

Enabling students to enter HE - what are the challenges to change and how could they be addressed?

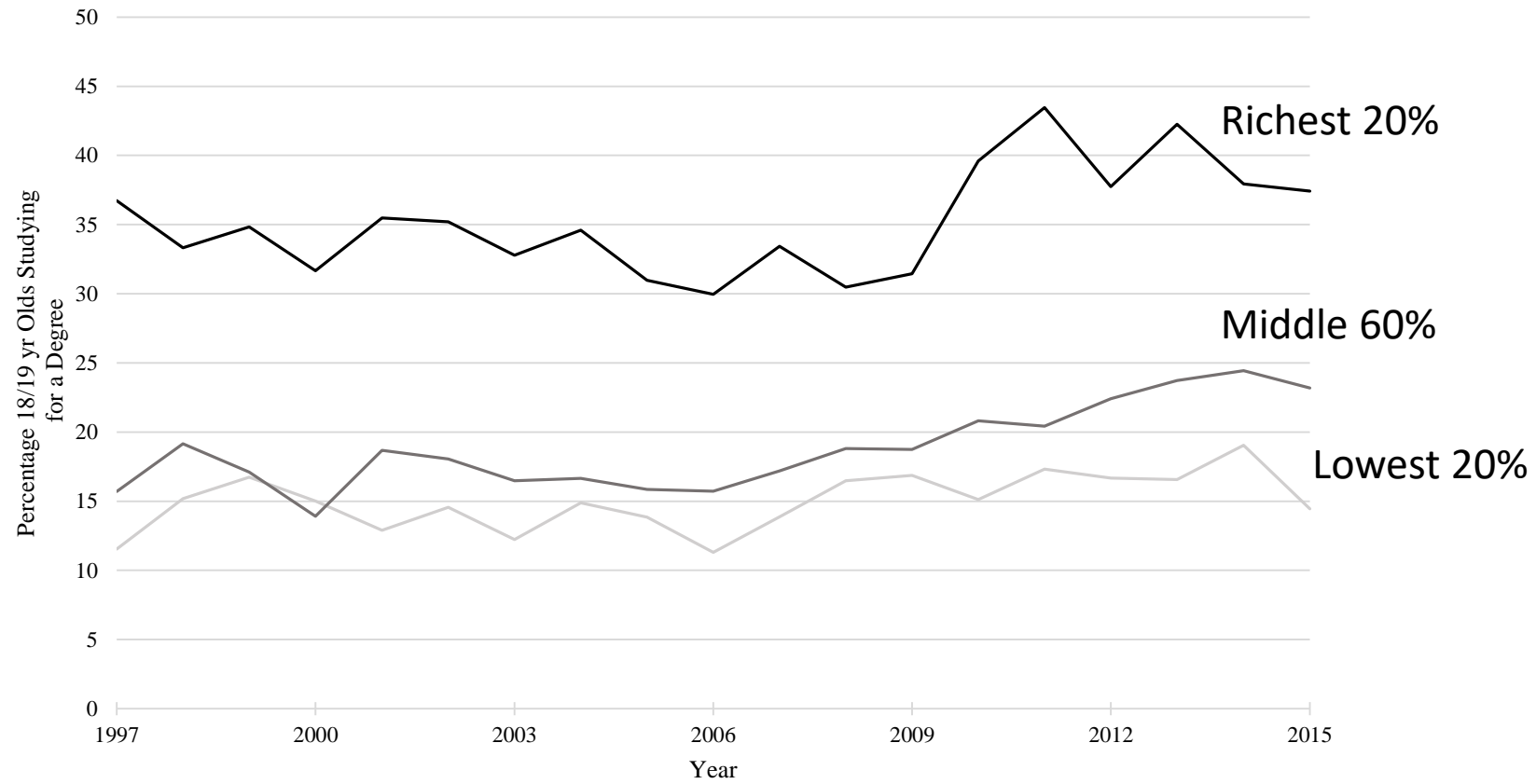
Gill Wyness

UCL Institute of Education,

The future of higher education admissions

3/06/2019

Motivation

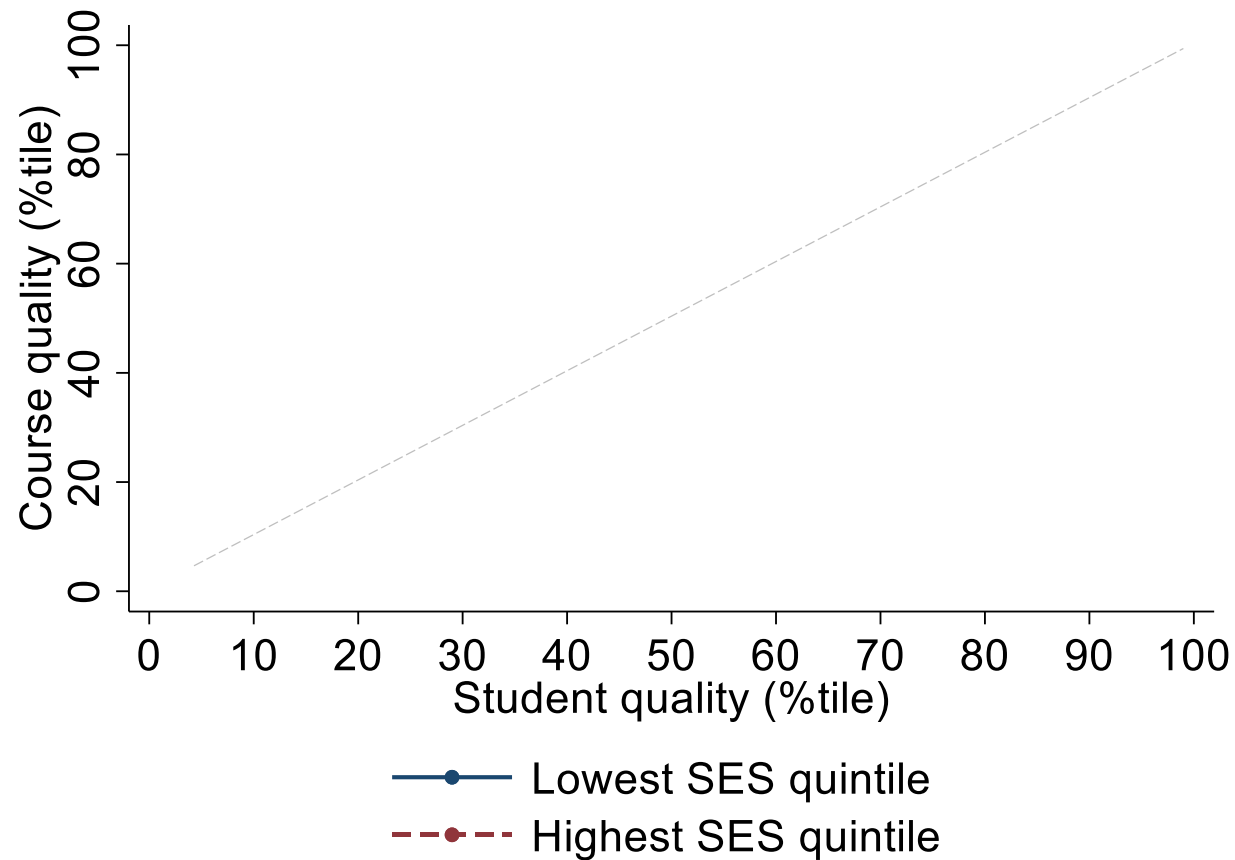


Mismatch

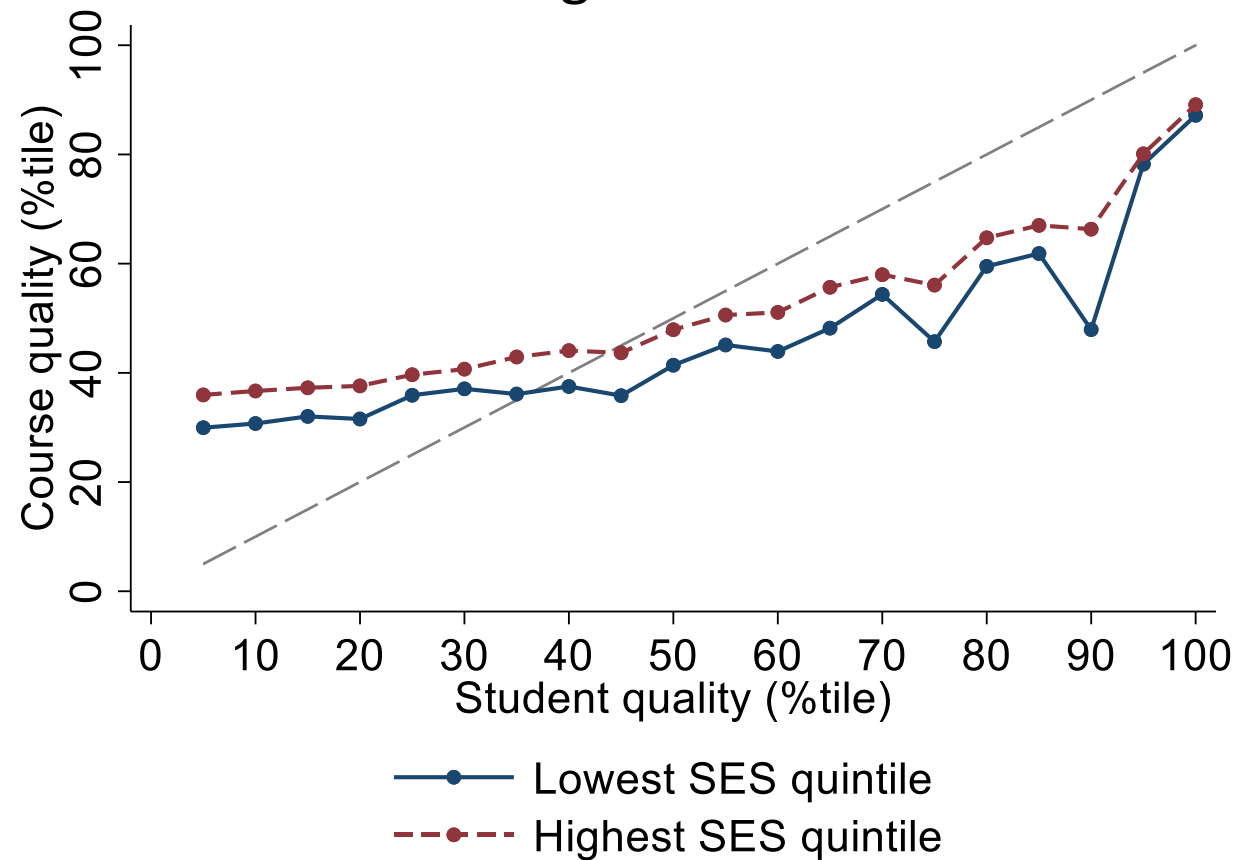
- Undermatch: student attends a university that is *less* selective than they could do based on their academic credentials
- Overmatch: student attends a university that is *more* selective than they could do based on their academic credentials

Socio-economic gaps in match

Academic Mismatch

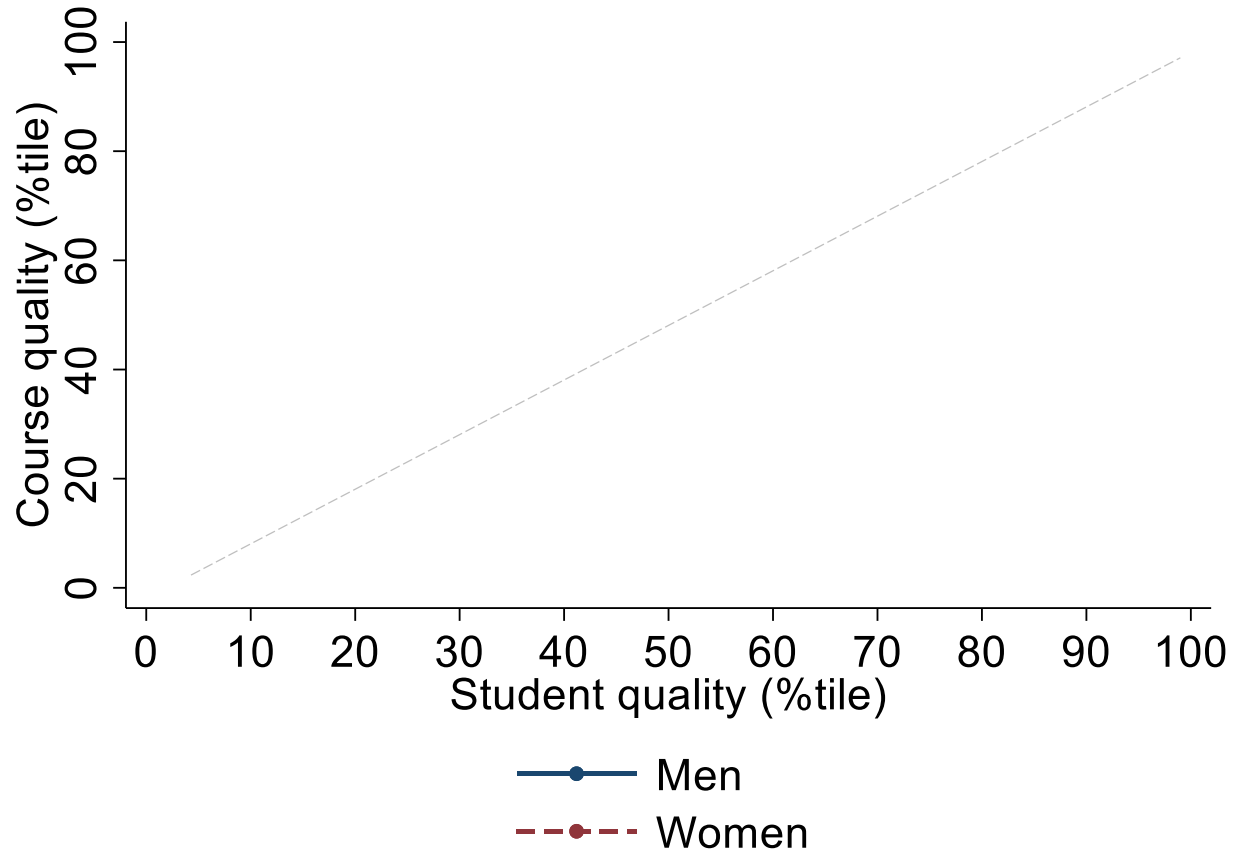


Earnings Mismatch

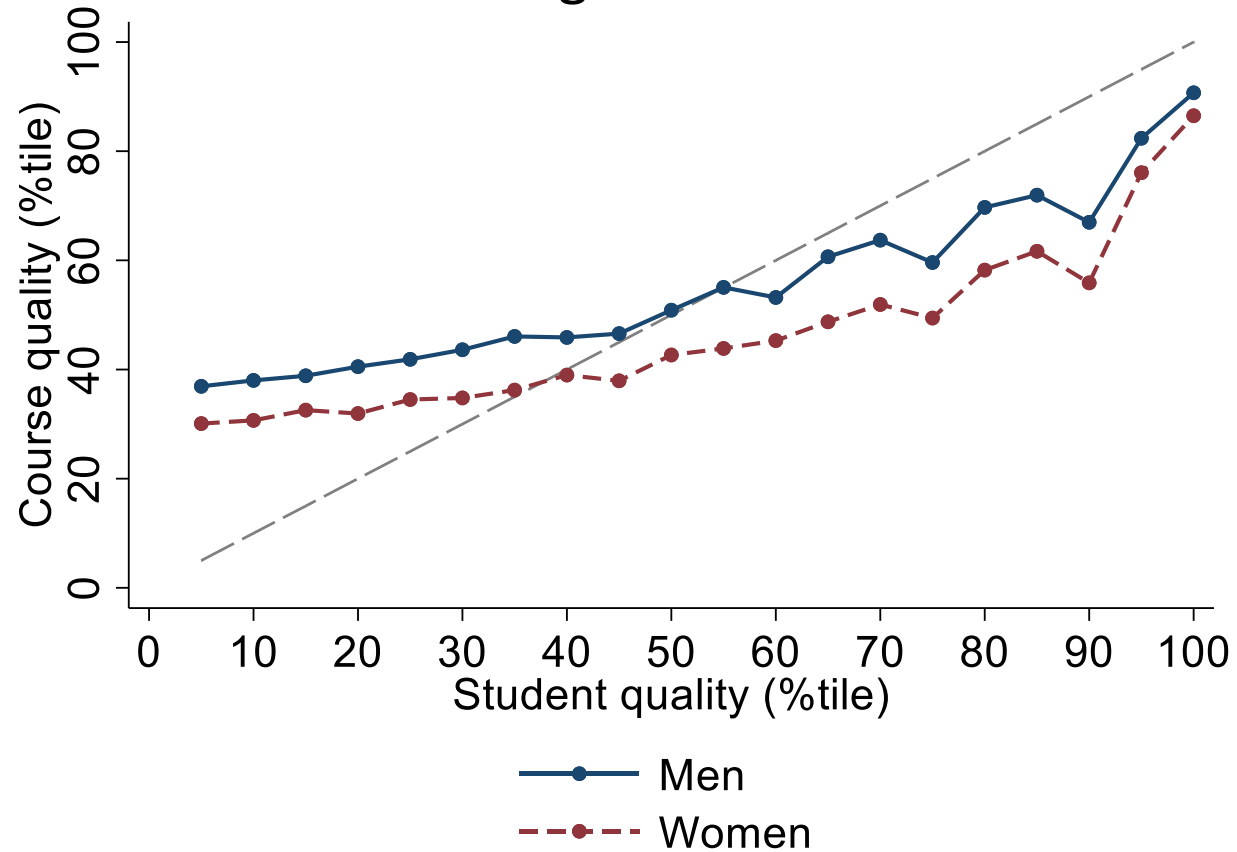


Gender gaps in match

Academic Mismatch



Earnings Mismatch



Implications for policy

- Long established that there are SES gaps in HE participation
- This work highlights that there are further gaps in where these students are going and what they are studying
- Likely to translate into worse labour market outcomes

Implications for policy

- Information, advice and guidance:
 - improving the choices of low SES students (and female students)
 - E.g. Dynarski (2018), Sanders et al (2018): offer targeted information to low SES, high attaining students who are at risk of undermatch
 - offer students course suggestions based on their A-level (or equivalent) subjects and grades ?
- Role of predicted grades?
 - Previous work showed low SES, high attaining students more likely to be underpredicted
 - Individual-level UCAS data needed