

Admissions – What's going on?



Admissions – What's going on?

This session will cover:

- The range of courses being reformed
- The type of reforms that are taking place
- The timing of reforms
- The new UCAS tariff
- Potential changes to Clearing

GCSE reforms - 1

When?

First teaching of reformed GCSEs in English Language, English Literature and Maths began in September 2015 – so first results due in 2017.

First teaching of reformed GCSEs in some other subjects including sciences (separate and double), art, geography, history and modern foreign languages begins September 2016.

All subjects will be in the new system for teaching in 2017.

GCSE reforms - 2

What are the changes?

- Assessment will be mainly by exam, with other types of assessment used only where they are needed to test essential skills.
- There will be new, more demanding content, which has been developed by government and the exam boards.
- Courses will be designed for two years of study – they will no longer be divided into different modules and students will take all their exams in one period at the end of their course.

GCSE reforms - 3

Grading

- GCSEs will be graded 1 (lowest) to 9 (highest).
- There is no direct equivalency between current A*-G grades and the new numerical grades.
- Brookes has decided that “a pass” will be Grade 5.

A-Level and AS reforms - 1

When?

First teaching of reformed A-level and AS qualifications began in September 2015 – so first AS results due in 2016 and first A-level results due in 2017.

In the first wave are: art and design, biology, business, chemistry, computer science, economics, English language, English language and literature, English literature, history, physics, psychology, sociology.

First teaching of other subjects will begin in September 2016 and September 2017.

A-Level and AS reforms - 2

What are the changes?

- Assessment will be mainly by exam, with other types of assessment used only where they are needed to test essential skills.
- AS and A levels will be assessed at the end of the course. AS assessments will typically take place after 1 year's study and A levels after 2. The courses will no longer be divided into modules and there will be no exams in January.

A-Level and AS reforms - 3

What are the changes?

- AS and A levels will be decoupled – this means that AS results will no longer count towards an A level, in the way they do now.
- AS levels can be designed by exam boards to be taught alongside the first year of A levels.

Grading

There will be no change to the current grading system – ie Grades A* to U will continue to be used.

A-Level and AS reforms - 4

A flavour of the content of new A-levels

- History: Topics will need to cover at least 200 years rather than 100 years. There will also be a specific theme to be studied with a 100-year period. Exams will be 80% of final grade.
- Economics: More maths and introduction of role of central banks and financial regulation. Exams will be 100% of final grade.
- Computer science: More focus on programming, algorithms and problem-solving. Exams 80% of final grade.

When will it all settle down?

Not until 2020 will we be sure that all applicants leaving school/college have followed the new curricula for all GCSEs, AS, A-level or other Level 3 qualifications!

What's going on? – how does it look for you?



Admissions – What's going on?

Are Associate College Partners continuing to offer AS?

Are there challenges with the new curricula?

If so, what are these challenges?

Are there implications for FD or degree course content, assessment, or entry requirements?

UCAS Tariff - 1

UCAS are introducing a new Tariff for 2017 entrants and beyond.

The points are determined by the size of the qualification (based on the number of Guided Learning Hours in the specification) and by the grade achieved.

Examples:

A-level Grade B. Size = 4 (> 320 GLH),
Grade B = 10. $4 \times 10 = 40$ UCAS Tariff points

UCAS Tariff - 2

Further examples:

BTEC Subsidiary Diploma, Distinction.

Size = 4, Distinction = 12. $4 \times 12 = 48$

UCAS Tariff points.

Core Maths. Size = 2, Grade B = 8. 2×8
= 16 UCAS Tariff points

AS. Size = 2, Grade B = 8. $2 \times 8 = 16$
UCAS Tariff points. NOTE THAT AS IS
NOW ONLY 40% OF A-LEVEL.

UCAS Tariff - 3

Examples of multiples:

A-level, Grades BBC = 132

BTEC National Diploma, Grades DDM =
128

Access to HE Diploma, 33xD, 6xM, 6xP
= 125

BTEC National Certificate, Grades DM,
plus A-level Grade C = 112

Admissions – Blue skies ...



Clearing changes – 1

Issues addressed include:

“I’m still looking”

Applicants to be able to release themselves into Clearing

Universities to “push” offers rather than rely solely on applicants initiating contact

Reactivating offers made earlier in the cycle

Making Conditional offers in Clearing

Clearing changes – 2

By mid-August, there are four categories of applicant:

- a. those who are placed and are happy with that placement (with whom no further intervention is required)
- b. those who are placed but are not happy with that placement**
- c. those who are unplaced and who are still looking for a place in higher education**
- d. those who are not placed but have decided, for whatever reason, not to go into higher education at that point.

Clearing changes – 3

So, looking at groups b and c, these can be further subdivided into four types:

1. Those who, having applied through the main scheme, hold no offers on 1 July
2. Those who are applying for the first time in that cycle, after 30 June, and therefore start off in Clearing
3. Those who are rejected at Confirmation
4. Those who are placed at CF or CI but are unhappy at that placement

Clearing changes – 4

The new model proposed has three principal elements:

1. Applicants to be able to release themselves
2. Universities to be able to 'push' offers, rather than rely on applicants to refer themselves
3. Universities to be able to reactivate offers that had previously been declined

Clearing changes – 5

Business rules:

- a. An 'I'm still looking' option would be available to all applicants applying after 1 July, those that have applied before but do not hold an active offer, and those who are placed but wish to change.
- b. Applicant would log into UCAS Track and define themselves as 'still looking'.
- c. This flag would be visible on web-link, and applicants would be periodically reminded that they could turn this status off at any point.

Clearing changes – 6

Business rules continued:

d. Once the applicant has identified as 'still looking', those universities given permission by the applicant to do so can view the application via Track, i.e. the applications would not be accessible to all. This gives the applicant some control over who can see their application details.

Clearing changes – 7

Business rules continued:

e. The 'still looking' flag automatically lapses if an applicant accepts an alternative offer through Clearing, and any institution at which they are placed would also be informed.

Clearing changes – 8

Part A – self-release by applicants

It is stressed that there is a need for appropriate checks and balances as well as good Information & Advice (I&A) to avoid applicants releasing in error; a system similar to that used by banks for online transactions is proposed – requiring verification through entering a code generated electronically.

Clearing changes – 9

Part B – Universities to push offers.

This represents a move away from the current system, whereby applicants ‘collect’ verbal offers and then refer themselves to a single provider, to one where the applicant receives offers (following a contact with a university) and then chooses which to accept – i.e. as they do through the ‘normal’ cycle.

Universities would still need to maintain ‘live’ listings of vacancies as they do now.

Clearing changes – 10

Universities to push offers, continued ...

Direct contact between applicants and universities could be made through a telephone call, email, online chat ...

There is proposed to be no limit to the number of offers that could be “pushed”.

Conditional offers possible (academic, including GCSE, or non-academic conditions)

Clearing changes – 11

Part C – Reactivating offers

On declining an offer, as part of the main scheme, the applicant would indicate whether they would be interested in hearing from that university in the event that they were later unplaced. If the applicant knew, for example, that following an open day they were not interested in attending that university then they would not be contacted further.

Clearing changes – 12

Reactivating offers continued ...

That said, the choice is with the university as to whether to opt in or opt out of the reactivation scheme – and applicants would need to be given appropriate I&A to show that they are not guaranteed another offer.

When results are received, universities can review the results of those who had declined them (but who were still interested) and who remained unplaced.

Clearing changes – 13

Reactivating offers continued ...

Universities would have the opportunity to 'reactivate' the offer.

This work could be completed during the Confirmation period, but would not be visible to applicants until the results embargo lifted.

Clearing changes – 14

Reactivating offers continued ...

Only unconditional offers (or offers with non-academic conditions) could be made at this point.

The applicant would receive their 'reactivated' offers in Track, but would also have the opportunity to seek further offers in Clearing.