and development had not yet begun. The Group stated they would like to track data on applicants who had received offers, who had enrolled on a course, and who had also begun the course. Longitudinal data was desired. The Group confirmed that five years' worth of historic data was reasonable. It was agreed that a data-reporting workshop would be ran at the next meeting, and questions would go out in advance to the Group for consideration.

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The Group informed UCAS that many of UCAS Progress applicants land on UCAS' main webpage and asked whether UCAS could identify such learners and direct them to the UCAS Progress homepage. It was agreed that this would be explored.

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A1/16/07 Any other business

The following items were agreed to be discussed at the next UCAS Progress Advisory Group meetings.

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- Data requirements – including end-to-end applicant tracking.
- Themes for improvement – including looking at the UCAS Progress satisfaction survey, and compiling a learner satisfaction survey.
- Tour of UCAS.

A1/16/08 Date and venue of the next meeting and close

It was agreed that all meetings would be held at UCAS in Cheltenham. The next two meetings dates were set as Tuesday 28 June 2016 and Tuesday 18 October 2016. Calendar invitations had been sent to the Group.