



Contextual Admissions

- What is the need for contextual admissions, what are they and why are they important?
- How are they used by HE Institutions?
- How you can support an applicant within an application to highlight these contextual factors.
- Your most powerful tool: The reference and competitive applications





**Four applications have arrived at
Edinburgh Napier University
Admissions Department seeking
entrance to study:-**

BA (Hons) Degree in Psychology

**1 from Andrew, 1 from Sara,
1 from Ben and 1 from Katie**



Meet the Applicants

Andrew

17 years old

National 5 x 6 including Maths at B

Highers in

English	A
Maths	B
Biology	B
Geography	C

Studying: Higher Psychology, AH
Biology

Ben

17 years old

National 5 x 6 including Maths at B

Highers in

English	A
Maths	B
Biology	B
Geography	C

Studying: Higher Psychology, AH
Biology

Sara

17 years old

National 5 x 6 including Maths at B

Highers in

English	A
Maths	B
Biology	B
Geography	C

Studying: Higher Psychology, AH
Biology

Katie

17 years old

National 5 x 6 including Maths at B

Highers in

English	A
Maths	B
Biology	B
Geography	C

Studying: Higher Psychology, AH
Biology



Applicant: Gets to give a full account of their background, their potential and gives them the best possible opportunity for an offer for their chosen course. They also get maximum benefit of university support pre and post application.



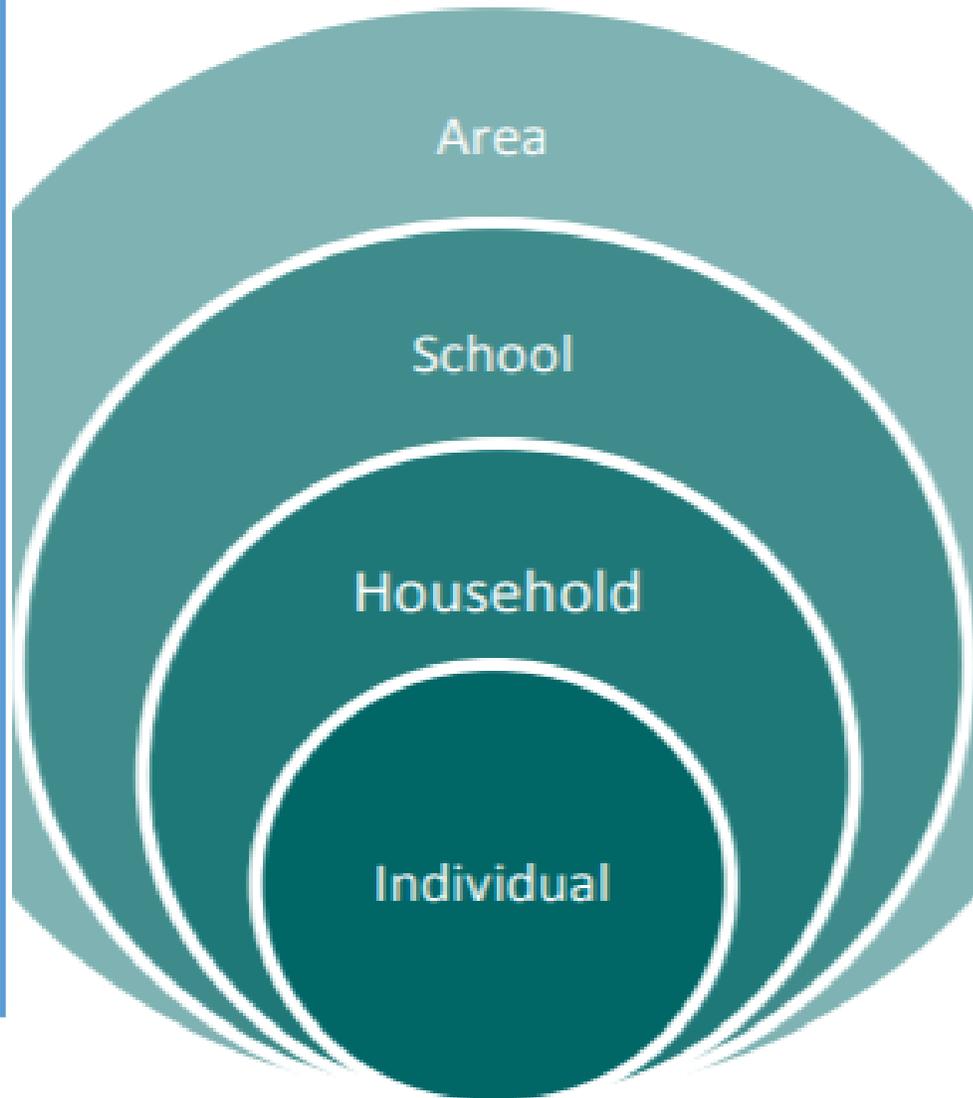
Advisors: Ensure a core part of your capacity to support the applicant is achieved. Maximising the benefits to your applicant and getting the support they need.



Institutions: Get a full understanding of the applicant and can take that into account when making an offer and supporting them throughout their time at the institution.



Definition of Contextual Admissions

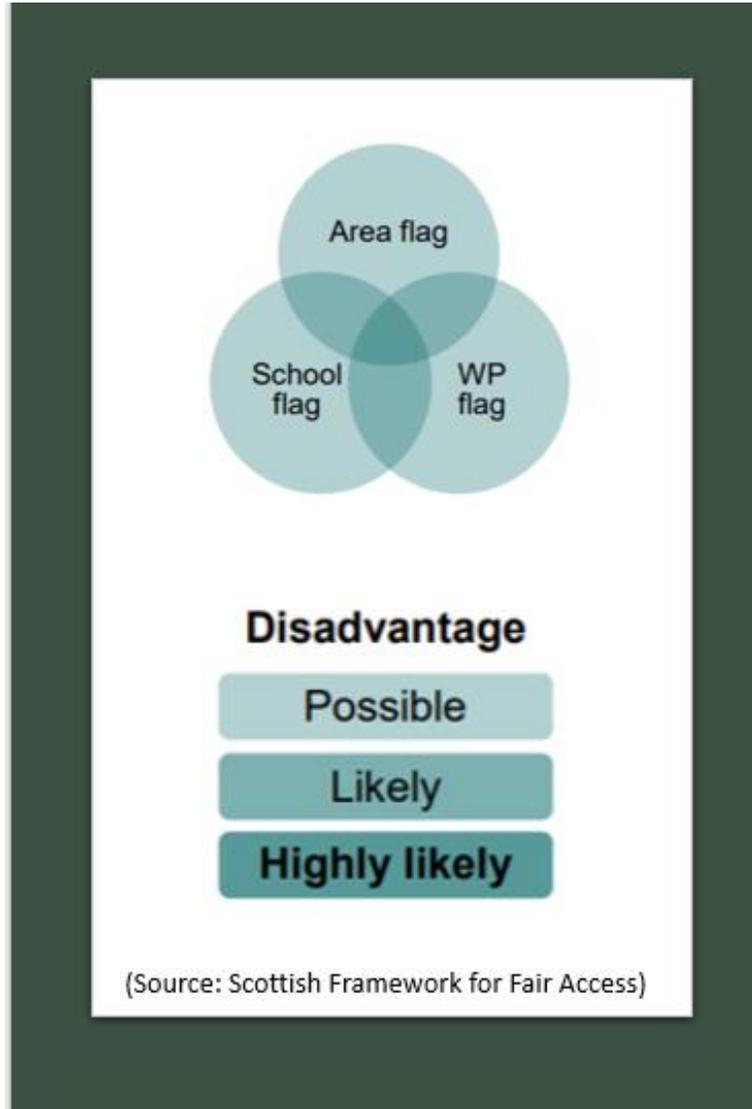


‘Contextual Admissions’ is the process that allows Higher Education institutions to take into account factors other than grades that could have affected your applicant’s performance and further potential when making offers.

Wider Context: Scottish Gov set targets - 18 per cent by 2026 of full-time first-degree entrants and 20 per cent of all HE entrants (in effect, a level playing-field) by 2030.

Institutions recognise the need for greater diversity within their student population and have outcome agreements with the Scottish Funding Council to hit these targets. They use certain markers in an application to identify contextual applicants.





What are markers are used?

Area-level indicators: being resident in an area of socio-economic disadvantage measured by the Scottish Index of Multiple Deprivation (SIMD20/40)

Individual-level indicators: care leaver or carer, first in family to go to university, refugee or asylum seeker status, FSM and adverse personal circumstances resulting in significant educational disruption.

Widening Participation Programmes:



Used by institutions, among other ways, to identify targeted need for application support, lower entry requirement, accommodation discounts, Bursary Offers & summer school offers, Eligibility for transition events and on-going support throughout their HE careers.



Activities in preparation for higher education: 1

For example: summer schools, Saturday university, campus days, summer academies, taster courses and booster courses. If you have not taken any such course, please leave these sections blank.

Start date

Duration (days)

School year

Location

Sponsor

Activities in preparation for high

Start date

Duration (days)

School year

Location

Sponsor

Have you been in care?

Duration in care

Parental education

Occupational background*

Please select...
Academic Enrichment programme (AEP)
Aim Higher
ASPIRENorth
Discovering Queen's programme
FOCUS West
Higher Education Insight Programme (HEI)
LEAPS
LIFT OFF
Nottingham Potential Summer School
NUEntry
Reaching Wider
Realising Opportunities
Routes to the Profession (R2P)
Sutton Trust
UNIQ Summer School
UniTracks
Villiers Park post-16 Residential Course
Villiers Park Scholars Programme
YGL&T Academy

indicate the
any higher
education qualifications, such as a degree, diploma or certificate of
higher education?

If you are under 21, please give the job title of your parent, step-parent or guardian who earns the most. If she or he is retired or unemployed, give their most recent job title. If you are 21 or over, please give your own job title. Click 'find...' and enter the job title.

I would like correspondence from Welsh universities, colleges and UCAS Yes No

Additional Information:

- Have you attended an Open Day?
- Any other campus events, Summer Schools
- Attended SHEP residential(s)





Have you been in care? ?

Duration in care ?
If you have answered 'Yes' to the question above, please indicate the total length of time you have been in care*.

Parental education ?
Do any of your parents, step-parents or guardians have any higher education qualifications, such as a degree, diploma or certificate of higher education?

Occupational background* find... ?
If you are under 21, please give the job title of your parent, step-parent or guardian who earns the most. If she or he is retired or unemployed, give their most recent job title. If you are 21 or over, please give your own job title. Click 'find...' and enter the job title.

I would like correspondence from Welsh universities, colleges and UCAS to be in Welsh Yes No ?

section completed

Additional Information section:

- Counts even if in care for 3 days
- Does NOT discriminate
- Do not feel embarrassed
- Universities/Colleges gather statistics to show they attract students from all backgrounds



Application for a Full-time Course

commencing 2020-2021



EXTRA HELP WITH YOUR STUDIES - North East Scotland College offers a wide range of learning support to students who have additional learning or support requirements including: physical or sensory impairments; specific learning difficulties e.g. dyslexia; autistic spectrum disorder; physical/medical/mental health conditions; being a carer; being care experienced etc. If you think you may require additional learning or assessment support in College, please indicate this below and we will contact you to discuss how best we can support you should you be accepted onto a College course.

You do not have to provide this information, but NESCol is committed to providing you with a range of additional support where appropriate to ensure a positive and successful College experience.

Do you think that you may require additional learning or assessment support in College? YES NO

CARE EXPERIENCED (LOOKED AFTER YOUNG PEOPLE)

The term care experienced is used to include anyone who has been or is currently in care or from a looked after background at any stage in their life. It includes people who have been in foster care, kinship care, and those who are looked after at home with a supervision requirement.

You do not have to provide this information, but NESCol is committed to providing you with a range of additional support where appropriate to ensure a positive and successful College experience.

Are you care experienced? YES NO

CARERS

A carer is someone who provides significant unpaid support to family or a friend who could not manage without their help. Carers provide support for a number of reasons including illness, disability or drug/alcohol addiction. This term refers to caring duties beyond normal parenting duties.

You do not have to provide this information, but NESCol is committed to providing you with a range of additional support where appropriate to ensure a positive and successful College experience.

Are you a carer? YES NO

Your strongest tool – The reference! Filling in the gaps and reinforcing context



Opportunity for personal statement to highlight contextual factors but important to be mindful of limited space.

Highlighting what's NOT on a UCAS form such as FSM, Mature Student and personalised factors like estrangement, staffing shortages

The reference! Backing up/confirming some contextual factors whilst also filling in gaps as pupils have limited personal statement space.

Competitive Applications- what are they and how can you help?



Applications generally can be competitive, but for particular courses like Law, Medicine, Pharmacology, Physiotherapy, some conservatoire courses etc. this is especially the case.

There's a need for specifically tailored, individualised and relevant information in a teacher reference that will support that pupils application.

Admissions officers are looking for key information and a generalised reference may impact their evidencing for that applicants suitability.