

Inclusive admissions, recruitment, and marketing: the importance of a co-ordinated approach



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Why have we focussed here?

Education in our area



- **Norfolk is the 8th lowest county in England for HE progression amongst disadvantaged students (3x less likely than a student in Westminster)**
- **Consistent gaps in attainment from Primary school for all students AND disadvantaged students, the biggest predictor of HE progression**
- **Higher proportion of students in rural areas – 36% in Norfolk and Suffolk vs 14% nationally**

Underrepresented groups - recruitment at UEA



Up to 40% of UG students are drawn from the East of England

25% of UK students coming from Norfolk

12% of applications coming from Outreach post-16 target schools

12 of our top 50 feeder schools are Outreach target schools

APP targets - our mission



- **We must admit more students from areas of low progression to Higher Education (POLAR4 Q1) to UEA, steadily closing the ratio Q1 and Q5**
- **We must admit more Mature students from key FE colleges to UEA, steadily increasing our market share over time**

What have we done to create a co-ordinated approach?

Student education and experience



- Raise outcomes
- **Widen access and success**
- **Grow student numbers**
- New teaching model
- Invest in staff

The strategy will...



Principles of the strategy



- **Interventions are evidence led and will be evaluated year on year**
- **Collaboration, not duplication**
- **Inclusive and exclusive activities**
- **Fixed term funding to support embedded WP recruitment as BAU**

Planning approach



Focus area

- **Situation**
- **Evidence**

Project

- **Lead**
- **Student journey stage**
- **Aims and objectives**
- **Activities**
- **Outcomes**
- **Enablers**
- **Aspirations**

Plan on a page

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|-------------|---|--|--------------------------------------|--------------------------------------|-------------------------------------|
| Focus areas | Geo-targeted recruitment and marketing | Embedding WP themes into UG campaigns | Inclusive admissions | WP applicant support | WP clearing strategy |
| Projects | Inclusive school liaison plan | Diverse UG campaign proposition | Contextual admissions and conversion | Post-application outreach programmes | Pre-clearing campaign development |
| | WP market share opportunities | Tailored resources and activity for specific underrepresented groups | AdvanceHE HSC admissions review | Inclusive welcome and arrival events | Inclusive clearing and confirmation |
| | Post-16 outreach delivery | Pre-awareness campaign | Inclusive CRM | WP gap analysis by priority subject | |
| Enablers | Funding, strategic structure and resourcing | | | | |

How have we implemented the strategy?

Macro – working together



- **All projects embedded in strategic plan**
 - e.g. Underrepresented student targets in recruitment plans
 - Inclusive by design
- **Quarterly reporting**
 - Progress and headline statistics reported widely
- **Budget allocation**
 - Budget provided through regular project budgets

Micro – in projects



- **Data to inform decisions**

- Which underrepresented student groups might a project reach?
- What are the baselines?
- How does a project deliver for WP students?

- **Inclusivity as standard**

- Does this project reach a broad audience?
- Are there barriers to participation?

- **Collaboration**

- Reflecting the breadth of our work
- How does this project fit the wider picture

What's gone well?

Successes



- **Admissions, Recruitment and Marketing onboarding, and externals**
 - Buy-in and shared understanding
- **Context for activities such as contextual admissions and inclusive clearing**
 - Colleagues understand the impact of these activities on our APP targets
- **Mechanism for on-going conversations**
 - Cross over into strategies across our division
 - Reporting enables discussion

What could be even better?

Challenges



- **Colleagues outside of outreach and recruitment to better understand that outreach is a good recruitment tool**
 - These students have great continuation and progression while at UEA, so why not recruit them?
- **Conversation shouldn't need to be led by Outreach**
 - All colleagues should feel confident in understanding the APP targets and how they can impact the outcomes
- **Better embed with external groups, such as teachers – i.e. built in throughout nurturing bright futures teachers conference**
 - Ensure key stakeholder groups know UEA is an inclusive and supportive environment for all.

Any questions?

