

Introduction to Apply: Cambridge

Apply: Cambridge is the University's free applicant support programme for high-attaining students from underrepresented backgrounds and areas of the UK. It is an intensive online programme that works with students over a 6-month period, helping them navigate the admissions process and effectively prepare for their Cambridge application through mentoring and tailored information, advice and guidance.

Apply: Cambridge is a named intervention in the University of Cambridge Access and Participation Plan (APP) 2025-26 to 2028-29. It aims to contribute to the following APP intervention strategies:

Intervention strategy 1: IMD and FSM

Objective 1: We will seek to increase the proportion of students from IMD quintiles 1 & 2 and those in receipt of FSM.

Intervention strategy 2: Underrepresented ethnicities

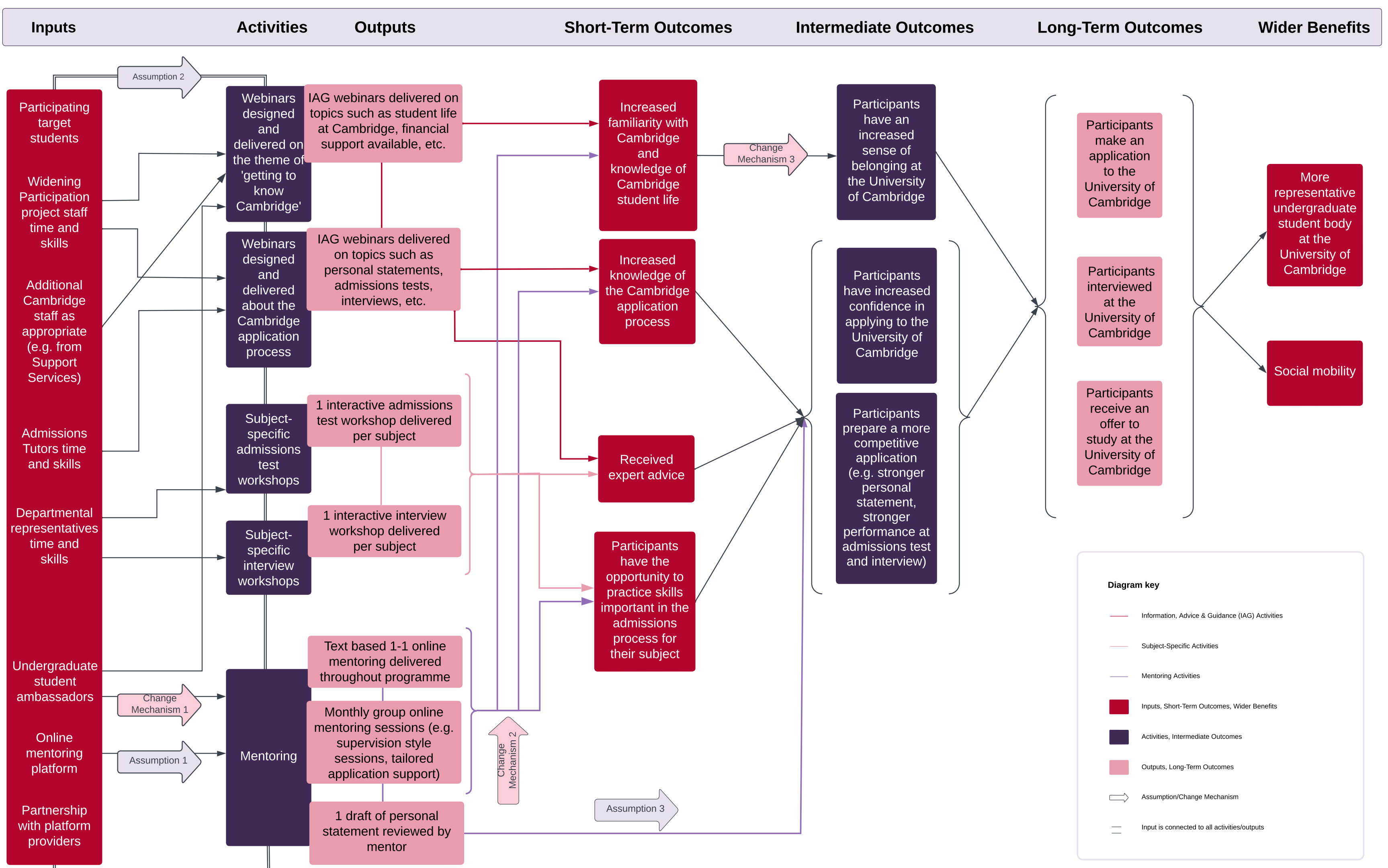
Objective 2: We will seek to increase the proportion of students from Black-British, British-Bangladeshi and British-Pakistani ethnicities.

If you would like to know more about Apply: Cambridge's application timelines and programme of activities, please visit [Apply: Cambridge | Undergraduate Study](#). For more information about how Apply: Cambridge is evaluated, our evidence for associated activity types and risks to equality of opportunity, or related APP targets, please access the [University's Access Participation Plan 2025-26 to 2028-29](#).

Apply: Cambridge Theory of Change Model 25-26

Situation Home students from certain backgrounds and areas are statistically underrepresented in the University of Cambridge undergraduate student body.

Aim To increase the number of students from statistically underrepresented backgrounds and areas making competitive applications to and receiving offers from the University of Cambridge.



Assumptions			Change Mechanisms	
Assumption 1: Online platforms have good functionality	Assumption 2: Participants with the prior attainment and academic potential to study at the University of Cambridge enrol on the programme. Academic references are provided by participants' teachers	Assumption 3: Mentor-reviewed personal statements will be of higher quality than pre-reviewed personal statements	Change Mechanism 1: Undergraduate student ambassadors are effective mentors, having received comprehensive mentoring training and regular support from WP project staff	Change Mechanism 2: Undergraduate mentors build trusting relationship and rapport with participants. Participants are more open to receiving and acting on information from mentors
Assumption 4: Stakeholders will engage with activities	Assumption 5: Students from statistically underrepresented backgrounds may face risks to equality of opportunity, including limited opportunities to develop knowledge/skills relating to admissions, insufficient access to high quality IAG, and misperceptions of Cambridge.	Assumption 6: Interactive admissions workshops led by subject-specific departmental representatives will be best received by participants and will therefore be high impact.	Change Mechanism 3: Activities are designed and delivered with inclusivity in mind, to ensure students have positive, culturally sensitive experiences with the University of Cambridge	Change Mechanism 4: Activities are sequenced to build on one another. Students' progress through these activities in order and proactively build on these experiences