FE-HE Collaborative Provision Annual Conference 2009
Hilton London Metropole
21 May 2009

Admissions and Widening Participation

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UCAS

Overview

- Widening participation and fair admissions
- Parity of Esteem?
- UCAS' role
- UCAS and the FE relationship
- Currently on the UCAS agenda
- An interesting Summer...

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Widening participation and fair admissions

- Inequalities in obtaining a degree persist across different income groups
  - 44% graduated from richest 20% households
  - 10% graduated from poorest 20% households

Source: ‘Recent changes in Intergenerational Mobility’, The Sutton Trust, December 2007

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Widening participation and fair admissions

- Aspiration
  - 78% of children from top social group aspire to university
  - Compared to 55% of poorest students
  - Perception of HE as an obstacle to employment and paid work

Source: British Market Research Bureau survey, quoted in The Guardian, April 7 2008

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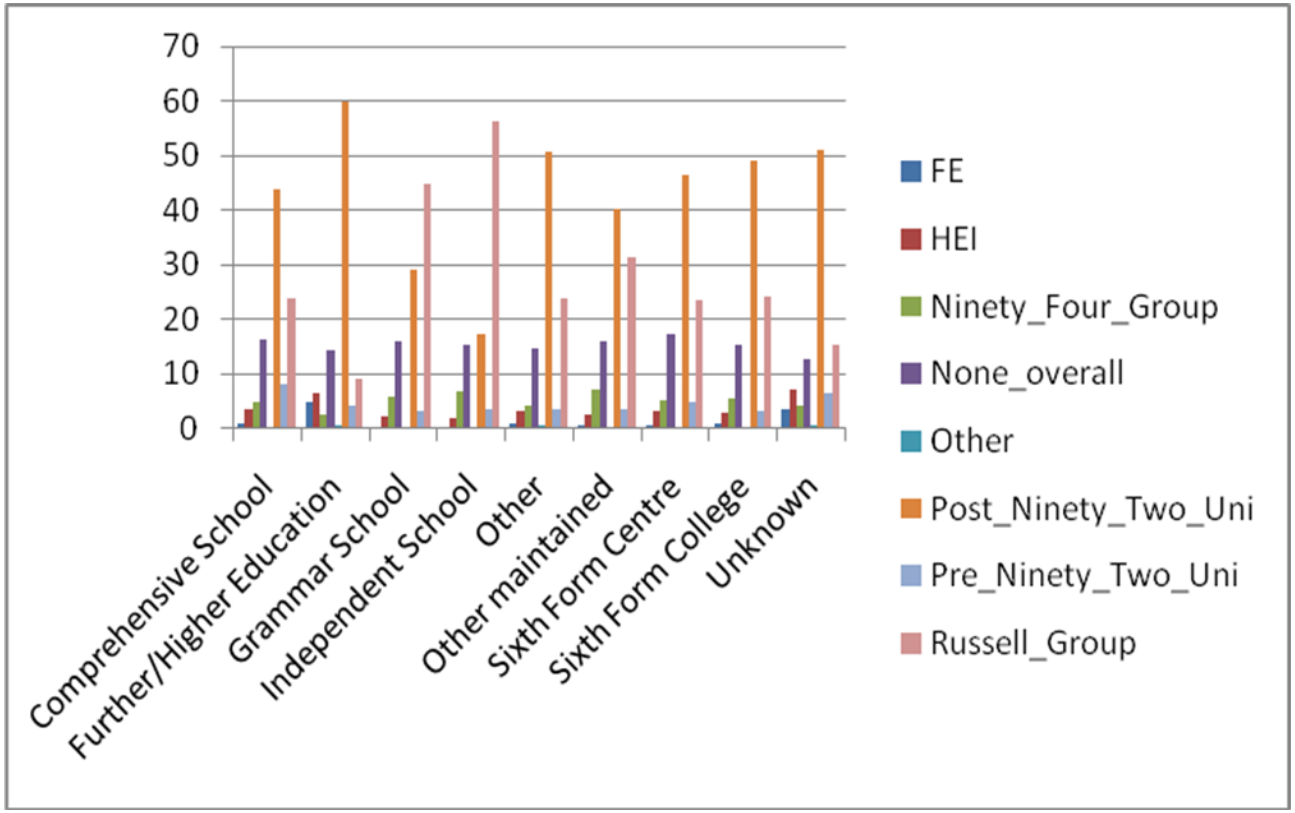
Widening participation and fair admissions

- Preferred institution type



Overall tariff group 8 data

Source: UCAS Policy and Communications Dept. 2008

Widening participation and fair admissions

- **Schwartz's principles of fair admissions**

1. Transparency
2. Selection for merit, potential, diversity
3. Reliability, validity, relevance
4. The minimising of barriers
5. Professionalism

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Widening participation and fair admissions

- **National Council for Educational Excellence – Recommendation 6**

  "HEIs should continue to use, and where possible expand the use of, all the information available to them to identify the best students with the greatest potential and ability to reach the highest academic achievement."

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Widening participation and fair admissions

- **David Lammy, Action on Access National Conference, London 11 Dec 2008**

  Concern that everyone involved in admissions is fair to each applicant, encouraging openness, accountability and transparency.

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Parity of Esteem?

- Vocational qualifications – invisible?
- Entry requirements
  - 93% mention A Levels
  - 81% mention Advanced VCE
  - 24% mention OCR National Extended Diploma
  - 21% mention OCR National Diploma
- Many universities fail to provide clear guidance to vocational applicants

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UCAS' role

- UCAS – responsibility to provide fairness and equity to all applicants
  - UCAS Tariff
  - Entry Profiles
  - Contextual data
  - UCAS CPD Programme
  - Collaboration with SPA

UCAS' role

- Apprenticeships
- Key points:

  1. Consolidate a system for publishing employer demand for part-time courses

  2. Part-time HE national infrastructure needs to be strengthened

  3. Bring apprenticeships within Tariff framework

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UCAS and the FE Relationship

- Working proactively with FE/HE members
  - explain current range of UCAS services
  - understanding the reasons for by-passing
  - increase number of Entry Profiles published
  - seek their views on future requirements

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Currently on the UCAS agenda

- Part-time admissions service (HEFCE-funded feasibility study)
- IAG portal (NSF recommendation)
- Non-placed applicants
- Improving socio-economic classification
- Promoting CPD
- Bring full range of vocational qualifications into Tariff
- Research into predicted grades and A*

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2009: An interesting Summer...

- 8.7% increase in applicant numbers
- HEFCE cap on student numbers
- Adjustment period
- WP strategic assessments

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Any questions?