

Q-Step Internship: Offer Rates at The University of Manchester

Sophie Atherton, BA Sociology

Introduction

I completed a Q-Step internship at the Planning Support Office in the University of Manchester. I constructed a research report to inform the Widening Participation team of offer rates at the University of Manchester at an institutional, faculty and school level considering a variety of widening participation and socio-demographic groups. Furthermore, regression analysis was conducted to test the significance of the results.

Objectives

Identify offer rates at the University of Manchester at an institutional level across widening participation and socio-demographic groups.
Identify offer rates across Academic Schools at the University of Manchester categorised by widening participation and socio-demographic groups.
Examine socio-demographic and widening participation trends in offers rates across schools within the University of Manchester controlling for predicted grades and subject requirements of academic programmes.

Methodology

The sample consists of data from 61,187 applicants who between them submitted 64,427 applications in the UCAS application cycle 2015 for undergraduate courses for the academic year 2015/2016. The applications were categorised as either: applications that received an offer from the University of Manchester (n=41,011) (including conditional and unconditional offers) and applications who did not receive an offer from the University of Manchester (n=18,569). Applications that were rejected as the course was full (n=46), applications that were withdrawn (n=4,313) and applications with missing or ambiguous data (n=490) were omitted from the sample.

Key Skills Learnt

- Excel Skills
- R Studio – Logistic Regression
- Presenting statistical data

The offer rate for applications submitted to The University of Manchester by UK domicile is 66.9%.

School Type	Received Offer	Not Receive Offer	Offer rate %
Count data			
Independent	5290	645	89.1%
State - All	20470	8459	70.8%
State - Other	8615	3583	70.6%
State - Comprehensive	4895	1716	74.0%
State - Grammar	1025	263	79.6%
State - Sixth	5935	2897	67.2%
Grand Total	25760	9104	73.9%

Table 1 Offer rates Categorised by School Type - University of Manchester 2014/2015

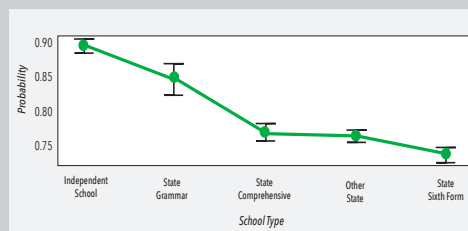


Table 2 Logistic Regression School Type

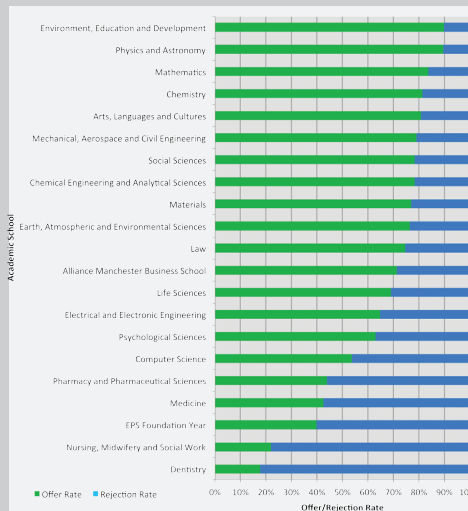


Figure 1 Offer rates of applications submitted to schools in the University of Manchester 2014/2015

	Applications - Offer Gained	Application - Rejected	Offer Rate	% - Difference in offer rate
Gender				
Female	101	1	100.0%	0.3
Male*	290	0	99.7%	
Ethnicity				
Asian	83	0	100.0%	0.3
Black	3	0	100.0%	0.3
Other	25	1	100.0%	0.3
White**	391	0	99.7%	
Age				
Young*	468	1	100.0%	
Mature	3	0	76.0%	-2%
Fee Status				
Home*	473	0	99.8%	
International	1	0	100.0%	0.2
Disability				
No disability*	429	0	99.8%	
Has a disability	32	0	100.0%	0.2
Socio-Economic Status				
Higher*	328	0	100.0%	
Lower	78	0	100.0%	0
School Type				
Independent*	45	0	100.0%	0
State	422	0	100.0%	0
WP Flag				
No WP Flag*	377	0	100.0%	0
Has a WP Flag	87	0	100.0%	0
WP Plus Flag				
No WP Plus Flag*	422	0	100.0%	0
Has a WP Plus Flag	35	0	100.0%	0
MAP Flag				
No MAP Flag*	462	0	100.0%	0
Has a MAP Flag	6	0	100.0%	0
Parental HE Status				
Parents have not been to HE*	101	0	100.0%	0
Parents have been to HE	292	0	100.0%	0

Figure 2 Offer rates of applications submitted to Physics and Astronomy by those who were predicted to meet the requirements needed to gain an offer

Logistic Regression

In order to test the significance of the results in the analysis outlined above regression modelling was conducted. Regression modelling is a form of analysis where a prediction is given of the dependent variable when controlling for other variables that may or may not have an effect. The dependent variable consists of two oppositional categories which in this case refers to; whether the application received an offer or was rejected. If a variable affects whether the application receives an offer or a rejection despite controlling for other variables, then the variable in question can be said to be significant. The analysis below describes key findings from the model and see appendix 5 for the full details of the generalized linear model.

Summary

The analysis identify large differences in offer rates at an institutional and school level including lower rates for WP group (state school and lower socio-economic), BME students and mature students. When entry qualifications were controlled for and the data was sampled to encompass student with the required predicated grades and subjects or a grade below the requirements a very different pattern emerged with the vast majority of students obtaining an offer and very little differences across students cohorts. The data suggests that were are large numbers of students applying to the University that do not have the required predicated A-level qualifications and these individuals are represented in higher levels amongst WP, BME and mature students.

Limitations

Admissions processes are complex and the research was not able to capture the idiosyncrasies of processes across all Academic School. The research was based on a systematic methodology that initially examined institution level and School level data and then applied controls to identify student that met course entry requirements.

The research is based on A-level students only which encompass the majority of applicants but does not include a section of applicants applying with a wealth of non A-level qualifications.

Research focused on the initial part of admissions process from application to offer and does not review the full process.