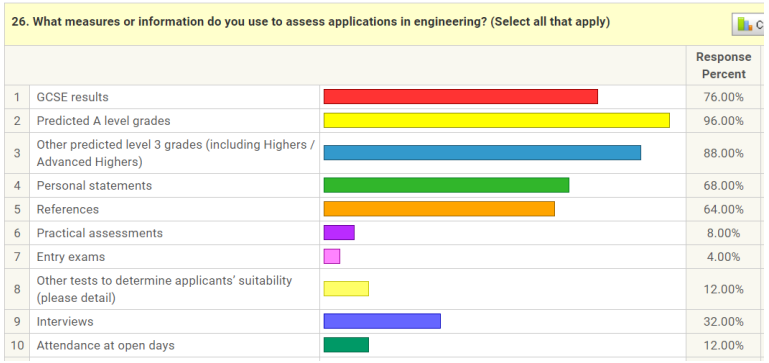
In engineering, what changes would be needed to receive applications / make offers after level 3 results were known? And what might be the unintended consequences?

Engineering Professors COUNCIL

We surveyed our members this summer and this is what they said.
Do you agree? Email s.fowler@epc.ac.uk

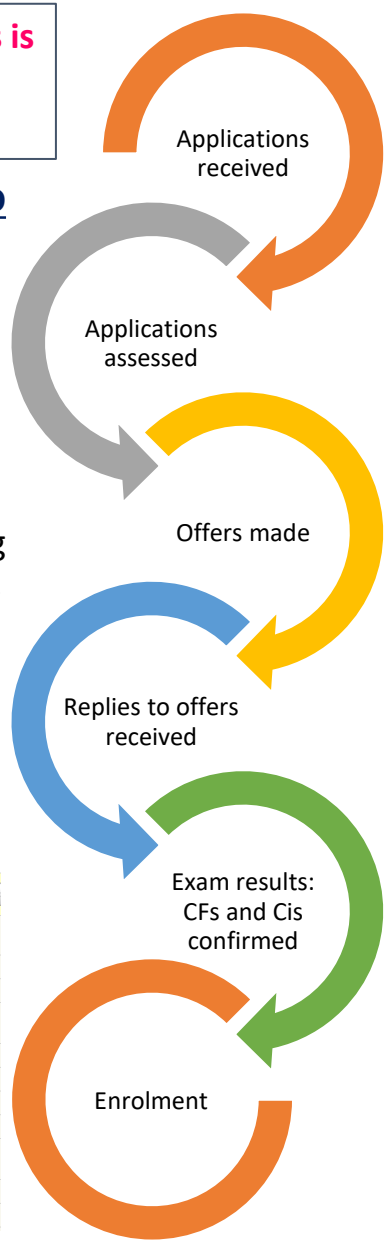
POST-QUALIFICATION OFFERS: STUDENTS WOULD RECEIVE OFFERS AFTER THEIR EXAM RESULTS

- Application data received before exam results would retain an indication of interest / potential student numbers helping engineering departments to manage capacity and financial targets. Especially in first year or during change.
- Application numbers could still be used to manage resources, e.g. 'practical' kits for learning / assessment activity which is key to engineering.
- WP candidates would still be able to develop an aspirational relationship with engineering depts.
- Visit opportunities, interviews and professional discussion about career choices would be retained. Interviews were used by nearly 1 in 3 respondents.



26. What measures or information do you use to assess applications in engineering? (Select all that apply)

		Response Percent
1	GCSE results	76.00%
2	Predicted A level grades	96.00%
3	Other predicted level 3 grades (including Highers / Advanced Highers)	88.00%
4	Personal statements	68.00%
5	References	64.00%
6	Practical assessments	8.00%
7	Entry exams	4.00%
8	Other tests to determine applicants' suitability (please detail)	12.00%
9	Interviews	32.00%
10	Attendance at open days	12.00%



POST-QUALIFICATION APPLICATION: STUDENTS WOULD APPLY AND RECEIVE OFFERS AFTER THEIR EXAM RESULTS

- Structure and mechanism changes were identified but not necessarily engineering specific. Due to **different entry routes to engineering**, results timing would be important to ensure equity.
- **A pre-application system** would be needed in order to **gauge interest** in engineering programmes to **manage capacity, teaching / resources** and **financial targets.** Engineering is highly subsidised and resourced (**equipment, teaching time**).
- **Engineering staff would need more time** between the release of results and the start of the academic year **to assess applications, process decisions** and **prepare applicants for the start of their programme to avoid:**
  - **Hasty decision making (and mistakes)** by applicants and admissions staff
  - **Visit opportunities, interviews and professional career choice discussion** moving to a compressed summer period and being compromised.
  - Negative effects on staff **wellbeing, planning, and recruitment** of **staff**.
  - **Lower capacity for contextual offers** to **disadvantaged students.**
  - More applicant **deferrals** to reconsider options once actual grades are known
- Substantial changes in **choice system** would be needed to cater for students who **do not obtain their first-choice place**. **For over-subscribed engineering** and **high-tariff engineering programmes**, this could result in huge numbers of high-achieving students with no place.
- Some **efficiencies** could result from **fewer speculative applications**.
- **Earlier results** could mitigate some of the risks identified above.
- **Restructured resource** would be needed to avoid overloading staff already focused on other activities, such as late summer exams, PGT dissertations, conferences and **annual leave.**
- **Academic year changes** could have knock-on consequences for engineering.