



PTAS Project Report (for REGULAR PROJECT GRANTS)

Project Title: Supporting success for widening participation students entering university

Project type (delete as appropriate) :

A Research Project (research focus on particular dimension of teaching, learning, assessment)

Principal Investigator :

Schools/department :

Team members (including Schools and Departments) :

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Project teams must submit a report within 4 months of the conclusion of their project.

Copies of dissemination material (eg journals/newsletter articles, conference papers, posters should be listed and attached (separate to the word count). The brief report will be published on the IAD web pages.

Report (maximum 1500 words)

What did you do?

We used admissions data from the medical school to investigate general trends in admission scores for widening participation candidates and protected characteristics. We also compared admission score to end of year 1 performance. A re-runnable script, for use in R for statistics was generated, along with a detailed guide on data collection and running the script so other schools or colleges can generate an output for their own data, extracted from SAP.

What did you find out?

For the medical school, the average admission scores for WP and non-WP candidates were equivalent. However, for those in the most deprived categories of ACORN and SIMD, admission scores were much lower than those in the least deprived category. We find that the trend for year 1 performance is different, and those from the most deprived SIMD postcodes perform very well on course. Additionally, performance of WP candidates is around half a grade lower on course, than their non-WP peers.

Although there are some indicators which suggest those from more deprived areas have lower admissions scores but thrive on course, the most deprived candidates tend to be underrepresented in the highest admission scores and Y1 performance, and overrepresented in the lowest scoring groups.

Data was limited and, particularly in the case of widening participation and admission decisions, incomplete and scattered across several different reports in SAP. Findings should therefore be



treated with caution. When using in other schools, it is suggested that data from multiple cohorts is used to increase numbers and accuracy of the findings.

How did you disseminate your findings?

Results were disseminated internally in the Medical School. A script and guidance for data collection and interpretation of the results have been sent to the WP team for their own use and dissemination across the university. This analysis is now easily reproducible in any setting.

What have been the benefits to student learning?

We are aware that those from the most deprived areas thrive on course if they are given the opportunity to participate. This could potentially change selection criteria and increase the numbers of WP or deprived students on course. An investigation in to why these students thrive should also be undertaken to identify useful measures we take as an institution which supports learning for these groups, which could be applied to other students and schools.

How could these benefits be extended to other parts of the university?

The materials are available for any school to easily replicate this analysis in their own setting.



Financial statement (please delete as appropriate):

This project has utilised the funding awarded to it by the PTAS adjudication committee and the Principal Investigator or School Administrator appropriate can provide financial statements showing the funding usage as and when required by the UoE Development Trusts who may require it for auditing purposes.

Please send an electronic PDF copy of this report to:

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