



# Future of admissions summit

## Admissions challenges and futures

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# Post-Qualification Application (PQA)

The journey so far:

- Schwartz review, UCAS application process review
- UCU member engagement
- admissions charter
- accuracy and impact of predicted grades
- admissions across the world
- a student-centred model for higher education admissions in England, Northern Ireland and Wales

# Recognised flaws in the current system

- Student decision making based on a poor proxy for final achievement
- System is poorly understood by students
- Advertised grade requirements for courses do not always match the grade profile for students admitted
- Clearing has too important a role
- There is unequal access to information, advice and guidance (IAG)
- Unconditional offers are rising

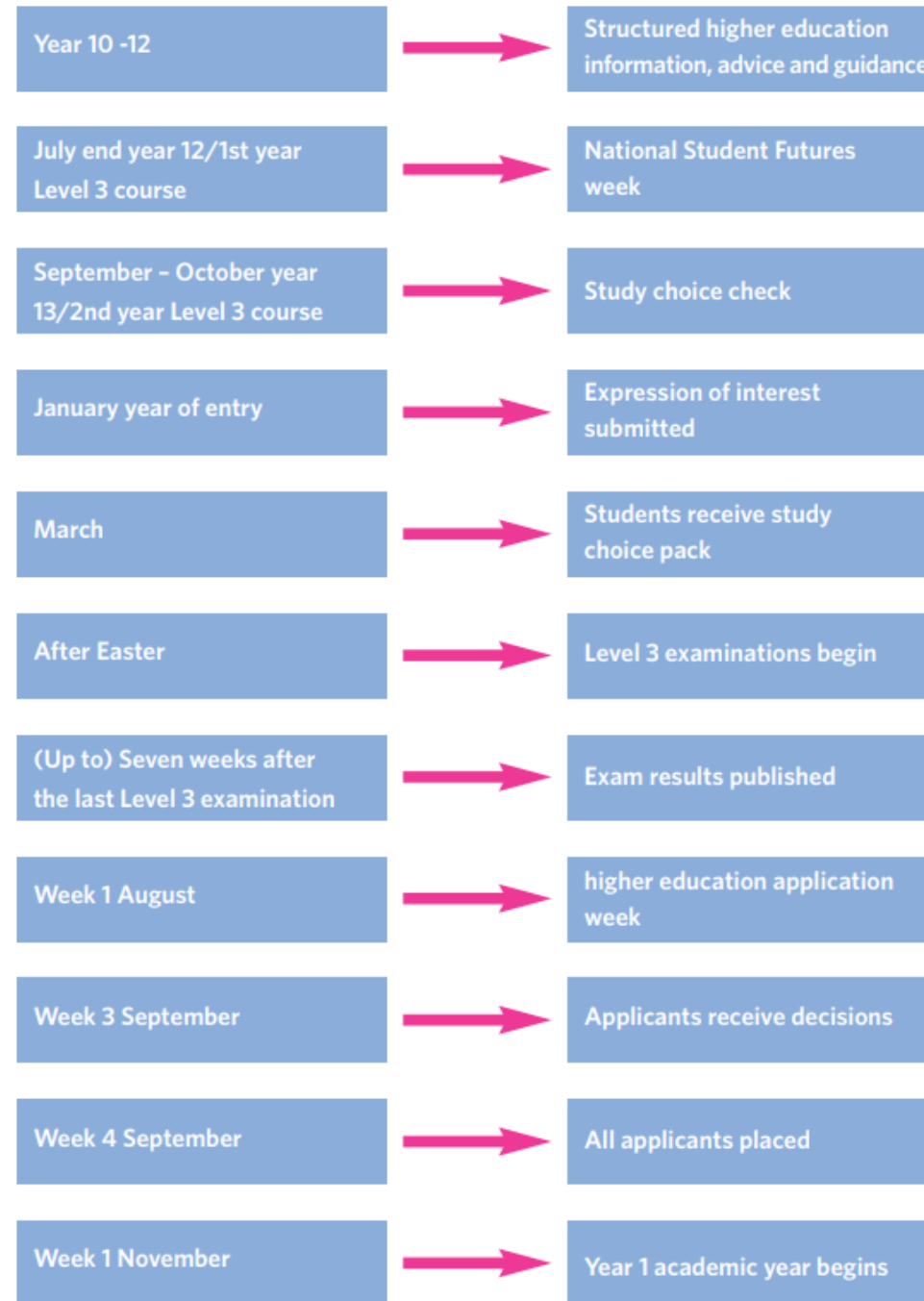
# Re-imagining higher education admissions

- A more systematic approach to higher education admissions which supports student decision-making
  - Supporting choice making
  - Application and decision-making
  - Entry into higher education

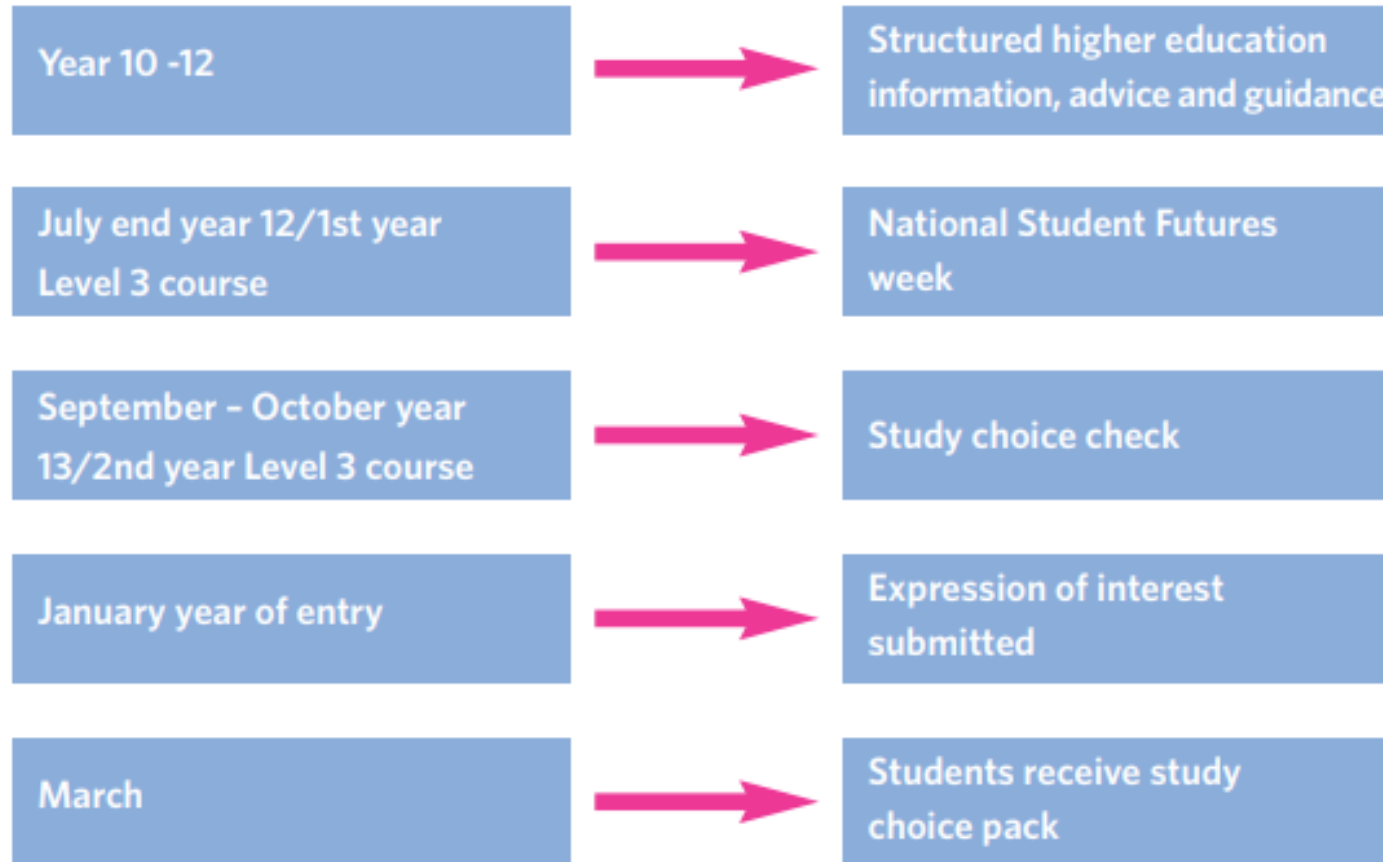
# Contextual parameters

- The examination system
  - Marking period and the recruitment of more examiners
  - Examination reform
- Schools, colleges and higher education institutions
  - Processing time and workforce considerations
  - University funding methodology
  - Interview and/or DBS requirements for some courses
  - Authentication of exam results
  - Lack of professional IAG workforce in schools
  - Additional support for disabled, mature, estranged, under the care of local authorities and international students
- Student funding
  - The Student Loan Company timelines

# What could a new system look like?



# Year 10 – March in the year of entry



# Easter – first year entry





# Key features

- Better IAG
  - students from years 10 to 13 receive a minimum of 30 hours of information, advice and guidance related to future learning opportunities (10 hours per year)
- A National Futures Week
  - a designated period in the school calendar for consideration of future education (including L4/5 and apprenticeships) and employment choices
- Help to match courses to students – study choice check
  - Based on the model in the Netherlands, all students would be able to take an online questionnaire related to a course(s) of their choice

- Building the choice process – expressions of interest
  - Expressions of interest to up to 12 universities. Incl. personal statement, reference, qualifications to date, contextualised information
  - Study choice pack – ‘a bespoke prospectus’
- Streamlining the application process
  - greater number of choices (eight) to ensure students are placed at an institution that they have given full and prior consideration
  - L3 results seven weeks after last examination
  - (Medicine, dentistry and portfolio-based subjects)
  - Week 1 Aug – results, week 3 Aug – applicants receive decisions
  - Week 4 all applicants placed
- Improving retention and success
  - Pre-reading and later start date for first year students

# Some challenges

- Supporting mature and international student entry
  - Courses with professional requirements
  - Assessing potential
  - How best to design-out clearing
  - Securing accommodation and financial support
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- Separate university entrance examination?
  - Ballot forms for entry?

# Opportunities

- Students supported through the decision-making process
- Workload implications of predicted grades removed
- Maximise the use of technology
- Greater transparency re: use of achieved grade
- Facilitates use of contextualised offers
- Unconditional offers for students with predicted grades designed-out

# Next steps

- Independent review
- Extensive and systematic consultation
  - Survey of senior leaders across schools, colleges and higher education institutions
- The role of technology
- The role of existing sector bodies



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