

# Consultation on the higher education admissions system in England

## Annex D: List of consultation questions

Target respondents	Question number	Consultation question
For all	1	Are the revised principles for the admissions system valid? If not, what amendments would you suggest?
	2	Is the current mismatch between advertised entry tariffs and actual entry tariffs for undergraduate admissions through UCAS a problem?
	3	Is there a mismatch between advertised entry requirements and actual entry requirements across the wider admissions system (beyond full-time undergraduate admissions)? If so, is this a problem?
	4	What are the advantages and disadvantages of integrated foundation (Year 0) years?
For applicants, students or student groups	5	Are you aware of offers made below advertised entry requirements? If so, what is the impact of these offers in your view?
	6	Do you think an applicant's approach to higher education admissions would change if they knew the actual entry requirements, as opposed to those advertised?
For staff working in providers	7	Are you able to explain the mismatch between advertised entry tariffs and actual entry tariffs for undergraduate admissions through the UCAS system, and the rationale behind it?
	8	If you think that there is a mismatch between advertised entry requirements and actual entry requirements across the wider admissions system (beyond full-time undergraduate admissions), are you able to explain it?
	9	If, when making admissions decisions, you give more weight to certain 'facilitating' subjects at Level 3 and/or take into account applicants' GCSE (or equivalent) results, how do you make this clear to applicants?

Target respondents	Question number	Consultation question
	10	If your provider offers an integrated foundation year, please explain the circumstances in which these may be offered and how these years are then delivered.
For all	11	Are predicted grades a useful part of the current undergraduate admissions process?
	12	To what extent do you consider predicted grades to be a helpful indicator of an applicant's merit and potential?
For applicants, students or student groups	13	How easy or challenging was it to secure what you would see as fair and accurate predicted grades?
	14	If you applied through UCAS, how important did you perceive predicted grades to be?
	15	If you applied directly to a provider, how important did you perceive predicted grades to be?
For staff working in schools or colleges	16	Please describe the process through which you arrive at predicted grades, including the factors that you take into account and whether there is a formal process that all staff are asked to follow.
	17	Could you describe what pressures, if any, there are to inflate or deflate applicants' predicted grades? What is the impact of this?
For staff working in providers	18	In what ways do predicted grades inform offer-making in your provider?
For all	19	To what extent does the background of applicants, and the level of support that they have access to, determine their ability to perform well in application requirements, including the completion of personal statements?
	20	Are providers transparent about when they will use methods such as entrance examinations, interviews or auditions and how this will contribute to decision making?
	21	Do you think that some assessment methods, such as requiring the submission of a personal statement, entrance examinations, interviews or auditions, advantages some applicants?
	22	Do you think that financial costs of attending open days, interviews, auditions, examinations etc. act as a barrier to entry for some applicants? If so, what should be done to remove that barrier?

Target respondents	Question number	Consultation question
For applicants, students or student groups	23	To what extent do the different admissions processes used by providers influence applicants' decisions about which providers to apply to?
For staff working in schools or colleges	24	Please describe what pressures, if any, there are to write complimentary references for applicants.
	25	What other challenges do requirements to produce references present for you (if any)?
	26	Please describe the ways in which your school or college assists applicants in the preparation of their personal statements (if any).
For staff working in providers	27	How influential are personal statements (or equivalent where applicants apply directly to you) and/or references in your admissions decision-making process?
	28	In what circumstances, if any, does your provider include requirements such as entrance examinations, interviews or auditions, in your admissions process?
	29	How does your provider make information about entry requirements such as entrance examinations, interviews or auditions accessible to applicants?
For all	30	Should providers take contextual information about applicants' backgrounds into account during the admissions process? If so, what sort of contextual information should they use and how should they use it?
	31	Are providers transparent about their approaches to contextual admissions?
For applicants, students or student groups	32	Do applicants understand the different approaches that providers take to contextual admissions?
	33	Do applicants take into account contextual admissions approaches published by providers when deciding which providers (or courses) to apply for?
For staff working in providers	34	Does your provider take into account contextual information about applicants' backgrounds, during your admissions process? If, so do you then offer additional support to, and/or monitor the outcomes of, students who are accepted on the basis of contextual offers?
	35	How do you evaluate the effectiveness of your approach to contextual admissions?

Target respondents	Question number	Consultation question
	36	Does your provider make 'conditional contextual' offers to some applicants? If so, for what reasons and on what basis?
	37	How does your provider make information about your approach to contextual admissions accessible to applicants and their advisers?
For all	38	Is the growth in the use of unconditional or attainment offers in recent years, a problem?
	39	Are there some types of unconditional or attainment offer that you consider to be more or less appropriate than others?
	40	Does the use of unconditional or attainment offers affect applicants' ability to make well-informed decisions about what and where to study?
For applicants, students or student groups	41	In your experience or that of others, does the receipt of an unconditional or attainment offer impact the behaviour of applicants?
For staff working in schools or colleges	42	Do you think that the receipt of an unconditional or attainment offer impacts the behaviour of applicants?
For staff working in providers	43	Does your provider make unconditional or attainment offers to some applicants? If so, for what reasons and on what basis?
	44	If your provider stopped making unconditional or attainment offers, or some types of unconditional offer (such as 'conditional unconditional' offers), what impact would that have on your provider, if any? Would any such impact be different if other providers also stopped making such offers?
For all	45	Are offers which have some sort of incentive or inducement attached, a problem?
	46	Are there some situations in which you consider the use of incentives or inducements to be more or less appropriate than others?

Target respondents	Question number	Consultation question
	47	In what ways do false marketing claims or offers with incentives or inducements influence the behaviour of applicants?
	48	Do some types of marketing claim, incentive or inducement seem to have greater influence on the behaviour of applicants than others?
For staff working in providers	49	Does your provider make offers which have some form of incentive or inducement attached to them? If so, what sort of incentives or inducements do you offer and why?
	50	If your provider does not make offers with incentives or inducements attached, please explain why.
For all	51	What do you think are the advantages and disadvantages of the existing Clearing system?
	52	Does Clearing work in the interests of applicants who use the UCAS admissions system?
	53	Where applications are made outside of UCAS: Please describe the challenges, if any, that you think 'later' applications (those made towards the end of the application cycle, or after a course has started) create for applicants, higher education providers or other organisations?
For applicants, students or student groups	54	Why do some applicants delay their applications until Clearing?
	55	Where applications are made outside of UCAS: Why do some applicants apply 'later' in the applications cycle (including after the course has started)?
For staff working in schools or colleges	56	Please describe the challenges, if any, that you think the existing Clearing system creates for schools or colleges.
	57	What support, if any, does your school or college offer to students using the Clearing system?
For staff working in providers	58	Please describe the challenges, if any, that you think the existing Clearing system creates for providers.

Target respondents	Question number	Consultation question
For all	59	Is the admissions process for English higher education transparent?
	60	Is there transparency in how applications are handled when they are made directly to providers, rather than through UCAS?
	61	Do you think that the role of recruitment agents in the admissions process, including how they are funded, is transparent?
For applicants, students or student groups	62	Do applicants understand how providers will assess their applications?
	63	Do applicants understand how recruitment agents work, including how they are funded and how providers handle applications which are made through agents?
For staff working in providers	64	What steps does your provider take to ensure that your admissions processes are transparent and understood by all applicants and their advisers?
	65	Does your provider use recruitment agents to recruit students?
	66	If your provider does use recruitment agents, please explain how it works with those agents, including whether their role is framed as advisory, and how they are funded.
For applicants, students or student groups	67	Please provide a brief description of your overall experiences, or the experiences of others, of the admissions process that you (or they) went through, highlighting any advantages or disadvantages in the process.
	68	Are there barriers in the admissions system which prevent applicants from participating in courses which are best suited to them?
For all	69	Overall, do you think that the admissions system for higher education in England is reliable, fair and inclusive and works in the interests of all applicants?
	70	What impact do league tables have on providers' approach to admissions, if any?
	71	Are there any other issues which you think we should address in our review of the English higher education admissions system?
	72	What changes do you think should be made to the existing admissions system (if any), and why?

Target respondents	Question number	Consultation question
<b>For all</b>	73	How might the changes that you are suggesting apply across the wider admissions system (and not just to full-time undergraduate applicants who apply through UCAS)?
	74	Are you broadly in favour of keeping the existing admissions system in its current form (with some changes), or do you consider that a wider overhaul of the admissions system would be more beneficial to applicants and other stakeholders in the admissions system?
	75	What are the advantages and disadvantages of a post-qualifications offers admissions system?
	76	Are you broadly in favour of an admissions system for undergraduate applicants in which offers are not made until after Level 3 (e.g. A-levels or BTEC) results are announced?
	77	What impact might the introduction of a post-qualifications offers system for full-time home undergraduate admissions have on other applicant groups and modes of study?
	78	What are the advantages and disadvantages of a post-qualifications applications admissions system?
	79	Are you broadly in favour of an admissions system for undergraduate applicants in which applications are not completed until after Level 3 (e.g. A-level or BTEC) results are known?
	80	What impact might the introduction of a post-qualifications applications admissions system for full-time home undergraduate admissions have for other applicant groups and modes of study?
	81	Are there any other models or approaches to admissions for full-time undergraduate applicants that you would like to highlight?
	82	Are there any other models for, or approaches to, higher education admissions for any other group of applicants or mode of study that you would like to highlight?
83	Are there aspects of Option 2 (post-qualifications offers) and/or Option 3 (post-qualifications applications) that might apply across the wider admissions system?	

Target respondents	Question number	Consultation question
<b>Additional consultation questions</b>		
<b>For all</b>	84	Do you have any comments about the impact, or potential impact, of any of the options outlined in the 'Future options' section of this consultation, on particular groups of students, including those with protected characteristics?
	85	Are there aspects of this consultation that you found were unclear? If so, please specify which, and tell us why.
	86	In your view, are there ways in which this consultation could be delivered more efficiently or effectively than what is set out here?
	87	Do you have any other comments in relation to this review?