



Supporting Professionalism
in Admissions

SPA National Expert Think Tank

Fair admissions in a
competitive environment

The learner journey – capturing and
using data for evidence-informed
practice

June 2016

Introduction

National Expert Think Tanks (NETTs) are expert groups convened by SPA to inform and influence topical national debates on fairness and good practice in higher education (HE) admissions. In 2015-16, the NETT considered how fair admissions can be maintained and enhanced in the current HE landscape, how fair admissions is understood across the sector in the UK, and what it means to individual HE providers. The aim of the NETT was to support HE providers in addressing these issues in the more competitive and resource-stretched higher education landscape.

One of the aims of the NETT on fair admissions was to investigate how HE providers can use data to effectively link their progression, retention and outcome strategies to their admissions principles and criteria to ensure fair admissions. There is a wealth of activity, data collection and analysis that takes place at each stage of the learner journey, but these can often remain as discrete spheres. Insight and information from one element of the learner journey could provide and inform the evidence base of another, if those working in the different areas are aware of the possibilities.

Specifically, the objectives of the NETT sub-group on tracking and monitoring were to:

1. Research what tracking and monitoring data could be used to inform and evaluate admissions policies and processes. The type of questions we asked included, do HE providers monitor the progress of applicants from certain routes? Is this insight fed into admissions and retention processes? Are admissions criteria regularly reviewed and if so how? How can this insight be best shared with applicants to improve transparency?
2. Link the applicant journey to student lifecycle and learner journey models to ensure coherency and a closed feedback loop capturing and utilising all available, relevant data in developing an evidence-base.
3. Present case studies to showcase good practice in harnessing admissions and tracking information to enhance both the admissions and learning and teaching experience (admissions data to inform learning and teaching, retention data to inform admissions criteria).

We have created a learner journey model that captures the full lifecycle involved in learning in higher education, from becoming aware of higher education study through to graduation and beyond. These stages are not entirely separate - many activities belong to more than one stage, and learners may skip steps - but they illustrate the extent of the process and demonstrate that there is data/evidence available at each stage that could prove invaluable for another.

Whilst this model and accompanying case studies are primarily related to undergraduate study, the principles of evidence-based practice and the use of data throughout the learner journey to inform fair admissions are relevant for postgraduate study and all modes and levels of study.

If you have any queries or suggestions relating to this resource or the NETT more generally, please do not hesitate to [contact SPA](#).

Why undertake tracking and monitoring?

Thorough tracking and monitoring, as well as use of all available data, allows HE providers to review the impact and efficacy of their policies and procedures. It is also essential in developing a fair admissions system.

Where interrogation of the data suggests that a provider is directly or indirectly discriminating against a protected group, the provider has a statutory duty to take steps to remove this discrimination.

Where analysis suggests there may be a gap between the skills and knowledge of learners aspiring to attend or accepted onto a course and the skills and knowledge needed to successfully complete it, there may need to be more of a negotiated solution.

One response might be to offer additional transition support or adjust teaching/course content to improve accessibility, another might be to alter entry requirements or admissions criteria for that course so that only suitably-qualified students are admitted.

Solutions will be determined at an institution or even programme level, dependent on the priorities of each provider. Both these approaches demonstrate fair admissions: using professional knowledge to develop reliable and valid methods to select students who are able to complete the course whilst seeking to avoid unnecessary barriers to their admission.

Issues to consider at the outset

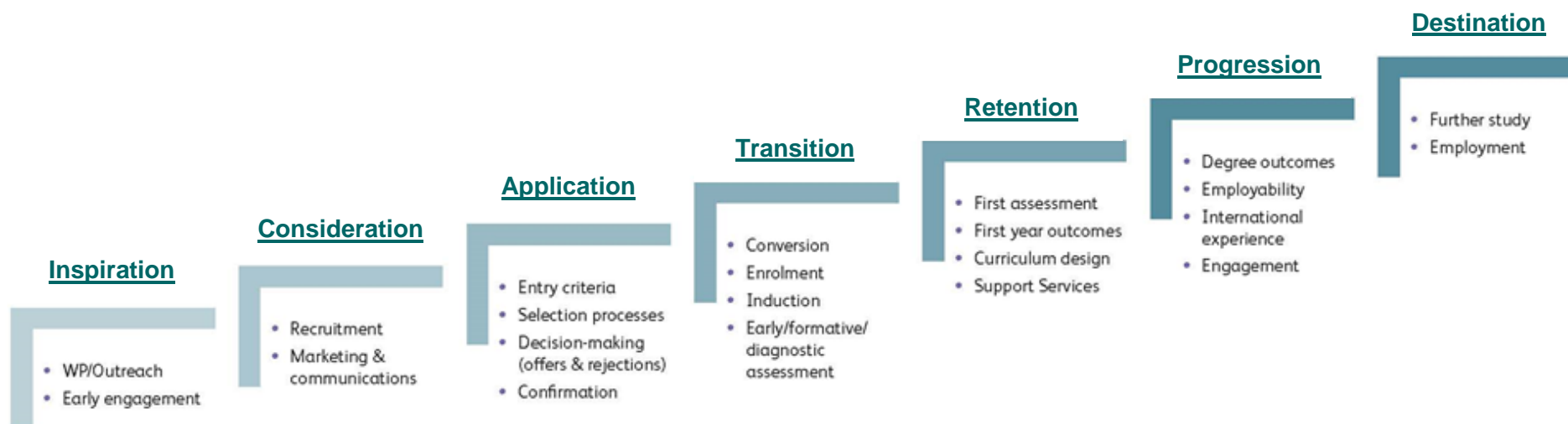
Throughout this report we note the variety of rich datasets held in different areas of each provider and from external organisations/sources and partners.

- We recommend admissions staff wanting to develop tracking and monitoring systems consult widely within their institutions, particularly with Planning and Student Records departments to understand the depth of information already held.
- Data protection issues should be taken into consideration. Discussions with those who hold and collect the data and with institutional experts on data compliance are valuable in finding solutions to allow data sharing.
- Consideration must be given to partnerships and reciprocal agreements both in terms of data sharing and in using that data to inform practices for all partners.
- It is invaluable to continually refer to the five principles of fair admissions outlined in the [*Fair admissions to Higher Education: Recommendations for good practice report*](#) (2004), known as the Schwartz Report. A fair admissions system should:
 1. be transparent
 2. enable institutions to select students who are able to complete the course, as judged by their achievements and their potential
 3. strive to use assessment methods that are reliable and valid
 4. seek to minimise barriers for applicants
 5. be professional in every aspect and underpinned by appropriate institutional structures and processes.

Engaging with this learner journey model and developing an evidence base for your policies and processes will support providers in delivering, and demonstrating, fair admissions.

The learner journey

Click on the stages below for further information, including examples of the data/evidence available at each, how this can inform the evidence base of another, and how this can support fair admissions. Examples and good practice case studies are included for each of the stages.



Stages of the learner journey

Inspiration

The inspiration stage includes an HE provider's general outreach and engagement activity, not directly aimed at recruitment to their own or affiliated institutions. This includes widening participation (e.g. primary school initiatives, activity for learners in the latter stages of secondary schooling), researchers' public engagement, and early discipline-specific engagement (e.g. STEM outreach).

The [Office for Fair Access \(OFFA\)](#) and the Scottish Funding Council ([SFC](#)) are increasingly interested in HE providers' broader contribution to raising aspirations and attainment, and there is increased focus on evaluation of the impact of outreach activity. [The Scottish Commission for Widening Access](#) and the [Sutton Trust](#) have noted the need for evidence-informed practice during this stage.

Data collected at this stage might be a HE provider's tracking of participation in outreach activity as well as consideration of the characteristics of those who participate. It's also possible to draw on external data at the school, pupil and area level (e.g. [Higher Education Access Tracker \(HEAT\)](#), [UCAS analytical data services](#)).

Monitoring at this stage could **minimise barriers** by helping to ensure learners have chosen appropriate qualifications for their intended course(s) or institution(s) and enabling them to demonstrate their **ability and potential** to succeed.

Case studies and examples:

- The Brilliant Club seeks to widen access to highly-selective universities for pupils from under-represented groups, by recruiting, training and placing researchers in non-selective state schools across the country. See [case study](#).
- SPA's [Using Admissions to bridge the gap for care leavers guide](#) includes examples of how HE providers have supported applicants in and leaving care through the admissions process, including at the pre-application stage. (However, many of the examples cross over between stages of the applicant experience and demonstrate a joined-up approach to supporting care leavers.)
- The Russell Group's [Informed Choices](#) guide provides learners with information about post-16 subject choices.

[Back to learner journey](#)

Consideration

In this context, we take data and intelligence gathered from learners and their behaviours at the stage they are actively considering higher education. It can inform the application and transition stage, and beyond. This stage includes:

Recruitment activity:

- Participation at open days and visits; engagement at UCAS HE fairs; participation in application support or attainment raising activities such as summer schools and personal statement workshops. For example, do participants at your open days subsequently apply, receive offers, enrol, stay and succeed? How does this compare with those who don't attend? Are those who don't attend at a disadvantage? What can be done to address this?
- Information gathered from schools and colleges and via your recruitment and schools liaison staff. For example, changes to pre-HE curriculum and qualification offerings could inform your entry requirements, transition and support activities, course design.

Marketing and communications:

- Information captured by CRM systems: requests for prospectuses and other publications/materials; enquiries (volume and nature of).
- Web/email analytics: engagement with published information (e.g. web pages on entry requirements, course specifications); click-throughs from emails.

Having a clear understanding of your applicant pool and the learners engaging with your institution (and those who are not) can identify gaps to address and help target your recruitment activity, aid understanding of the profile of applicants and ensure your admissions processes and entry criteria are **transparent, minimise barriers** to applicants, and enable you to select learners with the **ability and potential to succeed on the course**.

Case studies and examples:

- The University of Strathclyde is exploring how to promote and support those from widening participation backgrounds to attend open days to the institution, having analysed data on open day registrations in terms of participants' neighbourhoods and schools. See [case study](#).
- King's College London Mathematics School "combines mathematics with physics and computing to give students the key understanding and skills they will need to go on to study mathematical courses at universities." See [case study](#).
- The [NETT on fair admissions](#) has also considered HE provider communications to applicants. The resources will support HE providers to consider, review and manage their communications to applicants, to ensure all applicants feel supported, informed and enabled when choosing what and where to study. This approach to building a communications plan forms a vital tool to aid conversion and to effectively engage with underrepresented groups.

[Back to learner journey](#)

Application

In the application stage we consider what information can be collected in the period between a learner making an application to a HE provider and receiving their final decision. This stage includes:

- Setting entry criteria including grades or tariff points, subject prerequisites and any additional admissions assessments
- Receiving applications
- Making decisions on an application
- Communicating decisions to applicants
- Applicants replying to offers
- Confirmation

This stage is often the best opportunity for an institution to capture a large amount of information about an applicant. Institutions might therefore like to give particular thought to how information collected at this stage can be connected to information from other stages. For example, can you correlate applicant characteristics to degree outcomes and retention? Are there groups missing from your applicant pool with whom you need to engage at the inspiration and consideration stages? Is information gained about an applicant during the process, e.g. information included in the reference, the time taken to make a decision, captured for future use?

Sources of data include UCAS and other application routes. The types of data collected could include, but are not limited to:

- Biographical information, e.g. age; school background; care leaver
- Qualification information, e.g. number; type; level; grade
- Information about protected characteristics, e.g. race; gender; disability
- Application outcome, e.g. successful/unsuccessful; conditions made; other HE provider choices

Given the crucial nature of the application stage to fair admissions, using evidence-based practice at this stage **affects all five of the principles** of fair admissions. It is important that admissions policies and procedures are grounded in what the evidence suggests is the best way to **select the students most able to complete a course.**

Case studies and examples:

- The [NETT on fair admissions](#) also considered the use of Additional Admissions Assessments (e.g. interviews; tests; portfolios) in decision-making, including guidance on implementing a new additional assessment and how to monitor their effectiveness.
- The University of Bristol hosts a Widening Participation Research Cluster that uses the expertise of academics from a variety of departments to conduct research into Widening Participation practice. One research strand considered the first and final year degree performance of students from a variety of schools against their A level attainment. This data has been used to support contextual offer making to students from low performing schools. See [case study](#).
- The University of the West of England's Department of Engineering, Design and Mathematics have provided a case study explaining how they used student progression data to refine their entry requirements for students with a range of qualifications. See [case study](#).
- At the London School of Economics and Political Science, data regarding the success of different groups of applicants is collected and analysed in order to inform student recruitment and widening participation activities. See [case study](#).

[Back to learner journey](#)

Transition

[SPA defines the transition stage](#) as “all post-confirmation activities, from the point of confirmation of an applicant's place to the commencement of study and continuation through the student experience”. Collecting data at this stage allows HE providers to analyse a learner's first steps in their new environments and support them in achieving a ‘flying start’ in their higher education career.

Sources of data around transition could include monitoring of applicants who meet offer conditions but subsequently fail to enrol; early withdrawals; differences between those entering through different routes (e.g. clearing versus main scheme); participation in optional pre-enrolment activities (e.g. online modules, pre-sessional language courses); engagement with social media; comparative progress/performance of learners in differing accommodation types (e.g. in halls, in family home).

Monitoring transition relates to enabling institutions to **select students who are able to complete the course**, as judged by their achievements and their potential. If an institution has used **valid and reliable methods** to select students able to complete a course, then it is concerning when students fail to do so. Analysing the academic and non-academic **barriers** to successful transition can help ensure students receive appropriate support to achieve their potential and inform admissions criteria to select students more likely to succeed.

Case studies and examples:

- The Higher Education Academy commissioned a large piece of work under the “What Works? Student Retention and Success” change programme. See [case study](#).
- In addition, student transitions has been chosen as the [QAA Scotland Enhancement Theme for 2014-2017](#).
- A recurring theme in the institutional case studies we received was the desire to support students in developing the mathematical skills needed to succeed on their chosen course of study and beyond. Examples included the case study submitted by Vision West Nottinghamshire College. See [case study](#).

[Back to learner journey](#)

Retention

There is potentially a wealth of data collected during a learner's studies that can inform admissions, outreach and learning and teaching activities. These include the outcomes of a student's first assessments and their progression and academic attainment through their first year. Many institutions employ a variety of attendance monitoring models that capture data on engagement and progress. Retention rates and early withdrawal are often collated internally and for sector reporting requirements, and can be analysed by learner characteristics such as mode of entry, mode of study, highest qualification.

Increasingly, [learning analytics](#) are a rich source of data, allowing knowledge of individual engagement with Virtual Learning Environments for example. Data gathered by support services are another possible source of information and evidence and might include general usage, nature of issue, student characteristics. If a high proportion of students on a programme are engaging with learning support, this could inform future transition activities, curriculum design and admissions processes.

Data produced by student surveys, module and programme evaluations and quality assurance processes and reviews could be utilised as an evidence base to inform practices at other stages of the learner journey.

A better understanding of retention issues can help support the **minimising of barriers** to learners entry by supporting them to overcome potential deficits whilst studying. Knowledge of how learners move through the course also helps institutions to select students who are able to **complete the course, as judged by their achievements and their potential**.

Case studies and examples:

- The University of the West of England's Department of Engineering, Design and Mathematics introduced additional support and monitoring for students having identified that pass rates were lower for those entering with BTEC qualifications. See [case study](#).
- The University of Bath has developed MASH, Maths and Statistics Help. Whilst, the resource centre is available to all students, specific programmes of support have been created for those entering through more vocational routes. See [case study](#).
- In 2013/14, SPA worked with institutions in Scotland to improve understanding of contextual admissions. [The Scottish National Expert Think Tank](#) produced a series of resources including a document outlining how to monitor and evaluate the impact of contextual admissions processes.

[Back to learner journey](#)

Progression

Final degree outcomes can be considered alongside individual characteristics as well as initial study intentions to inform understanding of the progress, or otherwise, of learners. Year to year retention tracking, the uptake of internship, international and voluntary opportunities may be employed to build a picture of particular groups.

If certain groups of students regularly under-perform in comparison to others in final degree outcomes, should consideration be given to the admissions process for that group or might it be better to consider learning and teaching issues or the development of specific support? For example, if those entering through progression partnership arrangements less well on a particular programme, this information could be used to inform activities with college learners at the inspiration and consideration stage, or might result in changes to admission criteria. Equally, in liaison with the teaching team it could be worth considering curriculum mapping between partners or investigation of the assessment methods employed. Perhaps those entering through college are less experienced in undertaking examinations and could thus benefit from the involvement of support services.

Building a picture of particular groups can in turn provide an evidence base on which to develop outreach or recruitment activities and **improve transparency** in admissions by demonstrating evidence for entry criteria.

Case studies and examples:

- The University of Strathclyde has developed a one-to-one mentoring programme for care leavers. New students from care backgrounds are matched with a member of staff for the duration of their studies. Mentors provide support to aid retention and academic success but also to facilitate engagement with employment opportunities, internships and international opportunities. See [case study](#).
- Vision West Nottinghamshire College has developed a package of maths support that begins pre-entry and extends to include on-programme support as well as in preparation for employment. See [case study](#).
- The University of Bath Admissions Team and Disability Advice Team have worked together to support applicants and students in disclosing a disability and engaging with the relevant support services. See [case study](#).

[Back to learner journey](#)

Destination

Internal data on applications from former students to postgraduate programmes or further courses of study at an institution are a potential source of information alongside the wider surveys on the destination of leavers. Professional bodies often collate and analyse data on post-graduation progress to inform admissions criteria and processes. In addition, external, longitudinal tracking and research around employment, income and wellbeing, may be useful in informing selection and in developing applicant guidance.

As with progression, information collected at this stage can provide an evidence base on which to develop outreach or recruitment activities and **improve transparency** in admissions, demonstrating to prospective applicants why entry criteria are necessary for success in the degree and subsequent profession.

Case studies and examples:

- The University of Bournemouth's Occupational Therapy programme has developed admissions procedures that are informed by the core values of the NHS as well as the Standards of Proficiency of the profession, the attributes necessary for applicants' eventual careers. See [case study](#).
- The University of Central Lancashire (UCLAN) has developed a [Meet our alumni](#) website. This provides real-life case studies of former students from UCLAN's schools, detailing their degree programmes, reflections on their studies and career paths.
- Universities and colleges are required to display Key Information Sets (KIS) on their undergraduate courses. These are also published on [Unistats](#), a website funded and owned by the Higher Education Funding Council for England (HEFCE), the Higher Education Funding Council for Wales, the Scottish Funding Council and the Department for Employment and Learning, Northern Ireland. According to [HEFCE](#), the purpose is to ensure that prospective students and their advisers have access to robust, reliable and comparable information to help them make informed decisions about what and where to study.

[Back to learner journey](#)

Case studies and examples

Case study: The Brilliant Club

Dr Lauren Bellaera, Monitoring and Evaluation Director

Description of activity

The Brilliant Club is a charity that exists to widen access to highly-selective universities from under-represented groups, by mobilising researchers to share their academic expertise in state schools.

[The Brilliant Club](#) runs two core programmes: the Scholars Programme and Researchers in Schools. The Scholars Programme recruits, trains and employs PhD researchers in schools on a part-time basis to deliver university-style tutorials to small groups of pupils. Last year the Scholars Programme worked with 6,665 pupils in 305 schools across six regions of the UK.

[Researchers in Schools](#) recruits, places and trains PhD graduates to become full-time classroom teachers through a programme of bespoke CPD training that also builds in one day per week 'off timetable' to pursue research and other activities to support university progression. Now entering its third year, Researchers in Schools has recruited more than 150 PhD graduates to begin a career in the classroom.

How did you become aware of the issue?

Founded in 2011, The Brilliant Club was the brainchild of two classroom teachers in inner-city London schools, Jonathan Sobczyk and Simon Coyle, who found that their pupils, who were bright and engaged in the classroom, were not progressing to university. Looking for methods to stretch and challenge his science pupils, Jonny invited his sister and her flatmate, who were studying for their doctorates, to come into school and give sessions with the pupils. They were a big success and Jonathan and Simon decided to see if the programmes could scale.

The Researchers in Schools programme developed from the fact that many PhD tutors at The Brilliant Club really enjoyed the experience, and some were inspired to train as teachers, whilst many of the school partners had had very positive experience of the programme and were asking if PhD Tutors wanted to be full time teachers.

What data/evidence did you use to inform your decision making?

The data the charity collects includes internal programme tracking data, data from pupils, and demographic and progression data provided by schools. In terms of assessing attainment, pupils on the Scholars Programme write a final assignment, which is assessed to one key stage above their current age. Pupils are also asked to fill out self-evaluation forms at the beginning and end of their time on the Scholars Programme. The self-evaluation forms measure pupils' knowledge, skills and ambition to progress to highly selective universities.

The Scholars Programme aligns with the Sutton Trust-Education Endowment Foundation Toolkit, which is described on their website as 'an accessible summary of educational research, which provides guidance to teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils'. The recommendations for a successful intervention from the Toolkit include working in small groups, homework and feedback. The impact levels for small group tuition and homework are 'moderate', as equivalent to +4 and +5 months' progress respectively, and feedback has an impact considered by EEF as 'high', as equivalent to +8 months' progress.

How effective has the activity/intervention been and what evidence have you gathered to measure impact?

In 2014/15, 43% of pupils The Brilliant Club worked with were eligible for free school meals. Based on pupils' self-evaluation, after working with The Brilliant Club 91% of pupils reported 'planning to go on and study at one of the best universities in the country'. In terms of attainment, 66% of pupils performed at either a good or excellent standard on their final assignment, which is assessed to one key stage above their current age. Finally, in terms of university progression, 43% of year 12 pupils from our 2013/14 cohort went on to secure a place at a highly selective university. It should be noted that the proportion of pupils from under-represented backgrounds progressing to highly selective universities is generally very low. According to a report published in 2014, only 2.8% of pupils eligible for free school meals throughout secondary school went on to a highly-selective university.¹

Lessons learned?

When assessing the impact of programmes on pupil outcomes, where possible, it is best to triangulate the data by using two or more methods and/or observations in order to validate the findings.

Contact details

Dr Lauren Bellaera
Monitoring and Evaluation Director
lauren.bellaera@thebrilliantclub.org

[Back to Inspiration](#)

¹ Social Mobility and Child Poverty Commission, 'Progress made by high-attaining children from disadvantaged backgrounds', 2014

Case study: University of Strathclyde, Open Days

Dr Stephanie Mckendry, Widening Access Manager

Description of activity

In Summer 2016, two student interns will be employed by the Faculty of Engineering and the Widening Access Team to explore how to promote and support those from widening participation backgrounds to attend Open Days to the institution. The students will undertake a literature review and examine good practice throughout the sector before working with senior pupils in three schools in deprived areas of Glasgow. Within this action research framework, the pupils will become researchers, examining their peers' attitudes and knowledge of Open Days, investigating barriers to attendance and making recommendations as to how Strathclyde can facilitate their attendance at these events.

How did you become aware of the issue?

As part of an institutional project on 'attracting diversity' and in collaboration with the [Equality Challenge Unit](#), we investigated application, offer and registration outcomes for different groups. At the same time, the project group collected data on Open Day registrations and analysed this in terms of neighbourhoods and schools. We found that far fewer applicants were registering from schools and postcodes from more deprived areas as indicated by the Scottish Index of Multiple Deprivation (SIMD). Whilst this was not entirely unexpected, and attendance at an Open Day does not necessarily have any impact on the progress or otherwise of an application, the difference in attendance varied so markedly between SIMD quintiles, the Widening Access Team felt it was necessary to undertake further work on this issue.

What data/evidence did you use to inform your decision making?

Registration data for Open Days. Although registration does not always result in attendance, and attendees may simply participate in an Open Day without registering, it was felt this gave a fair representation of the overall population engaging with this recruitment activity.

How effective has the activity/intervention been and what evidence have you gathered to measure impact?

It is too soon to evaluate the impact of the project. There are plans, however, to monitor the impact of engagement by continuing to gather and analyse data on Open Day attendance.

Lessons learned?

It has been insightful to examine available data on the university's engagement with potential applicants at recruitment events such as Open Days and has allowed us to begin targeted work with those areas and schools who appear under-represented.

Contact details

Dr Stephanie Mckendry
Widening Access Manager
University of Strathclyde
Graham Hills 102
50 George Street
G1 1XQ

stephanie.mckendry@strath.ac.uk

[Back to Consideration](#)

Case study: King's College London Mathematics School

Dan Abramson, Head Teacher

Description of activity

[King's College London Mathematics School](#) is for highly motivated students aged 16-19 with a particular aptitude and enthusiasm for mathematics who wish to study mathematics and other STEM subjects in the best universities. The school aims to widen participation in high quality mathematics teaching by recruiting students who would not otherwise have access to such teaching at sixth form level. The school opened in September 2014.

The curriculum

Our aim for the curriculum is for it to not only ensure excellent progress and attainment at A-level, but also prepare students for successful study at university.

All students at the school take Mathematics, Further Mathematics and Physics to A-level, and either Computer Science or Economics to at least AS-level. They also take part in an extended curriculum that includes a modern language, and that develops literacy and communication skills through completion of an Extended Project Qualification, or through discussion of topics drawn from the other sciences, philosophy, economics, the humanities and the arts. Throughout both the core and the extended curriculum there is an emphasis on a connected and coherent approach that reflects the links between subjects.

Students are prepared throughout their time at the school for the most challenging qualifications at sixth form level, including the STEP (Sixth Term Examination Paper) set by Cambridge, which is an important pre-requisite for mathematics courses at some of the best universities in the UK. They are also prepared to enter the many individual challenges and team competitions that are available in mathematics, physics and computer science.

The link to King's College London

King's College London are the sponsoring organisation for King's College London Mathematics School, and the university maintains strong strategic and operational links with the school. The Mathematics, Physics and Informatics departments of King's College London were closely involved in curriculum development for the school and maintain an ongoing supportive role, ensuring strong intellectual foundations and insight into developing applications of mathematics. PhD students from King's visit the school weekly to run problem solving classes for students in small groups. The school works collaboratively with academics in the Department of Education and Professional Studies and with other schools and teachers who are interested in developing new pedagogies.

How did you become aware of the issue?

The government set out in Autumn 2012 its desire to open a number of specialist maths schools for students aged 16-19 under the free school programme. This was part of the government's strategy to ensure the UK increased the number of students going on to study STEM subjects, and also that it nurtured talent in these subject areas. International comparative studies in mathematics show clearly that the UK's most able students are not attaining as highly as they should.

What data/evidence did you use to inform your decision making?

KCL's department for Education and Professional Studies considered publically available data about mathematical attainment in London to inform the proposed size of the school. The curriculum was informed by analysis of those subjects (and those aspects of these subjects) most important for accessing Mathematics, Physics, Engineering, Computer Science and Economics degrees.

How effective has the activity/intervention been and what evidence have you gathered to measure impact?

97% of students at King's Maths School attained A-grades in AS Mathematics at the end of their first year, in summer 2015. Students attained on average 0.5 grades higher in each subject than is predicted by their GCSE attainment. The school expects that over 80% of its students will go on to study STEM subjects at Sutton Trust 30 universities. Widening Participation data has been gathered and monitored at admissions and also in-school; the mission of the school includes widening participation in highly mathematics subjects, and as such candidates from challenging backgrounds are sought and promoted through the admissions process.

Lessons learned?

Universities can open schools and can do so successfully, and without supporting the schools financially. Specialist schools can be an effective way to develop talent.

[Back to Consideration](#)

Case study: University of Bristol

Angela Milln, Director of Student Recruitment, Access and Admissions

Describe your good practice example and your rationale for undertaking this development

At the University of Bristol, we have had a long-standing commitment to diversifying our student population. An aspiration to 'attract and retain academically gifted and highly motivated students, from a wide range of backgrounds, creating a diverse and international University' has been firmly embedded in the University's vision and strategy for over a decade.

At the heart of this was a need to find ways of identifying students with potential to succeed at the University without depending wholly on their educational journey and achievements to date. This was relatively uncharted territory and there were diverging views nationally on how it might be achieved without compromising principles of fairness and transparency. Against this backdrop, we set out to pioneer an evidence-based approach to contextual offer-making. In 2004, we established a Widening Participation research cluster, buying out academic time to provide leadership and to ensure that widening participation and admissions practice benefitted from the considerable breadth of relevant expertise within our own academic community. An early project undertaken by Tony Hoare and Ron Johnston from our School of Geographical Sciences set out to explore whether students admitted from disadvantaged backgrounds perform as well as their more educationally advantaged counterparts with better entry qualifications. It focused particularly on comparing performance by students at A-level with that in their first and final university years. As a result of this work, we were able to provide an evidence base to support a policy of making offers one grade below the standard to students applying from schools whose A Level performance was in the bottom two quintiles nationally. Introduced in 2009, this approach now forms an established strand of our approach to admissions. Full details – including the list of eligible schools, which is refreshed annually – are freely available on the University website (<http://www.bristol.ac.uk/study/undergraduate/apply/>) along with the published outcomes of the original research -and other more recent Research Cluster initiatives (<http://www.bristol.ac.uk/sraa/uk-student-recruitment/widening-participation-research/>)

How effective has the activity/policy/ procedure been?

As with all widening participation initiatives, this is a long-term agenda and progress has had its ups and downs. However, we are now making steady progress against our OFFA progress measure for intake from low performing schools which in 2015/16 hit 798 (compared with 594 in 2011/12) representing 21% of total undergraduate intake (compared with 18% in 2011/12).

What evidence have you gathered to measure impact, and what were the lessons learned?

Our policy on contextual offers lay behind the decision to include intake from low performing schools among our OFFA progress measures, meaning that we not only measure progress on an annual basis but are externally accountable for it.

In addition, a comparison of externally commissioned perception research undertaken 2015 showed that stakeholder concerns about the University's approach to diversifying our student population (a dominant theme from similar research in 2003) had largely dissipated.

Our approach has had to be refined over the years to respond to a wide variety of issues. We have, for example, grappled with the challenges associated with differing approaches to measuring school performance in different parts of the UK; the impact of artificial inflation of standard offer grades across the sector following the removal of student number controls; the difficulty of matching school performance data to UCAS records in the face of name changes linked to academisation and, more recently, the prospect of extensive A Level reform. Building in regular feedback and review has been critical to our ability to anticipate and respond to all of these.

Contact details

Angela Milln

Director of Student Recruitment, Access and Admissions

University of Bristol

Angela.milln@bristol.ac.uk

[Back to Application](#)

Case study: University of the West of England, Bristol

Katie Jenkins, Director, Future Students

Description of activity

Additional support for those entering with BTEC qualifications to Engineering, Design or mathematics programmes.

In 2014 – 15 the Department of Engineering Design and Mathematics (EDM) ran a retention project based on monitoring engagement with level 1 students. The method of monitoring was through attendance and completion of e-assessment tasks. Our built-in e-assessment system DEWIS was modified to allow module tutors and academic personal tutors to be able to observe the performance of their students. Due to the different delivery models across level 1 modules, flexibility was allowed in how a module team defined engagement. The key module for our engineering programmes was the core level 1 module in engineering mathematics which typically has 300 students registered on it. For this module, weekly e-assessment tasks are set and non-engagement was defined as non-attendance at tutorials and non-submission of e-assessment tasks over a two week period. If a student did not respond to a tutor's request for a meeting within three working days, then the student was cascaded to a student advisor for a follow-up email or mobile call. The module has a role as an early warning system for at risk students on engineering programmes.

We fully recognize the limited capacity there exists for chasing non-engaging students, the project needs to be seen as the first phase of a longer retention programme whereby we better understand the factors contributing to poor performance which can be a separate issue to non-engagement. In EDM the percentage of students who withdraw during the year is generally below the UWE average, but the percentage required to withdraw after the examinations is significantly greater than the UWE average. The engagement monitoring was designed to raise the importance of attendance with the e-assessment regime promoting regular activity and feedback to both students and tutors.

How did you become aware of the issue?

Pass rates for students were particularly low for those entering with BTEC qualifications which led to the increase of 'required to withdraw' students and a poor retention rate for these programmes.

What data/evidence did you use to inform your decision making?

The immediate impact of the project in 2014-15 was that:

- Across EDM only two level 1 modules had first attempt pass-rates below 80% and these were both in the high 70's. For one of these modules, Fluid Dynamics, we identified a cohort identity issue and have restructured year 1 of Mechanical Engineering and Aerospace Engineering to address this. In the other module C Programming we have allocated additional resources to support students.
- BSc Mathematics achieved first attempt pass rates close to 90%.
- We identified a cohort issue within Engineering Mathematics regarding BTEC entry students. This highlighted problems with admissions decisions whereby discretion had been applied regarding achievement in level 3 BTEC mathematics units (in a similar way as is applied to A-level mathematics grades). For A-level mathematics entry this is not an issue as we have a 95% first attempt pass-rate with this cohort. For BTEC entry students the first attempt pass-rate was between 35 to 40%. Following an analysis of BTEC students entry qualifications against performance on level 1 engineering mathematics, we now require in addition to a merit at level 3 mathematics units, a minimum grade B at GCSE mathematics. Students failing to achieve this entry standard

are offered Foundation Year entry and any discretion around this standard must be agreed within the department.

- Unfortunately, changes to entry criteria for BTEC applicants will not take effect until 2016-17. For 2015-16 we have provided BTEC students with an additional hour tutorial time to assist with the transition to a higher education learning environment.

How effective has the activity/intervention been and what evidence have you gathered to measure impact?

As the additional support has only been introduced for this cycle we do not have evidence of impact yet. However we will measure attainment levels of these students and retention. Entry requirements for the programme have now been amended and again the students admitted will be monitored against attainment and progression to understand the impact of this change.

Lessons learned?

Further observations:

- 2015-16 is likely to be a challenging environment with a large proportion of BTEC students enrolled on engineering mathematics (approximately 25% of the intake). Many of these students struggle with GCSE-level mathematics skills of algebraic manipulation, hence the additional requirement of grade-B at GCSE mathematics for the current recruitment cycle. Obviously we would hope that such weaknesses were addressed during the BTEC qualification. While we can (and are) putting in place additional support and amending entry requirements, our feeling is that we need to open a dialogue with BTEC providers for us to better understand the qualification (particularly as it has just been revised) and for us explore joint projects that would support students in the transition to higher education so that they are better prepared for the experience.
- In February 2015 - 16 student advisors will meet with programme leaders to review poor performing students and identify possible intervention measures.
- Overall, the project has provided better quality information that has allowed us to have constructive and better informed conversations with student advisors, timetabling and admissions.
- While 2015 - 16 is likely to present challenges, the performance in 2014 - 15 across level 1 EDM modules showed that it is possible to achieve high pass-rates.
- It would be desirable to also focus attention on level 2 modules. The use of e-assessment is the key driver in the retention project as it provides timely data that relates to both tutors and students. The use of e-assessment beyond level 1 is less well developed and is the focus of current activity.

Contact details

Katie Jenkins
Director, Future Students
University of the West of England, Bristol

Katie3.Jenkins@uwe.ac.uk

0117 32 83888

[Back to Application](#)

[Back to Retention](#)

Case study: London School of Economics and Political Science

Lorna Stevenson, Access and Admissions Specialist

Description of activity

At LSE, unsuccessful applications are coded with the main reason the student was not accepted. This code is recorded on our application management system. Recently, we have started to use this data to analyse the relative success of different types of applicant to inform our student recruitment activity.

The codes comprise a letter, indicating at which stage of the admissions process the decision was made, and a letter indicating which area of the application was problematic. For example, a C3 might indicate a weak application that was rejected at an early stage due to poor GCSE performance, whereas an A4 would indicate a strong application that made it to the final stage of selection but was unsuccessful due to slightly weaker AS performance than similar applicants. Available codes include predicted grades, GCSE and AS grades, missing required subjects, poor personal statement and others.

How did you become aware of the issue?

Through routine monitoring of their activities, our Student Recruitment team noticed that although we received a large number of applications from one EU country, few of those applications were successful. Through analysis of the codes given to unsuccessful applications, we established that a disproportionate number of students from that country were rejected at an early stage on the basis of their personal statement. There appeared to be a cultural difference between what the applicants thought should be in a university application and our selection criteria. As a result otherwise strong students were making poor applications.

How effective has the activity/intervention been and what evidence have you gathered to measure impact?

Using this information, Student Recruitment adapted their approach for their next visit to this country. They presented less information about the benefits of study in the UK and at our institution, as large numbers of students were applying. Instead, they gave greater emphasis to how to make a strong application, including examples of good and bad personal statements. No data is yet available to confirm whether students made stronger applications as a result, but feedback from schools indicated they found the new information useful. At the end of this admissions cycle we will perform a second analysis of applications from this country to see if there is any shift in acceptance rates or reasons students were not accepted. We also plan to perform analysis of other key markets to establish the strengths and weaknesses of their applications.

Contact details

Lorna Stevenson

Access and Admissions Specialist

London School of Economics and Political Science

L.Stevenson@lse.ac.uk

[Back to Application](#)

Case study: Higher Education Academy

Dr Joan O'Mahony

Academic Lead, Retention (Wales)

Description of activity

The Higher Education Academy works extensively with the HE sector to support student transition to higher education, student retention and success. One example is the [‘What Works? Student Retention and Success’ change programme](#)².

During Phase 1 of the programme twenty two institutions participated in seven distinct projects. The resulting [final report](#) highlighted the link between student support and fair admissions: “given the student was admitted because the institution thought they had the potential to succeed, there is an obligation to take reasonable steps to enable them to be successful”. Each project used a mix of student survey data, qualitative research with students and staff, literature reviews and analysis of institutional data to test a specific hypothesis pertaining to good practice in ensuring high continuation and completion rates. The research was commissioned following a National Audit Office report of 2007, which confirmed higher education institutions were doing well in retaining their students, but also that the sector was carrying out little evaluation of the impact and transferability of good practice. The What Works? Change programme has generated robust, evidence-based analysis and evaluation about the most effective practices to ensure high continuation and completion rates which has been disseminated as a [research report and a compendium of effective practice](#). Key findings of the What Works? change programme were that strong retention and success arrangements needed to create a strong sense of belonging, be the norm for all students and sit mainly in the academic sphere.

Although this case study focuses on a large, externally-funded and centrally-commissioned piece of work the Higher Education Academy also collates many examples of smaller, institution, school or programme level research projects, for example the various approaches to evaluating peer-led learning detailed in the [Mapping Peer-Led Learning UK report](#).

[Back to Transition](#)

² “What Works? Student Retention & Success” is a Paul Hamlyn Foundation initiative working with the Higher Education Academy, Action on Access and 13 UK universities.”

Case study: Vision West Nottinghamshire College

Sally Dodsley, Manager HE and International

Description of activity

In 14/15 the Government introduced significant changes to FE provision with the development of Programmes of Study and the necessity for all students to achieve A* - C in Maths and English. We believed that this could have an impact on entry into HE programmes at college and potentially could lead to a 'lost generation' of students perpetually taking Maths in particular, in order to achieve the elusive 'good grade'.

In order to try and address this and to try and bridge the gap for students entering HE, we asked all HE applicants for September 2015 entry to sign up to a Maths diagnostic assessment in the summer months prior to entry at college. This was picked up again with students at enrolment, but with the responsibility for action left to the students. The idea was to then ensure that students were given an opportunity to either resit a GCSE or undertake a Functional Skill in Maths alongside their first year on an HE programme. However, and perhaps unsurprisingly, we experienced very little take up for this offer. This was accompanied by a lack of clarity at that time from the internal School of Learning responsible for Maths in terms of entry requirements and timetabling arrangements.

How did you become aware of the issue?

The issue came to light after the Government introduced the Programmes of Study at Level 3 in September 2014 and our university partners started to raise expectations in terms of entry criteria.

What data/evidence did you use to inform your decision making?

Having looked at student qualifications on entry, it was clear that approximately 20% of applicants did not hold a GCSE in Maths. In some cases, entry to programme was facilitated without any Level 2 in Maths. We also have a significant number of non-traditional HE students from a widening participation background e.g. mature, employed, for whom their qualifications on entry lacked currency.

How effective has the activity/intervention been and what evidence have you gathered to measure impact?

Whilst the above measures undoubtedly raised the profile and importance of Maths at the college, take up of the support offered was poor. Evaluation of the initiative suggested that students needed a more streamlined and proactive approach and earlier and more effective communication about the support available. This communication should explicitly link Maths to employability and the stepping stones available should they not meet GCSE resit entry requirements.

Lessons learned?

In order to address the issues arising we have this year implemented a three pronged approach to encourage increased take up in Maths.

- **Pre-course summer school:** We are undertaking significant, targeted promotion of pre course Maths support with all our HE applicants. Advice is provided at applicant event and interview about the diagnostic assessment opportunities and this is sold as a solution to any gaps in entry criteria students may have. This is also sold as a solution to avoid confusion in employment in the future; employers are clear about a GCSE but not necessarily a Functional Skill. The diagnostic results will then be used to inform the

content of Maths summer school sessions, at which students will be provided with a bridging course to facilitate access to the GCSE resit programme in September 2016.

- **On programme support:** The HE Study Skills Coach (SSC) has developed a Maths hub on the college VLE, Moodle, which includes worksheets and video tutorials and we hope that this is one way to ensure sustainable access to Maths support in the future. Additionally, the SSC has undertaken a mapping exercise across all HE programmes to ascertain which modules may benefit from Maths support e.g. data analysis, statistics. This has led to the development of a number of Maths specific study skills sessions along with one to one Maths support tutorials for students where requested.
- **Supporting progression:** We are also supporting student progression, either to employment or to further study, with appropriate and tailored Maths workshops. In terms of employability, students are increasingly expected to answer Maths questions throughout assessment centre activities and we have designed sessions to ensure students are as fully prepared as possible to complete this successfully. Where students are looking to progress to further study, and particularly in terms of QTS training where a Maths test must be successfully completed in advance of accepting a place, again we provide tailored, one to one support to equip students with the necessary skills.

Contact details

Sally Dodsley
Manager: HE and International
Vision West Nottinghamshire College
Derby Road
Mansfield
Nottinghamshire
NG18 5BH

sally.dodsley@wnc.ac.uk

01623 627191 ex 8697

[Back to Transition](#)

[Back to Progression](#)

Case study: University of Bath, Maths and Statistics Help (MASH)

Hannah Pollard, Admissions Progression Officer

MASH (Maths and Statistics Help) is the institutional mathematics resource centre developed to offer help with Maths and Stats problems for all students at the University of Bath. Whilst MASH provides general support, one of its key objectives is to support students entering the University via a more vocational route with the rigorous Mathematics content of some of our courses. Here are two examples of how a more targeted and collaborative approach helps us ensure that this support has the greatest possible impact.

a. Using admissions information to inform MASH support:

To ensure that all students entering the University of Bath, regardless of entry qualification, are sufficiently prepared to cope with the Mathematics demands of certain courses we have developed a pre-sessional online Mathematics resource via Moodle. Admissions identify students who are entering the University with a vocational qualification (such as a BTEC or Access to HE Diploma) and no Mathematics A level. This information is passed to our faculty-based Student Experience Officers who contact the relevant students at two stages: a) in June whilst still offer-holders to inform of the support available at Bath; and b) in September to give instructions and encourage access to the Moodle resource. These students also receive on-course support (for certain courses) via a non-credit bearing Mathematics module, 'Transition Maths'. Students are timetabled a weekly session with our MASH staff to study towards this module.

b. Using a student-led approach to inform MASH support:

A credit-bearing Mathematics module has been introduced to the Year 1 syllabus for Sport and Exercise Science course to help students succeed with later parts of the degree requiring Mathematics skills. Due to the differing prior knowledge of students on the programme with differing entry qualifications and the high volume of students entering via a vocational route, this module is taught in two cohorts: A level students and BTEC/Access students. To improve engagement with and success in this module, we have recruited three MASH Ambassadors currently on Year 2 of the course who entered via a vocational route. With support from the programme's co-ordinator, our Ambassadors have drawn upon their own experiences to improve a variety of aspects to this module: how it is portrayed to students; how students are supported through the module; and how the module itself is comprised. An article on the successes of this student-led approach will be published in an upcoming edition of MSOR Connections.

Contact details

Hannah Pollard
Admissions Progression Officer
University of Bath
Wessex House 6.34
Bath
BA2 7AY

H.Pollard@bath.ac.uk

01225 386633

[Back to Retention](#)

Case study: University of Strathclyde, Care experienced students

Dr Stephanie Mckendry, Widening Access Manager

Description of activity

From September 2015, all new care experienced students are matched with a staff mentor to provide one to one support throughout their time at university. Mentors provide a friendly, first point of contact to students as they acclimatise to their new environment, signposting appropriate university support services and encouraging students to take advantage of the many opportunities made available to them through the course of their degree. Many care experienced students lack the social and cultural support networks enjoyed by others and often experience additional barriers to successful study. The mentoring scheme has been developed to provide informed, caring guidance tailored to the specific needs of the individual. The mentoring scheme complements existing personal tutor arrangements within departments, and mentors are chosen from a different degree discipline or professional service to the student in order to make this distinction clear.

In addition, the programme has been developed to help care experienced students engage with employment, internship and international opportunities. The University's wider package of support for this group includes guaranteed interviews for certain job roles as well as priority placing for a range of extra-curricular opportunities. Not all eligible students have taken advantage of this in the past and it is hoped the mentors will be able to facilitate engagement.

How did you become aware of the issue?

The progress of care experienced students has been closely monitored for several years as part of the university's application for, and retention of, the Buttle UK Quality Mark. This led to the formation of a university-wide Committee that produces an annual report on application, retention and progression rates. The number of students involved is small, so no strong conclusions can be drawn. Their retention rate is, however, lower than those for departments, faculties and the institution as a whole. Contact with the individuals involved suggests a complex mix of health, family and academic issues.

What data/evidence did you use to inform your decision making?

There is a great deal of evidence relating to the impact of mentoring as a successful transition activity for new students. This primarily concerns peer to peer support. It was felt that such a model was inappropriate in these circumstances given the potential complexity of the issues faced by care leavers. There are models of mentoring support for looked after young people in secondary education and these were used as a basis for the development of the Strathclyde Cares mentoring scheme and participant training.

How effective has the activity/intervention been and what evidence have you gathered to measure impact?

The mentoring relationships are being closely tracked through a formal reporting process completed by mentors, and through informal student-led feedback sessions for mentees. In addition, the individual retention and progression of students is closely monitored by the Widening Access Team as part of the university's Corporate Parenting activities undertaken in respect to care leavers. Many of the mentoring relationships are proving fruitful with mentors providing a range of support including academic skills development, signposting to financial assistance and careers advice and networking.

A formal evaluation of impact is planned for summer 2015. This will involve interviews with participants and documentary analysis. Findings will inform the future development of the mentoring scheme and training of new mentors.

Lessons learned?

Care experienced students are a relatively small and distinct group, many of whom require one to one support to adjust to and thrive within a university environment. Harnessing the expertise of staff is an effective way of providing that support. An additional benefit to the scheme has been increased awareness of the needs of care leavers amongst the wider staff population and the creation of 'champions', as mentors become aware of the particular challenges experienced by this population and seek to find additional ways for the university to support them.

Contact details

Dr Stephanie Mckendry
Widening Access Manager
University of Strathclyde
Graham Hills 102
50 George Street
G1 1XQ

stephanie.mckendry@strath.ac.uk

[Back to Progression](#)

Case study: University of Bath, Targeted support for students with a disability

Hannah Pollard, Admissions Progression Officer

Many students opt not to declare a disability, health condition or special need on their UCAS application as they believe that this will negatively affect their chance of success. This can often result in a higher number of students with a disability of some kind entering the University without sufficient engagement with our Disability Advice Team to discuss the support available at Bath. In turn, this has a negative effect on retention, and can also put a strain on our Student Services Team due to the volume of students contacting them at 'crisis' point.

To address this, our Admissions Team and Disability Advice Team have set-up the following collaborative activities.

a. Manual disability flagging:

Admissions have designed a function as part of their paperless application system to manually flag a student as having a disability. This is used in cases where applicants have not listed a disability/health condition/special need on their UCAS application but declare information to this affect post-application. Admissions periodically run a report to flag applicants with manually declared disabilities and this information is passed to the Disability Advice Team to ensure that such applicants receive the relevant communications about support available at Bath.

b. Communications to encourage disclosure:

Admissions send out a communication to all firm offer-holders in June who have not declared a disability. This is to encourage applicants to contact our Disability Advice Team if they have not yet declared anything and would like advice about the support available at Bath.

Admissions also send out a communication to all offer-holders who are yet to make their firm and insurance choice decisions and have also declared a disability. This is to encourage applicants to contact our Disability Advice Team for guidance to ensure that their university choices are as well informed as possible.

Contact details

Hannah Pollard
Admissions Progression Officer
University of Bath
Wessex House 6.34
Bath
BA2 7AY

H.Pollard@bath.ac.uk

01225 386633

[Back to Progression](#)

Case study: Faculty of Health and Social Science, Bournemouth University

Saffron Scott, Senior Lecturer Occupational Therapy

Description of activity

The admissions process for recruiting candidates onto the BSc (Hons) Occupational Therapy programme here at Bournemouth University was developed in line with guidance from the Health & Care Professions Council (HCPC) 'Standards of Education and Training' (HCPC 2014) and the College of Occupational Therapists (COT) 'Learning and Development Standards for Pre-registration Education' (COT 2014).

The admission procedure comprises of primary analysis of UCAS forms to establish base-line suitability, followed by an invitation to attend for an introduction to the programme and an interview process. The interview process includes an observed group task and an individual interview. During the interview process, the interview team seek to establish the candidates' thoughts and understanding of the diverse role of an occupational therapist. They expect candidates to demonstrate both an understanding of the professional occupational therapy role as well as a commitment to the learning programme. Qualities such as patience; flexibility; problem-solving ability; an ability to prioritise and respect; are assessed as well as the degree to which the candidates' values align to the NHS Constitution (Department of Health [DoH] 2013).

Academic staff (who are also registered occupational therapists) and clinically based occupational therapists, as well as service users are involved in the interview process.

How did you become aware of the issue?

Occupational Therapy programmes at Bournemouth University are jointly validated / approved by the Health & Care Professions Council (HCPC); the College of Occupational Therapists (COT) and the University itself. Students receive both an academic qualification (Bachelor of Science with Honours [BSc Hons]) as well as eligibility to apply for statutory registration as an Occupational Therapist. Therefore, by the end of the programme Bournemouth University has to ensure that the students meet the professional and ethical capabilities of the HCPC's 'Standards of Proficiency for Occupational Therapists' (HCPC 2009) and have developed the general intellectual capacity for the academic award.

In addition to this, over recent years there have been high profile accounts highlighting poor care received by patients in the NHS – the most notable of which was the public enquiry into poor standards of care at the West Mid-Staffordshire Hospitals Foundation Trust (DoH 2013). In response to these instances of poor care, the so-called 6C's (Care, compassion, commitment, courage, competence and communication) were further developed in 2012 by Jane Cummings, the Chief Nursing Officer for England, and they have since reinforced the basis of the culture of compassionate care for the NHS. These qualities of caring have been enshrined in the NHS Constitution (DoH 2013).

In 2014, Health Education England (HEE) published the Value Based Framework to ensure that individuals working in the National Health Service were selected on the basis of how their individual values and behaviours aligned with the NHS Constitution (DoH 2013). This was endorsed by the College of Occupational Therapists in their educational briefing 'Values Based Recruitment for Occupational Therapists (2015).

What data/evidence did you use to inform your decision making?

The NHS Constitution is utilised within the admission processes to reflect the core values for the NHS, as well as the core competencies identified in the Standards for Proficiency for Occupational Therapist (HCPC), and the Code of Ethics and Professional Conduct (COT 2015). The interview component of the selection process is designed to elicit the underlying values of candidates and to ensure that they conform to the current thinking in the NHS.

How effective has the activity/intervention been and what evidence have you gathered to measure impact?

At the end of the interview cycle each year there is a review of the system. This review occurs between: academic staff; professional occupational therapists and service users involved in the interview process during the preceding year. This review seeks to identify areas of strong practice as well as areas for future development. The occupational therapy programme team intend to evaluate the outcomes of the selection procedure to establish that the core values of the NHS are reflected in the student cohorts as evidenced by assessment outcomes and practice placement reports.

Contact details

Saffron Scott

Senior Lecturer Occupational Therapy

Bournemouth University

scotts@bournemouth.ac.uk

[Back to Destination](#)