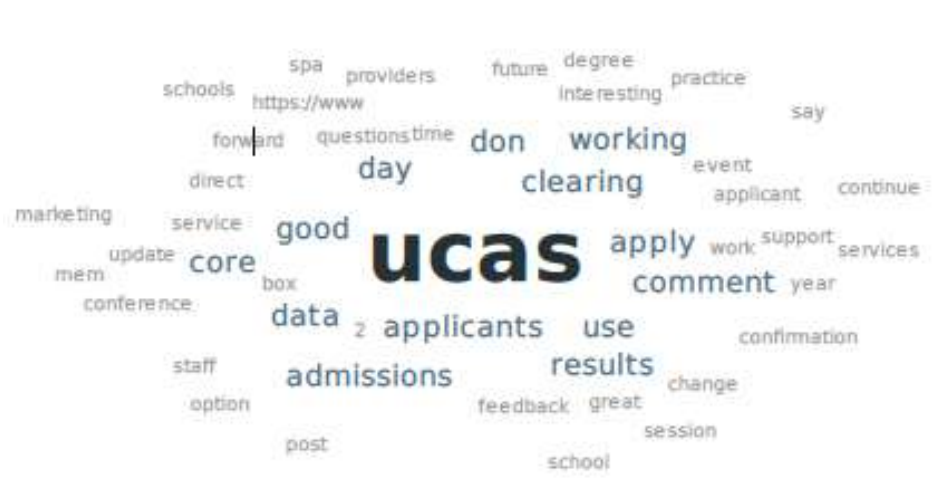# Annual Provider Update 2017 summary

Sli.do
- 230 active users
- 130 questions
- 14 polls

Topics covered

Polls

Embargo session

What worked well for you?
- Online training for all staff.
- Accountability and engagement of senior staff helped raise awareness.
- Getting buy-in from senior management.
- Resources and case-studies for internal training.
- Use of a nominated contact.

To achieve a zero-breach outcome, what more can we be doing?
- Case studies to highlight different examples.
- Improvements to training, as it was a little cumbersome.
- Make training available earlier.
- Additional training material.

- More information on school breaches.
- Continued engagement.

Corporate Strategy refresh session

To what extent do you agree, or disagree, that the delivery of our services is aligned to our core purpose?

Completely agree
13 %

Agree
64 %

Neither agree nor disagree
18 %

Disagree
3 %

Completely disagree
2 %

Do you think our core purpose should extend into marketing and recruitment services?

Yes
6 %

No
94 %

Do you think our core purpose should extend into post-Confirmation, enrolment, and transition support?

Yes
14 %

No
86 %

Do you think our core purpose should extend into earlier engagement with pre-applicants?

Yes

|||||||||||||||||||||||||||||||||||||||||| 65 %

No

|||||||||||||||||||||||||||| 35 %

UCAS' development options and future roadmap session

Outcome of the prioritisation session

Responses from providers attending the Annual Provider Update have been summarised in the table below.

Ranked outcome	Option	Description
1	G	GCSE in ABL
2	H	Online references for UCAS Conservatoires
3	D	Enhancement to learner experience and personalisation
4	A	International agents – improvements to visibility of supported applicants and reference process
5	B	Migrate UCAS Teacher Training into the new search and collection tools
6	E	Apprenticeships in the new search and collection tools
7	F	Search opportunities/course swapping
8	C	New admissions payments options

For those providers with UCAS Teacher Training provision, the weighting given for migration into the new collection and search tools was greater than that of undergraduate only providers.

All the feedback gathered will be fed into the UCAS delivery roadmap.

Sli.do questions and answers

All questions were answered on the day – these were the most popular:

Q: It would be helpful to have an organisation chart for UCAS, along with a summary of what each area covers. There seems to be a lot of change, and it isn't always immediately obvious who/which team is responsible for what...
A: This idea is being taken forward by our Marketing Team, in line with our Corporate Strategy refresh.

Q: How will UCAS determine strategic priorities if there are conflicts between the demands of 'customer' groups? Where do providers sit in the customer pecking order?

A: We take all our opportunities and review as a business. There is no pecking order, and all items are looked at in terms of value to each customer group, before deciding what to do next.

Q: Are we going to get rid of the insurance choice?
A: There are currently no plans to remove the insurance choice.

Q: Does the multiple equality measure (MEM) still use predicted grades? If so, has there been any recent analysis on the accuracy of predicted grades?
A: The MEM brings together information on several equality dimensions, for which large differences in the probability of progression into higher education exist. These equality dimensions include sex, ethnic group, where people live (using the POLAR3 classification), secondary education school sector (state or private), and income background (as measured by whether a person was in receipt of free school meals ((FSM)), a means-tested benefit while at school).

Q: Is there any update on plans to implement the recommendations of the Clearing Working Group, from 2015?
A: We are carrying out an impact assessment of the recommendations, in line with the delivery of AMS.