



**Bournemouth
University**

Additional Admission Assessments

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What we wanted to know?

Reasons for utilising Additional Admission Assessments, types used and degree to which they upheld the Fair Admissions Principles advocated by SPA.

Two methods of data collection

Focus Group

- Art University Bournemouth
- Bournemouth University
- Southampton Solent
- University of Sheffield (US)
- University of the West of England (UWE)

Questionnaires

Distributed via the SPA and was completed by 68 Higher Education Providers and 20 Schools/colleges

HEP responses:

- Academic (other) staff 39.7% (n=27)
- Professional Services 29.4% (n=20)
- Academic (Admissions Tutors) 25% (n=17)
- Others 4.4% (n=3)
- Professional Services (other) 1.5% (n=1)
- Of these respondents, 83.8% (n=57) were directly involved in admission assessments.

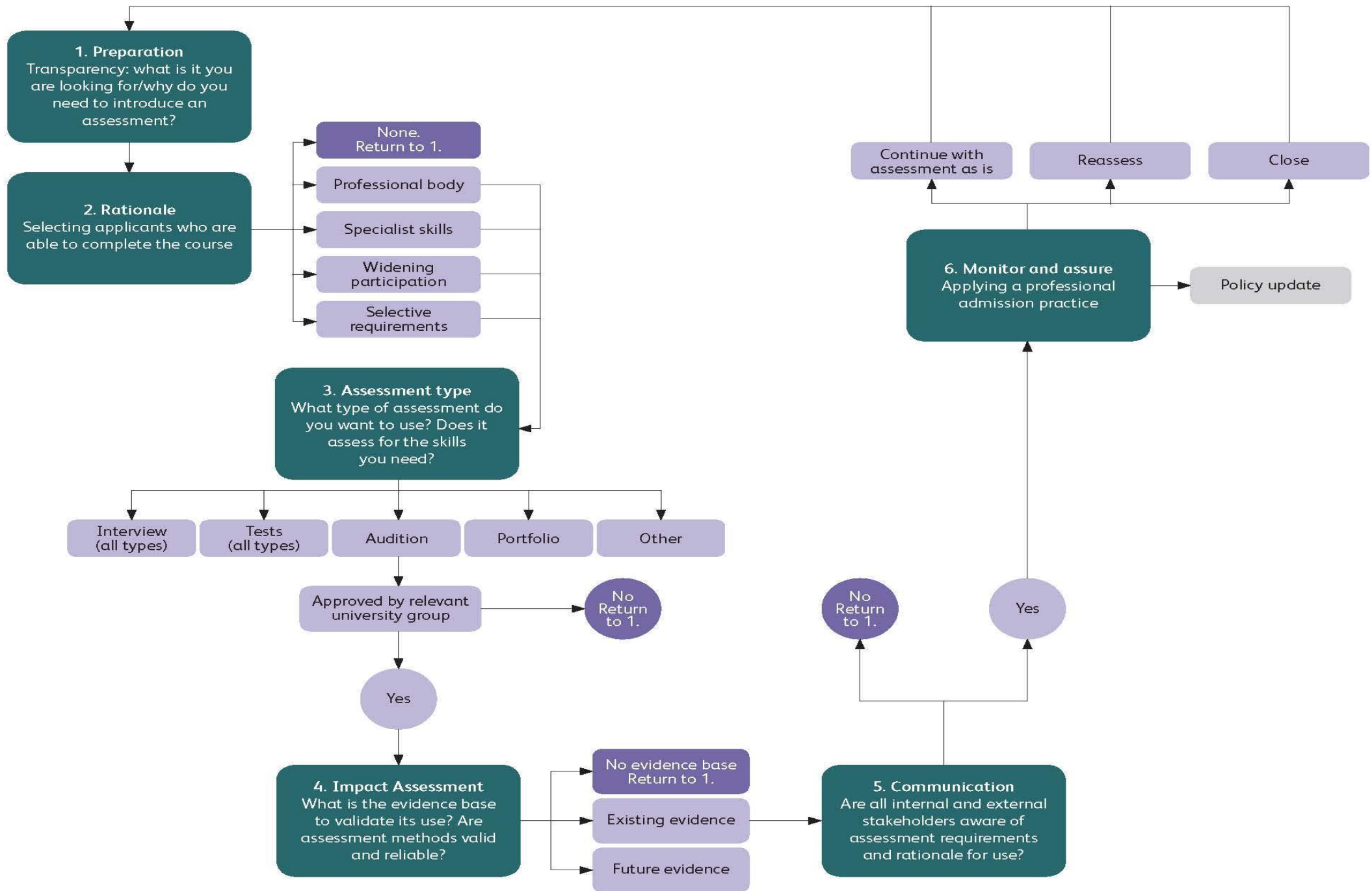
School/College responses:

- Professional school/college support staff (n=8)
- HE application coordinator (n=6)
- Teacher/Tutor (n=3)
- Other (n=2)
- Referees (n=1)

Of these, 18 (90%) were directly involved in providing advice to applicants.

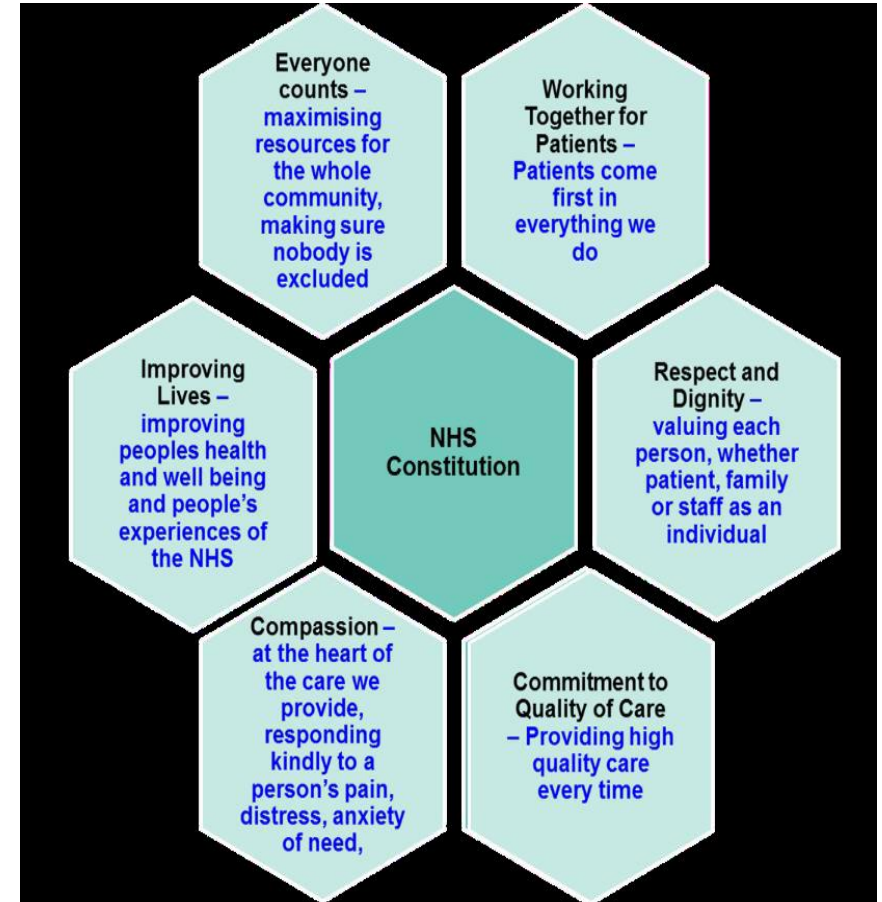
Key Messages from the data collection

- Numerous reasons for using additional admission assessment
 - The requirement for a specific skill-set (e.g. numeracy, artistic ability etc.)
 - A mechanism for managing student numbers on programme
 - Enabled a more thorough assessment of candidates' ability
- Numerous types of additional assessments were used
 - Interviews, Test, Portfolio, Other, Audition, Multi mini interviews, None, Assessment center
- Assessment and Parity
 - Some HEP used a scoring sheet or grid but this was not consistent
- Communication with Stakeholders (Candidates/schools/colleges)
 - Communication to candidates by websites/open days. Research by Heaslip *et al* (2015) identified not all candidates can access open days. Advice in schools yet research by Sutton Trust (2008) identified not all teachers are equipped to provide this advice. Therefore for some candidates particularly Widening Participation candidates there is a lack of information and guidance
 - Lack of communication by HEP to schools/college re reasons for and types of AAA used



Case Study: Bournemouth University Adult Nursing programme

- **Preparation/Why**
 - Francis (2013), VBR (HEE 2014), NHS Constitution (Doh 2013)
- **Rationale**
 - Professional Body (NMC 2010), WP, Specialist Skills
- **Assessment Types**
 - Group Interview with patients, one to one interview
- **Impact Assessment**
 - VBR Evaluation (Heaslip *et al* 2016)
- **Communication**
 - Website/Open Day/Letter inviting to interview
- **Monitor and Assure**
 - Feedback from the Evaluation
 - Service Users now involved in whole process
 - Third year students involved in interviewing



References

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