DIFFERENCES IN OFFER-MAKING FOR UNDERGRADUATE DEGREE COURSES AT THE UNIVERSITY OF MANCHESTER

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Executive Summary

This report investigates whether any differences in offer making exist at the University of Manchester. Controlling for whether or not an application meets the entry requirements of the course applied for, the analysis looks at a range of socio-economic and Widening Participation measures, and identifies differences across Academic Schools. The analysis consists of applications from UK domiciled, young applicants who were applying with predicted A-Levels and applied in the UCAS 2016 and 2017 admissions cycles.

Overall findings

- Over the two year period, 75% of applications in this sample had met the minimum entry grade requirements of the course to which they were applying.
- For these applications that met the requirements, offer rates varied by Faculty – in the Science and Engineering and Humanities, around 98% of applications were made an offer compared to 74% in Medicine and Health.
- Offer rates also varied across Academic Schools, ranging from 40% in Medicine to 100% in Physics and Astronomy.
- 27% of eligible applications came from applicants living in the North West, and 18% were from London; however there was little range in offer rates across the English regions.

Socio-demographic and Widening Participation Variables

- Although females were more likely than males to have applied to the University of Manchester, male applicants were significantly more likely to be made an offer where they met the entry requirements; however this varied across Academic Schools and females were more likely to apply for Health and Medical courses where offer rates were lower.
- White applicants were significantly more likely to be made an offer than BAME applicants, specifically those who were Indian, Pakistani, Black African or Arab.
- There was little difference in offers for applicants who stated they had a disability compared to those who did not; but the lowest offer rates were to those applicants with long standing illnesses or who indicated they were deaf or had partial hearing.
- Applications from Independent school pupils were significantly more likely to be made an offer than those from state schools, especially those who attended a comprehensive school or Sixth Form College.
- However, there was no significant difference in offer rates for applicants from Widening Participation backgrounds on other measures. For instance, those from low socio-economic backgrounds or from low participation neighbourhoods.
- Applicants who were flagged for contextual admissions did have lower offer rates than those who were not; however it is unclear whether these offer rates would be even lower for these groups of applicants if they were not flagged for extra consideration at admissions.
- Certain variables were additional cross-tabulated to identify correlation between them. BAME applicants were more likely to be from WP backgrounds; however they consistently had lower offer rates than White applicants from similar backgrounds.
- "White working class males", a group where there is national concern around their progression and performance in both school and higher education, accounted for just 5% of applications that met the course grade requirements (compared to 7.5% for females).

However, their offer rate was higher than the overall average at 94.3%, and was second only to white males from non-working class backgrounds.

- More notably again was the underrepresentation and lower offer rates for BAME applicants; offer rates for BAME applicants were consistently lower than those for White applicants, regardless of gender or socio-economic background.

Academic School

- Additional analysis was undertaken for Academic Schools where gaps in offer making were seen to consistently be largest between certain groups of applicants.
- This analysis looked at the range of grades above the minimum requirement that applicants were applying with, as offer rates significantly increased as predicted grades increased.
- Within the School of Chemical Engineering, 88% of applicants who met the entry requirements were made an offer compared to 99% of those who were predicated three grades above, and applicants from WP backgrounds were more likely to apply with these lower grades than those from non-WP backgrounds.
- Schools within Humanities had little variation in offer rates across the grade categories, especially when compared to Schools in the Faculty of Medicine and Health, where offer rates were overall much lower but the biggest differences between groups were also observed.
- Applicants to Biological Sciences who were predicted the minimum required grades had an offer rate of 83%, compared to 97% for those three grades higher, and Black applicants were found to be more likely than White applicants to apply with the minimum grades. However even when entry grades were controlled for, the offer rate for White applicants was higher (87% compared to 75%).
- Nursing and Midwifery has lower grade requirements (BBB – BCC), however offer rates were much higher for higher achieving applicants. 80% of applicants with three grades above the minimum (who accounted for 20% of applications) were made an offer, compared to less than 50% of those who meet the minimum requirements (who accounted for 26.8% of the applications).
- Offer rates in Medicine ranged from 32% to 70% as tariff increased, however again differences were seen when grades were controlled for - only 58% of those from Sixth Form Colleges who were three grades above the entry requirements were made an offer, compared to 81.5% from independent schools.

Non-traditional qualifications

- Application and offer rates from young applicants undertaking the BTEC National Extended Diploma, and applicants aged over 21 were also analysed.
- Both young, BTEC applicants and mature applicants were most likely to have applied to Nursing and Midwifery, but offer rates were lower than for A Level applicants.
- Offer rates increased with an increase in BTEC tariff score, however BTEC applicants with 420 tariff points had an offer rate of just 40% compared to 96% of A Level applicants.

- BTEC applicants were much more likely to be from WP backgrounds (around half of the cohort, compared to just 23% of the A Level cohort), and similar differences in offer rates around ethnicity were also observed.
- 60% of mature applicants overall were under 25 and only 5% were over 40 (however in Nursing and Midwifery almost half of mature applicants were 25-39). Younger applicants in this cohort were more likely to be made an offer.
- Access courses accounted for over a third of all mature applicants' highest qualifications. Offer rates varied by type of qualification and by Academic School; however mature applicants applying with an Access course, A Levels or a previous degree were the most likely to be made an offer with rates of between 30-40%.
- White mature applicants had the highest offer rates, whereas Black applicants had the lowest offer rates, and again this was consistent across most of the qualification types.

Conclusions and Recommendations

- This analysis did not find that there were significant differences in offer making for applicants from Widening Participation backgrounds, which perhaps evidences the success of contextual admissions policies. The only exception to this is applicants from independent schools, who do appear to have an advantage in terms of admissions, and this perhaps suggests the importance of additional application information to the decision making process, such as additional qualifications, work experience or better personal statements.
- The analysis did find evidence of differences in offer making for BAME applicants, who were less likely to be made an offer than their White counterparts even when subject, entry grades and other factors were controlled for. This is an area that needs more research to understand why this would be the case, particularly regarding factors outside the scope of this report.
- The findings around increased offer rates above the minimum stated entry requirements suggests the need to be transparent to potential applicants about this, especially if certain groups of applicants are at a disadvantage because of this (for instance, WP applicants who are being under predicted). It may raise questions around these minimum requirements and whether they are necessary or fair – Physics courses have the highest tariff within the institution, but this meant that no differences in offer making were observed across any groups; all applicants who met this high threshold received an offer which was not the case in other Schools.

Introduction

This study investigates differences in offer rates for applicants who applied to the University of Manchester for an undergraduate degree course in 2016 and 2017. Statistics published by UCAS (2017) show that in 2016, 44,650 applications were received at the University of Manchester by the June deadline and 27,145 were made an offer, giving an offer rate of 60.8%[1]. In 2017, 45,065 applications were received by the June deadline and 27,455 were made an offer, making the offer rate 60.9%[2]. It is important to ensure that offers are made in accordance with the University's strategic vision, in particular KPI 8 which focuses on widening access for applicants from low-participation neighbourhoods and from lower socio-economic groups[3]. Consequently, through researching trends in The University of Manchester's admissions data, any differences in offer-making can be identified and explored.

This research will be similar to the UCAS (2017) report as it will investigate whether there are any differences in offer making at an institutional level across widening participation and socio-demographic groups. However, this study will control for an applicant's predicted A-Level grades to identify whether or not they met the entry requirements of an academic programme, as this is a key determinant in being made an offer. It will also examine how trends in offer rates may change across Faculties and Schools within The University of Manchester and explore how intersectional relationships between demographic criteria such as gender and socio-economic class can affect offer rates for applicants.

Research Aims

The aim of this report is to build upon previous research and identify whether any differences existed in the process of making an offer for those who applied for undergraduate degree courses at The University of Manchester in 2016 and 2017[4]. This will be done by:

- Identifying offer rates at The University of Manchester at an institutional level.
- Identifying offer rates within Academic Schools and for The University of Manchester overall across widening participation and socio-demographic groups.
- Examining socio-demographic and widening participation trends in offer rates across academic schools at The University of Manchester whilst controlling for applicants' predicted grades and subject requirements of individual academic programmes.
- Exploring the intersectional relationships between certain demographic criteria, and how this may affect offer rates for applicants at The University of Manchester. For example, ethnicity and gender, or ethnicity and the Widening Participation flag.
- Exploring the implications of potential differential offer-making for applicants who qualify for the Widening Participation Plus flag.
- Examining trends in offer rates within The University of Manchester for applicants who apply with non-traditional qualifications such as BTEC qualifications, or mature applicants who have undertaken an Access course.

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[1] UCAS (2017) Sex, area background and ethnic group, P.16
[2] UCAS (2017) Sex, area background and ethnic group, P.16
[3] The University of Manchester 2020: The University of Manchester's strategic plan
[4] See Appendix 1 for the Project Specification.

Methodology

Sample

The initial dataset consisted of data from 48,405 applications for undergraduate degree courses at The University of Manchester in 2016 and 2017. For this research, the sample was limited to only those applications submitted in the 2016 UCAS admission cycle for 2016 entry, and those submitted in the 2017 UCAS admissions cycle for 2017 entry (i.e. those who applied for deferred entry were removed from the sample). Although this report may refer to "applicants" when talking about demographics, it is noted that the counts of data analysed in this report are based on applications and not individual applicants, who may have submitted more than one application to the institution within a year.

In addition, the data was further filtered on the following criteria:

- Applications from UK domiciled applicants only - some of the socio-demographic data (e.g. ethnicity) and widening participation factors used in the analysis were only relevant for this cohort, and these were the applicants most likely to be applying with predicted A-Levels.

- Applications from young (aged under 21) applicants only - the analysis controls for predicted A Level grades, and young applicants were mostly likely to apply with these, whereas mature applicants are more likely to apply with other alternative qualifications. (Trends in offer rates for applicants who have alternative qualifications such as BTEC qualifications and mature applicants who have undertaken an Access course are investigated separately later in the report).

- Applications that were submitted to the School of Medical Sciences after the 15th October were removed from the sample - this is due to the courses within this school (Medicine and Dentistry) being highly competitive and having strict number caps, therefore it is unlikely that applications received after this date would have been accepted.

- Applications that were received after the 30th June deadline for any other academic programme were removed from the sample - this is because these applicants are only likely to be made an offer through an alternative application process such as Clearing and UCAS Extra.

- Applications for Foundation year courses were also removed from the sample - applications for these courses are considered on a contextual basis and therefore definitive entry requirements cannot be identified in order to be factored into the analysis.

For full details of the variables used and the coding of this data, please see Appendix 2.

Controlling for Course Entry Requirements

As part of the institutional and school level analysis, controls were applied to account for the A Level grade and subject requirements of each undergraduate academic programme that The University of Manchester offered during the 2016 and 2017 UCAS application cycles, to identify whether or not

applications met these criteria. These entry requirements would have been used in the offer making decision process for each application. The coding of this data has been based on the following considerations.

Each undergraduate programme's entry requirements were cleaned and the A-level grade requirements and any additional subject requirements were recoded. Where a programme stated that it had a range of grade requirements, the lowest grades were used - for example, in 2016 BA History required AAA-AAB including a Grade A in History. To code this, the grades AAB were used and a subject flag was created to indicate that an applicant required an A in History in order to be eligible for consideration[5].

In addition to this, the qualifications on each application were recoded to identify their top three predicted A-level grades (General Studies was excluded as this is generally not accepted throughout the University). These top three grades were assigned a Tariff Score based on the UCAS points system[6], which was compared to the tariff score of the grade requirements for the course. Applications were then able to be identified as being one grade below the entry requirements, one grade above the entry requirements, and so on.

Any additional specific A-level and GCSE subject and grade requirements were also taken into account. Predicted A-level grades and achieved GCSE grades for an application were coded by subject and grade and matched against the course entry requirements, in order to identify applicants who did or did not meet the additional subject requirements.

There were some instances where an academic programme stated that they would accept two AS levels to replace an A-level, or that they required a fourth AS level (e.g. Dentistry). However, for this research AS level data was unavailable and consequently this analysis considered A-level predicted grades and achieved GCSE grades only, even in cases where AS levels may be able to replace an A-level.

Although reasonably robust, it must be noted that this methodology has additional limitations which could not be controlled for in the analysis. For instance, an academic programme may alter their A-level grade requirements during the admissions cycle depending on the popularity of the course, and applications are judged subjectively on a fairly case by case basis where decision making cannot always be captured by minimum entry requirements only. Therefore where the analysis states that an applicant did or did not meet the entry requirements, this is only in relation to the methodology outlined above.

Initial Decisions

The offer rates stated in this report are based upon initial decision data. For courses where interviews are not part of the offer making process, this initial decision reflects whether an applicant receive an offer or was rejected based solely upon the information in the UCAS application. For those courses where interviews are held, this decision reflects whether or not an offer was made

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[5] See Appendix 3 for full entry requirements and coding for each academic plan.
[6] See Appendix 4 for UCAS Tariff Points System. The UCAS points system has changed since the 2017 UCAS admissions cycle, however to maintain consistency the UCAS points system that was used during the 2016 UCAS admissions cycle and 2017 UCAS admissions cycle was applied for this analysis.

after the applicant had been through the interview stage. It is not possible to identify which courses within the analysis will have made these decisions after having interviewed applicants, but is worth noting for context to the analysis, as it may be an additional factor that is impacting on offer rates which we are unable to control for.

Applications which were withdrawn before an initial decision was made, which were rejected due to the course being full, or with missing or ambiguous initial decision data were removed from the analysis.

This research cannot be assumed to show the demographics of those who undertake (and complete) an undergraduate course, as receiving an offer does not necessarily mean that the applicant ultimately met the requirements needed to enrol on the course or accepted the offer and subsequently enrolled at The University of Manchester.

Data Limitations

As previously noted, the admissions process is not homogenous across Academic Schools and is not solely dependent on grade requirements, and it is therefore difficult to fully quantify the processes behind the offer making decisions. Similarly, the grades submitted by each applicant are only predicted grades and are "an estimate of what the school or thinks the applicant may be able to achieve" (UCAS 2016, p.2)[7]. This means that an applicant's predicted grades may not be accurate (in fact, research has shown that high attaining disadvantaged students could be more likely to have their grades under predicted than their more advantaged counterparts[8]), and this may be factored into the decision making process. However, comparing predicted entry qualifications to published course entry requirements is currently the only quantifiable way of analysing offer rates in this way.

Additional limitations to the methodology are listed below:

- The analysis relates only to a subset of applications made to The University of Manchester (UK young applicants applying with three predicted A levels) and therefore the findings cannot be assumed to apply to the full cohort of applications.
- Some of the data factored into the analysis consists of self-reported information from applicants, which it is not possible to verify (e.g. parental occupation data).
- It is not possible for the data to control for some factors that may mean one application has an advantage over another at The University of Manchester. For example, differences in personal statements, relevant work or extra-curricular experience or performance at interview.

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[7] UCAS (2016) Factors associated with predicted and achieved A level attainment
[8] Wyness (2016) Predicted Grades: accuracy and impact. University and College Union, December 2016

Institutional Level Analysis

This section of the report examines the offer rates for applications submitted to The University of Manchester, where applicants met all of the course entry requirements or were one grade below the course entry requirements. Applicants who were two or more grades below the entry requirements were not included in this analysis as offer rates for these applications were much lower (see Table 1 below). 13% of the total applications in this cohort of two years were 2 grades or more below the requirements.

Table 1: Applications and Offer rates by Entry Requirement Category

| | UCAS Application Year | | | | | |
| | 2016 | | | 2017 | | |
Entry Requirement Category	Number of applications	Proportion of applications	Offer rate	Number of applications	Proportion of applications	Offer rate
Met all requirements	18216	75.7%	90.5%	17959	73.8%	91.5%
1 grade below	2911	12.1%	81.4%	3028	12.4%	74.7%
2 grade below	1526	6.3%	41.0%	1577	6.5%	30.7%
>2 grades below	1426	5.9%	10.4%	1761	7.2%	6.6%
Grand Total	**24079**	**100.0%**	**81.5%**	**24325**	**100.0%**	**79.3%**

In 2016, the overall offer rate of applications in this sample that met the entry requirements was 90.5% (n=16,483), and was 81.4% (n=2,370) for applicants who were one grade below the entry requirements. In 2017, the overall offer rate for applications from applicants who met the entry requirements was 91.5% (n=16,436) and was 74.7% (n=2,263) for applicants who were one grade below the entry requirements. For the purposes of this analysis, the two years of admissions cycle data will be analysed together for the remainder of this report.

Figure 1 below displays the offer rates of applications received by each Faculty at The University of Manchester in this two year period. Applications submitted to the Faculty of Biology, Medicine and Health had the lowest offer rate for both applicants who met the entry requirements (73.7%, n=7,568) and applicants who were one grade below (51.8%, n=723). The Faculty of Science and Engineering had the highest offer rate for applicants who met the requirements (98.0%, n=7,172) and who were one grade below (88.3%, n=1,148), and offer rates were fairly similar in Humanities.

Figure 1: Offer rates by Faculty and Entry Requirement Category
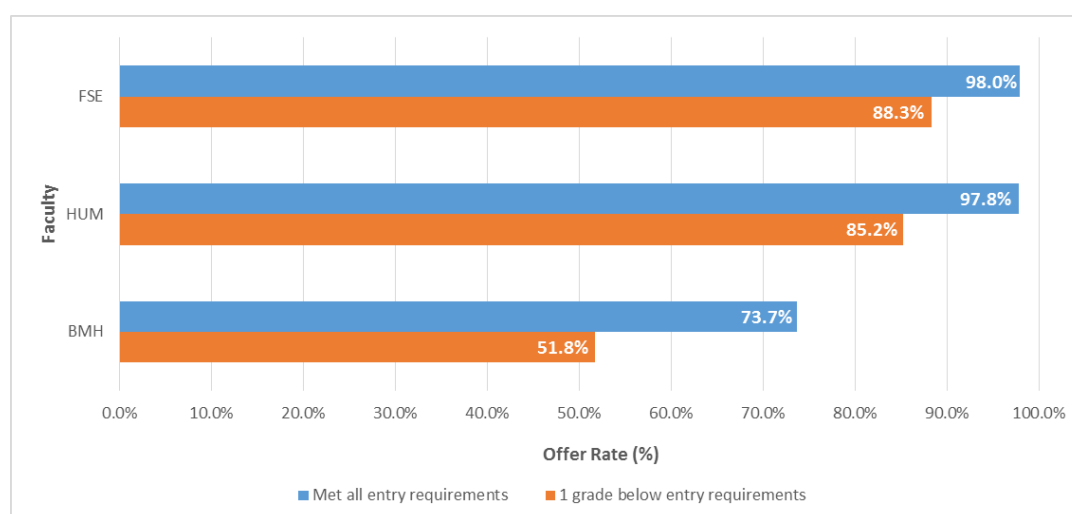
Further to this, Figure 2 below displays offer rates for applications received by each Academic School. Applications received by the School of Physics and Astronomy had the highest offer rate for applicants who met all of the entry requirements (100.0%, n=1,221) and the School of Environment, Education and Development had the highest offer for applicants who were predicted one grade below the entry requirements rate (99.4%, n=347). Moreover, the School of Medical Sciences had the lowest offer rate for both applicants who met the entry requirements (40.2%, n=1,095) and applicants who were predicted as one grade below the entry requirements (15.2%, n=17).

There was a much greater range in offer rates across the Schools for applications that were one grade below the entry requirements than for applications that met the entry requirements completely. Only the Health and Medical Sciences schools had offer rates below 90% for applications that met the requirements, whereas differences in offer rates within school based on entry requirement category ranged from 0.2% in SEED to 34.4% in Chemical Engineering.

Figure 2: Offer rates by School and Entry Requirement Category
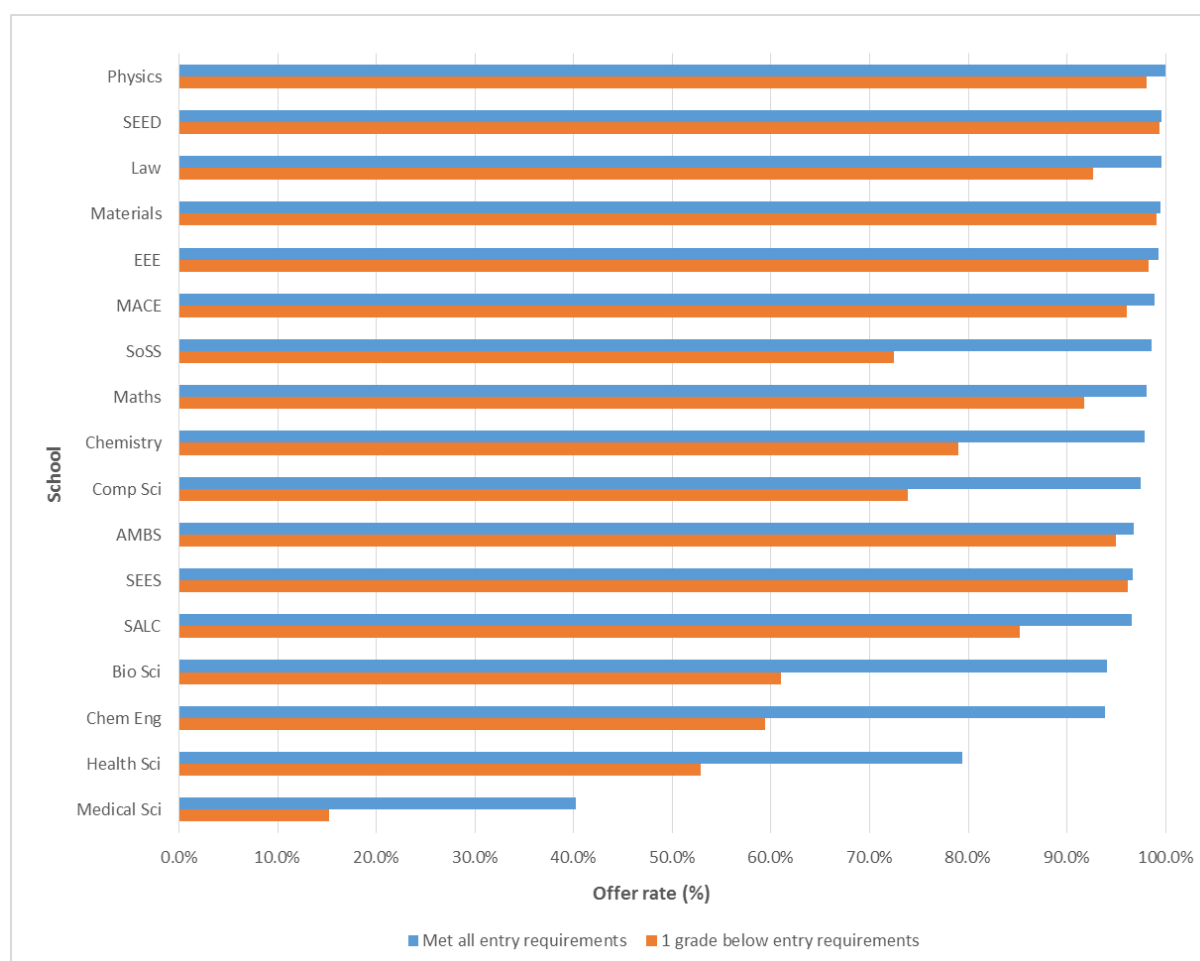
Regional Analysis

The maps below indicate the proportion of applications and offer rates for applications to The University of Manchester by national region, based on the home postcode supplied by applicants on the UCAS form. Regional analysis is only available for applicants domiciled in England.

Most applications came from applicants living in the North West (29.2%, n=13271) in comparison to the North East where only 4.1% of applications came from (see Table 2 and Figure 3). In terms of overall applications made, applicants from the South West were the most likely to be made an offer, and applicants from the North West were the least likely (with offer rates of 88.6% and 75.3% respectively.

The spread of applications by region does not change greatly when entry requirements are controlled for; and offer rates are also fairly comparable. The South West again has the highest offer rate (95.3%) and the North West (89.5%) and West Midlands (88.3%) have the lowest (see Figure 4).

Table 2: Offer rate by National region for English domiciled applicants

National Region	All Applications			Applications that met the entry requirements		
	Applications		Offer Rate	Applications		Offer Rate
	Number of applications	Proportion		Number of applications	Proportion	
North West	13271	29.2%	75.3%	9043	26.8%	89.5%
London	7711	17.0%	83.0%	6064	17.9%	92.1%
East	3061	6.7%	85.4%	2421	7.2%	93.7%
East Midlands	2627	5.8%	81.4%	2001	5.9%	91.3%
North East	1882	4.1%	84.3%	1476	4.4%	92.5%
South East	4697	10.4%	85.5%	3701	10.9%	93.8%
South West	2397	5.3%	88.6%	1953	5.8%	95.3%
West Midlands	4192	9.2%	76.3%	3022	8.9%	88.3%
Yorkshire & Humberside	5542	12.2%	79.2%	4122	12.2%	89.6%
Grand Total	**45380**	**100.0%**	**80.3%**	**33803**	**100.0%**	**91.2%**

Note: The green scale in the table shows the highest to lowest proportions (the darker the shade, the higher the proportion), and the purple scale shows the highest to lowest offer rates (the darker the shade, the higher the offer rate). These colour scales also apply to the maps in Figures 3-6, and to other tables in this report.

Figure 3: Proportion of applications submitted by English domiciled applicants to the University of Manchester from each National Region (where they met the course entry requirements only)
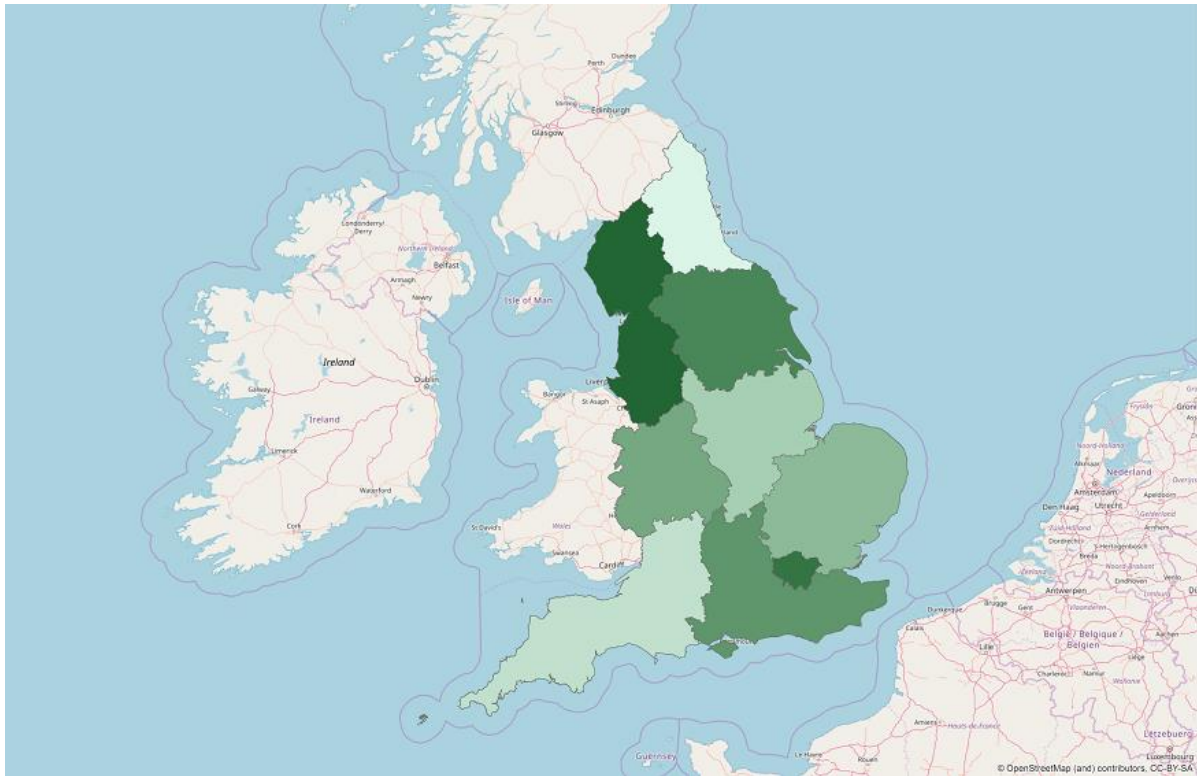
Figure 4: Offer rate of applications submitted by English domiciled applicants to the University of Manchester by National Region, where they met the course entry requirements only
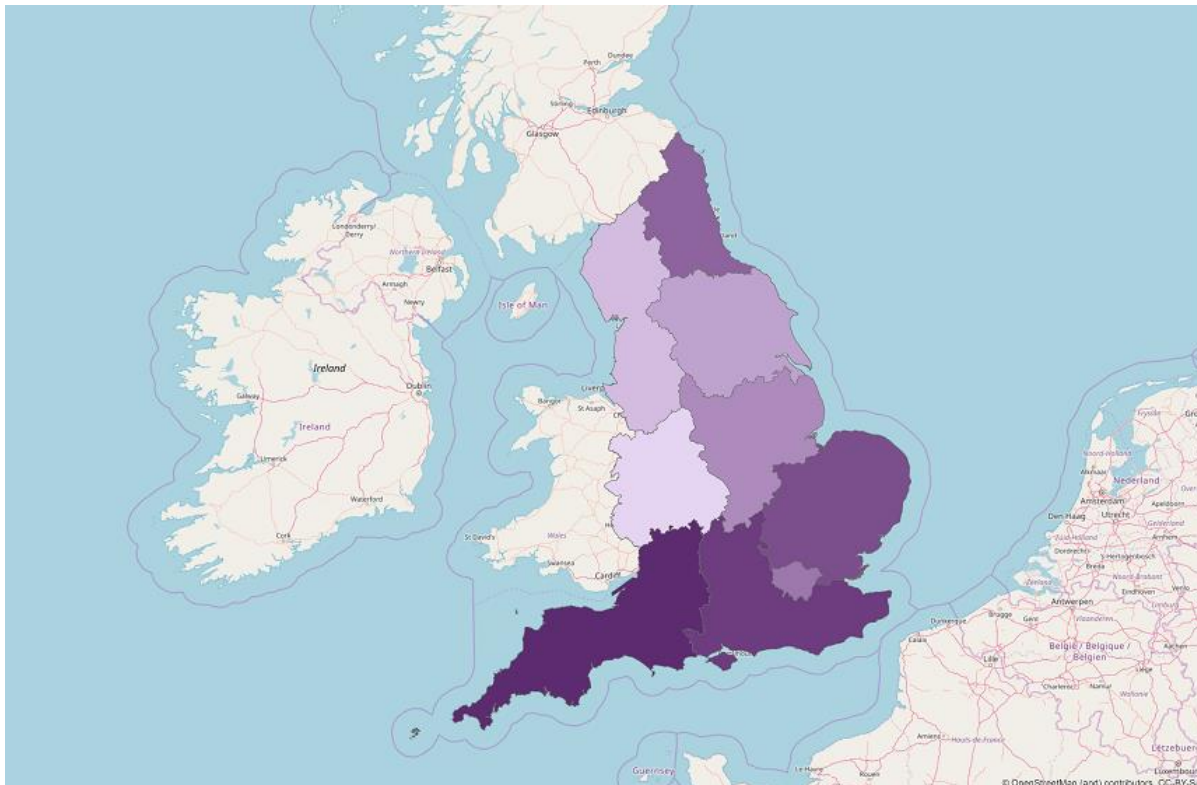
This spread of applications and offer rates can be seen in more detail when looking at rates by local authority region – see Figures 5 and 6 below[9]. As would be expected, the greatest proportion of applications came from applicants living in Manchester. Offer rates varied by local region, with seemingly little geographical pattern as shown in Figure 6, although cohort sizes are small at this level.

This data most likely varies across Academic School; however cohort sizes are too small to look at in this level of detail, and the institutional level data suggests no clear pattern or variation across the regions. The geographical Widening Participation indicators (e.g. POLAR) are investigated in more depth in this analysis, and this most likely tells us more about participation and access rates to UoM than looking purely at geographical region data.

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[9] See Appendix 5 for the full data table of application proportions and offer rates by local region (names)

Figure 5: Proportion of applications submitted by English domiciled applicants to the University of Manchester by Local Region, where they met the course entry requirements only
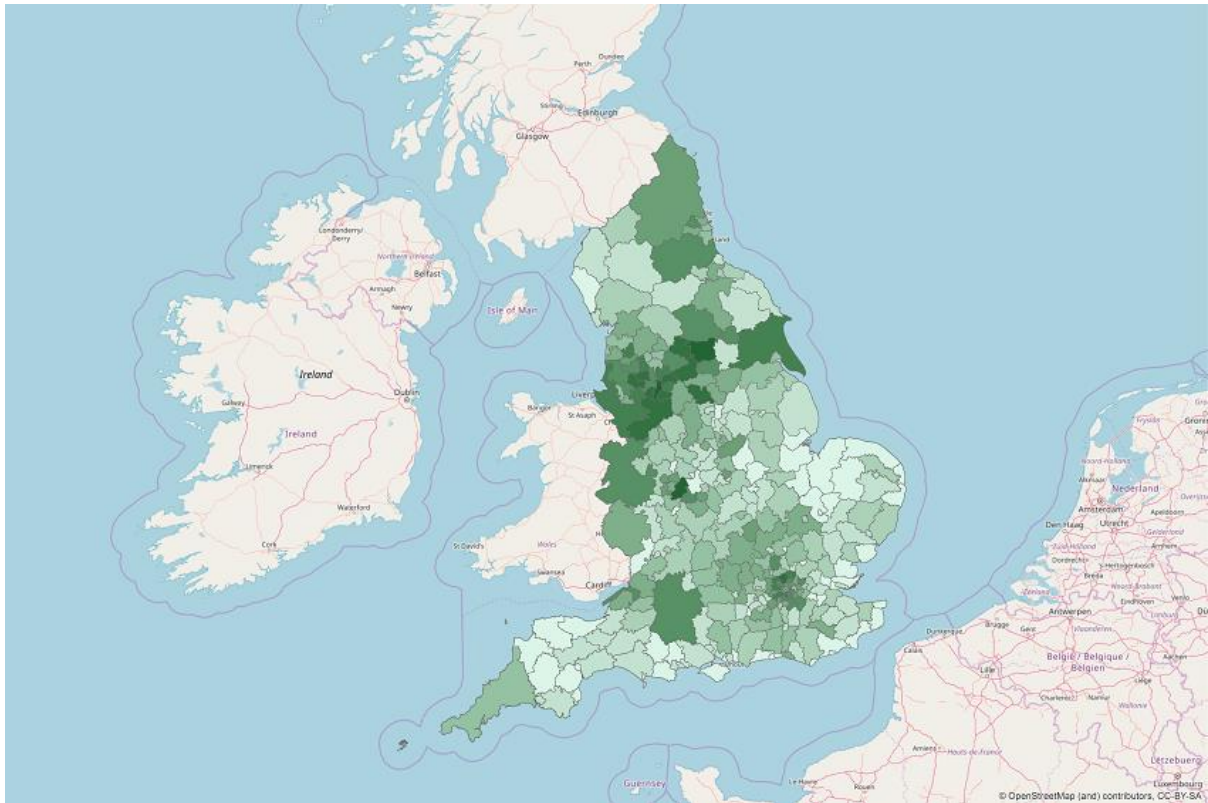
Figure 6: Offer rate for applications submitted by English domiciled applicants to the University of Manchester by Local Region, where they met the course entry requirements only
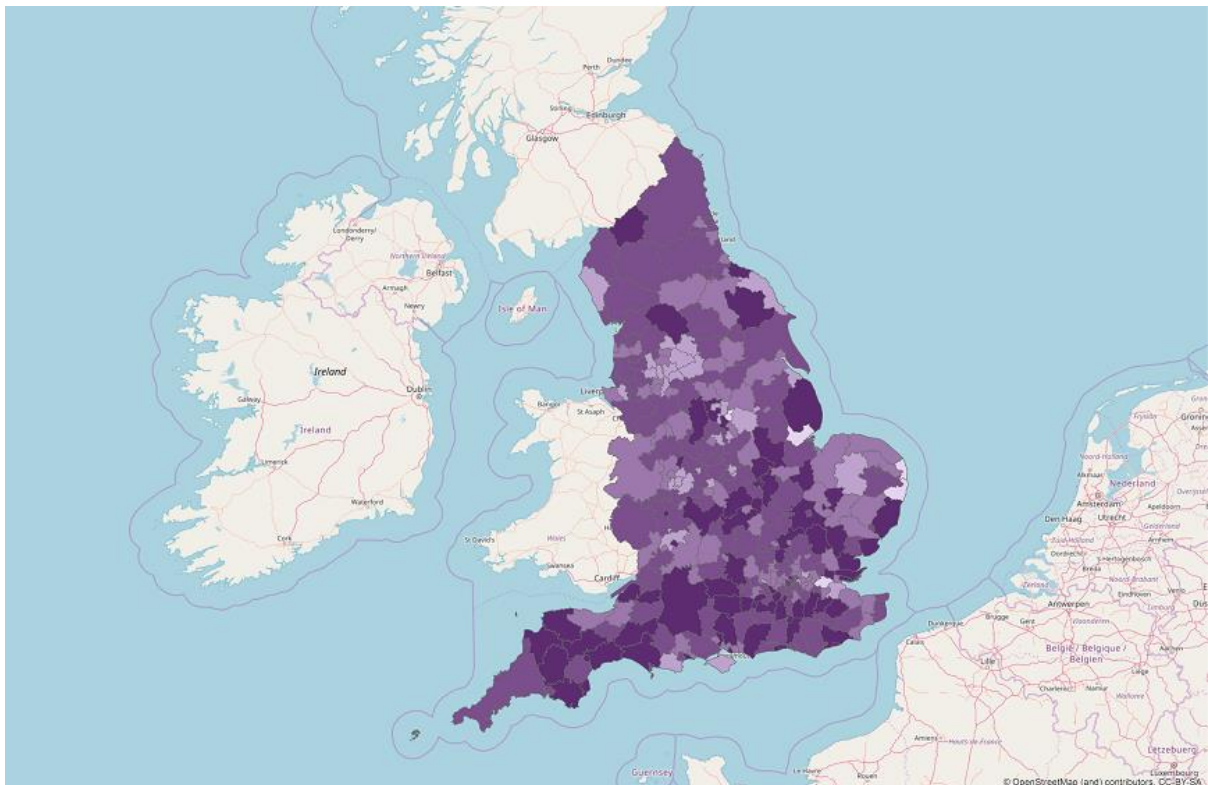
Socio-Demographic and Widening Participation Variables

This section develops the analysis further by cross-tabulating offer rates across Academic Schools with socio-demographic and widening participation variables. The analysis will show whether there are differences in offer rates across applicant cohorts at an overall institutional level, and to what extent they are seen within each Academic School.

The analysis has already outlined that offer rates for the Schools of Health Sciences and Medical Sciences (both within the Faculty of Biology, Medicine and Health) were noticeably lower than that of the other Schools. This may be due to a number of factors, notably the links to NHS funding and student number caps which would have been in place during these application cycles, as well as the highly competitive nature of some of the courses. As such, these Schools have been broken down further to subject areas (reflecting the BMH Divisions) to account for these differences in course type within these Schools.

In instances where the cohort size is less than 30, the figures have been highlighted using bold and italicised text. Higher offer rates within variables (e.g. males vs females) are indicated in purple, and differences in offer rates across the Schools are indicated using a red-green colour scale, with red indicating Schools with the largest differences between groups.

It is important to note that these are purely descriptive tables and statistical significance is not identified at this stage. The regression analysis will evidence where differences in offer rates can be shown to be significant.

Gender

Applications from females were more likely to be made an offer across all but one school (Materials), with the most noticeable differences between male and female offer rates in the Health and Schools and Dentistry (see Table 3 below). However this most likely reflects the differences in applications in terms of predicted grades, therefore data for only those applications where the entry requirements were met are also given.

There is more variation across the genders when controlling for entry requirements (in fact where entry requirements were met, males were more likely to have been made an offer at an overall institutional level), and smaller differences in offer rates between the two groups. Within the School of Physics and Astronomy, offer rates are equal between gender groups, and differences are small in most of the Humanities and FSE Schools. In comparison however, only 19.9% of male applicants in Dentistry are made an initial offer compared to 36.1% of females – a difference of 16.2%. Differences in offer rates between the genders are also noticeably larger in Pharmacy, Medicine and Optometry.

Table 3: Offer rates by Academic School and Gender

| | | All Applications | | | | | Applications that met the entry requirements | | | | |
| | | Applications | | Offers | | | Applications | | Offers | | |
Faculty	Academic School	Number of applications	Proportion of applicants that were female	Female Offer Rate	Male Offer Rate	Difference in offer rate	Number of applications	Proportion of applicants that were female	Female Offer Rate	Male Offer Rate	Difference in offer rate
FSE	Chem Eng	1191	24.3%	87.2%	77.8%	9.4%	922	26.4%	95.9%	93.1%	2.8%
	Chemistry	982	44.0%	91.2%	83.6%	7.6%	738	48.2%	97.5%	98.2%	0.7%
	Comp Sci	932	13.8%	79.8%	76.0%	3.9%	601	15.5%	95.7%	97.8%	2.1%
	SEES	719	38.9%	89.3%	84.3%	5.0%	534	41.6%	95.5%	97.4%	1.9%
	EEE	415	11.3%	97.9%	91.8%	6.0%	297	13.8%	100.0%	99.2%	0.8%
	Materials	649	72.0%	87.8%	89.6%	1.8%	416	66.8%	99.3%	100.0%	0.7%
	Maths	1487	34.7%	89.0%	83.5%	5.4%	1124	37.0%	98.3%	97.9%	0.4%
	MACE	2081	15.1%	96.5%	91.9%	4.6%	1468	17.3%	99.6%	98.7%	0.9%
	Physics	1526	22.4%	92.4%	91.0%	1.4%	1221	23.3%	100.0%	100.0%	0.0%
HUM	AMBS	2297	47.5%	86.2%	82.0%	4.2%	1506	50.5%	96.8%	96.6%	0.2%
	SALC	9343	65.3%	90.5%	88.5%	2.0%	7742	67.2%	96.1%	97.5%	1.4%
	SEED	2392	57.9%	97.9%	96.0%	1.9%	1716	62.1%	99.6%	99.5%	0.1%
	Law	3485	70.7%	83.5%	76.8%	6.8%	2126	73.8%	99.6%	99.5%	0.2%
	SoSS	7630	46.9%	86.2%	79.0%	7.2%	5496	49.6%	98.6%	98.6%	0.1%
BMH	SBS	3961	60.5%	85.4%	81.0%	4.4%	3306	62.0%	95.2%	92.0%	3.2%
	SHS - Human Comm	402	92.0%	56.2%	50.0%	6.2%	247	92.3%	70.6%	63.2%	7.5%
	SHS - Nurs & Mid	1604	96.3%	54.0%	40.7%	13.4%	1297	97.2%	65.3%	66.7%	1.4%
	SHS - Optom	889	64.6%	47.7%	44.1%	3.6%	495	67.7%	72.2%	76.3%	4.0%
	SHS - Pharm	1190	62.4%	73.6%	60.5%	13.1%	707	65.3%	85.1%	78.0%	7.1%
	SHS - Psych	2212	84.0%	78.5%	67.8%	10.7%	1493	86.2%	93.5%	94.2%	0.7%
	SMS - Dentistry	1018	63.2%	33.1%	20.0%	13.1%	828	62.9%	36.1%	19.9%	16.2%
	SMS - Medical	1999	53.8%	45.1%	40.1%	5.0%	1895	53.7%	47.2%	41.7%	5.5%
UoM Total		48404	55.0%	80.9%	79.8%	1.1%	36175	57.1%	90.2%	92.1%	2.0%

Note: The green scale in the table shows the highest to lowest proportions (the darker the shade, the higher the proportion), and the purple scale shows the highest to lowest offer rates (the darker the shade, the higher the offer rate). These colour scales also apply to the maps in Figures 3-6, and to other tables in this report.

Ethnicity

Table 4 below displays the offer rates of applications submitted by White, and Black, Asian and Minority Ethnic (BAME) applicants. Applications submitted by White applicants had the highest offer rate compared to BAME applicants in all schools except Computer Science; when entry requirements are controlled for, the offer rate for BAME applications was only higher than or equal to that of White applicants in five schools[10].

Gaps in offer rates for all applications are particularly large again in the Health and Medical Schools, and also in Chemical Engineering, AMBS, Law and Biological Sciences, with the overall institutional difference in offer rate for BAME and White applicants at 16%. Although this overall gap reduces to 11% when entry requirements are controlled for, and the gap disappears in the School of Law, differences in offer rates are still observed for a number of Schools.

Table 4: Offer rates by Academic School and Ethnicity Summary Category

		All Applications					Applications that met the entry requirements				
		Applications		Offers			Applications		Offers		
Faculty	Academic School	Number of applications	Proportion of applicants	BAME Offer	White Offer	Difference in offer	Number of applications	Proportion of applicants	BAME Offer	White Offer	Difference in offer
FSE	Chem Eng	1159	48.1%	74.0%	86.1%	12.1%	897	44.6%	91.8%	95.6%	3.8%
	Chemistry	963	24.2%	84.6%	87.8%	3.3%	726	22.5%	98.2%	97.7%	0.5%
	Comp Sci	891	30.0%	79.8%	74.5%	5.3%	574	30.3%	98.3%	97.0%	1.3%
	SEES	699	14.6%	81.4%	86.9%	5.6%	521	11.7%	98.4%	96.3%	2.1%
	EEE	403	29.8%	91.7%	92.6%	0.9%	286	29.4%	98.8%	99.5%	0.7%
	Materials	636	17.5%	83.8%	89.3%	5.6%	406	16.8%	98.5%	99.7%	1.2%
	Maths	1444	23.8%	82.3%	86.4%	4.1%	1090	22.9%	97.6%	98.1%	0.5%
	MACE	1991	31.5%	88.2%	94.5%	6.3%	1404	30.0%	97.9%	99.2%	1.3%
	Physics	1479	14.3%	90.6%	91.6%	1.1%	1186	14.5%	100.0%	100.0%	0.0%
HUM	AMBS	2220	27.5%	76.1%	87.0%	10.9%	1466	23.5%	94.8%	97.4%	2.6%
	SALC	9049	14.6%	87.7%	90.3%	2.5%	7506	13.4%	96.6%	96.6%	0.1%
	SEED	2324	17.5%	93.4%	97.9%	4.5%	1669	13.9%	98.7%	99.8%	1.1%
	Law	3360	30.7%	74.5%	85.1%	10.5%	2052	25.7%	99.4%	99.6%	0.2%
	SoSS	7358	31.2%	77.1%	85.0%	7.8%	5314	28.6%	97.7%	99.0%	1.3%
BMH	SBS	3861	32.4%	75.2%	88.2%	13.0%	3235	29.4%	91.1%	95.4%	4.4%
	SHS - Human Comm	394	46.7%	49.5%	61.9%	12.4%	244	40.2%	66.3%	72.6%	6.3%
	SHS - Nurs & Mid	1565	26.4%	40.9%	58.9%	17.9%	1271	24.5%	52.7%	69.9%	17.2%
	SHS - Optom	868	85.0%	43.5%	63.9%	20.4%	482	81.5%	70.7%	86.5%	15.8%
	SHS - Pharm	1145	65.9%	60.7%	84.7%	23.9%	680	59.9%	76.9%	92.7%	15.8%
	SHS - Psych	2157	25.4%	64.5%	81.2%	16.7%	1460	20.6%	92.0%	94.1%	2.1%
	SMS - Dentistry	978	71.2%	23.6%	42.9%	19.4%	797	69.6%	25.1%	44.6%	19.6%
	SMS - Medical	1923	50.1%	39.4%	47.4%	8.0%	1825	48.7%	41.6%	48.6%	7.0%
UoM Total		46867	29.4%	69.3%	85.3%	16.0%	35091	26.6%	83.0%	94.0%	11.0%

These differences are investigated further in Table 5 below, where the BAME ethnic group is broken down into further categories. Black applicants had the lowest offer rates in 9 of the 22 subject areas, but Asian applicants had the lowest offer rate at an overall institutional level at 80.1% (compared to 94.0% for White applicants), despite accounting for nearly 60% of the overall BAME application cohort that met the entry requirements. This gap between Asian and White applicants was most noticeable in Chemical Engineering, where Black applicants had the highest offer rate. A difference of 6.4 percentage points is observed in the offer rates of White and Black applicants to the School of

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[10] School of Chemistry, School of Computer Science, School of Earth and Environmental Sciences, School of Physics and Astronomy and School of Arts, Languages and Cultures.

Biological Sciences; similar gaps between Black applicants and White applicants are observed in Nursing and Midwifery and Medicine.

It should be noted that sample sizes at this level can be small, and this may account for some of the large differences in offer rates between ethnic groups.

Table 5: Offer rates by Academic School and Ethnicity Major Category

| | | Applications that met the entry requirements | | | | | | | |
| | | Number of applications | | | | Offers | | | |
Faculty	Academic School	Black	Asian	Mixed/Other	White	Black	Asian	Mixed/Other	White
FSE	Chem Eng	77	241	82	497	96.1%	90.5%	91.5%	95.6%
	Chemistry	25	95	43	563	100.0%	97.9%	97.7%	97.7%
	Comp Sci	15	117	42	400	100.0%	97.4%	100.0%	97.0%
	SEES	13	30	18	460	92.3%	100.0%	100.0%	96.3%
	EEE	13	50	21	202	100.0%	98.0%	100.0%	99.5%
	Materials	7	35	26	338	100.0%	97.1%	100.0%	99.7%
	Maths	26	160	64	840	100.0%	96.9%	98.4%	98.1%
	MACE	58	261	102	983	98.3%	97.3%	99.0%	99.2%
	Physics	12	85	75	1014	100.0%	100.0%	100.0%	100.0%
HUM	AMBS	52	211	82	1121	96.2%	95.7%	91.5%	97.4%
	SALC	137	389	483	6497	94.9%	96.4%	97.3%	96.6%
	SEED	32	109	91	1437	93.8%	100.0%	98.9%	99.8%
	Law	107	271	150	1524	98.1%	99.6%	100.0%	99.6%
	SoSS	321	794	407	3792	97.5%	97.9%	97.5%	99.0%
BMH	SBS	164	532	254	2285	89.0%	91.4%	91.7%	95.4%
	SHS - Human Comm	10	81	7	146	80.0%	65.4%	57.1%	72.6%
	SHS - Nurs & Mid	79	185	47	960	49.4%	54.6%	51.1%	69.9%
	SHS - Optom	22	339	32	89	77.3%	70.8%	65.6%	86.5%
	SHS - Pharm	86	263	58	273	83.7%	76.8%	67.2%	92.7%
	SHS - Psych	41	162	98	1159	90.2%	92.0%	92.9%	94.1%
	SMS - Dentistry	38	443	74	242	23.7%	25.7%	21.6%	44.6%
	SMS - Medical	100	633	156	936	26.0%	44.6%	39.7%	48.6%
UoM Total		1435	5486	2412	25758	85.2%	80.1%	88.5%	94.0%

However, the decision to recode all Black and Asian ethnic minorities into more general ethnicity categories creates an assumption that the experiences of all Black and Asian ethnic minorities are the same. It must be noted that differences exist within ethnic groups and highlight differences in proportions of applications from certain groups. Cohort sizes for the Black and Mixed/Other ethnic groups are too small at School level to draw any meaningful analysis from; however the Asian category can be broken down and is presented in Table 6 below.

Although cohort sizes are still small, the data shows that Pakistani applicants overall have the lowest offer rates (but are the second largest cohort of Asian applicants after Indian applicants), at just 72.9%. This is compared to 93.4% of Chinese applicants who are made an offer. Pakistani applicants have the lowest offer rates across most of the Schools, particularly when applying to the Health Sciences or Medical courses.

Table 6: Offer rates by Academic School and Asian Ethnic Groups

Faculty	Academic School	Applications that met the entry requirements									
		Number of applications					Offers				
		Chinese	Bangledeshi	Indian	Pakistani	Other Asian Background	Chinese	Bangledeshi	Indian	Pakistani	Other Asian Background
FSE	Chem Eng	18	27	88	70	38	100.0%	88.9%	93.2%	88.6%	84.2%
	Chemistry	19	5	44	13	14	100.0%	100.0%	95.5%	100.0%	100.0%
	Comp Sci	23	5	53	23	13	100.0%	100.0%	96.2%	95.7%	100.0%
	SEES	1	7	11	7	4	100.0%	100.0%	100.0%	100.0%	100.0%
	EEE	8	1	18	16	7	100.0%	100.0%	100.0%	93.8%	100.0%
	Materials	15	2	6	6	6	100.0%	100.0%	100.0%	83.3%	100.0%
	Maths	27	10	71	34	18	100.0%	100.0%	97.2%	94.1%	94.4%
	MACE	41	22	88	64	46	100.0%	95.5%	98.9%	95.3%	95.7%
	Physics	9	8	42	10	16	100.0%	100.0%	100.0%	100.0%	100.0%
HUM	AMBS	28	12	87	66	18	100.0%	100.0%	97.7%	92.4%	88.9%
	SALC	39	42	161	96	51	100.0%	95.2%	95.0%	95.8%	100.0%
	SEED	19	4	44	27	15	100.0%	100.0%	100.0%	100.0%	100.0%
	Law	11	38	83	112	27	100.0%	100.0%	100.0%	99.1%	100.0%
	SoSS	66	70	359	215	84	98.5%	100.0%	98.3%	96.3%	97.6%
BMH	SBS	60	51	180	160	81	96.7%	84.3%	92.8%	91.3%	88.9%
	SHS - Human Comm	1	6	30	39	5	100.0%	83.3%	70.0%	53.9%	100.0%
	SHS - Nurs & Mid	4	30	50	71	30	50.0%	56.7%	60.0%	49.3%	56.7%
	SHS - Optom	5	27	141	147	19	100.0%	74.1%	78.7%	61.2%	73.7%
	SHS - Pharm	21	28	83	110	21	90.5%	78.6%	80.7%	69.1%	85.7%
	SHS - Psych	10	23	58	58	13	100.0%	95.7%	93.1%	87.9%	92.3%
	SMS - Dentistry	10	25	212	157	39	20.0%	12.0%	29.7%	23.6%	23.1%
	SMS - Medical	33	49	207	249	95	51.5%	46.9%	54.1%	37.8%	37.9%
UoM Total		468	492	2116	1750	660	93.4%	81.7%	82.8%	72.9%	79.9%

Age

As discussed in the methodology, most applications included in the sample were submitted by 18 year old applicants. Table 7 below shows the offer rates for 18 year old applicants compared to those for 19-20 year old applicants (only a small number of applications were received from those aged under 18, therefore they have not been included in this analysis.

18 year olds were more likely to be made an offer than those aged 19-20 upon application in all Schools except for Human Communication, Development and Hearing. This finding still holds when entry requirements are controlled for, however the overall difference in offer rate reduces from 9.1% to 5.5%, and offer rates in a number of Schools are more equal. However large gaps in offer rates are still observed within Optometry, Pharmacy, Medicine and the School of Biological Sciences.

However it is important to note that this data relates to applicants who are applying with predicted grades – it is possible that those 19 and 20 year olds are repeating their A Levels when applying; therefore their application form may state not only their predicted grades for the current academic year, but any already achieved A-Level grades from previous academic years. Even though the decision to make an offer would be based on their current predicted grades, it is possible that any previously achieved A-Levels presented at application stage, even if they are being retaken, could impact on the decision making process, and this cannot be controlled for in this analysis.

Table 7: Offer rates by Academic School and Age Category (18-20 year old applicants only)

| | | All Applications | | | | | Applications that met the entry requirements | | | | |
| | | Applications | | Offers | | | Applications | | Offers | | |
Faculty	Academic School	Number of applications	Proportion of applicants that were aged 18	18 year old Offer Rate	19-20 year old Offer Rate	Difference in offer rate	Number of applications	Proportion of applicants that were aged 18	18 year old Offer Rate	19-20 year old Offer Rate	Difference in offer rate
FSE	Chem Eng	1189	87.6%	81.8%	68.0%	13.7%	920	89.4%	94.4%	88.8%	5.6%
	Chemistry	978	90.9%	87.6%	80.9%	6.7%	736	92.3%	98.2%	93.0%	5.3%
	Comp Sci	930	92.3%	76.9%	70.8%	6.1%	599	93.7%	97.5%	97.4%	0.1%
	SEES	718	88.2%	86.6%	83.5%	3.0%	533	89.9%	96.5%	98.2%	1.7%
	EEE	413	91.5%	92.6%	91.4%	1.2%	295	94.2%	99.3%	100.0%	0.7%
	Materials	646	92.9%	88.5%	87.0%	1.5%	414	93.5%	99.5%	100.0%	0.5%
	Maths	1485	91.2%	86.4%	74.8%	11.6%	1122	93.0%	98.0%	98.7%	0.7%
	MACE	2078	87.3%	93.9%	83.3%	10.7%	1465	89.5%	99.3%	94.8%	4.5%
	Physics	1521	95.9%	91.6%	82.3%	9.4%	1216	96.6%	100.0%	100.0%	0.0%
HUM	AMBS	2297	88.3%	84.5%	80.0%	4.5%	1506	88.1%	97.2%	93.3%	3.9%
	SALC	9326	92.9%	89.9%	89.2%	0.6%	7727	93.3%	96.6%	96.3%	0.3%
	SEED	2389	92.7%	97.2%	97.1%	0.0%	1714	92.8%	99.6%	99.2%	0.4%
	Law	3477	91.3%	81.7%	79.5%	2.2%	2118	91.8%	99.7%	98.3%	1.5%
	SoSS	7613	88.0%	82.9%	78.4%	4.5%	5482	88.3%	98.8%	97.4%	1.4%
BMH	SBS	3951	88.1%	86.6%	62.1%	24.5%	3297	88.9%	96.2%	76.5%	19.7%
	SHS - Human Comm	402	85.1%	55.3%	58.3%	3.1%	247	87.0%	69.8%	71.9%	2.1%
	SHS - Nurs & Mid	1601	89.3%	53.9%	51.5%	2.4%	1295	89.2%	65.8%	61.4%	4.4%
	SHS - Optom	888	80.9%	50.4%	29.4%	21.0%	495	81.6%	78.7%	50.6%	28.2%
	SHS - Pharm	1189	82.3%	70.9%	58.6%	12.3%	706	82.6%	86.1%	66.7%	19.4%
	SHS - Psych	2211	92.0%	77.6%	67.1%	10.6%	1493	92.6%	94.1%	86.5%	7.7%
	SMS - Dentistry	1018	82.4%	29.0%	25.1%	3.8%	828	88.4%	31.3%	20.8%	10.5%
	SMS - Medical	1990	96.5%	43.5%	24.6%	18.8%	1886	96.5%	45.4%	25.8%	19.6%
UoM Total		48310	90.2%	81.3%	72.2%	9.1%	36094	91.1%	91.5%	86.0%	5.5%

Disability

There was not a large difference in offer rates for applications submitted by applicants with a disability and applicants without a disability (see Table 8 below), with a difference in offer rates of around 2% regardless of whether entry requirements were controlled for. At School level, those with large differences in offer rates for all applications (Chemistry, Materials, Physics and Pharmacy) reduced when entry requirements were controlled for.

The only exception to this was Optometry within the School of Health Sciences, where 74.1% of non-disabled applicants who had met the entry requirements were made an offer, compared to just 58.8% of disabled applicants, a difference of 15.2%.

Table 8: Offer rates by Academic School and Disability Category

Faculty	Academic School	All Applications					Applications that met the entry requirements				
		Applications		Offers			Applications		Offers		
		Number of applications	Proportion of applicants that were disabled	Disability Offer Rate	No Disability Offer Rate	Difference in offer rate	Number of applications	Proportion of applicants that were disabled	Disability Offer Rate	No Disability Offer Rate	Difference in offer rate
FSE	Chem Eng	1191	4.4%	76.9%	80.3%	3.3%	922	3.9%	97.2%	93.7%	3.5%
	Chemistry	982	7.4%	79.5%	87.6%	8.1%	738	6.4%	95.7%	98.0%	2.2%
	Comp Sci	932	9.0%	75.0%	76.7%	1.7%	601	9.5%	98.3%	97.4%	0.8%
	SEES	719	10.0%	81.9%	86.7%	4.8%	534	10.1%	94.4%	96.9%	2.4%
	EEE	415	7.7%	96.9%	92.2%	4.7%	297	7.7%	100.0%	99.3%	0.7%
	Materials	649	8.2%	79.3%	89.1%	9.8%	416	6.5%	100.0%	99.5%	0.5%
	Maths	1487	6.0%	86.5%	85.3%	1.2%	1124	6.2%	98.6%	98.0%	0.6%
	MACE	2081	6.6%	94.2%	92.5%	1.7%	1468	6.9%	100.0%	98.8%	1.2%
	Physics	1526	8.5%	82.3%	92.1%	9.8%	1221	7.9%	100.0%	100.0%	0.0%
HUM	AMBS	2297	6.3%	89.0%	83.6%	5.3%	1506	6.7%	98.0%	96.7%	1.4%
	SALC	9343	9.2%	88.5%	89.9%	1.4%	7742	9.0%	97.1%	96.5%	0.6%
	SEED	2392	7.9%	97.4%	97.1%	0.3%	1716	8.5%	100.0%	99.6%	0.4%
	Law	3485	5.8%	83.7%	81.4%	2.3%	2126	6.5%	98.6%	99.7%	1.1%
	SoSS	7630	7.4%	84.0%	82.3%	1.8%	5496	7.7%	98.1%	98.7%	0.6%
BMH	SBS	3961	7.1%	83.3%	83.7%	0.4%	3306	6.9%	96.1%	93.9%	2.2%
	SHS - Human Comm	402	7.2%	51.7%	56.0%	4.3%	247	7.7%	68.4%	70.2%	1.8%
	SHS - Nurs & Mid	1604	7.5%	54.6%	53.5%	1.1%	1297	7.7%	64.0%	65.4%	1.4%
	SHS - Optom	889	3.0%	40.7%	46.6%	5.9%	495	3.4%	58.8%	74.1%	15.2%
	SHS - Pharm	1190	3.9%	60.9%	69.0%	8.1%	707	3.8%	81.5%	82.7%	1.2%
	SHS - Psych	2212	7.0%	76.6%	76.8%	0.2%	1493	7.0%	91.4%	93.7%	2.4%
	SMS - Dentistry	1018	3.2%	24.2%	28.4%	4.2%	828	3.0%	32.0%	30.0%	2.0%
	SMS - Medical	1999	5.4%	43.5%	42.7%	0.8%	1895	5.4%	45.6%	44.6%	1.0%
UoM Total		48404	7.2%	81.9%	80.3%	1.6%	36175	7.3%	93.0%	90.8%	2.2%

Cohort sizes of applicants with specific disabilities are too small to analyse at School level, therefore data presented in Table 9 below shows offer rates for the institution as a whole. Applicants who are deaf or have partial hearing have the lowest offer rates across all applications, but the difference from non-disabled applicants reduces to just 2.8% once entry qualifications are controlled for, and these account for just 50 applications across the two year period.

Table 9: Offer rates by full Applicant Disability

Disability Category	Disability Full Description	All Applications			Applications that met the entry requirements		
		Number of applications	Proportion of applications	Offer Rate	Number of applications	Proportion of applications	Offer Rate
No	No disability	44921	92.8%	80.3%	33535	92.7%	90.8%
Yes	Autistic disorder	195	0.4%	76.9%	134	0.4%	96.3%
	Blind/partial sight	39	0.1%	76.9%	28	0.1%	100.0%
	Deaf/partial hearing	70	0.1%	74.3%	50	0.1%	88.0%
	Learning difficulty	1515	3.1%	83.9%	1162	3.2%	93.4%
	Long standing illness	313	0.6%	77.6%	235	0.6%	88.9%
	Mental health	707	1.5%	82.7%	542	1.5%	92.8%
	Multiple disabilities	151	0.3%	85.4%	115	0.3%	93.9%
	Other disability	419	0.9%	78.5%	311	0.9%	93.2%
	Wheelchair/mobility	74	0.2%	85.1%	63	0.2%	93.7%
UoM Total		48404	100.0%	80.4%	36175	100.0%	91.0%

Socio-Economic Status

Socio-economic status refers to the National Statistics Socio-Economic Classification (NS-SEC) system which is used to measure a person's social class based on Occupation[11]. For this report, an applicant's socio-economic status is categorised by their parent's occupation. However, it is to be noted that this data consists of self-reported information from the UCAS application process and consequently, it is not possible to verify that all of the data is correct.

The NS-SEC system groups occupations across seven main categories, and these are summarised further for this analysis. Applicants whose parents' jobs are coded as NS-SEC 1-3 are classed as being from "High Socio-Economic (SE) background" and those coded as 4-7 are classed as being from "Low Socio-Economic (SE) background"

As indicated in Table 10 below, applications submitted by applicants from higher socio-economic backgrounds were more likely to be made an offer compared to applications submitted by applicants from a lower-socio-economic background, with the greatest differences again in the Health Sciences Schools and in Maths. When entry qualifications are controlled for, offer rates at School level become much more equal; however applications from high SE backgrounds to Health Sciences and Medical Sciences are still much more likely to be made an offer (15.7% difference in Human Comm, Dev and Hearing; 10.1% in Dentistry; and 8% in Optometry and Nursing).

Table 10: Offer rates by Academic School and Socio-Economic Background

Faculty	Academic School	All Applications					Applications that met the entry requirements				
		Applications		Offers			Applications		Offers		
		Number of applications	Proportion of applicants from Low SE background	Low SE Offer Rate	High SE Offer Rate	Difference in offer rate	Number of applications	Proportion of applicants from Low SE background	Low SE Offer Rate	High SE Offer Rate	Difference in offer rate
FSE	Chem Eng	1049	24.3%	75.7%	83.1%	7.4%	825	22.3%	93.5%	94.2%	0.8%
	Chemistry	878	19.5%	81.3%	88.7%	7.4%	668	17.8%	97.5%	98.2%	0.7%
	Comp Sci	812	21.1%	71.4%	77.7%	6.3%	522	16.5%	96.5%	97.7%	1.2%
	SEES	651	21.2%	82.6%	87.5%	4.9%	488	18.9%	96.7%	96.7%	0.0%
	EEE	375	16.5%	87.1%	93.6%	6.5%	270	15.6%	97.6%	99.6%	1.9%
	Materials	577	17.0%	83.7%	89.8%	6.1%	369	14.9%	100.0%	99.4%	0.6%
	Maths	1330	23.1%	78.5%	88.7%	10.2%	1013	19.4%	98.0%	98.2%	0.2%
	MACE	1850	22.6%	88.8%	93.7%	5.0%	1310	19.6%	98.1%	99.0%	0.9%
	Physics	1383	16.1%	85.7%	92.8%	7.1%	1111	14.5%	100.0%	100.0%	0.0%
HUM	AMBS	2044	19.7%	81.4%	85.0%	3.6%	1358	16.6%	96.0%	97.2%	1.2%
	SALC	8355	18.3%	85.7%	91.1%	5.3%	6953	16.5%	96.3%	96.6%	0.4%
	SEED	2148	18.0%	95.9%	97.4%	1.5%	1541	15.1%	99.6%	99.6%	0.0%
	Law	2995	27.2%	78.5%	83.6%	5.1%	1863	24.9%	99.6%	99.6%	0.0%
	SoSS	6668	21.7%	76.4%	84.7%	8.3%	4849	18.7%	97.9%	98.8%	0.9%
BMH	SBS	3516	23.5%	78.3%	86.2%	7.9%	2961	21.6%	92.8%	94.6%	1.8%
	SHS - Human Comm	349	32.1%	47.3%	64.6%	17.2%	225	25.8%	60.3%	76.1%	15.7%
	SHS - Nurs & Mid	1431	34.2%	49.7%	57.8%	8.1%	1167	32.9%	61.2%	69.1%	7.9%
	SHS - Optom	738	42.0%	42.9%	50.2%	7.3%	420	37.1%	69.2%	77.3%	8.0%
	SHS - Pharm	1003	30.9%	64.8%	72.0%	7.2%	597	28.1%	81.6%	84.9%	3.3%
	SHS - Psych	1950	28.6%	68.8%	81.2%	12.4%	1330	25.3%	90.2%	95.4%	5.2%
	SMS - Dentistry	899	29.4%	20.8%	32.9%	12.1%	737	29.3%	24.1%	34.2%	10.1%
	SMS - Medical	1761	23.6%	39.3%	45.3%	6.0%	1681	22.6%	41.7%	46.8%	5.1%
UoM Total		42762	22.7%	73.6%	83.3%	9.7%	32258	20.2%	87.4%	92.2%	4.8%

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[11] Office for National Statistics. Available at:
https://www.ons.gov.uk/methodology/classificationsandstandards/otherclassifications/thenationalstatisticssocioeconomicclassificationnssecrebasedonsoc2010 (Accessed: 22/08/2018)

The individual NS-SEC categories are shown below in Table 11. Although it must again be noted that cohort sizes can be small at this level of detail, some clear trends can be observed. Interestingly it appears applicants whose parents are small employers or own account workers (NS-SEC category 4) have the lowest offer rates overall, at almost 7% lower than the offer rate for applicants from categories 1 and 2. This is a trend that is also observed across many of the schools, particularly again the Health and Medical Sciences.

Applicants from the lowest socio-economic backgrounds, category 7, have the lowest offer rates in only 5 of the School groupings, most notably in Psychology where their offer rate is 11.4% below that of the highest classification.

Table 11: Offer rates by Academic School and Full Socio-Economic Classification

Faculty	Academic School	Applications that met the entry requirements						
		Offer Rate						
		1 - Higher managerial and professional occupations	2 - Lower managerial and professional occupations	3 - Intermediate occupations	4 - Small employers and own account workers	5 - Lower supervisory and technical occupations	6 - Semi-routine occupations	7 - Routine occupations
FSE	Chem Eng	95.5%	95.2%	88.1%	93.4%	93.6%	91.1%	96.9%
	Chemistry	97.6%	98.6%	98.8%	97.4%	100.0%	96.2%	96.2%
	Comp Sci	99.1%	96.2%	97.1%	92.6%	100.0%	95.2%	100.0%
	SEES	96.7%	97.5%	94.0%	93.8%	95.2%	100.0%	100.0%
	EEE	100.0%	100.0%	95.7%	100.0%	100.0%	90.9%	100.0%
	Materials	98.7%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	Maths	97.6%	98.6%	99.0%	98.4%	95.1%	98.4%	100.0%
	MACE	99.8%	98.0%	98.7%	100.0%	94.6%	96.6%	100.0%
	Physics	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
HUM	AMBS	96.3%	98.2%	97.4%	95.1%	97.5%	98.4%	93.0%
	SALC	97.1%	96.1%	96.7%	94.5%	97.1%	96.2%	98.1%
	SEED	99.7%	99.4%	100.0%	98.9%	100.0%	100.0%	100.0%
	Law	99.5%	99.6%	99.6%	99.3%	100.0%	100.0%	99.0%
	SoSS	98.8%	98.7%	98.8%	97.8%	98.3%	97.4%	98.4%
BMH	SBS	95.1%	94.8%	92.7%	93.7%	92.9%	90.9%	94.4%
	SHS - Human Comm	82.4%	71.2%	73.1%	52.4%	71.4%	68.2%	50.0%
	SHS - Nurs & Mid	69.9%	70.1%	65.4%	54.4%	69.3%	59.5%	62.5%
	SHS - Optom	82.3%	76.8%	69.6%	56.5%	85.0%	65.8%	86.1%
	SHS - Pharm	84.4%	86.8%	81.9%	78.0%	82.9%	84.8%	82.1%
	SHS - Psych	95.8%	95.7%	93.5%	94.4%	91.7%	90.5%	84.3%
	SMS - Dentistry	32.2%	37.1%	34.3%	21.0%	31.0%	23.0%	26.7%
	SMS - Medical	49.7%	41.5%	46.9%	39.3%	43.0%	41.9%	45.2%
UoM Total		92.4%	92.5%	90.8%	85.7%	89.6%	87.2%	88.4%

School Type

Applications from applicants who had attended independent schools were more likely to be made an offer across all Schools, with an offer rate of 90.2% compared to 78.7% for applicants who had attended state schools (see Table 12 below). This could be due to further factors that this dataset cannot control for such as differences in personal statements. In a study commissioned by the Sutton Trust[12], clear differences were uncovered between the statements of independent and grammar school applicants and those who attended other state schools.

This difference of 11.6% however greatly reduces when entry qualifications are controlled for, reducing to just 3.7%. In six of the 17 Academic schools or subject areas[13], the offer rate for applicants who attended independent schools was higher than for applicants who attended state schools where the course entry requirements had been met. Differences in offer rates are still large however in the Health Sciences schools and in Medicine.

Table 12: Offer rates by Academic School and Previous School type

Faculty	Academic School	All Applications					Applications that met the entry requirements				
		Applications		Offers			Applications		Offers		
		Number of applications	Proportion of applicants from state schools	State Schools Offer Rate	Indep Schools Offer Rate	Difference in offer rate	Number of applications	Proportion of applicants from state schools	State Schools Offer Rate	Indep Schools Offer Rate	Difference in offer rate
FSE	Chem Eng	1184	86.1%	77.9%	92.7%	14.8%	915	83.5%	93.2%	96.7%	3.5%
	Chemistry	974	88.7%	86.0%	96.4%	10.4%	734	86.7%	97.5%	100.0%	2.5%
	Comp Sci	923	89.7%	74.9%	90.5%	15.7%	595	86.2%	97.3%	98.8%	1.5%
	SEES	706	88.0%	85.2%	92.9%	7.8%	523	86.2%	96.7%	95.8%	0.8%
	EEE	411	83.7%	91.0%	100.0%	9.0%	295	81.0%	99.2%	100.0%	0.8%
	Materials	643	78.2%	86.3%	95.0%	8.7%	412	75.0%	99.7%	99.0%	0.7%
	Maths	1481	92.6%	84.7%	93.6%	9.0%	1119	91.2%	98.0%	98.0%	0.1%
	MACE	2057	83.5%	91.6%	97.9%	6.4%	1450	79.7%	98.8%	99.0%	0.2%
	Physics	1518	85.6%	90.1%	98.2%	8.1%	1214	83.1%	100.0%	100.0%	0.0%
HUM	AMBS	2265	79.0%	81.6%	92.4%	10.8%	1484	74.9%	96.0%	98.7%	2.6%
	SALC	9269	80.6%	88.4%	95.6%	7.2%	7684	78.1%	96.2%	98.0%	1.9%
	SEED	2373	77.6%	96.7%	99.3%	2.5%	1708	73.8%	99.6%	99.8%	0.2%
	Law	3435	91.9%	80.7%	91.4%	10.7%	2097	89.4%	99.7%	98.7%	1.1%
	SoSS	7548	81.0%	80.0%	92.9%	12.9%	5438	77.2%	98.4%	99.4%	1.0%
BMH	SBS	3923	87.8%	82.6%	91.7%	9.1%	3276	86.2%	93.9%	94.7%	0.8%
	SHS - Human Comm	399	94.7%	54.8%	76.2%	21.4%	245	93.9%	69.6%	80.0%	10.4%
	SHS - Nurs & Mid	1594	96.5%	53.1%	73.2%	20.2%	1293	96.2%	64.7%	81.6%	16.9%
	SHS - Optom	883	92.0%	45.2%	63.4%	18.2%	492	88.8%	73.0%	80.0%	7.0%
	SHS - Pharm	1171	90.8%	67.9%	76.9%	8.9%	695	89.4%	82.0%	90.5%	8.6%
	SHS - Psych	2193	90.9%	75.3%	91.0%	15.7%	1481	88.7%	93.2%	96.4%	3.2%
	SMS - Dentistry	1012	82.3%	28.2%	28.5%	0.3%	824	82.0%	30.8%	27.0%	3.7%
	SMS - Medical	1985	84.0%	41.1%	51.7%	10.6%	1881	83.4%	43.2%	52.4%	9.2%
UoM Total		47947	84.8%	78.7%	90.2%	11.6%	35855	82.2%	90.3%	94.1%	3.7%

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[12] Jones, S., (2013). "Ensure that you stand out from the crowd": A corpus-based analysis of personal statements according to applicants' school type. Comparative Education Review, 57(3), pp.397-423
[13] School of Earth and Environmental Sciences, School of Materials, School of Mathematics, School of Physics and Astronomy, School of Law and Dentistry

Table 13 below shows the offer rates broken down by the various different types of state school. Applicants who were from grammar schools had the lowest offer rate at an overall institutional level at just 88.5% (compared to 94.1% for applicants from independent schools); however across the academic schools and subject areas it seems that applicants from Sixth Form Colleges most frequently had the lowest offer rates (although in some cases the differences between the greatest and lowest offer rates are minimal).

Table 13: Offer rates by Academic School and full previous school type category

| | | Applications that met the entry requirements | | | | |
| | | Offer Rate | | | | |
Faculty	Academic School	Independent School	State - Grammar School	State - Comprehensive School	State - Sixth Form College	State - Other State School
FSE	Chem Eng	96.7%	91.8%	93.2%	89.5%	96.0%
	Chemistry	100.0%	*100.0%*	97.5%	98.3%	96.8%
	Comp Sci	98.8%	*93.3%*	97.5%	95.2%	99.1%
	SEES	95.8%	*91.7%*	93.5%	99.2%	97.1%
	EEE	100.0%	*100.0%*	100.0%	97.8%	99.2%
	Materials	99.0%	*100.0%*	100.0%	100.0%	99.4%
	Maths	98.0%	100.0%	97.3%	98.3%	98.1%
	MACE	99.0%	100.0%	98.8%	98.0%	99.0%
	Physics	100.0%	100.0%	100.0%	100.0%	100.0%
HUM	AMBS	98.7%	95.1%	94.8%	94.8%	97.9%
	SALC	98.0%	97.9%	95.9%	95.5%	96.5%
	SEED	99.8%	100.0%	100.0%	99.3%	99.5%
	Law	98.7%	100.0%	99.8%	99.5%	99.9%
	SoSS	99.4%	98.8%	98.5%	98.0%	98.6%
BMH	SBS	94.7%	94.2%	92.1%	93.8%	94.9%
	SHS - Human Comm	*80.0%*	*63.2%*	71.2%	68.8%	70.7%
	SHS - Nurs & Mid	81.6%	64.1%	65.6%	61.5%	67.3%
	SHS - Optom	80.0%	87.5%	70.3%	71.9%	72.8%
	SHS - Pharm	90.5%	91.4%	85.1%	79.0%	80.3%
	SHS - Psych	96.4%	96.3%	93.8%	90.4%	95.0%
	SMS - Dentistry	27.0%	30.0%	26.3%	33.3%	31.5%
	SMS - Medical	52.4%	47.8%	38.0%	37.2%	47.4%
UoM Total		**94.1%**	**88.5%**	**90.4%**	**89.5%**	**91.1%**

Low Participation Neighbourhoods (POLAR)

The POLAR classification system measures how likely young people are to participate in HE across the UK[14]. POLAR3 classifies local areas into five groups, based on the proportion of 18 and 19 year olds who enter HE – people living in quintile 1 areas are the least likely to progress to HE, and those living in quintile 5 areas are the most likely .

Applications from people from Low Participation Neighbourhoods (LPNs, POLAR 3 Quintile 1) are noticeably higher than average in a number of Schools, namely Maths, Law, Nursing & Midwifery, Pharmacy and Psychology. Applicants from LPN's have a lower offer rate than those from non-LPN's at an overall University level and in all but two schools[15] (see Table 14 below). The difference in offer rates reduce when looking at applications that met the entry requirements only, however gaps still exist in AMBS, all Health Sciences subject areas except Pharmacy, and Medicine and Dentistry.

Table 14: Offer rates by Academic School and LPN Category

| | | All Applications | | | | | Applications that met the entry requirements | | | | |
| | | Applications | | Offers | | | Applications | | Offers | | |
Faculty	Academic School	Number of applications	Proportion of applicants from LPNs	LPN Offer Rate	Non-LPN Offer Rate	Difference in offer rate	Number of applications	Proportion of applicants from LPNs	LPN Offer Rate	Non-LPN Offer Rate	Difference in offer rate
FSE	Chem Eng	1182	8.5%	73.0%	80.9%	7.9%	915	7.5%	95.7%	93.7%	1.9%
	Chemistry	974	8.2%	80.0%	87.6%	7.6%	731	6.3%	100.0%	97.7%	2.3%
	Comp Sci	925	8.9%	72.0%	76.8%	4.8%	595	7.2%	95.4%	97.6%	2.3%
	SEES	715	7.4%	92.5%	85.7%	6.8%	531	7.5%	97.5%	96.5%	1.0%
	EEE	408	9.1%	86.5%	93.0%	6.5%	293	7.2%	100.0%	99.3%	0.7%
	Materials	643	4.0%	69.2%	89.3%	20.1%	412	3.2%	100.0%	99.8%	0.2%
	Maths	1477	10.2%	76.0%	86.4%	10.4%	1115	8.6%	100.0%	97.8%	2.2%
	MACE	2073	9.1%	91.5%	92.8%	1.3%	1465	7.7%	98.2%	98.9%	0.7%
	Physics	1519	6.8%	81.6%	92.0%	10.5%	1215	5.3%	100.0%	100.0%	0.0%
HUM	AMBS	2278	7.6%	82.6%	84.1%	1.5%	1494	7.0%	91.4%	97.1%	5.7%
	SALC	9299	7.8%	84.2%	90.3%	6.1%	7703	7.0%	96.1%	96.6%	0.5%
	SEED	2371	5.7%	94.9%	97.3%	2.5%	1704	4.9%	100.0%	99.6%	0.4%
	Law	3458	12.5%	74.5%	82.5%	8.0%	2109	10.3%	99.5%	99.6%	0.0%
	SoSS	7575	7.4%	73.2%	83.1%	10.0%	5452	6.3%	97.7%	98.7%	1.0%
BMH	SBS	3936	9.4%	81.3%	83.9%	2.7%	3286	8.6%	95.0%	93.9%	1.1%
	SHS - Human Comm	401	9.5%	44.7%	56.8%	12.0%	247	9.7%	50.0%	72.2%	22.2%
	SHS - Nurs & Mid	1591	15.4%	47.4%	54.9%	7.6%	1288	14.8%	61.1%	66.3%	5.3%
	SHS - Optom	885	7.1%	41.3%	46.8%	5.6%	491	7.1%	68.6%	74.1%	5.6%
	SHS - Pharm	1186	10.6%	70.6%	68.3%	2.3%	703	9.5%	82.1%	82.6%	0.5%
	SHS - Psych	2202	12.4%	66.4%	78.2%	11.8%	1484	10.2%	89.4%	94.1%	4.7%
	SMS - Dentistry	1016	5.3%	18.5%	28.8%	10.3%	826	4.6%	23.7%	30.3%	6.7%
	SMS - Medical	1983	9.6%	37.7%	43.4%	5.7%	1880	9.4%	39.8%	45.3%	5.5%
UoM Total		48097	8.7%	73.5%	81.1%	7.6%	35939	7.7%	88.3%	91.2%	2.9%

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[14] Higher Education Funding Council for England http://www.hefce.ac.uk/analysis/yp/POLAR/
[15] The School of Earth and Environmental Sciences and Pharmacy.

When the POLAR3 quintiles are categorised using the Teaching Excellence Framework (TEF) definition of disadvantage, which compared Quintiles 1 **and** 2 with Quintiles 3-5, a similar pattern emerges (see Table 15 below). The large gaps in certain subject areas (Human Comm) greatly reduce, but increase in other areas (Medicine); however the overall gap remains at around 3% where entry qualifications are controlled for.

Table 15: Offer rates by Academic School and TEF Disadvantage Category

| Faculty | Academic School | All Applications | | | | | Applications that met the entry requirements | | | | |
| | | Applications | | Offers | | | Applications | | Offers | | |
		Number of applications	Proportion of applicants from Qs1&2	Q1&2 Offer Rate	Q3-5 Offer Rate	Difference in offer rate	Number of applications	Proportion of applicants from Qs1&2	Q1&2 Offer Rate	Q3-5 Offer Rate	Difference in offer rate
FSE	Chem Eng	1182	23.1%	71.8%	82.7%	10.9%	915	19.8%	91.7%	94.4%	2.7%
	Chemistry	974	21.8%	83.0%	88.1%	5.0%	731	19.2%	98.6%	97.6%	0.9%
	Comp Sci	925	22.8%	73.0%	77.3%	4.3%	595	19.5%	96.6%	97.7%	1.2%
	SEES	715	18.3%	87.0%	86.0%	1.1%	531	17.0%	97.8%	96.4%	1.4%
	EEE	408	22.1%	90.0%	93.1%	3.1%	293	21.2%	98.4%	99.6%	1.2%
	Materials	643	13.7%	79.6%	89.9%	10.4%	412	12.4%	100.0%	99.7%	0.3%
	Maths	1477	26.6%	78.6%	87.7%	9.1%	1115	24.0%	98.1%	98.0%	0.1%
	MACE	2073	19.7%	91.2%	93.0%	1.8%	1465	18.0%	97.7%	99.1%	1.4%
	Physics	1519	19.4%	84.4%	93.0%	8.6%	1215	17.3%	100.0%	100.0%	0.0%
HUM	AMBS	2278	19.9%	80.6%	84.8%	4.2%	1494	17.5%	94.7%	97.2%	2.5%
	SALC	9299	20.3%	85.0%	91.1%	6.1%	7703	18.3%	95.7%	96.8%	1.1%
	SEED	2371	16.5%	95.9%	97.4%	1.5%	1704	14.7%	99.6%	99.7%	0.1%
	Law	3458	28.9%	76.6%	83.5%	6.9%	2109	25.4%	99.8%	99.5%	0.3%
	SoSS	7575	18.8%	75.4%	84.0%	8.7%	5452	17.0%	98.3%	98.7%	0.4%
BMH	SBS	3936	23.5%	79.7%	84.9%	5.2%	3286	21.9%	92.8%	94.4%	1.6%
	SHS - Human Comm	401	27.2%	52.3%	56.9%	4.6%	247	25.1%	66.1%	71.4%	5.2%
	SHS - Nurs & Mid	1591	32.9%	49.3%	55.9%	6.6%	1288	31.4%	62.9%	66.7%	3.9%
	SHS - Optom	885	27.8%	43.9%	47.4%	3.5%	491	27.5%	68.9%	75.6%	6.7%
	SHS - Pharm	1186	28.7%	68.8%	68.4%	0.4%	703	24.0%	86.4%	81.3%	5.1%
	SHS - Psych	2202	29.4%	68.8%	80.1%	11.2%	1484	26.2%	90.7%	94.6%	3.9%
	SMS - Dentistry	1016	23.2%	23.7%	29.6%	5.9%	826	22.3%	26.1%	31.2%	5.1%
	SMS - Medical	1983	22.3%	35.3%	45.0%	9.8%	1880	21.5%	37.9%	46.6%	8.7%
UoM Total		**48097**	**22.3%**	**74.2%**	**82.2%**	**8.1%**	**35939**	**20.1%**	**88.4%**	**91.7%**	**3.3%**

Table 16 below shows the offer rates broken down by individual POLAR 3 Quintile. The data shows a fairly mixed pattern across Schools; however in most cases, applicants from Quintile 5 have the best or one of the best offer rates, and in cases where they do not, the range in offer rates within the School is low.

Data for certain Schools (AMBS, SoSS, Optometry, Psychology) show a clear increase in offer rate as you move up through the Quintiles, whereas other Schools such as Chemistry show the opposite. It may be expected to see a mixed pattern across these categories however due to the use of POLAR in the contextual admissions process; this will be looked at in more detail for the multivariate analysis.

Table 16: Offer rates by Academic School and individual POLAR Quintiles

Faculty	Academic School	Applications that met the entry requirements Offer Rate				
		Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
FSE	Chem Eng	95.7%	89.3%	93.8%	91.7%	96.5%
	Chemistry	100.0%	97.9%	97.8%	98.4%	97.0%
	Comp Sci	95.4%	97.3%	97.9%	98.0%	97.5%
	SEES	97.5%	98.0%	97.0%	97.4%	95.2%
	EEE	*100.0%*	97.6%	97.4%	100.0%	100.0%
	Materials	*100.0%*	100.0%	100.0%	98.9%	100.0%
	Maths	100.0%	97.1%	98.4%	98.4%	97.5%
	MACE	98.2%	97.4%	98.3%	98.6%	99.7%
	Physics	100.0%	100.0%	100.0%	100.0%	100.0%
HUM	AMBS	91.4%	96.8%	97.0%	97.1%	97.2%
	SALC	96.1%	95.4%	95.6%	97.1%	97.1%
	SEED	100.0%	99.4%	98.9%	99.7%	99.9%
	Law	99.5%	100.0%	99.5%	99.6%	99.4%
	SoSS	97.7%	98.6%	98.4%	98.8%	98.8%
BMH	SBS	95.0%	91.3%	92.8%	94.5%	95.0%
	SHS - Human Comm	*50.0%*	76.3%	62.3%	75.3%	74.6%
	SHS - Nurs & Mid	61.1%	64.5%	66.7%	62.5%	70.8%
	SHS - Optom	68.6%	69.0%	70.9%	79.0%	76.8%
	SHS - Pharm	82.1%	89.2%	73.0%	87.6%	82.9%
	SHS - Psych	89.4%	91.6%	91.6%	96.0%	95.5%
	SMS - Dentistry	23.7%	26.7%	28.3%	29.6%	33.7%
	SMS - Medical	39.8%	36.4%	42.3%	48.2%	47.7%
UoM Total		88.3%	88.4%	89.2%	91.6%	92.9%

Contextual Admissions Flags

The University of Manchester uses contextual information provided by an applicant during the application process in order to establish whether an applicant is eligible for the Widening Participation (WP) Flag or the WP Plus Flag. The aim of the WP Flags are to highlight additional information to admissions staff so that they can have a better understanding of the applicant's circumstances and consequently, take into account any disadvantages an applicant may encounter that could affect their ability to meet the course entry requirements. A person gains a WP Flag if they meet a geo-demographic indicator whereby their home postcode falls into either ACORN categories 4 or 5, POLAR3 LPN Quintile 1, or if an applicant has been in care for more than three months[16]. A WP Plus flag will be added if an applicant meets an education indicator meaning that their school or college has performed under the national average for several years[17].

As shown in Tables 17 and 18 below, applications submitted by applicants who did not have a WP Flag or WP Plus Flag had a higher offer rate than those who had a WP Flag or WP Plus Flag. This remains the case even when entry requirements are controlled for, however the gap in offer rates narrows to 5.8% for both WP flagged applicants and WP Plus flagged applicants. Although offer rates for those who were flagged as WP or WP Plus are lower than those who were not, it is unclear whether these offer rates are still favourable, as they may be higher than if the contextual admissions process was not in place at all. It is not possible to know what the offer rate would have been for these applicants if there was not a WP Flag and WP Plus Flag system.

Similar trends are identified as with other variables when looking at individual School offer rates, with larger gaps evident in the Health and Medical Schools. There is a gap in offer rates of around 6% for both WP and WP Plus applications within AMBS, and WP Plus flagged applicants are noticeably disadvantaged within the FSE Schools of Chemical Engineering, Chemistry and EEE.

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[16] University of Manchester
https://www.manchester.ac.uk/study/undergraduate/applications/after-you-apply/contextual-data/contextual-data-2018/
[17] University of Manchester
https://www.manchester.ac.uk/study/undergraduate/applications/after-you-apply/contextual-data/contextual-data-2018/

Table 17: Offer rates by Academic School and WP Flag status

| | | All Applications | | | | | Applications that met the entry requirements | | | | |
| | | Applications | | Offers | | | Applications | | Offers | | |
Faculty	Academic School	Number of applications	Proportion of applicants with WP flag	WP Flag Offer Rate	No WP Flag Offer Rate	Difference in offer rate	Number of applications	Proportion of applicants with WP flag	WP Flag Offer Rate	No WP Flag Offer Rate	Difference in offer rate
FSE	Chem Eng	1179	28.8%	72.0%	83.5%	11.5%	913	24.4%	92.8%	94.1%	1.2%
	Chemistry	976	23.2%	83.2%	88.3%	5.1%	734	19.6%	97.2%	98.0%	0.8%
	Comp Sci	926	25.7%	77.3%	76.2%	1.2%	596	22.0%	96.2%	97.9%	1.7%
	SEES	712	19.4%	90.6%	85.4%	5.2%	530	18.9%	98.0%	96.3%	1.7%
	EEE	408	23.0%	80.9%	95.9%	15.0%	293	18.4%	98.2%	99.6%	1.4%
	Materials	645	14.1%	73.6%	90.6%	17.0%	414	11.8%	100.0%	99.5%	0.5%
	Maths	1476	25.9%	78.8%	87.6%	8.8%	1114	22.4%	98.4%	97.9%	0.5%
	MACE	2066	23.7%	88.3%	93.9%	5.6%	1457	20.5%	97.7%	99.1%	1.5%
	Physics	1508	19.0%	82.6%	93.4%	10.8%	1207	16.3%	100.0%	100.0%	0.0%
HUM	AMBS	2269	20.5%	79.5%	85.1%	5.6%	1488	16.7%	91.9%	97.7%	5.7%
	SALC	9279	21.5%	85.3%	91.0%	5.7%	7689	19.3%	95.7%	96.7%	1.0%
	SEED	2356	17.5%	94.4%	97.8%	3.4%	1694	14.5%	99.2%	99.7%	0.5%
	Law	3450	33.3%	74.8%	84.8%	10.1%	2106	27.9%	99.7%	99.5%	0.1%
	SoSS	7547	23.6%	74.4%	84.8%	10.4%	5432	20.3%	97.6%	98.9%	1.3%
BMH	SBS	3937	27.9%	74.7%	87.2%	12.5%	3287	24.2%	91.8%	94.7%	2.9%
	SHS - Human Comm	397	39.6%	44.0%	63.3%	19.4%	243	34.2%	59.0%	76.3%	17.2%
	SHS - Nurs & Mid	1590	40.4%	45.2%	59.2%	14.0%	1286	38.4%	57.5%	70.2%	12.7%
	SHS - Optom	883	45.5%	40.1%	51.4%	11.3%	490	42.0%	66.0%	78.9%	12.9%
	SHS - Pharm	1178	38.0%	63.8%	71.7%	7.9%	698	35.0%	78.3%	84.8%	6.5%
	SHS - Psych	2198	34.0%	66.7%	81.9%	15.2%	1479	28.7%	89.4%	95.4%	6.0%
	SMS - Dentistry	1013	26.5%	20.2%	31.3%	11.1%	824	25.9%	22.5%	32.9%	10.4%
	SMS - Medical	1980	28.0%	38.8%	44.5%	5.7%	1877	26.5%	41.7%	45.9%	4.3%
UoM Total		47973	25.9%	71.7%	83.4%	11.7%	35851	22.5%	86.5%	92.3%	5.8%

Table 18: Offer rates by Academic School and WP Plus Flag status

| | | All Applications | | | | | Applications that met the entry requirements | | | | |
| | | Applications | | Offers | | | Applications | | Offers | | |
Faculty	Academic School	Number of applications	Proportion of applicants with WP Plus Flag	WP Plus Flag Offer Rate	No WP Plus Flag Offer Rate	Difference in offer rate	Number of applications	Proportion of applicants with WP Plus Flag	WP Plus Flag Offer Rate	No WP Plus Flag Offer Rate	Difference in offer rate
FSE	Chem Eng	1180	12.0%	65.5%	82.3%	16.8%	915	9.2%	90.5%	94.1%	3.6%
	Chemistry	978	10.2%	76.0%	88.4%	12.4%	736	6.9%	94.1%	98.1%	4.0%
	Comp Sci	925	12.2%	68.1%	77.7%	9.6%	595	8.9%	96.2%	97.8%	1.6%
	SEES	713	8.4%	88.3%	86.2%	2.1%	532	7.9%	97.6%	96.5%	1.1%
	EEE	410	9.8%	82.5%	93.8%	11.3%	294	7.8%	95.7%	99.6%	4.0%
	Materials	646	7.3%	63.8%	90.2%	26.3%	415	5.1%	100.0%	99.5%	0.5%
	Maths	1477	15.0%	75.1%	87.2%	12.1%	1116	12.3%	98.5%	98.0%	0.6%
	MACE	2065	11.5%	86.1%	93.4%	7.3%	1455	8.9%	96.9%	99.0%	2.1%
	Physics	1515	8.1%	78.9%	92.6%	13.7%	1214	5.9%	100.0%	100.0%	0.0%
HUM	AMBS	2281	10.4%	76.8%	84.7%	8.0%	1496	8.1%	90.9%	97.2%	6.3%
	SALC	9295	10.4%	82.0%	90.7%	8.7%	7703	8.7%	94.6%	96.7%	2.1%
	SEED	2370	7.9%	92.6%	97.6%	5.1%	1703	6.3%	99.1%	99.7%	0.6%
	Law	3457	17.6%	69.9%	84.0%	14.1%	2115	12.8%	100.0%	99.5%	0.5%
	SoSS	7570	10.8%	68.1%	84.2%	16.1%	5456	8.5%	96.8%	98.8%	2.0%
BMH	SBS	3931	14.3%	69.8%	86.1%	16.4%	3286	11.0%	92.0%	94.3%	2.3%
	SHS - Human Comm	396	20.5%	42.0%	59.4%	17.4%	242	16.5%	57.5%	73.3%	15.8%
	SHS - Nurs & Mid	1592	22.8%	44.9%	56.2%	11.3%	1289	21.4%	57.3%	67.6%	10.4%
	SHS - Optom	881	24.3%	38.8%	48.7%	9.9%	490	21.2%	66.4%	75.4%	9.0%
	SHS - Pharm	1174	19.0%	59.2%	71.0%	11.8%	698	17.5%	73.8%	84.6%	10.8%
	SHS - Psych	2197	18.7%	62.8%	80.2%	17.4%	1482	14.8%	87.7%	94.8%	7.0%
	SMS - Dentistry	1013	10.4%	11.4%	30.4%	19.0%	824	9.5%	12.8%	32.0%	19.2%
	SMS - Medical	1986	12.0%	41.8%	43.1%	1.2%	1884	10.7%	47.0%	44.5%	2.5%
UoM Total		48052	12.7%	67.8%	82.3%	14.5%	35940	10.1%	85.8%	91.6%	5.8%

Manchester Access Programme

The Manchester Access Programme (MAP) is The University of Manchester's flagship widening access programme for students aged 16 and over in Greater Manchester. The aim of MAP is to provide application support for local students from under-represented backgrounds through various workshops and completing an academic assignment[18]. As a result of completing the programme, the applicant receives a reduction in the offer requirements of up to two A Level grades. It should be noted that this two grade reduction has not been accounted for in this analysis.

The University of Manchester also offers the Manchester Distance Access Scheme (MDAS)[19] which supports students aged 17 or over who meet specific widening participation criteria – however as this is only available to applicants who are holding an offer of a place to study on a selection of courses at the University, this has not been analysed for this report.

As Table 19 below shows, there is no difference in offer rate for applicants who had completed the Manchester Access Programme and those who had not, at an overall institutional level. When entry requirements are controlled for, applicants who have undertaken MAP have higher offer rates than non-MAP participants across most of the subject areas – however it should be noted that at School level, MAP participant numbers are small and therefore caution should be taken in comparing them to the non-participant cohort. Similarly, we are unable to account for the reduced offer grades for MAP applicants when controlling for entry requirements, and this may be impacting on the findings here.

Table 19: Offer rates by Academic School and MAP participation

| Faculty | Academic School | All Applications | | | | | Applications that met the entry requirements | | | | |
| | | Applications | | Offers | | | Applications | | Offers | | |
		Number of applications	Proportion of applicants who undertook MAP	MAP Offer Rate	Non-MAP Offer Rate	Difference in offer rate	Number of applications	Proportion of applicants who undertook MAP	MAP Offer Rate	Non-MAP Offer Rate	Difference in offer rate
FSE	Chem Eng	1191	3.3%	76.9%	80.2%	3.3%	922	2.1%	89.5%	93.9%	4.4%
	Chemistry	982	1.9%	84.2%	87.0%	2.8%	738	1.2%	88.9%	97.9%	9.1%
	Comp Sci	932	2.0%	84.2%	76.3%	7.9%	601	1.0%	100.0%	97.5%	2.5%
	SEES	719	0.4%	100.0%	86.2%	13.8%	534	0.2%	100.0%	96.6%	3.4%
	EEE	415	1.5%	83.3%	92.7%	9.3%	297	1.0%	100.0%	99.3%	0.7%
	Materials	649	0.5%	100.0%	88.2%	11.8%	416	0.2%	100.0%	99.5%	0.5%
	Maths	1487	2.1%	100.0%	85.1%	14.9%	1124	2.2%	100.0%	98.0%	2.0%
	MACE	2081	1.5%	90.3%	92.6%	2.3%	1468	1.0%	100.0%	98.8%	1.2%
	Physics	1526	0.6%	88.9%	91.3%	2.4%	1221	0.6%	100.0%	100.0%	0.0%
HUM	AMBS	2297	1.8%	87.8%	83.9%	3.9%	1506	0.9%	100.0%	96.7%	3.3%
	SALC	9343	0.8%	96.1%	89.8%	6.3%	7742	0.7%	100.0%	96.5%	3.5%
	SEED	2392	1.1%	96.0%	97.1%	1.1%	1716	0.8%	100.0%	99.6%	0.4%
	Law	3485	2.6%	89.0%	81.4%	7.7%	2126	2.1%	100.0%	99.6%	0.4%
	SoSS	7630	1.6%	86.4%	82.3%	4.1%	5496	1.0%	100.0%	98.6%	1.4%
BMH	SBS	3961	2.4%	77.4%	83.8%	6.4%	3306	1.9%	98.4%	93.9%	4.5%
	SHS - Human Comm	402	7.5%	63.3%	55.1%	8.2%	247	5.7%	64.3%	70.4%	6.1%
	SHS - Nurs & Mid	1604	2.1%	61.8%	53.4%	8.4%	1297	2.0%	73.1%	65.2%	7.9%
	SHS - Optom	889	6.6%	71.2%	44.7%	26.5%	495	6.1%	80.0%	73.1%	6.9%
	SHS - Pharm	1190	1.7%	80.0%	68.5%	11.5%	707	1.4%	80.0%	82.6%	2.6%
	SHS - Psych	2212	2.6%	75.9%	76.8%	0.9%	1493	1.7%	100.0%	93.5%	6.5%
	SMS - Dentistry	1018	3.1%	45.2%	27.8%	17.4%	828	2.9%	45.8%	29.6%	16.2%
	SMS - Medical	1999	3.5%	62.3%	42.1%	20.3%	1895	2.4%	78.3%	43.8%	34.5%
UoM Total		**48404**	**1.9%**	**80.4%**	**80.4%**	**0.1%**	**36175**	**1.4%**	**90.7%**	**91.0%**	**0.3%**

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[18] The University of Manchester (2017) Annual Report, Widening Participation.

[19] The University of Manchester (2017) Annual Report, Widening Participation.

Parental Higher Education Status

Similarly to the socio-economic status data, data relating to applicants' parents higher education experience consists of self-reported information from the UCAS application process and consequently, it is not possible to verify that all of the data is correct. Applicants are asked to indicate whether or not their parent(s) have higher education qualifications, and is a proxy for identifying first generation HE applicants.

Applications submitted by applicants whose parents have attended HE were more likely to have been made an offer than those submitted by applicants whose parents had not; although again this difference reduces from 7.4% to just 2.9% when entry requirements are controlled for (see Table 20 below).

At individual School level, offer rates are more equal across the FSE and Humanities Schools, with the exception of Chemistry and EEE, where offer rates differ by around 4%. Again the same patterns are observed within BMH as have previously been outlined, with the largest gap in offer rates observed in the Human Communication division of Health Sciences.

Table 20: Offer rates by Academic School and Parental Higher Education Experience Status

| | | All Applications | | | | | Applications that met the entry requirements | | | | |
| | | Applications | | Offers | | | Applications | | Offers | | |
Faculty	Academic School	Number of applications	Proportion of applicants whose parents did not attend HE	Parent Non-HE Offer Rate	Parent HE Offer Rate	Difference in offer rate	Number of applications	Proportion of applicants whose parents did not attend HE	Parent Non-HE Offer Rate	Parent HE Offer Rate	Difference in offer rate
FSE	Chem Eng	961	35.2%	74.6%	84.8%	10.2%	757	31.4%	94.1%	94.2%	0.1%
	Chemistry	821	33.0%	81.9%	90.2%	8.3%	630	29.4%	95.1%	99.1%	4.0%
	Comp Sci	739	29.6%	78.1%	78.3%	0.2%	487	27.9%	97.1%	97.7%	0.7%
	SEES	576	27.3%	84.1%	87.6%	3.5%	436	25.7%	97.3%	96.6%	0.7%
	EEE	343	20.1%	87.0%	96.0%	9.0%	256	18.0%	95.7%	100.0%	4.4%
	Materials	536	30.4%	85.9%	91.2%	5.3%	356	24.7%	100.0%	99.3%	0.7%
	Maths	1180	36.6%	82.6%	89.0%	6.4%	919	32.6%	99.0%	97.6%	1.4%
	MACE	1695	30.6%	91.3%	93.8%	2.5%	1197	27.4%	98.5%	99.3%	0.8%
	Physics	1272	27.5%	88.0%	93.8%	5.8%	1029	25.4%	100.0%	100.0%	0.0%
HUM	AMBS	1766	38.2%	84.0%	85.6%	1.6%	1167	36.3%	97.2%	97.0%	0.1%
	SALC	7495	32.8%	87.5%	91.4%	4.0%	6261	30.7%	95.7%	96.7%	1.1%
	SEED	1928	30.9%	97.0%	97.9%	0.9%	1390	28.0%	99.5%	99.6%	0.1%
	Law	2801	46.8%	80.3%	84.6%	4.3%	1727	44.5%	99.9%	99.6%	0.3%
	SoSS	6055	37.4%	78.4%	85.8%	7.4%	4416	34.2%	98.5%	98.9%	0.4%
BMH	SBS	3225	38.0%	80.0%	86.7%	6.7%	2700	36.0%	92.6%	95.4%	2.9%
	SHS - Human Comm	331	47.1%	48.1%	65.1%	17.1%	212	42.9%	59.3%	79.3%	20.0%
	SHS - Nurs & Mid	1357	50.3%	51.9%	59.0%	7.1%	1110	48.9%	64.3%	69.1%	4.9%
	SHS - Optom	709	58.4%	44.9%	51.5%	6.6%	398	53.8%	70.6%	77.7%	7.2%
	SHS - Pharm	953	40.9%	65.1%	72.8%	7.7%	576	39.2%	78.8%	85.1%	6.4%
	SHS - Psych	1785	45.3%	73.7%	82.2%	8.5%	1226	41.6%	92.2%	95.3%	3.1%
	SMS - Dentistry	871	39.3%	25.4%	31.8%	6.3%	718	38.0%	28.2%	33.7%	5.5%
	SMS - Medical	1673	31.9%	39.3%	46.2%	6.9%	1582	30.5%	41.8%	47.8%	6.0%
UoM Total		39072	36.8%	76.4%	83.8%	7.4%	29550	33.9%	89.1%	92.0%	2.9%

In-depth Academic School Analysis

This section of the analysis explores application offer rates submitted to selected Academic Schools whilst controlling for the A-level entry requirement, with a specific focus on the range of grades that applicants are applying with. This is to investigate whether differences in offer rates at Academic School level may be linked to the different profiles of applicants applying to certain subject areas, or to differences in the entry requirements across School.

The data outlined above focused on applications that met the specific entry requirements for each course, and Figure 7 below shows that for every School or Division, the majority of applications do meet the entry requirements. However this ranges from 95% in Medicine, to 56% in Optometry and may be related to factors outside the scope of this project, such as changes to funding from external bodies (e.g. NHS funding), student number caps and variations in the minimum entry requirements across subject areas. Appendix 6 shows tables detailing the number and proportion of applications to each School by exact entry requirement category, as well as the offer rates across these categories and Schools; however this section of analysis will focus only on those applicants who meet the minimum requirements (proportions and offer rates for this are shown in Figure 8 and Table 21).

This analysis will focus on a number of Academic Schools, specifically to identify whether offer rates vary greatly above the minimum entry requirements, and if this may be disadvantaging certain groups of applicants. These Schools were identified from the above analysis as having consistently or noticeably large differences in offer rates across cohorts of applicants, or having different offer rates to the overall institution data.

Figure 7: Proportion of applications to each Academic School/Division that were below or above the stated course entry requirements
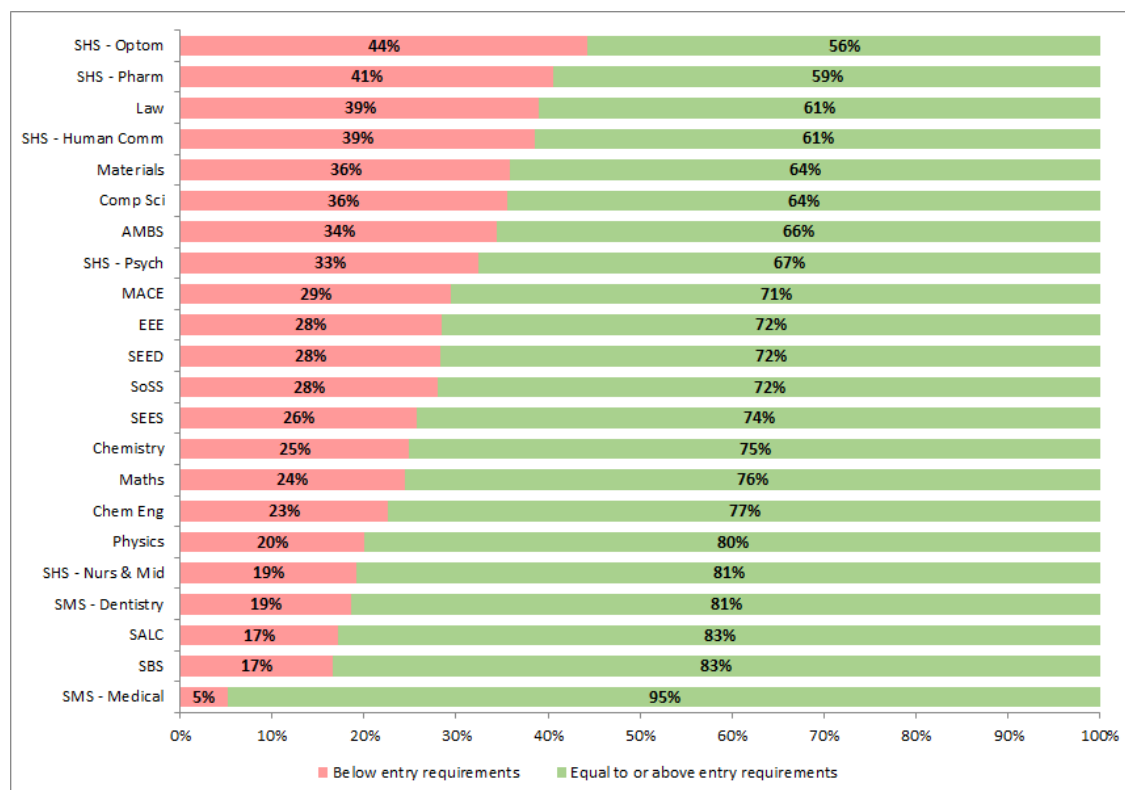
Figure 8: Proportion of applications submitted to each Academic School/Division by Predicted Grade Category (where they had at least met the entry requirements)
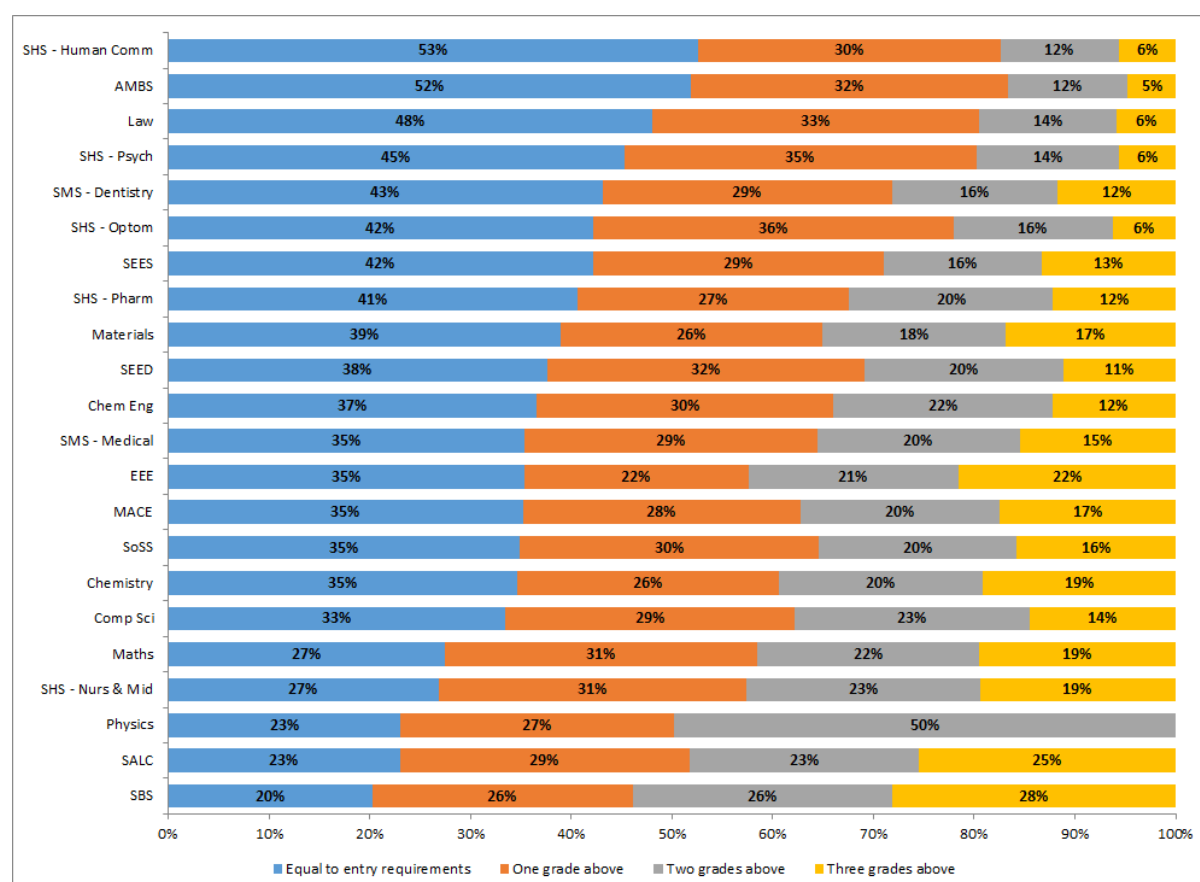
Table 21: Offer rates by Academic School/Division and Entry Requirement Category

Faculty	Academic School	Applications that met the entry requirements				
		Offer Rate				
		Equal to entry requirements	One grade above	Two grades above	Three grades above	Difference in range of offer rates
FSE	Chem Eng	87.8%	94.9%	99.5%	99.1%	11.7%
	Chemistry	95.3%	97.9%	100.0%	100.0%	4.7%
	Comp Sci	97.0%	97.1%	97.9%	98.9%	1.8%
	SEES	95.6%	94.8%	100.0%	100.0%	5.2%
	EEE	99.1%	98.5%	100.0%	100.0%	1.5%
	Materials	99.4%	99.1%	100.0%	100.0%	0.9%
	Maths	97.4%	97.7%	98.8%	98.6%	1.4%
	MACE	97.7%	98.8%	100.0%	100.0%	2.3%
	Physics	100.0%	100.0%	100.0%		0.0%
HUM	AMBS	96.0%	97.3%	97.8%	98.6%	2.6%
	SALC	94.3%	96.5%	97.3%	97.9%	3.6%
	SEED	99.7%	99.1%	100.0%	100.0%	0.9%
	Law	99.3%	99.9%	99.7%	100.0%	0.7%
	SoSS	97.1%	99.1%	99.5%	100.0%	2.9%
BMH	SBS	83.0%	96.2%	96.9%	97.3%	14.4%
	SHS - Human Comm	66.9%	66.2%	*86.2%*	*85.7%*	20.0%
	SHS - Nurs & Mid	49.1%	64.5%	73.0%	79.8%	30.6%
	SHS - Optom	56.9%	81.4%	92.3%	93.6%	36.6%
	SHS - Pharm	80.8%	85.3%	85.3%	77.9%	7.4%
	SHS - Psych	90.2%	96.0%	96.2%	98.8%	8.6%
	SMS - Dentistry	22.4%	33.6%	41.2%	34.0%	18.8%
	SMS - Medical	32.2%	42.5%	49.9%	70.3%	38.1%
UoM Total		**86.8%**	**91.4%**	**93.7%**	**95.1%**	**8.2%**

School of Chemical Engineering and Analytical Sciences

The total number of applications submitted to the School of Chemical Engineering and Analytical Sciences that met the entry requirements was 922[20]. Whilst there are differences in offer rates across some of the applicant cohorts, small sample sizes should be considered in the context of the offer rates, indicated in the data tables in **_bold italic_** font.

Table 22 below indicates that offer rates increase where the number of grades above the minimum entry requirements increases, with only 87.8% of applications that equalled the requirements being made an offer compared to 99.5% and 99.1% of those two or three grades above. This pattern is observed across all demographic groups, with applications two or three grades above the minimum entry requirements having higher offer rates than those who applied with the minimum grades required.

This may be putting some applicants at a disadvantage. For instance, 44% of applicants from independent schools applied with predicted grades that were at least two grades above the minimum, compared to just 31.6% of applicants from state schools. In fact 42.5% of applicants from sixth form colleges were applying with predicted grades that exactly met the minimum entry requirements.

This is also seen on other measures of Widening Participation. Applicants from low socio-economic backgrounds, who were not flagged as WP or WP Plus at application, or whose parents had not accessed HE were more likely to apply with the minimum required grades. Although cohort sizes across the POLAR quintiles are small, only one applicant from POLAR Quintile 1 applied with three grades above the minimum, and only 8 from POLAR Quintile 2.

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[20] Not all of these applications are included in the analysis against each variable, as the analysis does not include unknown data.

Table 22: Application Proportions and Offer Rates for applications to the School of Chemical Engineering and Analytical Science

NB - Higher offer rates within variables (e.g. males vs females) are indicated in green, and differences in offer rates across the entry grade bands but within the cohort are indicated on the purple scale.

	Total number of application	Proportion of applications				Offer Rate			
		Equal	+1 grade	+2 grade	+3 grade	Equal	+1 grade	+2 grade	+3 grade
School Total	922	36.6%	29.5%	21.7%	12.3%	87.8%	94.9%	99.5%	99.1%
Gender									
Female	243	32.9%	31.7%	25.5%	9.9%	93.8%	94.8%	98.4%	100.0%
Male	679	37.8%	28.7%	20.3%	13.1%	86.0%	94.9%	100.0%	98.9%
Ethnicity									
Asian	241	43.2%	24.5%	22.4%	10.0%	83.7%	89.8%	100.0%	100.0%
Black	77	39.0%	28.6%	20.8%	11.7%	93.3%	95.5%	100.0%	100.0%
Mixed/Other	82	36.6%	32.9%	22.0%	8.5%	80.0%	96.3%	100.0%	100.0%
White	497	33.0%	32.2%	21.1%	13.7%	91.5%	96.3%	99.0%	98.5%
Disability									
Disabled	36	41.7%	25.0%	19.4%	13.9%	100.0%	88.9%	100.0%	100.0%
Not Disabled	886	36.3%	29.7%	21.8%	12.2%	87.3%	95.1%	99.5%	99.1%
School Type (summary)									
Independent	151	31.1%	24.5%	22.5%	21.9%	91.5%	97.3%	100.0%	100.0%
State	764	37.7%	30.6%	21.3%	10.3%	87.2%	94.4%	99.4%	98.7%
School Type (split)									
Independent School	151	31.1%	24.5%	22.5%	21.9%	91.5%	97.3%	100.0%	100.0%
Grammar School	49	34.7%	28.6%	26.5%	10.2%	76.5%	100.0%	100.0%	100.0%
Comprehensive School	161	35.4%	33.5%	23.0%	8.1%	84.2%	96.3%	100.0%	100.0%
Sixth Form College	228	42.5%	31.1%	17.1%	9.2%	84.5%	87.3%	100.0%	100.0%
Other State	326	35.9%	29.1%	22.7%	12.3%	92.3%	97.9%	98.6%	97.5%
Socio-Economic Background									
Low	184	46.7%	27.2%	19.6%	6.5%	87.2%	98.0%	100.0%	100.0%
High	641	33.7%	30.6%	21.7%	14.0%	88.0%	95.4%	99.3%	98.9%
WP Flag									
Yes	223	43.5%	29.6%	20.6%	6.3%	88.7%	92.4%	100.0%	100.0%
No	690	34.3%	29.7%	21.7%	14.2%	87.3%	95.6%	99.3%	99.0%
WP Plus Flag									
Yes	84	41.7%	26.2%	26.2%	6.0%	85.7%	86.4%	100.0%	100.0%
No	831	36.0%	30.0%	21.1%	13.0%	88.0%	95.6%	99.4%	99.1%
Parental HE Status									
Parents not been to HE	238	41.6%	28.2%	20.6%	9.7%	88.9%	95.5%	100.0%	100.0%
Parents been to HE	519	33.9%	31.8%	21.0%	13.3%	87.5%	95.8%	100.0%	98.6%
POLAR 3 Quintile									
Q1	69	36.2%	36.2%	26.1%	1.5%	88.0%	100.0%	100.0%	100.0%
Q2	112	42.9%	27.7%	22.3%	7.1%	81.3%	90.3%	100.0%	100.0%
Q3	176	34.7%	31.8%	21.0%	12.5%	88.5%	92.9%	100.0%	100.0%
Q4	216	44.0%	26.4%	20.4%	9.3%	84.2%	96.5%	100.0%	95.0%
Q5	342	30.1%	29.8%	21.9%	18.1%	93.2%	96.1%	98.7%	100.0%
POLAR 3 WP Status									
Yes	69	36.2%	36.2%	26.1%	1.5%	88.0%	100.0%	100.0%	100.0%
No	846	36.3%	29.1%	21.4%	13.2%	87.6%	94.7%	99.5%	99.1%
POLAR 3 TEF WP Status									
Yes	181	40.3%	30.9%	23.8%	5.0%	83.6%	94.6%	100.0%	100.0%
No	734	35.3%	29.3%	21.3%	14.2%	88.8%	95.4%	99.4%	99.0%

Alliance Manchester Business School

Over half of applications to Alliance Manchester Business School that met the entry requirements had equal predicted grades to the minimum required (52%, see Table 23 below). Again, applicants from WP backgrounds were more likely to be applying at this lower end of the range of grades; however in this School there is a much smaller difference in offer rates made – 96.0% of applicants equal to the minimum entry requirements were made an offer, compared to 98.6% of applicants 3 grades above.

Although over 63% of Black applicants applied with the exact grades required, offer rates were comparable to applicants of other ethnicities.

However for certain groups of applicants, offer rates vary more noticeably. For instance, applicants from POLAR Quintile 1 who met the entry requirements exactly had an offer rate of 90.0%, compared to 97.3% of applicants from Quintile 5, and this difference remains large where applicants were applying one grade above the minimum. Only 7% of Quintile 1 applicants applied with two or more grades higher, compared to 18% of applicants from Quintile 5. Applicants who were flagged as WP or WP Plus also seemed less likely to be made an offer here across all categories of entry grades.

Table 23: Application Proportions and Offer Rates for applications to Alliance Manchester Business School

	Total number of application	Proportion of applications				Offer Rate			
		Equal	+ 1 grade	+ 2 grade	+ 3 grade	Equal	+ 1 grade	+ 2 grade	+ 3 grade
School Total	1506	51.9%	31.5%	11.8%	4.8%	96.0%	97.3%	97.8%	98.6%
Gender									
Female	761	47.7%	34.6%	11.6%	6.2%	95.6%	97.7%	97.7%	100.0%
Male	745	56.1%	28.5%	12.1%	3.4%	96.4%	96.7%	97.8%	96.0%
Ethnicity									
Asian	211	52.6%	30.3%	12.8%	4.3%	97.3%	92.2%	100.0%	88.9%
Black	52	63.5%	17.3%	17.3%	1.9%	97.0%	100.0%	88.9%	100.0%
Mixed/Other	82	56.1%	32.9%	8.5%	2.4%	93.5%	92.6%	71.4%	100.0%
White	1121	50.9%	32.3%	11.6%	5.2%	96.2%	98.3%	99.2%	100.0%
Disability									
Disabled	101	50.5%	35.6%	7.9%	5.9%	96.1%	100.0%	100.0%	100.0%
Not Disabled	1405	52.0%	31.3%	12.1%	4.7%	96.0%	97.0%	97.7%	98.5%
School Type (summary)									
Independent	373	48.8%	34.6%	12.6%	4.0%	97.3%	100.0%	100.0%	100.0%
State	1111	52.6%	30.8%	11.6%	5.0%	95.6%	96.2%	96.9%	98.2%
School Type (split)									
Independent School	373	48.8%	34.6%	12.6%	4.0%	97.3%	100.0%	100.0%	100.0%
Grammar School	81	42.0%	30.9%	17.3%	9.9%	97.1%	96.0%	85.7%	100.0%
Comprehensive School	252	51.6%	30.6%	12.3%	5.6%	95.4%	93.5%	96.8%	92.9%
Sixth Form College	348	55.8%	28.5%	10.9%	4.9%	93.8%	95.0%	97.4%	100.0%
Other State	430	52.6%	32.8%	10.7%	4.0%	96.9%	98.6%	100.0%	100.0%
Socio-Economic Background									
Low	226	58.0%	30.5%	8.0%	3.5%	95.4%	98.6%	94.4%	87.5%
High	1132	50.5%	31.7%	12.7%	5.0%	96.5%	97.5%	97.9%	100.0%
WP Flag									
Yes	248	59.3%	29.0%	7.7%	4.0%	91.2%	93.1%	94.7%	90.0%
No	1240	50.7%	32.2%	12.3%	4.8%	97.1%	98.0%	98.0%	100.0%
WP Plus Flag									
Yes	121	62.0%	25.6%	7.4%	5.0%	92.0%	90.3%	88.9%	83.3%
No	1375	51.2%	32.0%	12.1%	4.7%	96.5%	97.7%	98.2%	100.0%
Parental HE Status									
Parents not been to HE	424	50.5%	36.1%	9.7%	3.8%	96.7%	97.4%	100.0%	93.8%
Parents been to HE	743	51.7%	29.2%	13.5%	5.7%	95.8%	98.6%	97.0%	100.0%
POLAR 3 Quintile									
Q1	105	57.1%	35.2%	4.8%	2.9%	90.0%	91.9%	100.0%	100.0%
Q2	157	51.6%	33.1%	9.6%	5.7%	95.1%	98.1%	100.0%	100.0%
Q3	203	54.2%	27.6%	11.8%	6.4%	96.4%	96.4%	100.0%	100.0%
Q4	348	54.3%	29.0%	12.4%	4.3%	95.8%	100.0%	97.7%	93.3%
Q5	681	49.5%	32.9%	13.2%	4.4%	97.3%	96.9%	96.7%	100.0%
POLAR 3 WP Status									
Yes	105	57.1%	35.2%	4.8%	2.9%	90.0%	91.9%	100.0%	100.0%
No	1389	51.6%	31.2%	12.4%	4.8%	96.5%	97.7%	97.7%	98.5%
POLAR 3 TEF WP Status									
Yes	262	53.8%	34.0%	7.6%	4.6%	92.9%	95.5%	100.0%	100.0%
No	1232	51.6%	30.9%	12.7%	4.7%	96.7%	97.6%	97.5%	98.3%

School of Biological Sciences

The total number of applications submitted to the School of Biological Sciences that met the entry requirements was 3,306[21] (see Table 24). Applications from each category of predicted grades are fairly evenly split in this School, with 20% meeting the entry requirement exactly, 26% being one grade above, another 26% being two grades above and 28% applying three grades above the minimum requirement.

Offer rates increase greatly across these categories; only 83% of applications equal to the requirements were made an offer compared to 97% of those two or three grades above. Again, differences in the predicted grades of applicants across socio-demographic groups may be impacted by this.

Over a third of Black applicants to the School of Biological Sciences applied with the minimum entry requirements, compared to just 18% of White applicants. However even when these entry grades are controlled for, differences in offer rates are observed – only 75% of these applicants who are Black were made an offer, compared to 87% of White applicants.

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[21] Not all applications submitted to the School of Biological Sciences are included in the analysis regarding each variable as the analysis does not include unknown data.

Table 24: Application Proportions and Offer Rates for applications to the School of Biological Sciences

	Total number of application	Proportion of applications				Offer Rate			
		Equal	+1 grade	+2 grade	+3 grade	Equal	+1 grade	+2 grade	+3 grade
School Total	3306	20.2%	25.9%	25.7%	28.2%	83.0%	96.2%	96.9%	97.3%
Gender									
Female	2050	18.1%	25.4%	26.6%	29.9%	84.1%	96.9%	98.7%	97.4%
Male	1256	23.7%	26.8%	24.2%	25.3%	81.5%	94.9%	93.8%	97.2%
Ethnicity									
Asian	532	24.8%	26.5%	25.9%	22.7%	78.0%	93.6%	96.4%	97.5%
Black	164	33.5%	28.1%	21.3%	17.1%	74.6%	95.7%	100.0%	*92.9%*
Mixed/Other	254	20.9%	28.0%	24.8%	26.4%	75.5%	95.8%	93.7%	98.5%
White	2285	18.4%	25.1%	26.1%	30.4%	86.9%	97.0%	97.5%	97.4%
Disability									
Disabled	228	23.3%	33.3%	18.0%	25.4%	88.7%	96.1%	100.0%	100.0%
Not Disabled	3078	20.0%	25.4%	26.3%	28.4%	82.5%	96.2%	96.8%	97.1%
School Type (summary)									
Independent	453	13.5%	24.7%	26.9%	34.9%	77.1%	96.4%	98.4%	97.5%
State	2823	21.5%	26.1%	25.3%	27.1%	83.5%	96.2%	96.6%	97.3%
School Type (split)									
Independent School	453	13.5%	24.7%	26.9%	34.9%	77.1%	96.4%	98.4%	97.5%
Grammar School	137	15.3%	24.8%	27.0%	32.9%	*90.5%*	97.1%	94.6%	93.3%
Comprehensive School	695	22.5%	26.9%	25.6%	25.0%	80.8%	94.7%	96.1%	95.4%
Sixth Form College	752	19.4%	26.2%	27.8%	26.6%	84.3%	95.9%	96.2%	96.0%
Other State	1239	22.9%	25.8%	23.5%	27.9%	84.2%	97.2%	97.6%	99.4%
Socio-Economic Background									
Low	638	23.4%	23.4%	26.7%	26.7%	81.2%	95.3%	95.3%	98.2%
High	2323	19.2%	26.1%	25.5%	29.2%	84.3%	96.4%	97.8%	97.1%
WP Flag									
Yes	796	23.5%	27.8%	25.8%	23.0%	82.4%	94.1%	93.7%	96.7%
No	2491	19.3%	25.2%	25.8%	29.7%	83.3%	96.8%	98.0%	97.6%
WP Plus Flag									
Yes	362	26.5%	27.9%	25.1%	20.4%	84.4%	94.1%	94.5%	96.0%
No	2924	19.6%	25.6%	25.8%	29.1%	82.7%	96.4%	97.2%	97.5%
Parental HE Status									
Parents not been to HE	971	22.4%	26.9%	25.1%	25.6%	83.0%	93.9%	95.1%	97.2%
Parents been to HE	1729	18.1%	24.9%	25.5%	31.5%	84.0%	97.7%	98.6%	97.6%
POLAR 3 Quintile									
Q1	281	21.4%	28.1%	28.5%	22.1%	90.0%	94.9%	96.3%	98.4%
Q2	438	24.7%	25.8%	25.8%	23.7%	82.4%	94.7%	92.9%	95.2%
Q3	585	20.2%	26.5%	25.6%	27.7%	81.4%	94.8%	96.7%	95.7%
Q4	769	20.2%	26.8%	23.9%	29.1%	81.3%	96.6%	98.4%	98.7%
Q5	1213	18.5%	24.5%	26.1%	30.9%	83.5%	97.3%	97.8%	97.6%
POLAR 3 WP Status									
Yes	281	21.4%	28.1%	28.5%	22.1%	90.0%	94.9%	96.3%	98.4%
No	3005	20.1%	25.7%	25.4%	28.8%	82.3%	96.2%	97.0%	97.2%
POLAR 3 TEF WP Status									
Yes	719	23.4%	26.7%	26.8%	23.1%	85.1%	94.8%	94.3%	96.4%
No	2567	19.4%	25.6%	25.4%	29.7%	82.3%	96.5%	97.7%	97.5%

School of Health Sciences

Data for the School of Health Sciences is again split across the five divisions. However cohort sizes for Human Communication, Development and Hearing; Optometry; and Pharmacy are too small for meaningful analysis (but data tables are provided in Appendix 7 for reference).

Nursing and Midwifery

As with Biological Sciences, applications to Nursing and Midwifery are fairly evenly spread across the predicted grade categories (see Table 25 below), but it should be noted that the minimum grade requirements are much lower for these subject areas than for the institution as a whole. However, offer rates greatly vary across the categories. 80% of applicants with three grades above the minimum (who account for 20% of applications) are made an offer, compared to less than 50% of those who meet the minimum requirements (who account for 26.8% of the applications).

Cohort sizes across individual ethnicities are small, however a greater proportion of Asian applicants apply with the minimum grade requirements only than do White applicants (34.1% compared to 25.2%), and in fact have a lower offer rate than White applicants across all categories of grades.

Similar trends are observed across the various measures of WP, with a propensity for WP applicants to apply with lower predicted grades; however offer rates are more comparable for these applicants with their non-WP counterparts.

Table 25: Application Proportions and Offer Rates for applications to the School of Health Sciences – Nursing and Midwifery

	Total number of application	Proportion of applications				Offer Rate			
		Equal	+ 1 grade	+ 2 grade	+ 3 grade	Equal	+ 1 grade	+ 2 grade	+ 3 grade
School Total	**1297**	**26.8%**	**30.6%**	**23.1%**	**19.4%**	**49.1%**	**64.5%**	**73.0%**	**79.8%**
Gender									
Female	1261	26.7%	30.7%	23.2%	19.5%	49.1%	64.3%	73.0%	79.7%
Male	36	33.3%	27.8%	22.2%	16.7%	50.0%	70.0%	75.0%	83.3%
Ethnicity									
Asian	185	34.1%	31.4%	20.0%	14.6%	39.7%	53.5%	64.9%	77.8%
Black	79	29.1%	32.9%	22.8%	15.2%	56.5%	38.5%	38.9%	75.0%
Mixed/Other	47	25.5%	34.0%	19.2%	21.3%	16.7%	50.0%	66.7%	80.0%
White	960	25.2%	30.2%	23.8%	20.8%	53.3%	69.3%	79.0%	80.5%
Disability									
Disabled	100	26.0%	30.0%	21.0%	23.0%	34.6%	73.3%	85.7%	65.2%
Not Disabled	1197	26.9%	30.7%	23.3%	19.1%	50.3%	63.8%	72.0%	81.2%
School Type (summary)									
Independent	49	12.2%	36.7%	26.5%	24.5%	50.0%	77.8%	84.6%	100.0%
State	1244	27.4%	30.5%	23.0%	19.1%	49.3%	63.9%	72.4%	79.0%
School Type (split)									
Independent School	49	12.2%	36.7%	26.5%	24.5%	50.0%	77.8%	84.6%	100.0%
Grammar School	78	19.2%	25.6%	28.2%	26.9%	33.3%	70.0%	81.8%	61.9%
Comprehensive School	305	28.5%	29.8%	24.9%	16.7%	46.0%	68.1%	71.1%	86.3%
Sixth Form College	421	26.1%	33.5%	21.6%	18.8%	47.3%	55.3%	72.5%	79.8%
Other State	440	29.3%	28.9%	22.1%	19.8%	55.0%	69.3%	71.1%	78.2%
Socio-Economic Background									
Low	384	30.2%	30.0%	21.1%	18.8%	49.1%	53.0%	80.3%	72.2%
High	783	24.5%	31.6%	23.8%	20.2%	50.5%	70.9%	74.2%	82.9%
WP Flag									
Yes	494	28.7%	30.2%	21.5%	19.6%	43.0%	52.4%	67.9%	75.3%
No	792	25.6%	30.8%	24.0%	19.6%	53.2%	71.7%	76.3%	82.6%
WP Plus Flag									
Yes	276	33.0%	29.7%	21.4%	15.9%	41.8%	51.2%	78.0%	72.7%
No	1013	25.0%	30.8%	23.7%	20.5%	51.4%	68.6%	71.7%	81.3%
Parental HE Status									
Parents not been to HE	543	28.7%	29.8%	22.3%	19.2%	50.0%	58.6%	75.2%	81.7%
Parents been to HE	567	24.9%	30.9%	23.8%	20.5%	52.5%	69.1%	74.1%	83.6%
POLAR 3 Quintile									
Q1	190	31.6%	30.5%	18.4%	19.5%	48.3%	58.6%	71.4%	75.7%
Q2	214	18.7%	38.3%	22.0%	21.0%	42.5%	57.3%	76.6%	84.4%
Q3	276	33.3%	27.5%	20.3%	18.8%	50.0%	67.1%	80.4%	80.8%
Q4	293	27.3%	28.3%	25.9%	18.4%	50.0%	62.7%	65.8%	75.9%
Q5	315	22.9%	30.2%	27.0%	20.0%	52.8%	73.7%	74.1%	82.5%
POLAR 3 WP Status									
Yes	190	31.6%	30.5%	18.4%	19.5%	48.3%	58.6%	71.4%	75.7%
No	1098	25.9%	30.6%	24.0%	19.5%	49.7%	65.5%	73.5%	80.8%
POLAR 3 TEF WP Status									
Yes	404	24.8%	34.7%	20.3%	20.3%	46.0%	57.9%	74.4%	80.5%
No	884	27.6%	28.7%	24.6%	19.1%	50.8%	68.1%	72.8%	79.9%

Psychology and Mental Health

Psychology has higher offer rates than the other divisions within Health Sciences, and is more comparable with the wider institution in that sense. As Table 26 shows, 45% of applicants who meet the entry requirements do so with the minimum grades, and overall these applicants have a lower offer rate than those who apply with higher grades (90.2% compared to 96.0% where applicants are one or two grades higher, and 99% where applicants are three grades higher).

The proportion of applicants across the grade categories is similar regardless of the ethnicity of the applicant, and offer rates are also broadly comparable where cohort sizes are large enough to make comparisons.

Although the spread off applications across the grade categories is fairly mixed across the WP criteria, applicants from WP backgrounds across all of the measures have lower offer rates even when predicated grades are controlled for. For instance, applicants from sixth form colleges have a lower offer rate than those from independent schools, especially where they only meet the entry requirements (85.2% compared to 95.8%). Similarly, applicants from low socio-economic backgrounds and those who are flagged for contextual admissions also have noticeably lower offer rates. There is a difference of 7% between offer rates for applicants from POLAR Quintile 1 and those from POLAR Quintile 5, where they are applying with the same entry grades that meet the minimum required. Nearly half of all LPN applicants apply with the minimum entry requirements, compared to 43.1% of those from Quintile 5.

Table 26: Application Proportions and Offer Rates for applications to the School of Health Sciences – Psychology and Mental Health

	Total number of application	Proportion of applications				Offer Rate			
		Equal	+ 1 grade	+ 2 grade	+ 3 grade	Equal	+ 1 grade	+ 2 grade	+ 3 grade
School Total	**1493**	**45.3%**	**35.0%**	**14.1%**	**5.6%**	**90.2%**	**96.0%**	**96.2%**	**98.8%**
Gender									
Female	1287	44.1%	35.7%	14.4%	5.8%	90.0%	95.6%	96.8%	98.7%
Male	206	52.4%	30.6%	12.6%	4.4%	91.7%	98.4%	*92.3%*	*100.0%*
Ethnicity									
Asian	162	45.1%	34.0%	13.0%	8.0%	89.0%	92.7%	*95.2%*	100.0%
Black	41	41.5%	39.0%	14.6%	4.9%	*82.4%*	*93.8%*	100.0%	100.0%
Mixed/Other	98	52.0%	27.6%	15.3%	5.1%	88.2%	*96.3%*	100.0%	100.0%
White	1159	45.2%	35.5%	13.8%	5.5%	90.8%	96.6%	96.9%	98.4%
Disability									
Disabled	104	51.0%	26.9%	12.5%	9.6%	84.9%	*96.4%*	100.0%	100.0%
Not Disabled	1389	44.9%	35.6%	14.3%	5.3%	90.7%	96.0%	96.0%	98.7%
School Type (summary)									
Independent	167	42.5%	38.3%	12.6%	6.6%	95.8%	96.9%	*95.2%*	100.0%
State	1314	45.8%	34.3%	14.4%	5.6%	89.7%	95.8%	96.3%	98.6%
School Type (split)									
Independent School	167	42.5%	38.3%	12.6%	6.6%	95.8%	96.9%	*95.2%*	100.0%
Grammar School	54	46.3%	27.8%	18.5%	7.4%	*92.0%*	100.0%	100.0%	100.0%
Comprehensive School	288	48.3%	34.0%	13.2%	4.5%	90.7%	96.9%	94.7%	100.0%
Sixth Form College	437	44.9%	35.7%	13.5%	6.0%	85.2%	94.2%	94.9%	*96.2%*
Other State	535	45.2%	33.8%	15.3%	5.6%	92.6%	96.1%	97.6%	100.0%
Socio-Economic Background									
Low	336	44.4%	36.3%	15.5%	3.9%	84.6%	94.3%	96.2%	*92.3%*
High	994	45.3%	35.0%	13.1%	6.6%	93.3%	96.6%	96.9%	100.0%
WP Flag									
Yes	424	47.6%	31.8%	14.2%	6.4%	85.2%	92.6%	93.3%	*96.3%*
No	1055	44.1%	36.4%	14.1%	5.4%	92.7%	97.1%	97.3%	100.0%
WP Plus Flag									
Yes	220	47.7%	35.5%	12.3%	4.6%	82.9%	91.0%	*92.6%*	100.0%
No	1262	44.8%	34.9%	14.5%	5.9%	91.9%	97.1%	96.7%	98.7%
Parental HE Status									
Parents not been to HE	510	48.4%	35.3%	12.6%	3.7%	89.9%	94.4%	93.8%	*94.7%*
Parents been to HE	716	42.2%	35.6%	15.1%	7.1%	91.1%	98.0%	98.2%	100.0%
POLAR 3 Quintile									
Q1	151	49.7%	28.5%	16.6%	5.3%	85.3%	93.0%	*92.0%*	100.0%
Q2	237	46.4%	34.2%	13.5%	5.9%	89.1%	92.6%	96.9%	*92.9%*
Q3	284	43.0%	37.3%	14.4%	5.3%	86.1%	96.2%	92.7%	100.0%
Q4	327	47.1%	34.9%	12.8%	5.2%	94.2%	97.4%	97.6%	100.0%
Q5	485	43.1%	36.3%	14.4%	6.2%	92.3%	97.2%	98.6%	100.0%
POLAR 3 WP Status									
Yes	151	49.7%	28.5%	16.6%	5.3%	85.3%	93.0%	*92.0%*	100.0%
No	1333	44.6%	35.8%	13.9%	5.7%	90.9%	96.2%	96.8%	98.7%
POLAR 3 TEF WP Status									
Yes	388	47.7%	32.0%	14.7%	5.7%	87.6%	92.7%	94.7%	*95.5%*
No	1096	44.3%	36.1%	14.0%	5.7%	91.3%	97.0%	96.7%	100.0%

School of Medical Sciences

The courses within the School of Medical Sciences have specific entry requirements[22] and strict number caps. Medicine and Dentistry, the two divisions within this School, are analysed separately below.

Medicine

In regards to Medicine, Table 27 below shows that offer rates rise as predicted grades increase, and this is observed across all demographic categories. For example, the offer rate for females applicants who met the minimum entry requirements was 33.9% (n=127) compared to 76.8% (n=109) for female applicants who were 60+ tariff points (3 grades) above the entry requirements. This is a percentage point difference of 42.9. Similar patterns are observed across all other variables, with predicted entry qualifications strongly correlated to chances of being made an offer.

There are some groups of applicants who are at a disadvantage because of this. For instance, male applicants are more likely to apply with two or three predicated grades higher than needed compared to females, as are non-disabled applicants, applicants from higher socio-economic backgrounds or whose parents had accessed HE, those from POLAR Quintiles 4 and 5, and those who did not qualify for the contextual admissions WP flags. It therefore appears that applicants from Widening Participation backgrounds are more likely to apply nearer the minimum entry requirements, meaning that as a cohort overall, they are less likely to be made an offer.

However there are also differences across socio-demographic groups for applicants in the same tariff score category. For instance, White applicants who met the minimum entry requirements only had a higher offer rate (34.7%) compared to Black applicants with the same tariff points (29.6%); however the Black cohort is small and consequently, offer rates may be exaggerated. Male applicants are also less likely to be made an offer across each tariff category. Moreover, applications submitted by applicants who attended Independent Schools had a higher offer rate across each tariff score category compared to applications submitted by applicants who attended State Schools - only 57.5% of those from Sixth Form Colleges who were three grades above the entry requirements were made an offer, compared to 81.5% of those from independent schools. This perhaps suggests the importance of additional application information to this subject, such as additional qualifications, work experience or better personal statements, an advantage that applicants from independent schools may have.

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[22] See Appendix 3 for full entry requirements.

Table 27: Application Proportions and Offer Rates for applications to the School of Medical Sciences – Medicine

	Total number of application	Proportion of applications				Offer Rate			
		Equal	+ 1 grade	+ 2 grade	+ 3 grade	Equal	+ 1 grade	+ 2 grade	+ 3 grade
School Total	1895	35.4%	29.1%	20.1%	15.5%	32.2%	42.5%	49.9%	70.3%
Gender									
Female	1017	36.9%	30.9%	18.3%	14.0%	33.9%	47.1%	51.6%	76.8%
Male	878	33.6%	27.0%	22.2%	17.2%	30.2%	36.3%	48.2%	64.2%
Ethnicity									
Asian	633	35.2%	31.3%	18.3%	15.2%	33.2%	41.4%	50.0%	70.8%
Black	100	44.0%	30.0%	15.0%	11.0%	29.6%	16.7%	13.3%	54.6%
Mixed/Other	156	30.8%	30.8%	20.5%	18.0%	27.1%	35.4%	40.6%	67.9%
White	936	34.8%	27.7%	21.4%	16.1%	34.7%	48.3%	54.0%	72.2%
Disability									
Disabled	103	37.9%	31.1%	19.4%	11.7%	38.5%	53.1%	50.0%	41.7%
Not Disabled	1792	35.2%	29.0%	20.2%	15.7%	31.9%	41.8%	49.9%	71.5%
School Type (summary)									
Independent	313	33.2%	32.0%	17.6%	17.3%	40.4%	43.0%	63.6%	81.5%
State	1568	35.8%	28.5%	20.6%	15.1%	31.0%	42.3%	47.4%	67.9%
School Type (split)									
Independent School	313	33.2%	32.0%	17.6%	17.3%	40.4%	43.0%	63.6%	81.5%
Grammar School	159	31.5%	25.2%	26.4%	17.0%	36.0%	45.0%	45.2%	77.8%
Comprehensive School	329	41.0%	25.2%	19.5%	14.3%	28.2%	38.6%	31.3%	74.5%
Sixth Form College	352	40.1%	30.7%	15.9%	13.4%	29.1%	34.3%	46.4%	57.5%
Other State	728	32.3%	29.7%	22.1%	15.9%	32.8%	47.2%	54.7%	67.2%
Socio-Economic Background									
Low	379	42.0%	29.8%	17.2%	11.1%	34.0%	36.3%	52.3%	69.1%
High	1302	32.9%	29.3%	21.3%	16.5%	32.7%	45.8%	49.8%	72.6%
WP Flag									
Yes	497	42.3%	29.2%	16.9%	11.7%	33.8%	33.1%	56.0%	70.7%
No	1380	32.9%	28.9%	21.3%	16.9%	31.7%	46.1%	48.3%	70.4%
WP Plus Flag									
Yes	202	47.0%	31.2%	15.4%	6.4%	43.2%	42.9%	54.8%	76.9%
No	1682	34.0%	28.8%	20.8%	16.5%	30.7%	42.6%	49.3%	70.5%
Parental HE Status									
Parents not been to HE	483	39.8%	31.9%	17.8%	10.6%	34.4%	35.1%	54.7%	68.6%
Parents been to HE	1099	32.9%	27.7%	21.6%	17.8%	32.6%	49.0%	50.2%	70.9%
POLAR 3 Quintile									
Q1	176	44.9%	27.8%	14.2%	13.1%	36.7%	26.5%	52.0%	65.2%
Q2	228	37.7%	29.4%	20.6%	12.3%	22.1%	37.3%	46.8%	60.7%
Q3	333	36.6%	32.1%	17.4%	13.8%	26.2%	42.1%	48.3%	78.3%
Q4	463	34.6%	27.7%	21.8%	16.0%	36.9%	43.8%	53.5%	73.0%
Q5	680	32.1%	28.5%	21.8%	17.7%	34.9%	47.9%	48.7%	69.2%
POLAR 3 WP Status									
Yes	176	44.9%	27.8%	14.2%	13.1%	36.7%	26.5%	52.0%	65.2%
No	1704	34.4%	29.1%	20.8%	15.7%	31.7%	44.2%	49.7%	70.9%
POLAR 3 TEF WP Status									
Yes	404	40.8%	28.7%	17.8%	12.6%	29.1%	32.8%	48.6%	62.8%
No	1476	33.9%	29.1%	20.8%	16.3%	33.4%	45.2%	50.2%	72.1%

Dentistry

Similarly to Medicine, there are differences in offer rates across socio-demographic groups for the Division of Dentistry (see Table 28 below). The pattern is less clear than for Medicine; whilst offer rates for applicants who applied with the minimum entry requirements were consistently the least likely to be made an offer, offer rates varies for anyone applying with one grade or more higher. Overall, applicants who were two grades higher than the entry requirements were the most likely to be made an offer at 41.2% (compared to 22.4% for those who met the minimum requirements only), but small sample sizes should be considered in the context of the offer rates.

Applications submitted by female applicants have a higher offer rate across all the tariff point categories compared to applications submitted by male applicants; and White applicants had overall higher offer rates despite not being the largest cohort of applicants to this subject (242 applicants to Dentistry were White, and 443 were Asian).

Offer rates also change across Widening Participation factors; for instance applications submitted by applicants from low socio-economic backgrounds have a lower offer rate than applications submitted by applicants from high socio-economic backgrounds across all the tariff point categories.

Table 28: Application Proportions and Offer Rates for applications to the School of Medical Sciences - Dentistry

	Total number of application	Proportion of applications				Offer Rate			
		Equal	+1 grade	+2 grade	+3 grade	Equal	+1 grade	+2 grade	+3 grade
School Total	**828**	**43.1%**	**28.7%**	**16.4%**	**11.7%**	**22.4%**	**33.6%**	**41.2%**	**34.0%**
Gender									
Female	521	45.9%	27.8%	17.1%	9.2%	27.2%	42.1%	49.4%	37.5%
Male	307	38.4%	30.3%	15.3%	16.0%	12.7%	20.4%	25.5%	30.6%
Ethnicity									
Asian	443	43.3%	26.6%	16.3%	13.8%	17.7%	29.7%	38.9%	27.9%
Black	38	47.4%	29.0%	13.2%	10.5%	*16.7%*	*54.6%*	*0.0%*	*0.0%*
Mixed/Other	74	32.4%	39.2%	20.3%	8.1%	*16.7%*	*20.7%*	*26.7%*	*33.3%*
White	242	43.0%	29.3%	17.8%	9.9%	36.5%	45.1%	55.8%	*58.3%*
Disability									
Disabled	*25*	56.0%	24.0%	20.0%	0.0%	*28.6%*	*33.3%*	*40.0%*	
Not Disabled	803	42.7%	28.9%	16.3%	12.1%	22.2%	33.6%	41.2%	34.0%
School Type (summary)									
Independent	148	39.9%	36.5%	13.5%	10.1%	22.0%	18.5%	*50.0%*	*46.7%*
State	676	43.9%	27.1%	17.0%	12.0%	22.6%	38.3%	39.1%	32.1%
School Type (split)									
Independent School	148	39.9%	36.5%	13.5%	10.1%	22.0%	18.5%	*50.0%*	*46.7%*
Grammar School	60	40.0%	28.3%	13.3%	18.3%	*20.8%*	*52.9%*	*12.5%*	*27.3%*
Comprehensive School	137	46.7%	23.4%	19.7%	10.2%	17.2%	28.1%	*37.0%*	*42.9%*
Sixth Form College	171	44.4%	27.5%	16.4%	11.7%	27.6%	44.7%	*32.1%*	*30.0%*
Other State	308	43.2%	28.3%	16.9%	11.7%	22.6%	35.6%	48.1%	30.6%
Socio-Economic Background									
Low	216	45.4%	28.7%	17.1%	8.8%	17.4%	30.7%	27.0%	*31.6%*
High	521	41.3%	29.2%	16.5%	13.1%	26.1%	37.5%	45.4%	38.2%
WP Flag									
Yes	213	46.0%	27.2%	16.0%	10.8%	11.2%	29.3%	35.3%	*34.8%*
No	611	42.2%	29.0%	16.7%	12.1%	26.7%	35.6%	43.1%	33.8%
WP Plus Flag									
Yes	78	51.3%	24.4%	10.3%	14.1%	10.0%	*10.5%*	37.5%	*9.1%*
No	746	42.0%	29.4%	17.2%	11.5%	24.3%	35.6%	41.4%	37.2%
Parental HE Status									
Parents not been to HE	273	46.5%	29.7%	14.7%	9.2%	18.9%	33.3%	42.5%	*36.0%*
Parents been to HE	445	41.4%	28.5%	17.1%	13.0%	26.6%	36.2%	43.4%	37.9%
POLAR 3 Quintile									
Q1	38	31.6%	36.8%	18.4%	13.2%	*25.0%*	*28.6%*	*14.3%*	*20.0%*
Q2	146	53.4%	23.3%	14.4%	8.9%	18.0%	32.4%	*52.4%*	*23.1%*
Q3	159	42.8%	26.4%	20.8%	10.1%	19.1%	33.3%	36.4%	*37.5%*
Q4	189	44.4%	32.3%	12.7%	10.6%	17.9%	39.3%	*41.7%*	*35.0%*
Q5	294	38.8%	29.3%	17.4%	14.6%	30.7%	30.2%	43.1%	37.2%
POLAR 3 WP Status									
Yes	38	31.6%	36.8%	18.4%	13.2%	*25.0%*	*28.6%*	*14.3%*	*20.0%*
No	788	43.7%	28.3%	16.4%	11.7%	22.4%	33.6%	42.6%	34.8%
POLAR 3 TEF WP Status									
Yes	184	48.9%	26.1%	15.2%	9.8%	18.9%	31.3%	*42.9%*	*22.2%*
No	642	41.4%	29.4%	16.8%	12.3%	23.7%	33.9%	40.7%	36.7%

Multivariate Analysis

The analysis so far has focused on analysing demographic characteristics individually and independent of other variables at School level. Whilst the regression modelling will control for multiple variables together, it is also interesting to look at how variables interact with one another and cross-tabulate, and how this impacts on application proportions and offer rates. It should be noted however that this analysis does not account for differences across Academic Schools, and instead provides data at an overall institutional level. The data in the tables below also controls for predicted grades, relating only to applications that met the entry requirements.

Higher application proportions within variables (e.g. male vs females) are indicated in green, and higher offer rates within variables are indicated in purple. Differences in offer rates are highlighted with a red-white-green colour scale, with red indicating groups with the largest differences in offer rates and green the smallest.

Gender

Gender was analysed alongside other variables (see Table 29 below) and the data shows that there is a clear pattern; across all variables (with the exception of applicants from of Mixed/Other ethnicity) applications submitted by male applicants had a higher offer rate than applications submitted by female applicants. However the difference in offer rates is fairly small, at only 2.0%. The largest difference in offer rates is for Black applicants; Black female applicants have an offer rate of 83.3% compared to 88.6% for Black males. A similar gender gap is identified for those applicants from Low Participation Neighbourhoods (POLAR Quintile 1), at 4.6%.

It is possible that these differences in offer rates by gender are linked to the subjects that applicants are applying to – females are much more likely to apply for Health and Medical Science courses, as has previously been identified in this report, which have lower offer rates. The regression analysis will identify whether these differences are still observed, and are significant, when Academic School is controlled for.

Table 29: Offer rates for applicants met the entry requirements, by gender and by all other variables

| | Met entry requirements | | | | |
| | Applications | | Offer rate | | |
	Number of applications	Proportion of applicants that are female	Female	Male	Difference
Total	36175	57.1%	90.2%	92.1%	2.0%
Ethnicity					
Asian	5486	54.2%	79.0%	81.3%	2.2%
Black	1435	64.4%	83.3%	88.6%	5.3%
Mixed/Other	2412	57.4%	88.8%	88.1%	0.7%
White	25758	57.5%	93.1%	95.3%	2.2%
Disability					
Disabled	2640	60.4%	92.3%	94.0%	1.6%
Not Disabled	33535	56.9%	90.0%	92.0%	2.0%
School Type (summary)					
Independent	6401	52.0%	93.7%	94.4%	0.7%
State	29454	58.3%	89.5%	91.6%	2.1%
School Type (split)					
Independent School	6401	52.0%	93.7%	94.4%	0.7%
Grammar School	1727	57.1%	87.8%	89.5%	1.6%
Comprehensive School	7075	56.8%	89.1%	92.0%	2.9%
Sixth Form College	8083	61.1%	88.8%	90.6%	1.7%
Other State	12569	57.5%	90.3%	92.2%	1.9%
Socio-Economic Background					
Low	6508	59.7%	86.2%	89.2%	3.1%
High	25750	56.4%	91.5%	93.1%	1.6%
WP Flag					
Yes	8063	61.7%	85.3%	88.5%	3.2%
No	27788	55.8%	91.7%	93.0%	1.3%
WP Plus Flag					
Yes	3645	63.1%	84.4%	88.3%	3.9%
No	32295	56.5%	91.7%	93.0%	1.3%
Parental HE Status					
Parents not been to HE	10019	61.1%	88.4%	90.3%	1.9%
Parents have been to HE	19531	56.9%	91.4%	92.9%	1.6%
POLAR3 Quintile					
Q1	2752	63.3%	86.6%	91.3%	4.6%
Q2	4479	59.1%	87.5%	89.8%	2.3%
Q3	6210	59.1%	88.3%	90.5%	2.2%
Q4	8541	57.3%	90.7%	92.7%	2.0%
Q5	13957	54.3%	92.5%	93.3%	0.7%
POLAR 3 WP Status					
Yes	2752	63.3%	86.6%	91.3%	4.6%
No	33187	56.6%	90.5%	92.2%	1.7%
POLAR3 WP TEF Flag					
Yes	7231	60.7%	87.1%	90.3%	3.2%
No	28708	56.3%	91.0%	92.5%	1.5%

Socio-Economic Background

Analysis was also conducted using socio-economic status cross tabulated with other key variables (see Table 30 below). This analysis showed a consistent pattern; across all variables apart from ethnicity, applications submitted by those higher socio-economic status applicants have a higher offer rate than applications submitted by lower socio-economic status applicants, with an average gap in offer rates of almost 5%. This indicates that socio-economic background may be a stronger predictor of offer rates than other variables, including the other WP measures (e.g. POLAR Quintiles, where the gap in offers is smallest for Quintile 1 applicants.

The only exception to this is applicants who are Black, where those from lower socio-economic backgrounds are slightly more likely to be made an offer, suggesting that here ethnicity plays a more fundamental role.

The difference between the two socio-economic backgrounds is biggest for females, applicants from sixth form colleges and applicants whose parents had not attended HE.

Table 30: Offer rates for applicants met the entry requirements, by socio-economic background and by all other variables

| | Met entry requirements | | | | |
| | Applications | | Offer rate | | |
	Number of applications	Proportion of applicants from Lower SE Backgrounds	Lower Socio-Economic Background	Higher Socio-Economic Background	Difference
Total	32258	20.2%	87.4%	92.2%	4.8%
Gender					
Female	18404	21.1%	86.2%	91.6%	5.4%
Male	13854	18.9%	89.2%	93.1%	3.9%
Ethnicity					
Asian	4684	37.9%	77.1%	81.6%	4.5%
Black	1238	29.4%	85.7%	85.0%	0.7%
Mixed/Other	2142	19.3%	86.7%	89.4%	2.7%
White	23997	16.4%	92.4%	94.4%	2.0%
Disability					
Disabled	2356	16.4%	90.9%	94.1%	3.2%
Not Disabled	29902	20.5%	87.2%	92.1%	4.9%
School Type (summary)					
Independent	5661	8.8%	90.6%	94.7%	4.1%
State	26319	22.7%	87.1%	91.6%	4.5%
School Type (split)					
Independent School	5661	8.8%	90.6%	94.7%	4.1%
Grammar School	1526	17.2%	86.3%	88.8%	2.6%
Comprehensive School	6377	23.5%	87.4%	91.5%	4.1%
Sixth Form College	7102	28.7%	86.2%	91.3%	5.1%
Other State	11314	19.1%	87.8%	92.2%	4.4%
WP Flag					
Yes	6809	41.9%	84.7%	88.4%	3.7%
No	25161	14.3%	89.6%	92.9%	3.4%
WP Plus Flag					
Yes	3060	48.3%	84.0%	88.1%	4.1%
No	29004	17.1%	88.5%	92.5%	4.0%
Parental HE Status					
Parents not been to HE	8670	44.6%	86.9%	91.9%	5.1%
Parents have been to HE	18047	8.2%	89.2%	92.4%	3.1%
POLAR3 Quintile					
Q1	2370	38.7%	86.2%	89.5%	3.3%
Q2	3941	31.5%	85.2%	90.1%	4.9%
Q3	5488	26.9%	86.1%	91.1%	4.9%
Q4	7660	18.3%	89.2%	92.6%	3.4%
Q5	12589	11.5%	89.5%	93.4%	3.8%
POLAR 3 WP Status					
Yes	2370	38.7%	86.2%	89.5%	3.3%
No	29678	18.7%	87.6%	92.4%	4.9%
POLAR3 WP TEF Flag					
Yes	6311	34.2%	85.6%	89.9%	4.3%
No	25737	16.8%	88.3%	92.7%	4.5%

Ethnicity

Differences in offer rates at an institutional level are largest across ethnicity groups, with 80.1% of Asian applicants made an offer, 85.2% of Black applicants made an offer, compared to 94.0% of White applicants (see Table 31 below).

Asian applicants consistently have the lowest offer rates across all other demographic criteria, and White applicants consistently have the highest offer rates. The data shows the clear correlation between being from a BAME background and being from a WP background, with Asian and Black applicants more likely to be from low socio-economic backgrounds, low participation neighbourhoods and to be flagged for contextual admissions. The gap in offer rates is largest for applicants from POLAR Quintiles 2 and 3, those from Sixth Form colleges or other state schools, and those from low socio-economic backgrounds. The gap is narrowest for Disabled applicants, those from Comprehensive schools, and those from POLAR Quintiles 4 and 5.

Again this difference in offer rates across ethnicities may relate to this correlation with WP measures, or to the different subject profile. The regression analysis will evidence whether these findings are still observed when these factors are controlled for.

Table 31: Offer rates for applicants met the entry requirements, by ethnicity category and by all other variables

| | Met entry requirements | | | | | | | | | |
| | Applications | | | | Offer rate | | | | | |
	Number of applications	Proportion of applicants that are Asian	Proportion of applicants that are Black	Proportion of applicants that are Mixed/ Other	Proportion of applicants that are White	Asian	Black	Mixed/ Other	White	Difference
Total	**35091**	**15.6%**	**4.1%**	**6.9%**	**73.4%**	**80.1%**	**85.2%**	**88.5%**	**94.0%**	**14.0%**
Gender										
Female	20094	14.8%	4.6%	6.9%	73.7%	79.0%	83.3%	88.8%	93.1%	14.0%
Male	14997	16.8%	3.4%	6.9%	73.0%	81.3%	88.6%	88.1%	95.3%	14.0%
Disability										
Disabled	2532	8.8%	2.1%	6.9%	82.2%	82.4%	94.3%	92.6%	94.4%	11.9%
Not Disabled	32559	16.2%	4.2%	6.9%	72.7%	80.0%	84.9%	88.2%	94.0%	14.0%
School Type (summary)										
Independent	6155	14.0%	2.6%	7.4%	76.0%	83.2%	91.3%	92.7%	96.4%	13.3%
State	28637	15.9%	4.4%	6.7%	72.9%	79.4%	84.6%	87.8%	93.5%	14.1%
School Type (split)										
Independent School	6155	14.0%	2.6%	7.4%	76.0%	83.2%	91.3%	92.7%	96.4%	13.3%
Grammar School	1655	11.8%	3.5%	4.3%	80.4%	77.6%	82.8%	88.7%	90.8%	13.2%
Comprehensive School	6897	12.7%	5.0%	6.5%	75.9%	80.9%	84.8%	88.4%	92.6%	11.7%
Sixth Form College	7864	19.5%	4.1%	6.7%	69.7%	78.7%	83.9%	86.5%	93.2%	14.5%
Other State	12221	16.1%	4.4%	7.2%	72.3%	79.4%	85.1%	88.2%	94.5%	15.1%
Socio-Economic Background										
Low	6479	27.4%	5.6%	6.4%	60.6%	77.1%	85.7%	86.7%	92.4%	15.3%
High	25582	11.4%	3.4%	6.8%	78.5%	81.6%	85.0%	89.4%	94.4%	12.8%
WP Flag										
Yes	7821	27.6%	10.7%	8.6%	53.1%	77.3%	84.7%	85.5%	92.2%	14.9%
No	26966	12.2%	2.2%	6.4%	79.3%	81.8%	85.6%	89.8%	94.4%	12.6%
WP Plus Flag										
Yes	3545	29.1%	9.8%	8.0%	53.1%	76.9%	83.0%	84.8%	91.4%	14.5%
No	31335	14.1%	3.4%	6.7%	75.8%	80.8%	86.0%	89.0%	94.2%	13.4%
Parental HE Status										
Parents not been to HE	9762	22.3%	4.0%	5.9%	67.8%	81.2%	84.3%	89.9%	94.4%	13.3%
Parents have been to HE	18983	11.9%	4.1%	7.2%	76.8%	78.3%	87.8%	87.2%	93.1%	14.8%
POLAR3 Quintile										
Q1	2672	18.0%	7.8%	6.1%	68.2%	77.8%	81.2%	84.0%	92.3%	14.6%
Q2	4354	20.9%	5.5%	6.6%	67.0%	76.4%	83.4%	89.2%	92.8%	16.4%
Q3	6020	19.3%	6.5%	6.9%	67.3%	76.1%	86.8%	87.7%	93.6%	17.4%
Q4	8311	14.5%	3.6%	6.4%	75.5%	82.4%	86.4%	88.2%	94.1%	11.6%
Q5	13511	12.5%	2.1%	7.3%	78.1%	83.7%	85.9%	89.6%	94.9%	11.2%
POLAR 3 WP Status										
Yes	2672	18.0%	7.8%	6.1%	68.2%	77.8%	81.2%	84.0%	92.3%	14.6%
No	32196	15.4%	3.8%	6.9%	73.9%	80.3%	85.8%	88.8%	94.2%	13.9%
POLAR3 WP TEF Flag										
Yes	7026	19.8%	6.4%	6.4%	67.4%	76.9%	82.4%	87.3%	92.6%	15.7%
No	27842	14.6%	3.5%	7.0%	75.0%	81.1%	86.4%	88.8%	94.4%	13.2%

White, working class males

Ethnicity, socio-economic background and gender were also investigated together, to compare the picture at the University of Manchester to the national research around progression to HE for "White, working class males". Archer and Hunchings (2000, p.556) detail that "students from lower socio-economic groups appear to be guided from an earlier age […] to anticipate initial entry to the labour market rather than higher education"[23]. Further to this, within educational research there has been a concern for white, working class males and their progression and performance in both school and higher education. Table 32 below details how this group perform against other groups defined by gender, ethnicity and socio-economic status (used here as the measurement of social class).

In regards to application rates, white males from lower socio-economic backgrounds made up only 5.5% of the full application cohort, and only 4.7% of those applications that met the course grade requirements. This is compared to 7.6% and 7.5% for white females from low socio-economic backgrounds. White applicants from high socio-economic backgrounds account for around 60% of all applications, and also have the highest offer rates.

However where these white working class male applicants had met the entry requirements, their offer rate was higher than the overall average at 94.3%, and was second only to white males from non-working class backgrounds.

More prominent in this analysis is again the underrepresentation and lower offer rates for BAME applicants; and in fact although BAME applicants from higher socio-economic backgrounds were more likely to have applied to the University of Manchester than White applicants from lower socio-economic backgrounds, offer rates for BAME applicants were consistently lower than those for White applicants, regardless of gender or socio-economic background. This seems to imply that application rates and offer rates are more of a concern at UoM for BAME applicants than for white working class males; however the regression modelling will investigate whether these trends are still significant once further controls are applied.

Table 32: Application Proportion and Offer Rate of applications by ethnicity, socio-economic background and gender

Ethnicity / SE Background / Gender	All Applications			Met entry requirements		
	Number of Applications	Application Proportion	Offer rate	Number of Applications	Application Proportion	Offer rate
White / High / Female	13733	32.3%	87.3%	11415	35.6%	93.5%
White / High / Male	11442	26.9%	85.9%	8658	27.0%	95.5%
BAME / High / Female	4134	9.7%	73.1%	3041	9.5%	84.3%
BAME / High / Male	3526	8.3%	71.9%	2468	7.7%	85.1%
White / Low / Female	3225	7.6%	81.3%	2413	7.5%	91.1%
White / Low / Male	2325	5.5%	78.7%	1511	4.7%	94.3%
BAME / Low / Female	2280	5.4%	64.1%	1461	4.6%	78.1%
BAME / Low / Male	1829	4.3%	65.4%	1094	3.4%	82.3%
Total	**42494**	**100.0%**	**81.1%**	**32061**	**100.0%**	**91.3%**

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[23] Archie, L. and Hutchings, M., (2000) 'Bettering Yourself'? Discourses of risk, cost and benefit in ethnically diverse, young working-class non-participants constructions of higher education. *British Journal of Sociology of Education, 21*(4), p.555-574.

Contextual Admissions Flags

Multivariate analysis was conducted to investigate difference in offer rates for applicants flagged as WP or WP Plus, when other variables were controlled for. For this analysis, WP and WP Plus Flag have been analysed in the same table, therefore applicants fall into one of three categories – not eligible for a flag, recipient of a WP flag only, or recipient of a WP Plus flag.

Table 33 indicates that across all socio-demographic variables, except those that correlate with the criteria for the flag (i.e. POLAR Quintile 1), non-WP flagged applicants had a higher offer rate than WP and WP Plus applicants. The only other exception to this finding was Black applicants, where offer rates were equal for applicants who were flagged as WP and those who were not flagged. Black applicants were also the most likely to be eligible for either a WP or WP Plus flag, again evidencing the link between ethnicity and WP.

The biggest difference in offer rates across the three criteria of eligibility for contextual admissions is for applicants from Independent Schools; however very few applicants from Independent Schools receive a WP Flag (6.4%, n=401) or a WP Plus Flag (0.6%, n=37), and this most likely reflects differences in quality and performance of different independent schools.

Applicants from POLAR Quintile 3 also had noticeable differences in offer rates, with just 80.8% of WP Plus applicants receiving an offer compared to 91.5% of non-flagged applicants, a difference of 10.7%. This may suggest that these "middle" applicants are at more of a disadvantage than those at either end of the scale, as they do not have the benefits that those from high participation neighbourhoods may have, but they also do not qualify for additional consideration at application.

Table 33: Offer rates for applicants met the entry requirements, by contextual admissions eligibility and by all other variables

| | Met entry requirements | | | | | | | |
| | Applications | | | | Offer rate | | | |
	Number of applications	Proportion of applicants with no Flag	Proportion of applicants with a WP	Proportion of applicants with a WP Plus Flag	No Flag	WP Flag only	WP Plus Flag	Difference
Total	35851	77.5%	12.3%	10.2%	92.3%	87.1%	85.8%	6.5%
Gender								
Female	20484	75.7%	13.1%	11.2%	91.7%	86.1%	84.4%	7.3%
Male	15367	79.9%	11.3%	8.8%	93.0%	88.8%	88.3%	4.8%
Ethnicity								
Asian	5448	60.4%	20.6%	19.0%	81.8%	77.7%	76.9%	5.0%
Black	1420	41.0%	34.6%	24.4%	85.6%	86.0%	83.0%	3.0%
Mixed/Other	2387	71.7%	16.5%	11.8%	89.8%	86.0%	84.8%	5.1%
White	25532	83.7%	8.9%	7.4%	94.4%	92.8%	91.4%	3.0%
Disability								
Disabled	2614	81.1%	10.1%	8.9%	93.4%	90.5%	91.4%	3.0%
Not Disabled	33237	77.2%	12.5%	10.3%	92.2%	86.9%	85.4%	6.8%
School Type (summary)								
Independent	6307	93.1%	6.4%	0.6%	94.6%	87.0%	78.4%	16.2%
State	29240	74.3%	13.5%	12.2%	91.7%	87.1%	85.9%	5.8%
School Type (split)								
Independent School	6307	93.1%	6.4%	0.6%	94.6%	87.0%	78.4%	16.2%
Grammar School	1712	84.9%	13.2%	1.9%	89.1%	85.4%	84.4%	4.7%
Comprehensive School	7024	75.8%	12.7%	11.5%	91.4%	88.4%	85.8%	5.7%
Sixth Form College	8028	64.3%	16.0%	19.7%	91.4%	86.4%	86.3%	5.2%
Other State	12476	78.4%	12.5%	9.2%	92.3%	87.3%	85.4%	7.0%
Socio-Economic Background								
Low	6460	55.8%	21.3%	22.9%	89.6%	85.4%	84.0%	5.5%
High	25510	84.5%	9.3%	6.2%	92.9%	88.6%	88.1%	4.8%
Parental HE Status								
Parents not been to HE	9946	61.0%	19.0%	20.0%	91.1%	86.8%	85.3%	5.8%
Parents have been to HE	19348	85.6%	9.1%	5.3%	92.8%	88.2%	86.3%	6.6%
POLAR3 Quintile								
Q1	2747	2.0%	48.5%	49.5%	85.7%	88.3%	88.5%	2.8%
Q2	4457	60.5%	18.5%	21.1%	90.3%	85.2%	85.9%	5.1%
Q3	6177	72.1%	16.0%	12.0%	91.5%	85.3%	80.8%	10.7%
Q4	8479	85.2%	9.8%	5.0%	92.4%	88.1%	84.6%	7.7%
Q5	13878	95.8%	3.1%	1.2%	93.0%	90.1%	89.6%	3.4%
POLAR 3 WP Status								
Yes	2747	2.0%	48.5%	49.5%	85.7%	88.3%	88.5%	2.8%
No	32991	83.9%	9.3%	6.9%	92.3%	86.7%	84.3%	8.1%
POLAR3 WP TEF Flag								
Yes	7204	38.2%	29.9%	31.9%	90.2%	87.1%	87.5%	3.1%
No	28534	87.5%	7.9%	4.6%	92.5%	87.2%	83.1%	9.5%

Figure 9 below indicates that WP and WP Plus applicants were more likely to apply for academic programmes with predicted grades below that of the minimum requirements, compared to non-WP applicants. For instance, the proportion of Non-WP applicants applying to courses when they were predicted two grades below the entry requirements was 5.4% (n=1911) compared to WP Plus applicants where this proportion was 10.6% (n=647). Applicants with a WP and WP Plus flag may be more likely to apply for courses when they do not meet the exact entry requirements because any disadvantages that they have encountered which could have affected their ability to meet the entry requirements may be considered by admissions staff during the application process.

Figure 9: Proportion of applications from each category of predicted grades, by contextual admissions flag eligibility
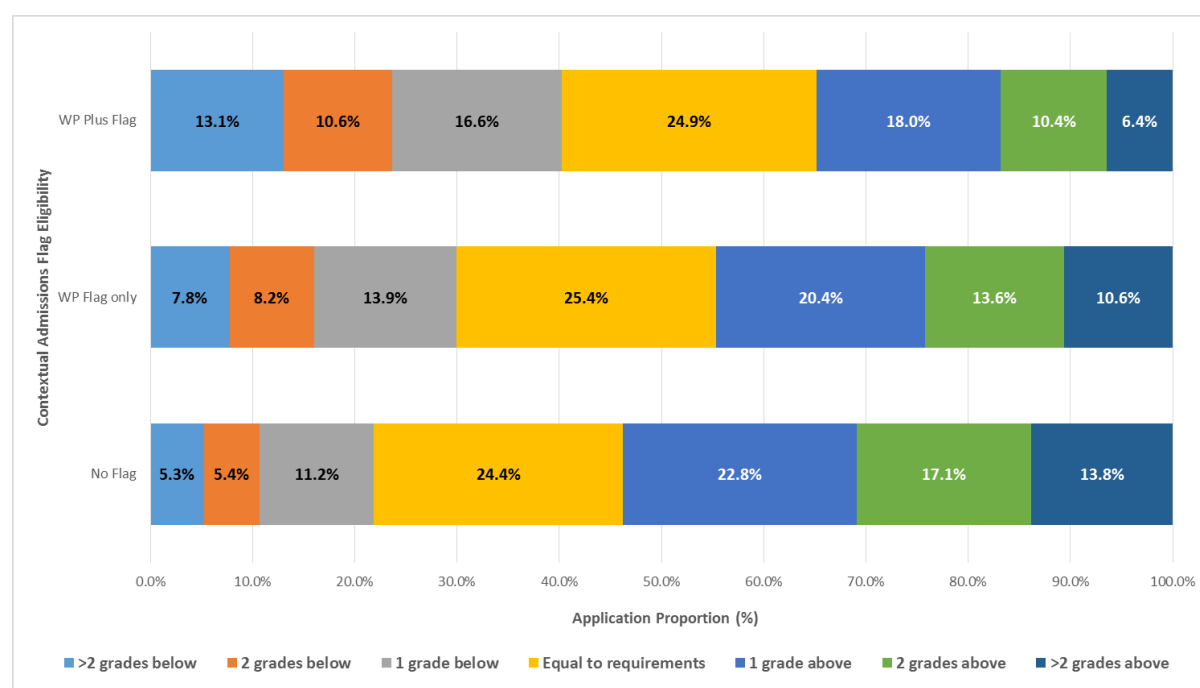
The Sutton Trust's report into the use of contextual data recommended that universities should consider using contextual data to make lower offers to WP applicants as this would be an efficient and effective way to increase a highly selective institution's WP intake. Consequently, it is proposed that for 2019 entry[24] the University of Manchester will use the WP Plus Flag to identify applicants to receive a differential offer of one grade below the published entry requirements. To the eligible for the scheme the applicant must be within two grades of the academic programmes entry requirements, must be applying for a course with an ABB minimum entry requirement and must place Manchester as their firm choice.

In light of these changes, application proportions for all applications were analysed from this data in order to show the proportions of applicants that would have been affected by this differential offer making had it been in place in 2016 and 2017.

Table 34 shows that if the scheme was in place for the UCAS 2016 admissions cycle and the UCAS 2017 admissions cycle, 4629 applicants within this sample would have been eligible to receive a differential offer – this is 10.6% of the whole application cohort in this sample who had applied for courses ABB or above. Table 35 indicates that almost half of these applications were made to the School of Social Sciences (14.0%), the School of Arts Languages and Cultures (12.5%), the School of Biological Sciences (11.0%) and the School of Law (10.4%).

It should be noted that once the scheme has been implemented it would be expected that the proportion of applicants flagged as WP Plus who are predicted less than the entry requirements will increase. In order to investigate the impact of differential offer making in further detail, data

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[24] See https://www.manchester.ac.uk/study/undergraduate/applications/after-you-apply/contextual-data/ for full details of the eligibility criteria

collected in the UCAS 2019 admissions cycle could be analysed and compared to the data used in this report to establish any differences in offer rates once the scheme is in place. Offer and matriculation rates should also be monitored in order to track the impact of this scheme.

Table 34: Number of applications by predicted grade category and WP flag status – applications to ABB courses and above only

Predicted Grade Category	Number of applications		
	No Flag	WP Flag only	WP Plus Flag
More than two grades above entry requirements	3995	531	293
Two grades above entry requirements	5458	749	507
One grade above entry requirements	7398	1137	927
Met entry requirements	8172	1493	1371
One grade below entry requirements	3788	815	928
Two grades below entry requirements	1813	492	603
Eligible for differential offer			*4629*
More than two grades below entry requirements	1817	466	768
Total	**32441**	**5683**	**5397**

Table 35: Number of applications by WP flag status and Academic Faculty, School and Division – applications to ABB course and above that were at least two grades below the entry requirements only

Faculty	School / Division	Applications	
		Number	Proportion
FSE	Chemical Engineering and Analytical Science	124	2.7%
	Chemistry	87	1.9%
	Computer Science	91	2.0%
	Earth and Environmental Sciences	55	1.2%
	Electrical and Electronic Engineering	32	0.7%
	Materials	32	0.7%
	Mathematics	195	4.2%
	Mechanical, Aerospace and Civil Engineering	210	4.5%
	Physics and Astronomy	102	2.2%
FSE Total		**928**	**20.0%**
HUM	Alliance Manchester Business School	198	4.3%
	Arts, Languages and Cultures	579	12.5%
	Environment, Education and Development	129	2.8%
	Law	483	10.4%
	Social Sciences	648	14.0%
HUM Total		**2037**	**44.0%**
BMH	Biological Sciences	509	11.0%
	Health Sciences - Human Comm, Devel & Hear	67	1.4%
	Health Sciences - Nursing & Midwifery	40	0.9%
	Health Sciences - Optometry	180	3.9%
	Health Sciences - Pharmacy	187	4.0%
	Health Sciences - Psychology & MH	355	7.7%
	Medical Sciences - Dentistry	95	2.1%
	Medical Sciences - Medical	231	5.0%
BMH Total		**1664**	**35.9%**
Grand Total		**4629**	**100.0%**

Regression Modelling

In order to test the significance of the results in the analysis already outlined in this report, 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 independent variables). The dependent variable consists of two oppositional binary categories, which in this case refers to whether an application received an offer or did not receive an offer. If an independent variable affects this outcome even when other variables are controlled for then the variable in question can be said to be significant ($p<0.05$).

Variables

The dependant variable used in the regression modelling is whether or not an application received an offer. The regression models only include applications submitted by applicants who met the entry requirements or above.

Small sample sizes meant that not all of the variables included the descriptive analysis could be included in the regression modelling. School or Division level data did not provide meaningful regression models due to the variance and smaller cohort sizes, therefore Faculties were used to control for subject area applied to; however given the variance within FBMH this Faculty was split further, grouping together subject areas that were similar in terms of offer rates or type of course. It is acknowledged that this means that the models do not completely account for differences across more detailed subject areas. The splits were as follows:

- School of Biological Sciences and Psychology and Mental Health from Health Sciences
- Optometry and Pharmacy from the School of Health Sciences
- Nursing and Midwifery, and Human Communication, Development and Hearing from the School of Health Sciences (note, these subject areas would all have been affected by NHS funding at some point)
- School of Medical Sciences (Dentistry and Medicine)

Disability and Age were not included in the regression models due to small cohort sizes. Of the WP variables, only School type, POLAR 3 and Socio-economic background were included in the models. Similarly National Region was not included; however postcode data is captured through the POLAR3 variable.

Models

Five regression models were run using varying independent variables including Faculty (with additional splits for BMH), gender, ethnicity, socio-economic status, POLAR3 WP category and tariff point category, as per Table 36 below.

Table 36: Variables included in each regression model

Model	Dependent Variable	Independent Variables
Model 1	Offer status	Faculty Split + Predicted Grade Category + Gender + Ethnic Category + School Type Summary + POLAR3 WP Category + Socio-Economic Background Category
Model 2	Offer status	Faculty Split + Predicted Grade Category + Gender + Full Ethnicity + School Type Summary + POLAR3 WP Category + Socio-Economic Background Category
Model 3	Offer status	Faculty Split + Predicted Grade Category + Gender + Full Ethnicity + Full School Type + POLAR3 WP Category + Socio-Economic Background Category
Model 4	Offer status	Faculty Split + Predicted Grade Category + Gender + Full Ethnicity + Full School Type + POLAR3 Quintile + Socio-Economic Background Category
Model 5	Offer status	Faculty Split + Predicted Grade Category + Gender + Full Ethnicity + Full School Type + POLAR3 Quintile + Full Socio-Economic Background

Effects Plots

To display some of the significant results of the regression models, effects plots were produced. In this report, effects plots illustrate the strength of the impact of an independent variable on the dependent variable (whether the application receives an offer or rejection), whilst other variables are controlled for. In each plot, there is a point representing the probability of gaining an offer and a vertical line which represents how confidently the model can predict the effect that the independent variable has on the offer rate. This is known as the 95% confidence interval meaning we can be 95% confident the actual offer rate is within the range of the line. Smaller sample sizes produce wider confidence intervals.

Regression Model Results

This section of the report will discuss whether the variables included in the models can be shown to significantly impact on the likelihood of being made an offer, and what the odds of being made an offer are compared to other applicants within the variable.

An odds ratio is a relative measure of effect which allows the comparison of one group with other groups within a variable (i.e. the offer rate of White applicants compared to other Ethnic groups). If the outcome is the same in both groups the ratio will be 1, which implies there is no difference in terms of performance of the two groups in relation to the dependent variable used. If the Odds Ratio is less than 1, the comparison group is performing better than the group it is being compared to. If the Odds Ratio is greater than 1, the comparison group is not performing as well as the group it is being compared to.

Table 37 below summarises the findings of all five regression models. The values indicate the odds ratios (as described above), and odds ratios highlighted in green indicate that they are significant at the 95% confidence level. See Appendix 8 for the full outputs of the regression models. Effects plots outlining the key findings for each variable are discussed below.

Table 37: Odds ratios and significance levels of the probability of being made an offer when examining various socio-demographic and widening participation variables

	Model 1	Model 2	Model 3	Model 4	Model 5
Faculty					
Comparator: Science and Engineering					
Humanities	0.85	0.84	0.84	0.84	0.84
BMH - SBS & Psychology	0.29	0.30	0.30	0.30	0.29
BMH - Optometry & Pharmacy	0.10	0.11	0.11	0.11	0.11
BMH - Nursing, Midwifery & Human Comm	0.04	0.04	0.04	0.04	0.04
BMH - School of Medical Sciences	0.01	0.01	0.01	0.01	0.01
Predicted Grade Category					
Comparator: Equal to grade requirements					
One grade above	1.82	1.82	1.81	1.81	1.82
Two grades above	2.67	2.65	2.65	2.63	2.64
More than two grades above	3.57	3.54	3.52	3.51	3.50
Gender					
Comparator: Male					
Female	0.85	0.86	0.85	0.85	0.85
Ethnic Group					
Comparator: White					
Asian	0.64				
Black	0.60				
Mixed/Other	0.57				
Full Ethnicity					
Comparator: White					
African		0.59	0.59	0.60	0.61
Arab		0.36	0.35	0.35	0.35
Bangledeshi		0.71	0.73	0.75	0.76
Caribbean		0.68	0.68	0.69	0.70
Chinese		1.12	1.08	1.10	1.09
Indian		0.75	0.74	0.74	0.74
Mixed - White and Asian		0.77	0.76	0.76	0.76
Mixed - White and Black African		0.80	0.77	0.78	0.79
Mixed - White and Black Caribbean		0.92	0.90	0.90	0.90
Other		0.38	0.38	0.38	0.38
Other Asian Background		0.57	0.56	0.56	0.58
Other Black Background		0.48	0.49	0.48	0.47
Other Mixed		0.52	0.52	0.52	0.52
Pakistani		0.49	0.49	0.50	0.51
School Type Summary					
Comparator: Independent School					
State School	0.69	0.70			
Full School Type					
Comparator: Independent School					
Grammar School			0.68	0.68	0.69
Comprehensive School			0.62	0.63	0.63
Other State School			0.80	0.82	0.82
Sixth Form College			0.62	0.63	0.63

	Model 1	Model 2	Model 3	Model 4	Model 5
POLAR 3 WP Category					
Comparator: Non-WP (Quintiles 2-5)					
WP (Quintile 1)	0.88	0.88	0.90		
POLAR 3 Quintile					
Comparator: Quintile 1					
Quintile 2				0.99	0.99
Quintile 3				1.07	1.07
Quintile 4				1.23	1.23
Quintile 5				1.16	1.15
Socio-Economic Background Category					
Comparator: High Socio-Economic Background (NSSEC 1-3)					
Low Socio-Economic Background (NSSEC 4-7)	0.85	0.87	0.89	0.91	
Full Socio-Economic Background Category					
Comparator: NSSEC 1 - Higher managerial & professional occupations					
NSSEC 2 - Lower managerial and professional occupations					0.91
NSSEC 3 - Intermediate occupations					0.89
NSSEC 4 - Small employers & own account workers					0.73
NSSEC 5 - Lower supervisory & technical occupations					0.97
NSSEC 6 - Semi-routine occupations					0.85
NSSEC 7 - Routine occupations					0.98

Faculty

As previously outlined in the descriptive analysis of this report, offer rates in the Faculty of Biology and Medicine and Health were significantly lower than in the other two Faculties, and this is evidenced in the regression analysis and the effect plot below. Offer rates within Humanities were not significantly lower than those in FSE.

Figure 10: Faculty Effect Plot
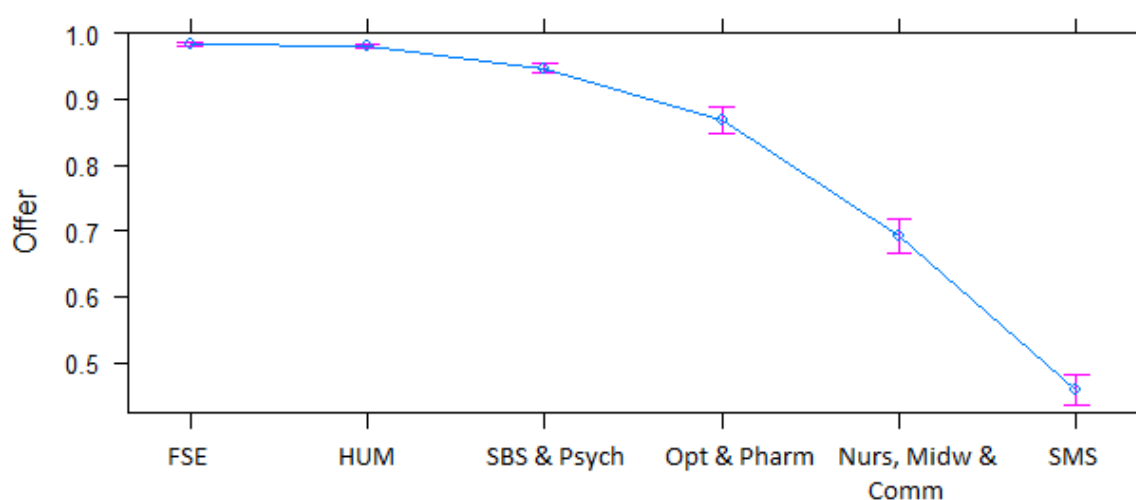
Predicted Grade Category

The regression models support the descriptive analysis which suggests that that the probability of receiving an offer is significantly impacted by the amount of grades above the minimum entry requirements an applicant is predicted. In regards to Model 5, the odds ratio for applicants who were one grade above the entry requirements was 1.82 compared to the comparison group, and the odds ratio increased to 3.50 when the applicant was two or more grades above the entry requirements – these applicants were 10% more likely to be made an offer than those who had applied with the minimum entry requirements. These findings were significant across all models, when all other variables were controlled for.

Figure 11: Predicted Grade Category Effect Plot
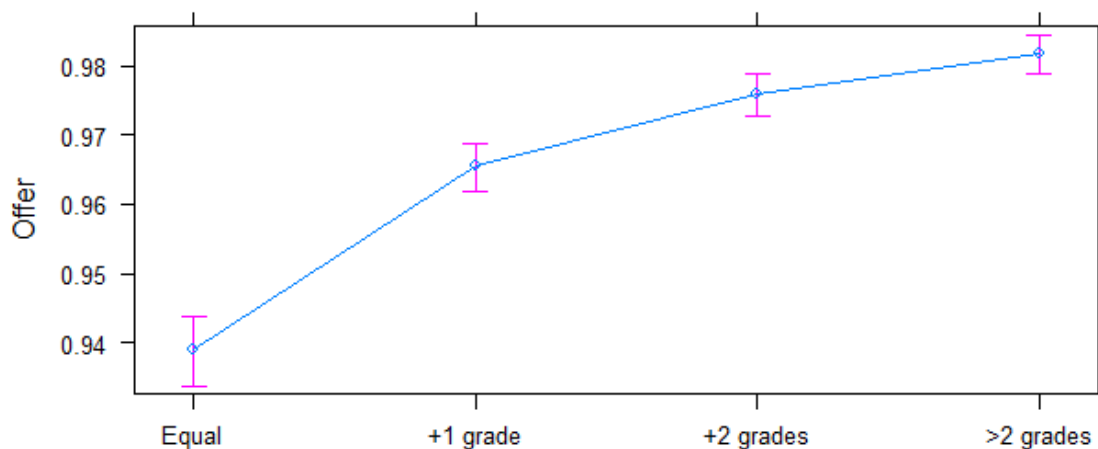
Gender

In terms of gender, all five models showed that gender has a significant impact on offer rates; with female applicants significantly less likely to be made an offer than males. For example, the effects plot for model 5 (Figure 12 below) shows that the odds ratio for female is 0.85 compared to males.

Figure 12: Gender Effect Plot
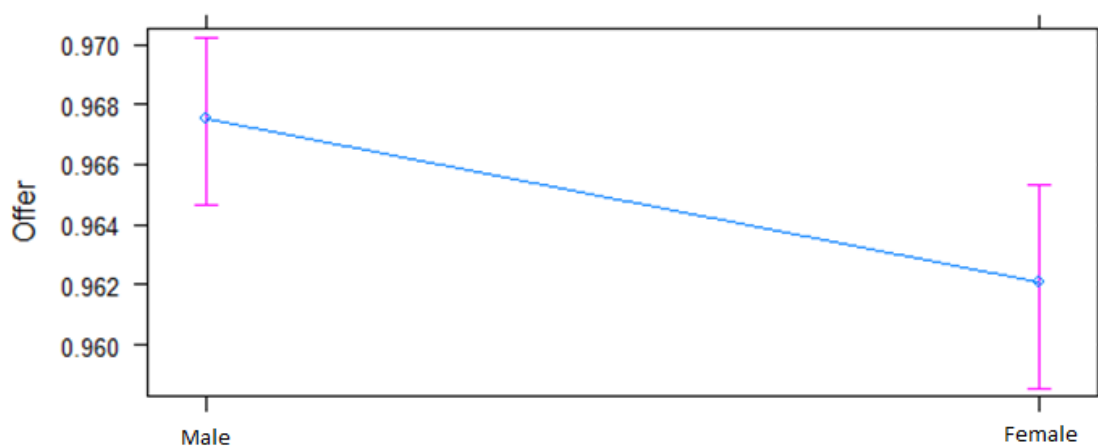
Ethnicity

The regression analysis indicated that BAME applicants were significantly less likely to be made an offer than White applicants, even when predicted entry category, Faculty and other variables are controlled for (see Model 1 effect plot in Figure 13 below). All three categories of ethnicity (Asian, Black and Mixed/Other) had an odds ratio of around 0.6.

Figure 13: Ethnicity Category Effect Plot (from Model 1)
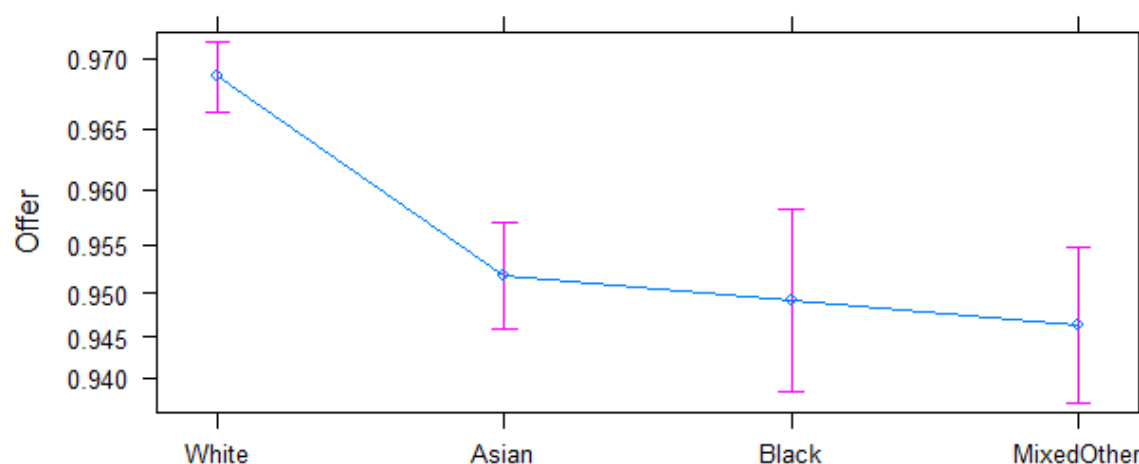
Models 2-5 of the regression analysis controlled for ethnicity at the most detailed level, and this identified differences across the BAME cohorts. As Table 37 above indicates (also shown in Figure 14 below), applicants who are Black African, Arab, Indian, Other, Other Asian, Other Mixed and Pakistani all have significantly lower odds of being made an offer, even when all other variables are controlled for. The only ethnicity to have better odds of being made an offer than White applicants are those of Chinese ethnicity; however this was not found to be significant at the 95% confidence level.

Figure 141: Full Ethnicity Effect Plot
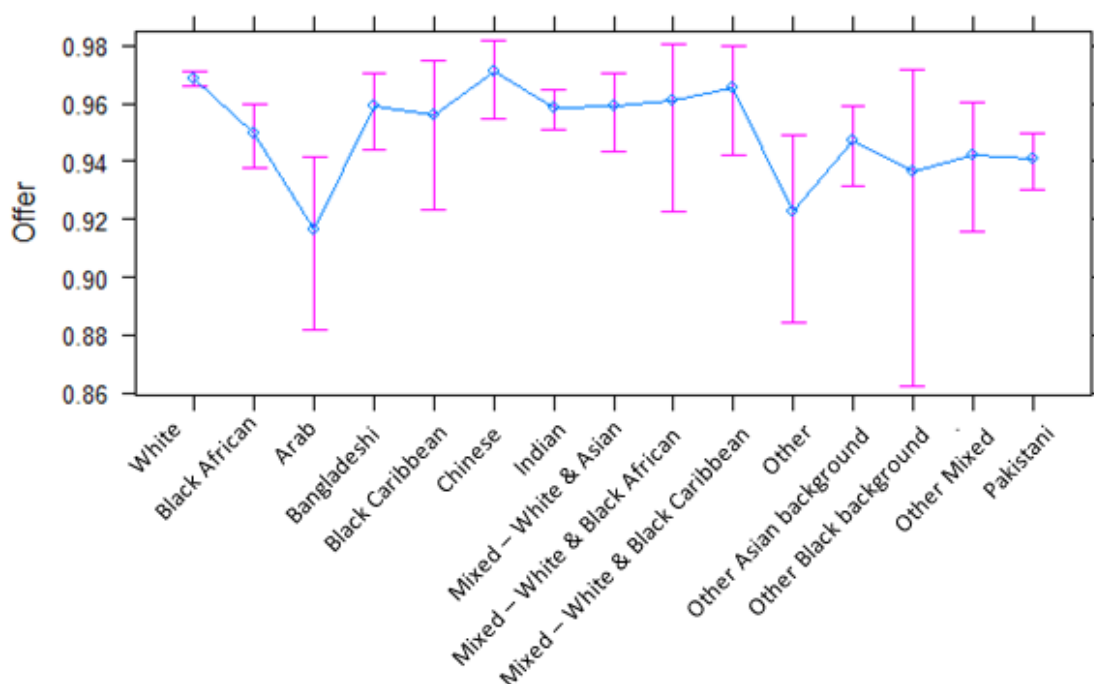
School Type

As illustrated below in Figure 15, applications submitted by applicants who attended an independent school have a significantly higher probability of receiving an offer compared to applications received by those who attended any type of state school. The effect plot indicates that applications submitted by applicants who attended a comprehensive school or Sixth Form College had the lowest probability of receiving an offer compared to applications submitted by applicants who attended an independent school. This was significant across all models.

Figure 15: Previous School Type Effect Plot
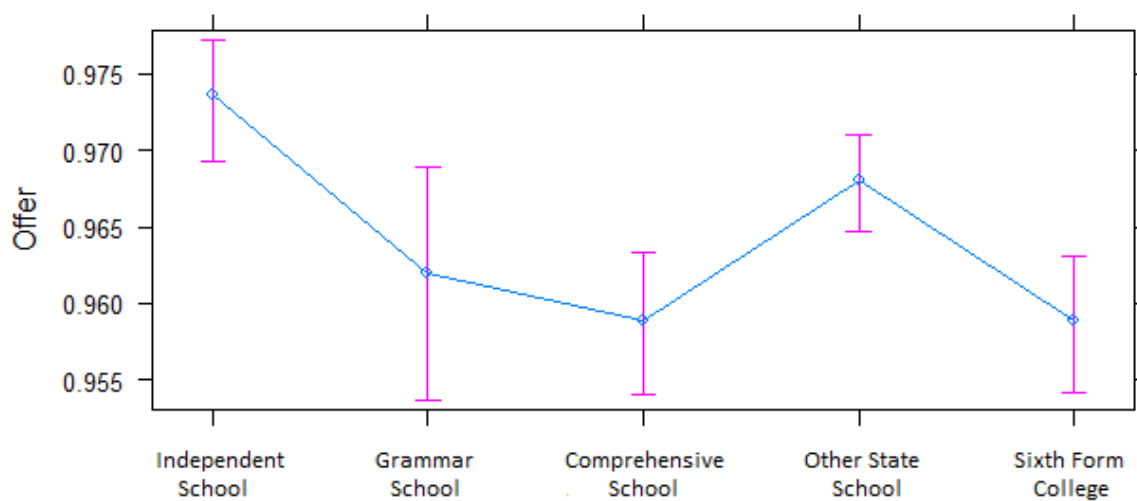
POLAR3 WP

Applicants from POLAR 3 Quintile 1 did not have any significant difference in offer rates than those from Quintiles 2-5. This may relate to this being a condition for contextual admissions, and perhaps evidences the success of the scheme in terms of widening access to higher education.

However when the Quintiles were factored into the regression analysis in Models 4 and 5, applicants from Quintile 4 were found to be significantly more likely to be made an offer than those from Low Participation Neighbourhoods (an odds ratio of 1.23), but this was not seen for the other Quintiles individually.

Figure 16: POLAR3 Quintile Effect Plot
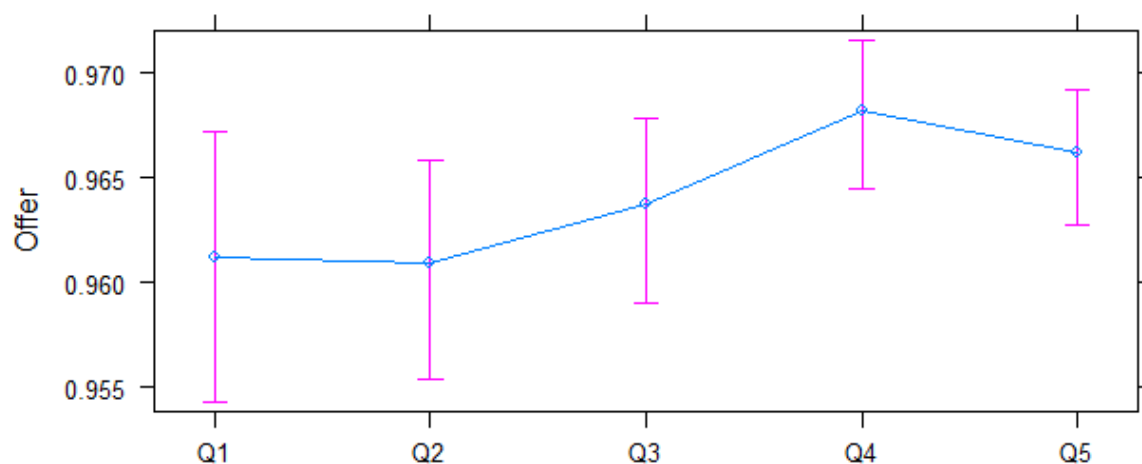
Socio-Economic Status

In regards to Socio-Economic Status, in there is some evidence to indicate that applications submitted by applicants that have a high socio-economic status have a higher probability of receiving an offer than applications submitted by applicants that have a low socio-economic status. However, the p-value became greater than 0.05 when further detail was added into the models (Models 3, 4 and 5), suggesting that this finding does not hold in light of all other variables. The effects plot for Model 4 shows that there are little differences between offer rates for the two socio-economic cohorts when controlling for different factors (see Figure 17 below).

Figure 17: Socio-Economic Background Effect Plot (from Model 4)
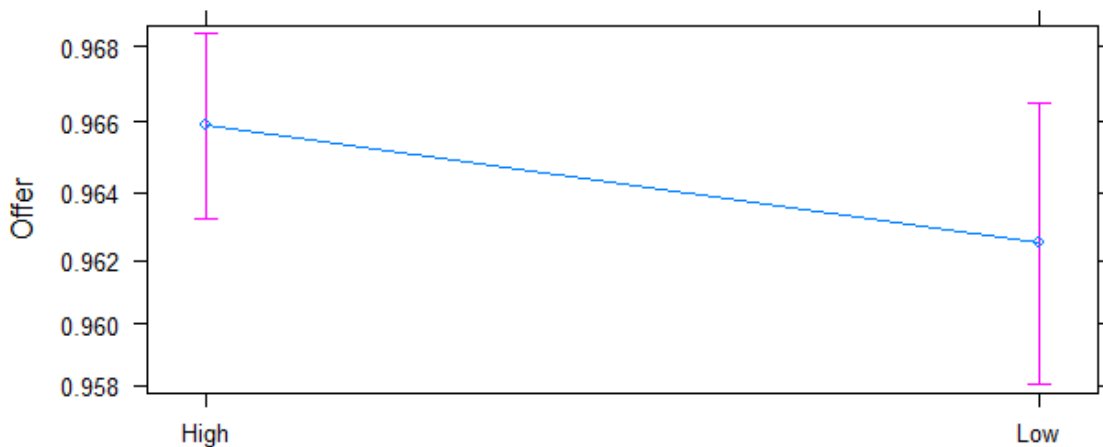
A full breakdown of socio-economic background was included in Model 5, where again there was little evidence to suggest that applicants from the higher socio-economic backgrounds have an advantage in terms of offer making compared to those from lower socio-economic backgrounds. All categories of socio-economic background had an odds ratio of around 0.8 or 0.9 which was not significant; the only exception to this was applicants whose parents were small employers or own account workers (NS-SEC 4) – these applicants were significantly less likely to be made an offer than those from the highest background category, with an odds ratio of 0.73.

Figure 18: Full NS-SEC Effect Plot
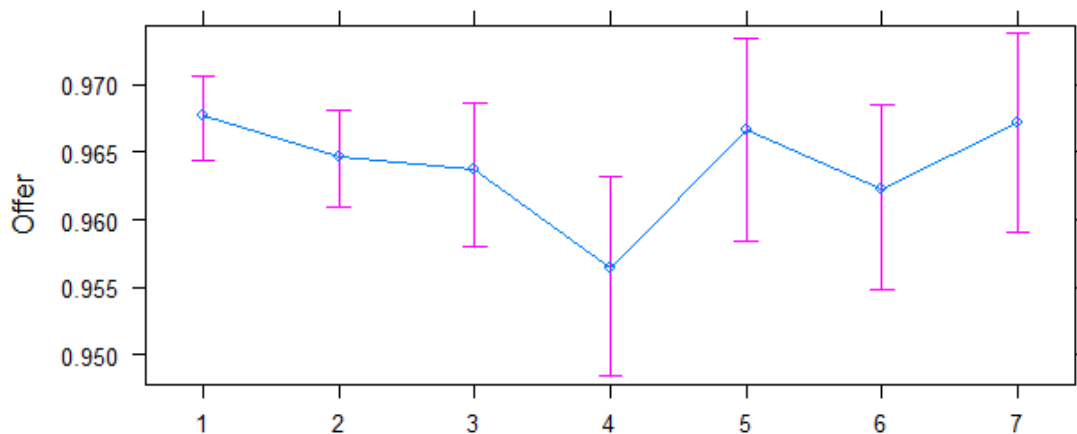
Non-Traditional Qualifications

Additional descriptive analysis was undertaken to look at how offer rates may differ for applicants who do not apply with the traditional 3 A Level grades. There are two strands to this section of the report – the first will focus on applicants who applied with a BTEC qualification and the second looks at applicants from mature applicants.

BTEC Qualifications

This section of the report provides descriptive analysis of applications in 2016 and 2017 who were undertaking BTEC qualifications only (i.e. applicants who had a combination of A Level and BTEC qualifications were excluded). BTEC Nationals are career-based qualifications that are designed to give a student practical knowledge and skills which help them to prepare for HE or to go straight into employment[25]. The University of Manchester welcomes applications from students studying the BTEC National Extended Diploma (Pearsons) for entry providing it is in a subject relevant to the chosen course.

Many of the same population filters apply as with the previous A Level analysis; however foundation courses have been included in this analysis as applicants with BTEC qualifications may be more likely to apply to these academic programmes. Finally, this analysis is based solely on an applicant's predicted tariff score[26] and consequently, **does not** control for whether an applicant met the entry requirements for their chosen course.

Academic School

As shown in Table 38 below, applicants with BTEC qualifications were most likely to apply for Nursing and Midwifery courses within the School of Health Sciences, accounting for 34.8% of all of these applications (n=1221). This may be due to the courses within this division having lower entry requirements and having a greater focus on work-place learning; however the offer rate for these applications was just 17.9%. This is compared to the next greatest proportion of applications in Alliance Manchester Business School (10.9%), where offers were made to 58.6% of the applicants.

There is a much broader range in offers for this cohort compared to the A Level cohort, however this may relate to the grades with which applicants are applying, which cannot be factored into this analysis. Offer rates were highest in AMBS, Law, SEED and Materials, and were lowest in Social Sciences, MACE, Computer Science, Biological Sciences and the FSE Foundation Year courses.

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[25] Pearson BTEC Nationals. https://qualifications.pearson.com/en/qualifications/btec-nationals.html
[26] See Appendix 4 for UCAS tariff points system

Table 38: Application Proportion and Offer Rates for applications submitted with BTEC National Extended Diploma Qualifications by Academic School

Academic School	Applications	Application Proportion	Offer rate
Health Sciences - Nursing & Midwifery	1221	34.8%	17.9%
Alliance Manchester Business School	384	10.9%	58.6%
Law	292	8.3%	57.9%
Social Sciences	245	7.0%	1.2%
Mechanical, Aerospace and Civil Engineering	179	5.1%	0.6%
Computer Science	174	5.0%	1.1%
Arts, Languages and Cultures	157	4.5%	15.9%
Health Sciences - Human Comm, Devel & Hear	123	3.5%	18.7%
Faculty Office - FSE (Foundation Years)	112	3.2%	0.0%
Health Sciences - Pharmacy	101	2.9%	5.9%
Environment, Education and Development	90	2.6%	74.4%
Electrical and Electronic Engineering	89	2.5%	6.7%
Health Sciences - Psychology & MH	86	2.4%	19.8%
Biological Sciences	75	2.1%	0.0%
Earth and Environmental Sciences	66	1.9%	22.7%
Materials	62	1.8%	48.4%
Chemistry	*28*	*0.8%*	*10.7%*
Chemical Engineering and Analytical Science	*8*	*0.2%*	*0.0%*
Health Sciences - Optometry	*8*	*0.2%*	*0.0%*
Medical Sciences - Dentistry	*5*	*0.1%*	*0.0%*
Physics and Astronomy	*5*	*0.1%*	*0.0%*
Mathematics	*1*	*0.0%*	*100.0%*
Grand Total	3511	100.0%	23.1%

Tariff Score Analysis

Table 39 below shows that as the tariff score increases for BTEC applicants, so too does the likelihood of being made an offer; however BTEC applicants with 420 tariff points (grades D*D*D*, the equivalent of three A* grades at A Level) still only had an offer rate of 39.5% overall (although this varied across Schools). This is compared with an offer rate of 96.2% for 420 tariff A Level applicants (see Figure 19), a difference in offer rates of 56.7%.

In some Academic Schools, offer rates are low across all categories of BTEC tariff points. For instance, of the 53 BTEC applicants with 420 tariff points in Computer Science, only 1 applicant was made an offer, and of the 32 who applied to MACE, none were made an offer.

Table 39: Offer Rates for applications submitted with BTEC National Extended Diploma qualifications at each tariff category, by Academic School

Academic School	Offer Rate					
	280 or less	320	360	380	400	420
Health Sciences - Nursing & Midwifery	0.0%	1.6%	11.1%	19.3%	21.7%	35.3%
Alliance Manchester Business School	13.8%	21.4%	47.1%	56.7%	72.3%	72.8%
Law	18.2%	40.0%	44.2%	72.4%	75.0%	78.3%
Social Sciences	0.0%	0.0%	2.1%	0.0%	3.2%	1.3%
Mechanical, Aerospace and Civil Engineering	0.0%	0.0%	0.0%	0.0%	4.3%	0.0%
Computer Science	0.0%	0.0%	0.0%	4.3%	0.0%	1.9%
Arts, Languages and Cultures	9.0%	8.6%	18.8%	21.1%	38.5%	57.1%
Health Sciences - Human Comm, Devel & Hear	0.0%	0.0%	11.5%	23.1%	17.4%	35.1%
Faculty Office - FSE (Foundation Years)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Health Sciences - Pharmacy	0.0%	0.0%	0.0%	9.1%	14.3%	9.5%
Environment, Education and Development	52.9%	57.1%	85.7%	77.8%	90.9%	83.3%
Electrical and Electronic Engineering	0.0%	0.0%	0.0%	6.3%	11.1%	19.0%
Health Sciences - Psychology & MH	0.0%	0.0%	21.1%	33.3%	28.6%	34.8%
Biological Sciences	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Earth and Environmental Sciences	7.7%	55.6%	0.0%	13.3%	37.5%	30.8%
Materials	26.1%	53.3%	25.0%	50.0%	80.0%	76.9%
Chemistry	0.0%	0.0%	0.0%	0.0%	11.1%	25.0%
Chemical Engineering and Analytical Science		0.0%	0.0%	0.0%	0.0%	0.0%
Health Sciences - Optometry	0.0%	0.0%		0.0%	0.0%	0.0%
Medical Sciences - Dentistry	0.0%		0.0%			0.0%
Physics and Astronomy	0.0%		0.0%		0.0%	0.0%
Mathematics						100.0%
Grand Total	6.3%	10.6%	17.5%	22.4%	29.6%	39.5%

Figure 19: Offer rates for BTEC and A Level applications at each tariff category

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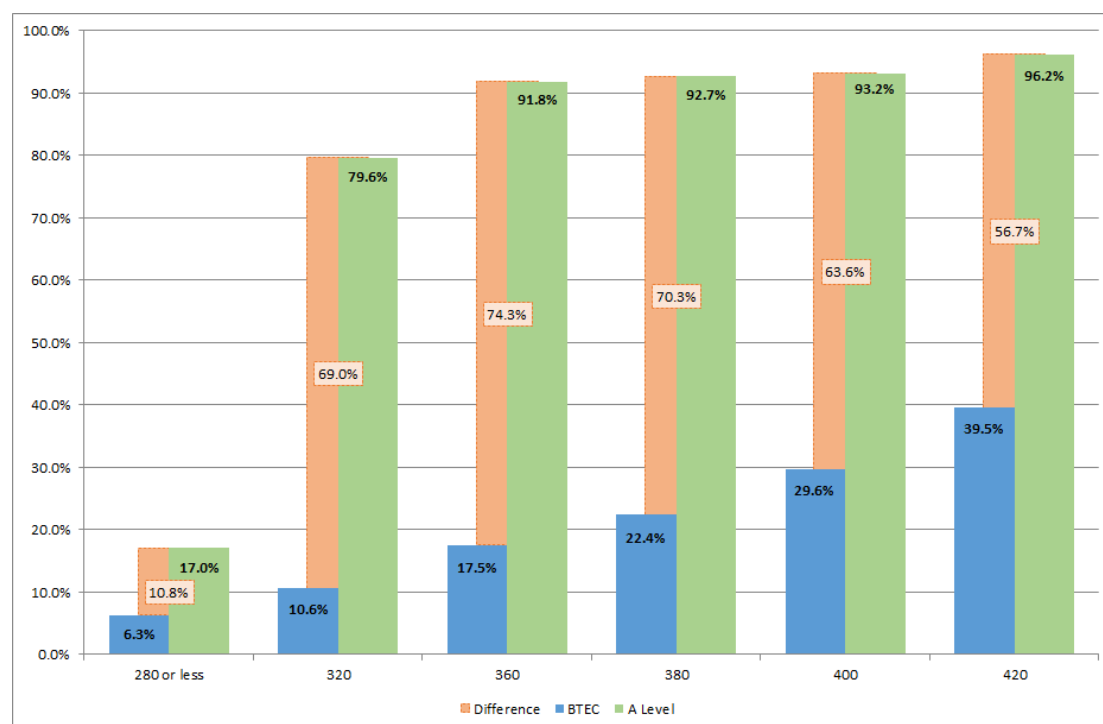
Socio-demographic and Widening Participation Variables

Table 40 below indicates the number of applications and offer rates for applicants with BTEC qualifications when tariff points were split into three categories. Tariff score was split by less than 320 points, 320 points to 360 points and more than 360 points. This is due to most of the academic programmes within the University of Manchester requiring ABB (320 tariff points) or higher.

Female applicants were more likely to be applying with BTEC qualifications than males, as were applicants from Sixth Form Colleges or Other State Schools. The various WP measures saw a much more even split for BTEC applicants than they did for A Level applicants – almost half of all BTEC applicants were from low socio-economic backgrounds, compared to around 23% of A Level applicants from the previous analysis; and only 14% of BTEC applicants were from the highest participation neighbourhoods compared to 36% of A Level applicants.

With regards to offer rates for BTEC applicants, they also increased across the tariff groupings, with 33.2% of applicants with more than 360 points being made an offer. This is observed across all of the socio-demographic and WP variables, but gaps between groups of applicants are still observed. For instance, Black applicants with the highest BTEC tariff points had an offer rate of just 22.8%, compared to 36.8% for White applicants, and applicants from non-WP backgrounds had higher offer rates than their WP counterparts (except on the parental HE status measure).

Table 40: Offer rates for applications submitted by applicants with BTEC National Extended Diploma qualifications categorised by tariff point category, across socio-demographic and Widening Participation variables

	Number of Applications	Application Proportion	Offer Rate		
			< 320 tariff points	320- 360 tariff points	> 360 tariff points
Total	3511	100.0%	6.3%	14.6%	33.2%
Gender					
Female	2026	57.7%	7.7%	13.8%	34.8%
Male	1485	42.3%	5.1%	15.6%	30.7%
Ethnicity					
Asian	828	24.5%	5.8%	12.2%	28.9%
Black	346	10.2%	4.2%	11.2%	22.8%
Mixed/Other	215	6.4%	9.4%	13.0%	30.7%
White	1993	58.9%	6.6%	16.6%	36.8%
Disability					
Disabled	301	8.6%	5.9%	14.7%	27.0%
Not Disabled	3210	91.4%	6.3%	14.5%	33.7%
School Type (summary)					
Independent	*12*	*0.4%*	*0.0%*	*25.0%*	*42.9%*
State	3202	99.6%	6.4%	14.5%	33.5%
School Type (split)					
Independent School	*12*	*0.4%*	*0.0%*	*25.0%*	*42.9%*
Grammar School	*3*	*0.1%*			*33.3%*
Comprehensive School	129	4.0%	*17.4%*	6.7%	29.5%
Sixth Form College	1311	40.8%	5.9%	14.2%	34.5%
Other State	1759	54.7%	5.7%	15.3%	32.8%
Socio-Economic Background					
Low	1390	48.2%	6.7%	14.1%	29.3%
High	1497	51.9%	6.6%	16.6%	38.6%
WP Flag					
Yes	2001	57.5%	5.2%	12.5%	29.5%
No	1479	42.5%	8.3%	17.6%	37.6%
WP Plus Flag					
Yes	1535	44.5%	4.6%	11.9%	28.2%
No	1917	55.5%	7.8%	17.0%	36.8%
Parental HE Status					
Parents not been to HE	1047	41.9%	8.2%	17.7%	36.8%
Parents have been to HE	1455	58.2%	6.5%	13.6%	32.7%
POLAR3 Quintile					
Q1	739	21.2%	3.5%	12.5%	28.6%
Q2	857	24.6%	5.5%	13.2%	34.2%
Q3	768	22.0%	3.5%	15.6%	33.3%
Q4	635	18.2%	11.4%	15.0%	30.3%
Q5	485	13.9%	10.6%	16.9%	41.1%
POLAR3 WP Status					
Yes	739	21.2%	3.5%	12.5%	28.6%
No	2745	78.8%	7.1%	14.9%	34.3%
POLAR3 WP TEF Flag					
Yes	1596	45.8%	4.6%	12.9%	31.6%
No	1888	54.2%	7.8%	15.7%	34.3%

Mature Applicants

The analysis in this report so far has only focused on young applicants, those who are under 21 upon application. This section of the report looks at application and offer rates from applicants who were over 21 when they applied, referred to as "mature" applicants.

For this analysis, the data was restricted to applicants who had already achieved their grades when applying (i.e. applicants with predicted grades were removed from the sample), and the highest achieved qualification was used to identify the main qualification or set of qualifications that they were applying with, which it was presumed would have been used in the offer making process. It is noted that the process of selecting an applicant's highest qualification was subjective, and may not completely reflect the conditions for their being made an offer.

Again, the offer rates included in this analysis relate to all applications submitted and does not control for whether an applicant met the entry requirements for their chosen course. This is due to the complexity of the varying courses that a mature applicant may have undertaken and consequently, and the often contextual and subjective way in which applications from mature applicants with these qualifications are dealt with.

Academic School

There were almost 6000 applications from mature applicants in this cohort. As Table 41 below indicates, Nursing and Midwifery had the highest number of mature applications in these two years, taking 32.7% of all applications (n=1935). The division with the next higher proportion of these applications was Medicine, however this was just 7.9%.

Although the average offer rate for mature applicants across the institution was 27.2%, it varied greatly across the Schools. Chemistry had the highest offer rate at 69.4% (however had only 36 applications from mature applicants), followed by SEES, SEED, Law, Mathematics and SALC. Many of the Health and Medical Sciences courses had the lowest offer rates (following the overall trends for these schools), but also of note were MACE (12.6%) and Computer Science (11.6%).

Table 41: Application proportions and offer rates for applications submitted by mature applicants who had already obtained their qualifications, by Academic School

Academic School	Number of applications	Application Proportion	Offer Rate
Health Sciences - Nursing & Midwifery	1935	32.7%	15.6%
Medical Sciences - Medical	470	7.9%	39.1%
Social Sciences	453	7.6%	36.2%
Arts, Languages and Cultures	450	7.6%	51.6%
Medical Sciences - Dentistry	277	4.7%	6.9%
Biological Sciences	259	4.4%	21.6%
Law	257	4.3%	57.6%
Alliance Manchester Business School	214	3.6%	29.0%
Faculty Office - FSE	206	3.5%	16.5%
Mechanical, Aerospace and Civil Engineering	183	3.1%	12.6%
Health Sciences - Human Comm, Devel & Hear	172	2.9%	30.8%
Health Sciences - Pharmacy	160	2.7%	13.8%
Computer Science	146	2.5%	11.6%
Health Sciences - Optometry	142	2.4%	22.5%
Health Sciences - Psychology & MH	129	2.2%	27.1%
Environment, Education and Development	101	1.7%	61.4%
Electrical and Electronic Engineering	83	1.4%	22.9%
Earth and Environmental Sciences	81	1.4%	63.0%
Materials	61	1.0%	32.8%
Mathematics	48	0.8%	54.2%
Chemistry	36	0.6%	69.4%
Physics and Astronomy	33	0.6%	27.3%
Chemical Engineering and Analytical Science	*26*	*0.4%*	*50.0%*
Grand Total	**5922**	**100.0%**	**27.2%**

Age Group

As the definition of mature applicants is applicable to anyone aged over 21, and the experiences of applicants aged 22 may be different to those aged 40, the cohort is broken down into three difference age groups – those aged 21-24, those aged 25-39 and those over 40.

As Table 42 below shows, 60% of applications from mature applicants were from those aged 21-24 and 35% were from those aged 25-39. The 40+ group accounted for only 5% of the overall cohort. However this varied across Schools, and in the subject area with the greatest number of applicants – Nursing and Midwifery – most applicants were aged 25-39, and almost 10% were 40 or over.

Offer rates also varied across the age groups. 30.2% of applicants aged 21-24 received an offer overall, compared to 23.4% of those aged 25-39 and only 17.4% of those aged over 40. Cohort sizes at School level are small.

Table 42: Application proportions and offer rates for applications submitted by mature applicants who had already obtained their qualifications, by Academic School and age group

| Academic School	Number of applications	Application Proportion			Offer Rate		
		21-24	25-39	40+	21-24	25-39	40+
Health Sciences - Nursing & Midwifery	1935	42.3%	48.0%	9.7%	16.5%	15.8%	10.6%
Medical Sciences - Medical	470	72.6%	26.8%	0.6%	41.9%	32.5%	0.0%
Social Sciences	453	72.2%	24.3%	3.5%	39.1%	30.0%	18.8%
Arts, Languages and Cultures	450	72.4%	24.0%	3.6%	51.2%	51.9%	56.3%
Medical Sciences - Dentistry	277	66.4%	31.8%	1.8%	8.7%	3.4%	0.0%
Biological Sciences	259	67.2%	29.0%	3.9%	18.4%	28.0%	30.0%
Law	257	68.9%	27.6%	3.5%	54.2%	66.2%	55.6%
Alliance Manchester Business School	214	76.2%	21.0%	2.8%	29.4%	28.9%	16.7%
Faculty Office - FSE	206	69.4%	29.6%	1.0%	16.1%	18.0%	0.0%
Mechanical, Aerospace and Civil Engineering	183	67.8%	27.3%	4.9%	16.1%	6.0%	0.0%
Health Sciences - Human Comm, Devel & Hear	172	53.5%	39.0%	7.6%	37.0%	22.4%	30.8%
Health Sciences - Pharmacy	160	55.0%	41.9%	3.1%	15.9%	9.0%	40.0%
Computer Science	146	69.2%	27.4%	3.4%	14.9%	5.0%	0.0%
Health Sciences - Optometry	142	68.3%	29.6%	2.1%	18.6%	28.6%	66.7%
Health Sciences - Psychology & MH	129	62.0%	34.1%	3.9%	31.3%	20.5%	20.0%
Environment, Education and Development	101	74.3%	21.8%	4.0%	62.7%	63.6%	25.0%
Electrical and Electronic Engineering	83	60.2%	38.6%	1.2%	24.0%	21.9%	0.0%
Earth and Environmental Sciences	81	61.7%	35.8%	2.5%	62.0%	69.0%	0.0%
Materials	61	75.4%	19.7%	4.9%	34.8%	33.3%	0.0%
Mathematics	48	62.5%	27.1%	10.4%	66.7%	23.1%	60.0%
Chemistry	36	58.3%	38.9%	2.8%	66.7%	78.6%	0.0%
Physics and Astronomy	33	69.7%	30.3%	0.0%	26.1%	30.0%	
Chemical Engineering and Analytical Science	*26*	*80.8%*	*19.2%*	*0.0%*	*52.4%*	*40.0%*	
Grand Total	**5922**	**60.0%**	**34.8%**	**5.3%**	**30.2%**	**23.4%**	**17.4%**

Highest Qualification

As Table 43 below indicates, mature applicants are most likely to submit applications after completing an access course, accounting for over a third of all mature applications. This is observed within most of the Academic Schools, with the exception of Medicine and Mathematics where applicants were more likely to apply with A Levels. Applications from mature applicants with BTECs were more prevalent in EEE, Materials, Computer Science, SEED, MACE and AMBS. Mature applicants to some of the Health and Medical Science courses, such as Medicine, Dentistry, Human Communication and Optometry were more likely to be returning to HE having already completed another degree.

Table 43: Spread of applications by highest qualifications of mature applicants, by Academic School

Academic School	Proportion of applications						Total number of applications
	Access Course	A Levels	BTEC	Degree	GCSEs	Other	
Health Sciences - Nursing & Midwifery	47.8%	5.9%	11.2%	12.7%	2.6%	19.8%	1935
Medical Sciences - Medical	8.3%	34.7%	0.9%	45.1%	0.9%	10.2%	470
Social Sciences	32.2%	33.3%	9.7%	4.0%	1.3%	19.4%	453
Arts, Languages and Cultures	34.7%	26.7%	13.1%	2.7%	1.1%	21.8%	450
Medical Sciences - Dentistry	20.9%	28.2%	6.9%	20.2%	2.5%	21.3%	277
Biological Sciences	46.7%	22.0%	6.6%	3.5%	1.5%	19.7%	259
Law	47.5%	19.1%	12.5%	3.5%	2.7%	14.8%	257
Alliance Manchester Business School	25.7%	21.5%	20.1%	3.7%	1.9%	27.1%	214
Faculty Office - FSE	27.2%	34.0%	16.0%	2.9%	1.0%	18.9%	206
Mechanical, Aerospace and Civil Engineering	22.4%	31.1%	24.0%	5.5%	1.1%	15.8%	183
Health Sciences - Human Comm, Devel & Hear	37.8%	12.8%	5.2%	23.3%	0.6%	20.3%	172
Health Sciences - Pharmacy	38.8%	25.0%	7.5%	7.5%	3.1%	18.1%	160
Computer Science	15.1%	21.9%	27.4%	3.4%	4.1%	28.1%	146
Health Sciences - Optometry	43.0%	26.1%	3.5%	16.9%	2.1%	8.5%	142
Health Sciences - Psychology & MH	55.8%	13.2%	9.3%	4.7%	3.1%	14.0%	129
Environment, Education and Development	19.8%	21.8%	25.7%	4.0%	2.0%	26.7%	101
Electrical and Electronic Engineering	20.5%	13.3%	33.7%	7.2%	0.0%	25.3%	83
Earth and Environmental Sciences	43.2%	25.9%	13.6%	2.5%	0.0%	14.8%	81
Materials	26.2%	21.3%	26.2%	0.0%	0.0%	26.2%	61
Mathematics	8.3%	54.2%	2.1%	0.0%	16.7%	18.8%	48
Chemistry	44.4%	25.0%	8.3%	5.6%	0.0%	16.7%	36
Physics and Astronomy	33.3%	54.5%	6.1%	3.0%	0.0%	3.0%	33
Chemical Engineering and Analytical Science	*11.5%*	*57.7%*	*7.7%*	*3.8%*	*0.0%*	*19.2%*	*26*
Grand Total	**35.8%**	**20.1%**	**11.4%**	**11.6%**	**2.0%**	**19.0%**	**5922**

Offer rates also vary by type of qualification that a mature applicant has obtained (see Figure 20 below), and by Academic School (see Table 44 although small cohort sizes at this level should be noted); however mature applicants applying with an Access course, A Levels or a previous degree were the most likely to be made an offer with rates of between 30-40%.

Figure 20: Overall institution offer rates for mature applicants by highest qualification
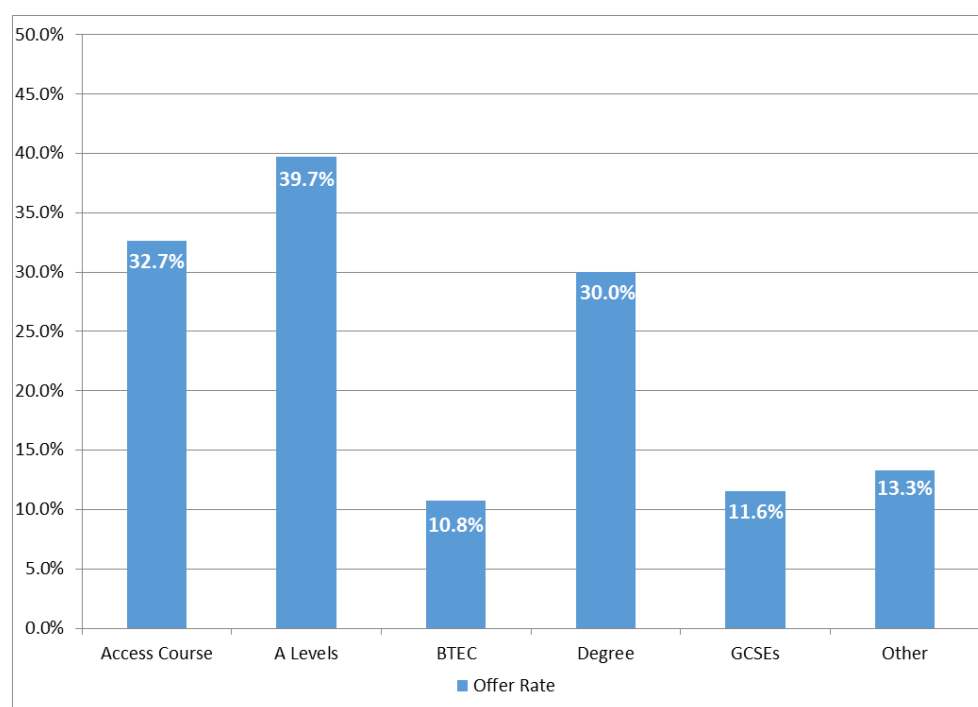
Table 44: Offer rates for mature applicants by highest qualification and Academic School

Academic School	Offer Rate					
	Access Course	A Levels	BTEC	Degree	GCSEs	Other
Health Sciences - Nursing & Midwifery	17.5%	22.8%	6.9%	28.5%	9.8%	6.3%
Medical Sciences - Medical	20.5%	46.6%	25.0%	40.6%	0.0%	27.1%
Social Sciences	48.6%	49.0%	6.8%	16.7%	16.7%	13.6%
Arts, Languages and Cultures	69.2%	61.7%	13.6%	41.7%	20.0%	36.7%
Medical Sciences - Dentistry	10.3%	14.1%	0.0%	3.6%	0.0%	0.0%
Biological Sciences	31.4%	26.3%	0.0%	11.1%	0.0%	3.9%
Law	82.0%	55.1%	21.9%	44.4%	57.1%	15.8%
Alliance Manchester Business School	65.5%	21.7%	20.9%	25.0%	0.0%	8.6%
Faculty Office - FSE	17.9%	25.7%	12.1%	0.0%	0.0%	5.1%
Mechanical, Aerospace and Civil Engineering	4.9%	33.3%	0.0%	20.0%	0.0%	0.0%
Health Sciences - Human Comm, Devel & Hear	32.3%	36.4%	0.0%	50.0%	0.0%	11.4%
Health Sciences - Pharmacy	8.1%	22.5%	0.0%	16.7%	0.0%	20.7%
Computer Science	9.1%	37.5%	0.0%	0.0%	0.0%	7.3%
Health Sciences - Optometry	39.3%	8.1%	0.0%	12.5%	0.0%	16.7%
Health Sciences - Psychology & MH	33.3%	35.3%	8.3%	16.7%	0.0%	16.7%
Environment, Education and Development	85.0%	86.4%	38.5%	75.0%	50.0%	44.4%
Electrical and Electronic Engineering	47.1%	54.5%	3.6%	0.0%		19.0%
Earth and Environmental Sciences	77.1%	81.0%	36.4%	0.0%		25.0%
Materials	50.0%	23.1%	50.0%			6.3%
Mathematics	50.0%	61.5%	100.0%		25.0%	55.6%
Chemistry	87.5%	66.7%	0.0%	50.0%		66.7%
Physics and Astronomy	0.0%	44.4%	0.0%	100.0%		0.0%
Chemical Engineering and Analytical Science	0.0%	60.0%	50.0%	100.0%		40.0%
Grand Total	32.7%	39.7%	10.8%	30.0%	11.6%	13.3%

Socio-Demographic Variables

Furthermore, there were some differences in application rates across socio-demographic groups. As mentioned in the methodology, variables such as socio-economic background do not apply to mature applicants and consequently, this analysis only focuses on gender and ethnicity.

In terms of gender, there were a greater proportion of applications submitted by mature, female applicants (59.9%) compared to mature, male applicants (40.1%) – see Table 45 below. However, applications submitted by mature, male applicants have a higher offer rate (31.07%, n=738) compared to mature, female applicants (24.53%, n=870) – see Table 46 below. Female mature applicants were more likely to have applied with an Access course, whereas males were more likely to have applied with A Levels or a BTEC; however even when controlling for these types of highest qualifications, males were still more likely to have been made an offer. This may relate to the divisions or schools that the applicants are applying too, rather than the gender of the applicants, which is not controlled for in this analysis.

The tables below also indicate that in regards to ethnicity, mature applicants were most likely to be White (61.9%). Asian applicants were more likely to apply with A-levels, whereas Black mature applicants had the highest proportion of BTECs. White mature applicants were most likely to apply with Access courses.

White mature applicants had the highest offer rates, whereas Black applicants had the lowest offer rates, and again this was consistent across most of the qualification types with the exception of BTECs.

Table 45: Application Proportions by highest qualification of mature applicants and by socio-demographic variables

	All applications		Proportion of applications by highest qualification					
	Number	Proportion	Access Course	A Levels	BTEC	Degree	GCSEs	Other
Gender								
Female	3547	59.9%	40.1%	16.0%	9.7%	12.5%	2.0%	19.6%
Male	2375	40.1%	29.4%	26.1%	14.0%	10.4%	2.1%	18.0%
Ethnicity								
Asian	858	15.1%	25.5%	30.3%	11.5%	15.5%	2.2%	14.9%
Black	826	14.6%	32.9%	12.0%	15.1%	10.3%	3.5%	26.2%
Mixed/Other	478	8.4%	35.8%	20.3%	8.6%	11.1%	2.5%	21.8%
White	3509	61.9%	39.6%	19.4%	10.9%	11.1%	1.6%	17.4%

Table 46: Offer rates by highest qualification of mature applicants and by socio-demographic variables

	All applications		Offer Rate by highest qualification					
	Number	Offer Rate	Access Course	A Levels	BTEC	Degree	GCSEs	Other
Gender								
Female	3547	24.5%	27.8%	37.7%	9.9%	30.9%	11.1%	11.6%
Male	2375	31.1%	42.5%	41.6%	11.7%	28.5%	12.2%	15.9%
Ethnicity								
Asian	858	24.4%	32.0%	30.8%	13.1%	26.3%	0.0%	8.6%
Black	826	15.0%	20.2%	28.3%	10.4%	8.2%	17.2%	7.4%
Mixed/Other	478	24.5%	33.9%	35.1%	4.9%	18.9%	0.0%	12.5%
White	3509	31.1%	35.4%	45.7%	11.7%	37.5%	14.0%	15.0%

Discussion and Recommendations

The analysis in this report was undertaken to investigate whether there were any differences within the offer making process for applicants who applied to the University of Manchester for an undergraduate degree course in 2016 and 2017.

In relation to the UCAS (2017) report, this study investigated whether there were any differences in offer making at an institutional level across widening participation and socio-demographic groups, but this project provided an extension to the UCAS report by controlling for an applicants predicted A-Level grades and the entry requirements of academic programmes. Further to this, this report examined how offer rates may change across Faculties, Schools and subject areas at The University of Manchester and explored how intersectional relationships between demographic criteria such as gender and socio-economic class can affect offer rates. The analysis also extended the analysis to non-traditional qualifications, including BTECs, and looked at how offer rates differ for mature applicants who have already achieved their qualifications before application.

The analysis identified that significant differences in offer rates are found across a number of groups of applicants, and that these differences hold even when subject area and entry grades are controlled for. Female applicants were found to be significantly less likely to be made an offer than male applicants, and applicants from all types of state school were also significantly less likely to be made offers than those applying from independent schools.

There was not found to be any significant differences in offer making across the other measures of Widening Participation such as POLAR and socio-economic background, which perhaps evidences the success of contextual admissions policies. In fact, the multivariate analysis identified that the WP and WP Plus Flags were working to benefit applicants from widening participation and lower socio-economic groups. Whilst it is not possible to know what the offer rate would be for WP and WP Plus applicants if the scheme was not in place, the data indicates that offers are being made in accordance with KPI 8 in the University of Manchester's 2020 strategic vision[27].

However most notably, large variations in offer rates across different ethnic groups were identified in all stages of the analysis. Whilst the data cannot control for some factors that may mean one application has an advantage over another during the offer-making process (such as quality of the personal statement), the regression analysis showed that an applicant's ethnicity significantly affected an applicant's probability of receiving an offer when many other variables are controlled for. It is recommended that these differences are subject to further qualitative research to investigate how BAME applicants experience the application process at the University of Manchester, and these findings at the University of Manchester compare to sector level data.

Further to this, the in-depth school analysis and regression modelling indicated that the probability of an application receiving an offer increased by the amount tariff points above the minimum entry requirements the applicant was predicted. Whilst this may benefit applicants who were predicted a higher tariff score, predicted grades may not be accurate[28]. For instance, Wyness (2017) argues that inequalities in offer-making may be caused because by high achieving pupils from disadvantaged background being more likely to receive predictions that are lower than the grades that they actually

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[27] The University of Manchester 2020: The University of Manchester's strategic plan.
[28] Wyness (2016) Predicted Grades: accuracy and impact. University and College Union, December 2016

go on to achieve[29]. The predicted grades system is likened to "crystal ball gazing" and consequently, some students are being unfairly disadvantaged during the offer-making process as their predicted grades fall lower than their actual achieved grades.

Moreover, the UCAS offer rate calculator[30] indicates that if an applicant applies to study Medicine, Dentistry or Veterinary Medicine at the University of Manchester with a prediction of achieving 3 A grade A-levels in Chemistry, Biology and Mathematics the likelihood of receiving an offer is around 23%; this increases to 43% where two of the grades increase to A*. A recommendation in light of this report is that whilst lower minimum entry requirements may encourage a broader range of applicants to apply, if offers are only being made to applications submitted by those who are predicted to exceed these minimum entry requirements then perhaps the entry requirements should be increased in order to improve the transparency of the admissions process at The University of Manchester. An example of this in practice can be seen in the School of Physics and Astronomy where the high entry requirements (A*AA) mean that **all** applications submitted by applicants who are predicted to achieve these required grades were made an offer and consequently, no differences in offer rates were identified across tariff score category, socio-demographic groups or widening participation cohorts.

On a broader scale, Wyness (2017) details that UCAS itself proposed a means by which the UK could move to Post Qualification Admissions (PQA) whereby students apply after they have received their results. Whilst practitioners may argue that such a move could actually damage the chances of some students, as over-predictions could encourage applicants to apply for more "aspirational" universities, PQA would remove the inefficiency of decision making on the basis of inaccurate information and may perhaps lead to a more fair and equal offer making process.

Next Steps

In light of the findings presented in this report, recommendations for further research into the offer-making process at The University of Manchester are summarised below.

- As mentioned above, it is recommended that further qualitative research into the offer-making process is conducted. This would highlight any further differences that may be occurring for applicants across socio-demographic and widening participation groups during the application process.
- Additional research into courses which use interviews in the decision making process may be beneficial, in order to identify whether school level differences in offer rates (or indeed those identified for certain cohorts of applicants) may be related to performance at interview, as opposed to just quality of the application form.
- Whilst this report has briefly discussed the implications of differential offer-making at the University of Manchester, it is recommended that the analysis be re-run at a later date once the scheme has been implemented to see how application and offer rates have changed with the introduction of this policy.

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[29] Wyness (2017) Rules of the Game: Disadvantaged students and the university admissions process. Sutton Trust, December 2017.
[30] UCAS offer rate calculator. Available at: https://www.ucas.com/advisers/offer-rate-calculator/ (Accessed 22/08/2018)

- It is recommended that regression models are run for each academic school (where cohort sizes are large enough), as this would highlight significant variables that effect the probability of an applicant receiving an offer within a specific academic schools.
- Descriptive analysis of the offer rates for applications submitted by applicants with BTEC qualifications was conducted as an extension to the report however, it would beneficial to investigate this in further detail (for instance, through controlling for entry requirements per course) so that more robust findings could be established.
- Similarly, this report could not control for whether mature applicants met the entry requirements for their chosen course. Consequently it is recommended that further research is conducted to better understand the decision making process when dealing with mature applicants with non-traditional qualifications, in order to control for this and produce more meaningful offer rates.

Appendix 1- Project Specification

Research Title

A study to investigate any differences in representation and in the offer-making process of undergraduate degree courses at The University of Manchester in 2016 and 2017.

Research Aims

To build upon previous research and identify whether any differences existed in the process of making an offer for those who applied for undergraduate degree courses at The University of Manchester in 2016 and 2017, by

- Identifying offer rates at The University of Manchester at an institutional level across widening participation and socio-demographic groups.
- Identifying offer rates across Academic Schools at The University of Manchester categorised by widening participation and socio-demographic groups.
- Examining socio-demographic and widening participation trends in offer rates across schools with The University of Manchester while controlling for predicted grades and subject requirements of academic programmes.
- Examining trends in offer rates across schools within The University of Manchester for applicants who have non-traditional qualifications such as BTEC qualifications.
- Exploring how intersectional relationships between demographic criteria affect offer rates for applicants at The University of Manchester. For example, ethnicity and gender or ethnicity and Widening Participation flag and Widening Participation Plus flag.
- Exploring the implications of potential differential offer-making for applicants who qualify for the Widening Participation flag and Widening Participation Plus flag.

Summary of Relevant Research

This study investigates any differences within the admissions process for applicants who applied to The University of Manchester for an undergraduate degree course in 2016 and 2017. Statistics from UCAS (2017a) reported that in 2016, 44,650 applications were received at The University of Manchester by the June deadline and 27,145 were made an offer, giving an offer rate for The University of Manchester 60.8%[31]. In 2017, 45,065 applications were received by the June deadline and 27,445 were made an offer, making the offer rate 60.9%[32]. However, it is key to ensure that offers are made in accordance with the University's strategic vision, in particular KPI 8 which focuses on widening access for applicants from low-participation neighbourhoods and from lower socio-economic groups[33]. Consequently, through researching trends in The University of Manchester's admissions data, any differences in offer-making can be identified and explored.

Previous literature and research into offer-making at universities has identified several variables that could indicate persisting inequalities in the admissions process. Firstly, one inequality that can be

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[31] UCAS (2017) Sex, area background and ethnic group.
[32] UCAS (2017) Sex, area background and ethnic group.
[33] The University of Manchester 2020: The University of Manchester's strategic plan

identified is differences in making offers to applicants from advantaged and disadvantaged backgrounds. UCAS (2017a) highlight that at The University of Manchester, the offer rate for applications from Quintile 1 POLAR3 was 43.9% in 2016 and 45.2% in 2017[34]. This data shows that those in the quintile with the lowest levels of participation in HE using POLAR3 have a lower offer rate compared to the University as a whole and suggests a possible inequality compared to applicants in the highest POLAR3 category (Quintile 5) where the offer rate increases to 72.2% in 2016 and 71.7% in 2017[35].

In addition, differences in entry rate also vary by geographical location. UCAS (2017b) end of cycle data shows that the entry rate for 18 year olds in England was 33.3%[36] however, analysis of entry patterns by location reveals large variations between areas. For example in 2017, 41.8% of 18 year olds in London entered Higher Education compared to 28.9% of 18 year olds in the South West[37].

Furthermore, UCAS (2017a) suggest that gender is a significant variable in the admissions process. Whilst there are more females applying to The University of Manchester, the offer rate for male applicants is higher. In 2016, the offer rate for applications from males was 61.8% compared to female applications from females which was 60.0%[38]. This trend persists for 2017, where the UCAS (2017a) data shows that the offer rate for male applications was 61.9% compared to female applications where the offer rate was 60.1%[39]. This suggests a gender inequality specific to The University of Manchester as UCAS (2017b) reports that the offer rate for female applicants is higher than for male applicants on a national level.

Also, another area of difference in offer-making nationally is age. UCAS (2017b) reported that there were record numbers of 18 year old applicants being made offers in England. However offer rates fall dramatically for applicants from older age groups. For instance, in England acceptance rates reached 86.7% for 18 year old applicants yet for applicants aged 26 or over, the acceptance rate was 66.7%[40].

Existing national literature suggests that there are inequalities in offers given to ethnic minority groups. Boliver's (2016) analysis of applications to Russell Group universities between 2010 and 2013 suggests that ethnic minority applicants are disadvantaged in the competition for places at more prestigious UK universities. For example, 54.7% of white applicants received offers compared to 29.6% of Black Caribbean applicants[41]. In 2017, the percent point difference between the offer rate for applications from 18 year old, Black applicants at The University of Manchester and the average offer rate was -3.4. However, the data did not control for predicted and subject choice therefore, this difference may be expected.

In addition, previous literature has highlighted the importance of the predicted A-Level grades in influencing an applicant's likelihood of gaining a place at a high tariff university. Wyness (2017)

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[34] UCAS (2017) Sex, area background and ethnic group.
[35] UCAS (2017) Sex, area background and ethnic group.
[36] UCAS (2017) End of Cycle Report 2017: UCAS Analysis and Research December 2017.
[37] UCAS (2017) End of Cycle Report 2017: UCAS Analysis and Research December 2017.
[38] UCAS (2017) Sex, area background and ethnic group.
[39] UCAS (2017) Sex, area background and ethnic group.
[40] UCAS (2017) End of Cycle Report 2017: UCAS Analysis and Research December 2017.
[41] Boliver (2016) Exploring Ethnic Inequalities in Admission to Russell Group Universities, *Sociology*

states that 84%[42] of UK applicants submit applications with predictions of their final exam grades, not their actual grades. However, only 16% of predicted grades match those which were actually achieved[43]. According to Wyness (2017), high attaining disadvantaged students are more likely to have their grades under predicted than high attaining advantaged students[44]. For example, Wyness (2016) reported that 23.7% of the most disadvantaged students who achieved AAB in their A-Levels were under predicted compared to 20.3% of the least disadvantaged students who also achieved AAB[45].

Brief Synopsis of the Research

The research will begin by identifying applicants who either received an offer or were rejected in 2016 and 2017. From both these categories, the research will analyse socio-demographic and widening participation background factors in order to investigate whether there are any differences in the application and offer making process across different Academic schools within The University of Manchester. Further to this, the research will then analyse socio-demographic and widening participation simultaneously to identify whether there are intersectional ties that cause higher rates of admission inequalities for some groups of applicants. The research will further consider applicants who apply to The University of Manchester with alternative qualifications like BTEC qualifications and investigate the offer-rates for these applicants compared to applicants with predicted A-Level grades. Finally, the study will look at groups who may have been eligible for differential offer making if the scheme had been in place in 2016 and 2017, and the implications this has for widening participation at the university and overall offer rates.

Various factors will be controlled for such as whether the applicant met the required A-Level and GCSE grades specified by The University of Manchester. Any will be analysed across a broad range of socio-demographic and geographical factors such as gender, age and ethnic group. In addition, widening participation factors like low participation neighbourhoods (as measured through POLAR3 quintiles) and school type will be identified and used to analyse inequalities in offer rates.

Methodology

Sample

The sample will consist of data from UK domiciled applicants who submitted applications for undergraduate degree courses at The University of Manchester. The sample will be confined to applicants who submitted applications in the 2016 UCAS application cycle for 2016 entry and the 2017 UCAS application cycle for 2017 entry (i.e. those who applied for deferred entry will be removed from the sample).

Further to this, the sample will consist of data mainly from 18 year old applicants. This is due to those applicants being most likely to have been applying with predicted A Level grades. However,

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[42] Wyness (2017) Rules of the Game: Disadvantaged students and the university admissions process. Sutton Trust, December 2017.
[43] Hunt (2018) https://wonkhe.com/blogs/its-time-for-fundamental-reform-of-university-admissions/
[44] Wyness (2017) Rules of the Game: Disadvantaged students and the university admissions process. Sutton Trust, December 2017.
[45] Wyness (2016) Predicted Grades: accuracy and impact. University and College Union, December 2016.

possible extensions on the project will identify trends in offer rates for applicants who have alternative qualifications such as, BTEC qualifications and mature applicants who have work-place qualifications or have undertaken an Access course.

It is key to note that foundation year courses will not be included in the sample as applicants for these courses are considered on a contextual basis and therefore, definitive entry requirements cannot be identified. Those applying for Integrated Masters courses may also be analysed separately where they may be offered a BA/BSc course as an alternative if they do not meet the entry requirements.

Data Sources

- UCAS application cycle data (2016) for UK domiciled applicants.
- UCAS application cycle data (2017 for UK domiciled applicants.
- The University of Manchester Undergraduate entry requirements (2016 and 2017)
- Geographical postcode datasets
- POLAR3 data
- Data on MAP and MDAS participants

Data Limitations

- Some data is missing from the dataset because of poor data entry or because the entry requirements are contextual.
- Some of the data consists of information from applications that the applicants had filled in themselves, it is not possible to verify that all the data is correct (e.g. parental occupation data).
- The demographic group of applicants in the UCAS (2017) data can often be small and which therefore makes it difficult to ascertain the statistical significance of large gaps in offer rates.
- It is not possible for the data to control for some factors that may mean one application has an advantage over another at The University of Manchester. For example, performance during interviews, whether the applicant meets the GCSE entry requirements and differences in personal statements.
- This research cannot be assumed to show the demographics of those who undertake and complete the course, as receiving a conditional offer does not necessarily mean the applicant met the requirements needed to enrol on the course or accepted the offer and enrolled at The University of Manchester.

Types of analysis

- Descriptive analysis to show offer rates across various socio-demographic and widening participation cohorts.
- Regression analysis to investigate differences across socio-demographic and widening participations are significant when other variables are taken into account for example, predicted grades and Academic School of application.

- Mapping to identify trends in offer rates for applicants across different regions of the UK, especially looking at offer rates for low-participation neighbourhoods.

Proposed Circulation

Widening Access Working Group

Report Availability

- Background reading and project specification- completed by 13th July
- Data Collation- due to take place week commencing the 16th July for approximately two weeks.
- Data analysis- due to take place week commencing 30th July or when the data collation is completed for approximately three weeks
- Report drafting- due to take place week commencing 6th August for approximately two weeks.
- Critical Read- due to take place week commencing 20th August
- Finalise report- will be completed by the 2nd September
- Edited report to be completed by the 1st October

Appendix 2 – Variables and Coding

The main variables used in the analysis are listed below regarding incomplete and recoding data.

Widening Participation Factors- Recodes and Exclusions

- **Socio-Economic Status**

  The data from UCAS provided the socio-economic status codes which were then matched to the description as defined by HESA. The top three socio-economic categories were recoded as higher socio-economic, the bottom four were recoded as lower socio-economic. Applications that did not include any information regarding the socio-economic status of the applicant were excluded from all analysis regarding socio-economic status.

Code provided by UCAS	Socio-economic description provided by ONS	Recoded- Higher/ Lower
1	Higher managerial and professional occupations	High
2	Lower managerial and professional occupations	High
3	Intermediate occupations	High
4	Small employers and own account workers	Low
5	Lower supervisory and technical occupations	Low
6	Semi-routine occupations	Low
7	Routine occupations	Low
9	Not Classified	NA

- **School Type**

  The data from UCAS provided the type of school the applicant attended. This was then recoded into different types of state and independent schools. Unknown data was removed from any analysis regarding the school type of applicants.

School Type	Recoded- School Category	Recoded- Independent/State
Independent School	Independent School	Independent
Grammar School	Grammar School	State
Comprehensive School	Comprehensive School	State
Sixth Form College	Sixth Form College	State
Academy	Other State	State
Agriculture and Horticulture College	Other State	State
Further Education	Other State	State
Higher Education	Other State	State
Language School	Other State	State
Other	Other State	State
Special School	Other State	State
Technical School	Other State	State
Tertiary College	Other State	State

- **Parental Higher Education Status.**

  The data from UCAS included codes regarding whether the parents of the applicant had attended higher education. This was then recoded using the descriptions provided by HESA. Unknown data or refused data was omitted from any analysis regarding parental higher education status.

- **WP Flag Status**

  The applications data indicates whether applicants had a WP flag or not based on postcode data and care status. Information that was unknown or not given was excluded from analysis regarding the applicants WP flag status.

- **WP Plus Flag Status**

  The application data indicates whether applicants had a WP Plus flag or not based on quality performance of the school they attended. Information that was unknown or not given was excluded from analysis regarding the applicants WP Plus flag status.

- **POLAR3 Quintile**

  Postcode data indicates what POLAR3 quintile an applicant is depending upon HE participation in their area. This was then recoded by widening participation group and the TEF (see table below). Information that refused or unknown was excluded from the analysis regarding POLAR3 data.

POLAR3 Quintile	Recoded- POLAR 3 WP Status	Recoded- POLAR3 WP TEF Flag
1	WP	WP
2	Non-WP	WP
3	Non-WP	Non-WP
4	Non-WP	Non-WP
5	Non-WP	Non-WP

Socio-demographic Factors- Recodes and Exclusions

- **Gender**

  Information was provided by UCAS and each applicant was categorized as either male or female.

- **Age**

  UCAS provided the age of each applicant on the 30th September in the year they started at the University and this was then recoded into categories young (under 21) and mature (21 and over).

- **Disability**

  Information was provided by UCAS and applicants were categorised as Disabled or Not Disabled. Applications that did not include any information regarding the disability status of the applicant were excluded from all analysis disability.

- **Ethnicity**

The data from UCAS provided an ethnicity classification for applicants and each ethnic group was recoded into four main categories (Asian, Black, White and Other). Any information regarding ethnicity that was recorded as Not Given, NA and Non-UK were removed from the analysis. This was recoded again to distinguish between White and BAME applicants and again, information that was not given or unknown was excluded from the sample. Any analysis regarding ethnicity included those domiciled in the UK only.

Code provided by UCAS	Ethnicity Description	Recoded- Ethnic Group	Recoded- White/BAME
10	White	White	White
11	White - British	White	White
12	White - Irish	White	White
13	White - Scottish	White	White
15	Gypsy or Traveller	White	White
19	Other White Background	White	White
21	Black or Black British - Caribbean	Black	BAME
21	Black - Caribbean	Black	BAME
22	Black - African	Black	BAME
22	Black or Black British - African	Black	BAME
29	Other Black Background	Black	BAME
29	Black - Other	Black	BAME
31	Asian or Asian British - Indian	Asian	BAME
31	Asian - Indian	Asian	BAME
32	Asian or Asian British - Pakistani	Asian	BAME
32	Asian - Pakistani	Asian	BAME
33	Asian or Asian British - Bangladeshi	Asian	BAME
33	Asian - Bangladeshi	Asian	BAME
34	Chinese	Asian	BAME
34	Asian - Chinese	Asian	BAME
39	Other Asian Background	Asian	BAME
39	Asian - Other	Asian	BAME
41	Mixed - White and Black Caribbean	Mixed/Other	BAME
41	White/Black Caribbean	Mixed/Other	BAME
42	Mixed - White and Black African	Mixed/Other	BAME
42	White/Black African	Mixed/Other	BAME
43	White and Asian	Mixed/Other	BAME
43	Mixed - White and Asian	Mixed/Other	BAME
49	Other Mixed	Mixed/Other	BAME
49	Other Mixed Background	Mixed/Other	BAME
50	Arab	Mixed/Other	BAME
80	Other	Mixed/Other	BAME
80	Other Ethnic Background	Mixed/Other	BAME

Appendix 3 – Course Entry Requirements

The tables below detail the coding for the grades and subjects stated in the entry requirement data for UG courses in 2016 and 2017, by School. The grades indicate the top three A Levels required, and the subject fields indicate any additional required grades or subjects, for either GCSE's or A-Levels. A Level grades are indicated by a "A-" (for instance "A-Chem" is an A Level in Chemistry), and GCSE's are indicated by a "G-" (for instance, "G-MFL" is a GCSE in a Modern Foreign Language). Specific grade requirements for these subjects are indicated in brackets (e.g. "A-MATH(A) would be a minimum of an A grade in A-Level Maths).

School of Chemical Engineering & Analytical Science

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
03340	Chemical Engineering	AAA	N/A		
03848	Chemical Engineering	AAA	N/A	AAA	N/A
03849	Chemical Engineering with Industrial Experience	A*AA	N/A	A*AA	N/A
03850	Chemical Engineering with Study in Europe	AAA	N/A	AAA	N/A
09050	Chemical Engineering (Energy and the Environment)	AAA	N/A	AAA	N/A

School of Chemistry

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
00539	Chemistry with Medicinal Chemistry	AAB	A-CHEM+A-SCI/A-MATH	AAB	A-CHEM+A-SCI/A-MATH
00544	Chemistry	AAB	A-CHEM+A-SCI/A-MATH	AAB	A-CHEM+A-SCI/A-MATH
01443	Chemistry with Medicinal Chemistry	AAA	A-CHEM+A-SCI/A-MATH	AAA	A-CHEM+A-SCI/A-MATH
01449	Chemistry	AAA	A-CHEM+A-SCI/A-MATH	AAA	A-CHEM+A-SCI/A-MATH
01450	Chemistry with Industrial Experience	AAA	A-CHEM+A-SCI/A-MATH	AAA	A-CHEM+A-SCI/A-MATH
09453	Chemistry (with International Study)	AAA	A-CHEM+A-SCI/A-MATH	AAA	A-CHEM+A-SCI/A-MATH

School of Computer Science						
Academic Plan Code	Course Name	2016 Grades	2016 Subjects		2017 Grades	2017 Subjects
00490	Computer Science and Mathematics with Industrial Experience (4 years)	AAA	N/A		AAA	N/A
00517	Artificial Intelligence	AAA	N/A		AAA	N/A
00518	Artificial Intelligence with Industrial Experience (4 years)	AAA	N/A		AAA	N/A
00553	Computer Science with Business & Management	AAA	N/A		AAA	N/A
00558	Computer Science and Mathematics	AAA	N/A		AAA	N/A
00559	Computer Science with Industrial Experience (4 years)	AAA	N/A		AAA	N/A
00560	Computer Science	AAA	N/A		AAA	N/A
00587	Computer Science	A*AA	N/A		A*AA	N/A
01594	Artificial Intelligence	A*AA	N/A		A*AA	N/A
05124	Software Engineering	A*AA	N/A		A*AA	N/A
05125	Software Engineering	AAA	N/A		AAA	N/A
05148	Computer Science with Business & Management with Industrial Experience	AAA	N/A		AAA	N/A
06517	Software Engineering with Industrial Experience	AAA	N/A		AAA	N/A
08694	Computer Systems Engineering	AAA	N/A			
08703	Computer Systems Engineering with Industrial Experience (4 years)	AAA	N/A			
08704	Computer Systems Engineering	A*AA	N/A			
09616	Computer Science with Industrial Experience	A*AA	N/A		A*AA	N/A
09627	Software Engineering with Industrial Experience	A*AA	N/A		A*AA	N/A
09628	Artificial Intelligence with Industrial Experience	A*AA	N/A		ABB	N/A
09629	Computer Systems Engineering with Industrial Experience	A*AA	N/A			
09694	Computer Science (Human Computer Interaction)	AAA	N/A		AAA	N/A
09695	Computer Science (Human Computer Interaction) with Industrial Experience	AAA	N/A		AAA	N/A
09913	Computer Science (Human Computer Interaction)	A*AA	N/A		A*AA	N/A
09914	Computer Science (Human Computer Interaction) with Industrial Experience	A*AA	N/A		A*AA	N/A
10253	Computer Systems Engineering				AAA	N/A
10254	Computer Systems Engineering with Industrial Experience (4 years)				AAA	N/A
10255	Computer Systems Engineering				A*AA	N/A
10256	Computer Systems Engineering with Industrial Experience				A*AA	N/A

School of Earth and Environmental Sciences

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
00464	Geology with Planetary Science	ABB	N/A	ABB	N/A
00564	Environmental and Resource Geology	ABB	N/A	ABB	N/A
00568	Environmental Science	ABB	N/A	ABB	N/A
00574	Geochemistry	ABB	N/A	ABB	N/A
00576	Geography and Geology	ABB	N/A	ABB	N/A
00577	Geology	ABB	N/A	ABB	N/A
01501	Earth Sciences	AAB	N/A	AAB	N/A
01502	Geology with Planetary Science	AAB	N/A	AAB	N/A
06139	Petroleum Engineering	AAA	N/A	AAA	N/A
06140	Petroleum Engineering	AAA	N/A		
09335	Geography and Geology with a Year Abroad	AAB	N/A	AAB	N/A
09351	Environmental Science with a Year Abroad	AAB	N/A	AAB	N/A
09371	Environmental Science with a Year in Industry	AAB	N/A	AAB	N/A
10268	Geography and Geology with a Year in Industry	AAB	N/A		

School of Electrical and Electronic Engineering

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
03363	Electrical and Electronic Engineering	AAB	A-MATH+A-PHYSICS/A-ELEC/A-FMATH	AAB	A-MATH+A-PHYSICS/A-ELEC/A-FMATH
03364	Electrical and Electronic Engineering with Industrial Experience (4 years)	AAB	A-MATH+A-PHYSICS/A-ELEC/A-FMATH	AAB	A-MATH+A-PHYSICS/A-ELEC/A-FMATH
03394	Mechatronic Engineering	AAB	A-MATH+A-PHYSICS/A-ELEC/A-FMATH	AAB	A-MATH+A-PHYSICS/A-ELEC/A-FMATH
03395	Mechatronic Engineering with Industrial Experience (4 years)	AAB	A-MATH+A-PHYSICS/A-ELEC/A-FMATH	AAB	A-MATH+A-PHYSICS/A-ELEC/A-FMATH
03893	Electrical and Electronic Engineering with Industrial Experience	AAA	A-MATH+A-PHYSICS/A-ELEC/A-FMATH	AAA	A-MATH+A-PHYSICS/A-ELEC/A-FMATH
03894	Electrical and Electronic Engineering	AAA	A-MATH+A-PHYSICS/A-ELEC/A-FMATH	AAA	A-MATH+A-PHYSICS/A-ELEC/A-FMATH
03927	Mechatronic Engineering	AAA	A-MATH+A-PHYSICS/A-ELEC/A-FMATH	AAA	A-MATH+A-PHYSICS/A-ELEC/A-FMATH
03928	Mechatronic Engineering with Industrial Experience (5 years)	AAA	A-MATH+A-PHYSICS/A-ELEC/A-FMATH	AAA	A-MATH+A-PHYSICS/A-ELEC/A-FMATH
08584	Electronic Engineering	AAB	A-MATH+A-PHYSICS/A-ELEC/A-FMATH	AAB	A-MATH+A-PHYSICS/A-ELEC/A-FMATH
08585	Electronic Engineering (with Industrial Experience)	AAB	A-MATH+A-PHYSICS/A-ELEC/A-FMATH	AAB	A-MATH+A-PHYSICS/A-ELEC/A-FMATH
08586	Electronic Engineering	AAA	A-MATH+A-PHYSICS/A-ELEC/A-FMATH	AAA	A-MATH+A-PHYSICS/A-ELEC/A-FMATH
08587	Electronic Engineering with Industrial Experience	AAA	A-MATH+A-PHYSICS/A-ELEC/A-FMATH	AAA	A-MATH+A-PHYSICS/A-ELEC/A-FMATH

School of Materials

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
03600	Textile Science and Technology	ABB	A-MATH+A-SCI/A-SCIx2		
09662	Fashion Management	AAB	N/A	AAB	N/A
09663	Fashion Marketing	AAB	N/A	AAB	N/A
09664	Fashion Retail	AAB	N/A		
09665	Fashion Buying & Merchandising	AAB	N/A	AAB	N/A
09894	Materials Science and Engineering	AAB	A-MATH+A-CHEM/A-MATH+A-PHYSICS/A-PHYSICS+A-CHEM	AAB	A-MATH/A-PHYSICS/A-CHEM
09895	Materials Science and Engineering	AAA	A-MATH+A-CHEM/A-MATH+A-PHYSICS/A-PHYSICS+A-CHEM	AAA	A-MATH/A-PHYSICS/A-CHEM
09896	Materials Science and Engineering with Biomaterials	AAA	A-MATH+A-CHEM/A-MATH+A-PHYSICS/A-PHYSICS+A-CHEM	AAA	A-MATH/A-PHYSICS/A-CHEM
09897	Materials Science and Engineering with Polymers	AAA	A-MATH+A-CHEM/A-MATH+A-PHYSICS/A-PHYSICS+A-CHEM	AAA	A-MATH/A-PHYSICS/A-CHEM
09898	Materials Science and Engineering with Metallurgy	AAA	A-MATH+A-CHEM/A-MATH+A-PHYSICS/A-PHYSICS+A-CHEM	AAA	A-MATH/A-PHYSICS/A-CHEM
09899	Materials Science and Engineering with Corrosion Engineering	AAA	A-MATH+A-CHEM/A-MATH+A-PHYSICS/A-PHYSICS+A-CHEM	AAA	A-MATH/A-PHYSICS/A-CHEM
09900	Materials Science and Engineering with Textile Technology	AAA	A-MATH+A-CHEM/A-MATH+A-PHYSICS/A-PHYSICS+A-CHEM	AAA	A-MATH/A-PHYSICS/A-CHEM

School of Mathematics

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
00495	Mathematics with Finance	AAA	A-MATH(A)	AAA	A-MATH(A)
00499	Mathematics with Financial Mathematics	AAA	A-MATH(A)	AAA	A-MATH(A)
00590	Mathematics	AAA	A-MATH(A)	AAA	A-MATH(A)
00595	Mathematics and Philosophy	AAA	A-MATH(A)	AAA	A-MATH(A)
00596	Mathematics with Business & Management	AAA	A-MATH(A)		
00597	Mathematics with a Modern Language (4 years)	AAA	A-MATH(A)+A-MFL	AAA	A-MATH(A)+A-MFL
01687	Mathematics with Financial Mathematics	AAA	A-MATH(A)	AAA	A-MATH(A)
01688	Mathematics	AAA	A-MATH(A)	AAA	A-MATH(A)
07101	Mathematics and Statistics	AAA	A-MATH(A)	AAA	A-MATH(A)
07102	Mathematics and Statistics	AAA	A-MATH(A)	AAA	A-MATH(A)
07383	Actuarial Science and Mathematics	AAA	A-MATH(A)	AAA	A-MATH(A)

School of Mechanical, Aerospace and Civil Engineering

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
03333	Aerospace Engineering	AAB	N/A	AAB	N/A
03343	Civil Engineering	AAB	N/A	AAB	N/A
03389	Mechanical Engineering	AAB	N/A	AAB	N/A
03390	Mechanical Engineering with Management	AAB	N/A	AAB	N/A
03826	Aerospace Engineering	AAA	N/A	AAA	N/A
03827	Aerospace Engineering with Industrial Experience	AAA	N/A	AAA	N/A
03829	Aerospace Engineering with Management	AAA	N/A	AAA	N/A
03858	Civil and Structural Engineering	AAA	N/A	AAA	N/A
03869	Civil Engineering	AAA	N/A	AAA	N/A
03873	Civil Engineering (Enterprise)	AAA	N/A	AAA	N/A
03875	Civil Engineering with Industrial Experience	AAA	N/A	AAA	N/A
03919	Mechanical Engineering with Industrial Experience (5 years)	AAA	N/A	AAA	N/A
03921	Mechanical Engineering	AAA	N/A	AAA	N/A
03922	Mechanical Engineering with Management	AAA	N/A	AAA	N/A

School of Physics and Astronomy

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
00510	Physics with Philosophy	A*AA	A-MATH+A-PHYSICS	A*AA	A-PHYSIC/A-MATH
00592	Mathematics and Physics	A*AA	A-MATH+A-PHYSICS	A*AA	A-PHYSIC/A-MATH
00638	Physics	A*AA	A-PHYSICS+A-MATH	A*AA	A-PHYSIC/A-MATH
00639	Physics with Astrophysics	A*AA	A-PHYSICS+A-MATH	A*AA	A-PHYSIC/A-MATH
00642	Physics with Theoretical Physics	A*AA	A-PHYSICS+A-MATH	A*AA	A-PHYSIC/A-MATH
01684	Mathematics and Physics	A*AA	A-PHYSICS+A-MATH	A*AA	A-PHYSIC/A-MATH
02020	Physics with Philosophy	A*AA	A-PHYSICS+A-MATH	A*AA	A-PHYSIC/A-MATH
02021	Physics	A*AA	A-PHYSICS+A-MATH	A*AA	A-PHYSIC/A-MATH
02024	Physics with Astrophysics	A*AA	A-PHYSICS+A-MATH	A*AA	A-PHYSIC/A-MATH
02026	Physics with Study in Europe	A*AA	A-PHYSICS+A-MATH	A*AA	A-PHYSIC/A-MATH
02029	Physics with Theoretical Physics	A*AA	A-PHYSICS+A-MATH	A*AA	A-PHYSIC/A-MATH

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
	Alliance Manchester Business School				
03512	International Management	AAB	N/A	AAB	N/A
03514	International Management with American Business Studies	AAB	N/A	AAB	N/A
03519	Management	AAB	N/A	AAB	N/A
03520	Management (Accounting and Finance)	AAB	N/A	AAB	N/A
03525	Management (Human Resources)	AAB	N/A	AAB	N/A
03526	Management (International Studies)	AAB	N/A	AAB	N/A
03527	Management (International Business Economics)	AAB	N/A	AAB	N/A
03528	Management (Marketing)	AAB	N/A	AAB	N/A
06246	Information Technology Management for Business (ITMB)	AAB	N/A	AAB	N/A
06247	Information Technology Management for Business with Industrial Experience (ITMB)	AAB	N/A	AAB	N/A
07808	Accounting	AAA	N/A	AAA	N/A
08413	Management (Innovation, Sustainability and Entrepreneurship)	AAB	N/A		
09224	International Business, Finance and Economics	AAB	N/A	AAB	N/A
09937	Accounting with Industrial/Professional Experience	AAA	N/A	AAA	N/A
09942	Information Technology Management for Business (Accounting)	AAB	N/A	AAB	N/A
09943	Information Technology Management for Business (Accounting) with Industrial Expe	AAB	N/A	AAB	N/A
09944	Information Technology Management for Business (Strategy and Economics)	AAB	N/A	AAB	N/A
09945	Information Technology Management for Business (Strategy and Economics) with Ind	AAB	N/A	AAB	N/A
09946	Information Technology Management for Business (Marketing)	AAB	N/A	AAB	N/A
09947	Information Technology Management for Business (Marketing) with Industrial Exper	AAB	N/A	AAB	N/A
09963	International Business, Finance and Economics with Industrial/Professional Exper	AAB	N/A	AAB	N/A
09964	Management with Industrial/Professional Experience	AAB	N/A	AAB	N/A
09965	Management (Accounting and Finance) with Industrial/Professional Experience	AAB	N/A	AAB	N/A
09966	Management (Human Resources) with Industrial/Professional Experience	AAB	N/A	AAB	N/A
09967	Management (International Business Economics) with Industrial/Professional Exper	AAB	N/A	AAB	N/A
09968	Management (International Studies) with Industrial/Professional Experience	AAB	N/A	AAB	N/A
09970	Management (Marketing) with Industrial/Professional Experience	AAB	N/A	AAB	N/A
09971	Management (Innovation, Sustainability and Entrepreneurship) with Industrial/Pro	AAB	N/A		
10247	Management (Sustainable and Ethical Business)	AAB	N/A	AAB	N/A
10250	Management (Sustainable and Ethical Business) with Industrial/Professional Exper	AAB	N/A	AAB	N/A
11242	Management (Innovation, Strategy and Entrepreneurship) with Industrial/Professio			AAB	N/A
11245	Management (Innovation, Strategy and Entrepreneurship)			AAB	N/A

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
	School of Arts, Languages & Cultures				
00043	Archaeology and Anthropology	BBB	N/A	BBB	N/A
00058	Chinese Studies	ABB	G-ELANG(B)+G-MFL	ABB	G-ELANG(B)+G-MFL(B)
00059	English Language and Chinese	ABB	G-MFL(B)/A-ELANG	ABB	G-MFL(B)/A-ELANG
00060	English Literature	AAB	A-ELIT(A)/A-ELANGLIT(A)	AAB	A-ELANG(A)/A-ELIT(A)
00063	French and Chinese	ABB	A-FRE/A-CHI	ABB	A-FRE/A-CHI
00064	German and Chinese	BBB	A-GER/A-CHI	BBB	A-GER/A-CHI
00066	Italian and Chinese	BBB	A-ITA/A-CHI	BBB	A-ITA/A-CHI
00068	Portuguese and Chinese	BBB	A-PORT/A-CHI	BBB	A-PORT/A-CHI
00069	Russian and Chinese	BBB	A-RUS/A-CHI	BBB	A-RUS/A-CHI
00071	Spanish and Chinese	ABB	A-SPAN/A-CHI	BBB	A-SPAN/A-CHI
00075	Modern Language and Business & Management (French) (4 years)	ABB	G-MATH(B)+G-MFL(B)	ABB	N/A
00076	Modern Language and Business & Management (German) (4 years)	BBB	G-MATH(B)+G-MFL(B)	BBB	N/A
00077	Modern Language and Business & Management (Italian) (4 years)	BBB	G-MATH(B)+G-MFL(B)	BBB	N/A
00078	Modern Language and Business & Management (Russian) (4 years)	BBB	G-MATH(B)+G-MFL(B)	BBB	N/A
00079	Modern Language and Business & Management (Spanish) (4 years)	ABB	G-MATH(B)+G-MFL(B)	BBB	N/A
00081	English Literature and a Modern Language (Portuguese) (4 years)	ABB	G-MFL+A-ELIT(A)/A-ELIT&ELANG(A)		
00083	English Language and French	ABB	G-MFL(B)/A-ELANG	ABB	G-MFL(B)/A-ELANG
00084	English Language and German	BBB	G-MFL(B)/A-ELANG	BBB	G-MFL(B)/A-ELANG
00085	English Language and Italian	BBB	G-MFL(B)/A-ELANG	BBB	G-MFL(B)/A-ELANG
00086	English Language and Portuguese	ABB	G-MFL(B)/A-ELANG	BBB	G-MFL(B)/A-ELANG
00087	English Language and Russian	BBB	G-MFL(B)/A-ELANG	BBB	G-MFL(B)/A-ELANG
00088	English Language and Spanish	ABB	G-MFL(B)/A-ELANG	BBB	G-MFL(B)/A-ELANG
00089	European Studies and a Modern Language (Portuguese) (4 years)	BBB	G-MFL(B)/A-ELANG		
00090	French and Portuguese	ABB	A-FRE/A-PORT	ABB	A-FRE/A-PORT
00091	German and Portuguese	BBB	A-GER/A-PORT	BBB	A-GER/A-PORT
00092	History of Art and Portuguese	BBB	G-MFL(B)/A-ELANG		
00093	History of Art and Russian	BBB	G-MFL(B)/A-ELANG		
00094	History of Art and Spanish	ABB	G-MFL(B)/A-ELANG		
00095	History and Portuguese	ABB	A-HIST(A)+G-MFL(B)/A-ELANG	ABB	A-HIST(A)+G-MFL(B)/A-ELANG
00096	History and Russian	ABB	A-HIST(A)+G-MFL(B)/A-ELANG	ABB	A-HIST(A)+G-MFL(B)/A-ELANG
00097	Italian and Portuguese	BBB	A-ITA/A-PORT	BBB	A-ITA/A-PORT
00101	Linguistics and Portuguese	BBB	G-MFL(B)/A-ELANG	BBB	G-MFL(B)/A-ELANG
00102	Modern Language and Business & Management (Portuguese) (4 years)	BBB	G-MATH(B)+G-MFL(B)	BBB	G-MATH(B)+G-MFL(B)
00103	Russian and Portuguese	BBB	A-RUS/A-PORT	BBB	A-RUS/A-PORT
00104	Spanish and Portuguese	BBB	A-SPAN/A-PORT	BBB	A-SPAN/-A-PORT
00166	American Studies	ABB	A-HIST/A-ELIT	ABB	A-ELIT/A-HIST
00167	Ancient History and Archaeology	BBB	N/A	BBB	N/A
00169	Ancient History	BBB	N/A	BBB	N/A

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
00173	Arabic Studies	BBB	G-MFL(P)	BBB	N/A
00175	Archaeology	BBB	N/A	BBB	N/A
00183	Classical Studies	BBB	N/A	BBB	N/A
00184	Classics	BBB	N/A	BBB	N/A
00193	Comparative Religion and Social Anthropology	BBB	N/A		
00198	Drama	AAB	A-ENG(A)/A-ESSAY(A)	AAB	A-ELIT(A)
00199	Drama and Screen Studies	BBB	A-ENG/A-ESSAY	BBB	N/A
00207	English Literature and Linguistics	AAB	A-ELIT(A)/A-ELIT&LANG(A)+A-LANG		
00212	English Language	AAB	A-LANG	AAB	N/A
00214	English Literature and a Modern Language (French) (4 years)	AAB	G-MFL(B)+A-ELIT(A)/A-ELANG&LIT(A)	AAB	G-MFL(B)+A-ELIT(A)/ELIT&LANG(A)
00215	English Literature and a Modern Language (German) (4 years)	ABB	G-MFL(B)+A-ELIT(A)/A-ELANG&LIT(A)	ABB	G-MFL(B)+A-ELIT(A)/ELIT&LANG(A)
00216	English Literature and a Modern Language (Italian) (4 years)	ABB	G-MFL(B)+A-ELIT(A)/A-ELANG&LIT(A)	ABB	G-MFL(B)+A-ELIT(A)/ELIT&LANG(A)
00217	English Literature and a Modern Language (Russian) (4 years)	ABB	G-MFL(B)+A-ELIT(A)/A-ELANG&LIT(A)		
00218	English Literature and a Modern Language (Spanish) (4 years)	AAB	G-MFL(B)+A-ELIT(A)/A-ELANG&LIT(A)	AAB	G-MFL(B)+A-ELIT(A)/ELIT&LANG(A)
00221	European Studies and a Modern Language (French) (4 years)	ABB	G-MFL/A-ELANG		
00222	European Studies and a Modern Language (German) (4 years)	BBB	G-MFL(B)/A-ELANG		
00223	European Studies and a Modern Language (Italian) (4 years)	BBB	G-MFL(B)/A-ELANG		
00224	European Studies and a Modern Language (Russian) (4 years)	BBB	G-MFL(B)/A-ELANG		
00225	European Studies and a Modern Language (Spanish) (4 years)	ABB	G-MFL(B)/A-ELANG		
00228	French and Linguistics	ABB	G-MFL(B)/A-ELANG	ABB	G-MFL(B)/A-ELANG
00230	French Studies	ABB	A-FRE	BBB	N/A
00235	German and Linguistics	BBB	G-MFL(B)+A-ELANG	BBB	G-MFL(B)/A-ELANG
00237	German Studies	BBB	A-GER	BBB	G-MFL(B)
00249	Spanish, Portuguese and Latin American Studies (4 years)	BBB	A-SPAN	BBB	A-SPAN
00251	History of Art	BBB	N/A	BBB	N/A
00252	History of Art and a Modern Language (French) (4 years)	ABB	G-MFL(B)/A-ELANG		
00253	History of Art and a Modern Language (German) (4 years)	BBB	G-MFL(B)/A-ELANG		
00254	History of Art and a Modern Language (Italian) (4 years)	BBB	G-MFL(B)/A-ELANG		
00255	History	AAB	A-HIST(A)	AAB	A-HIST(A)
00257	History and French	AAB	A-HIST(A)+G-MFL(B)/A-ELANG	AAB	A-HIST(A)+G-MFL(B)/A-ELANG
00258	History and German	ABB	A-HIST(A)+G-MFL(B)/A-ELANG	ABB	A-HIST(A)+G-MFL(B)/A-ELANG
00259	History and Italian	ABB	A-HIST(A)+G-MFL(B)/A-ELANG	ABB	A-HIST(A)+G-MFL(B)/A-ELANG
00260	History and Sociology	ABB	A-HIST(A)/A-SOC(A)	ABB	A-HIST(A)/SOC(A)
00261	History and Spanish	AAB	A-HIST(A)+G-MFL(B)/A-ELANG	AAB	A-HIST(A)+G-MFL(B)/A-ELANG
00267	Italian and Linguistics	BBB	G-MFL(B)/A-ELANG	BBB	G-MFL(B)/A-ELANG
00268	Italian Studies	BBB	G-MFL(B)	BBB	N/A
00275	Latin and Linguistics	BBB	N/A	BBB	N/A
00277	Latin and Spanish	BBB	A-LAT/A-SPAN	BBB	A-LAT/A-SPAN
00278	Latin and English Literature	ABB	A-ELIT(A)/A-ELANG&LIT(A)	ABB	A-ELIT(A)

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
00279	Latin and Italian	BBB	A-LAT/A-ITA	BBB	A-LAT/A-ITA
00281	Latin with French	BBB	A-LAT/A-FRE	BBB	A-LAT/A-FRE
00288	Linguistics and Social Anthropology	ABB	G-MFL(B)/A-ELANG	ABB	G-MFL(B)/A-ELANG
00289	Linguistics and Sociology	ABB	G-MFL(B)/A-ELANG	ABB	G-MFL(B)/A-ELANG
00290	Linguistics and Spanish	ABB	G-MFL(B)/A-ELANG	ABB	G-MFL(B)/A-ELANG
00291	Linguistics	ABB	G-MFL(B)/A-ELANG	ABB	N/A
00292	Linguistics and Russian	BBB	G-MFL(B)/A-ELANG	BBB	G-MFL(B)/A-ELANG
00303	French and German	BBB	A-FRE/A-GER	BBB	A-FRE/A-GER
00304	French and Italian	BBB	A-FRE/A-ITA	BBB	A-FRE/A-ITA
00305	French and Russian	BBB	A-FRE/A-RUS	BBB	A-FRE/A-RUS
00306	French and Spanish	ABB	A-FRE/A-SPAN	ABB	A-FRE/A-SPAN
00308	German and Italian	BBB	A-GER/A-ITA	BBB	A-GER/A-ITA
00309	German and Russian	BBB	A-GER/A-RUS	BBB	A-GER/A-RUS
00310	German and Spanish	BBB	A-GER/A-SPAN	BBB	A-GER/A-SPAN
00313	Italian and Russian	BBB	A-ITA/A-RUS	BBB	A-ITA/A-RUS
00314	Italian and Spanish	BBB	A-ITA/A-SPAN	BBB	A-ITA/A-SPAN
00318	Russian and Spanish	BBB	A-RUS/A-SPAN	BBB	A-RUS/A-SPAN
00340	Modern History with Economics	ABB	(A-HIST+A-ECO/A-MATH)(A)	ABB	A-HIST(A)+ECON/MATH(A)
00341	Music and Drama	AAB	A-MUS(A)	AAB	A-MUS(A)
00353	Politics and Modern History	ABB	A-HIST(A)/A-POL(A)/A-GOVT(A)	ABB	A-HIST(A)/A-POL(A)/A-GOVT(A)
00357	Russian Studies	BBB	G-MFL(B)	BBB	G-MFL(B)
00365	Religions and Theology	BBB	N/A	BBB	N/A
02397	Music	AAB	A-MUS(A)	AAB	A-MUS(A)
05123	Modern Language and Business & Management (Chinese)	BBB	G-MATH(B)+G-MFL(B)	BBB	G-MATH(B)+G-MFL(B)
06613	Drama and English Literature	AAB	A-ELIT(A)	AAB	A-ELIT(A)
06751	Japanese Studies	ABB	G-ELANG(B)+G-MFL(B)	ABB	G-ELANG(B)+G-MFL(B)
06809	English Language and Japanese	ABB	G-MFL(B)/A-ELANG	ABB	G-MFL(B)/A-ELANG
06810	French and Japanese	ABB	A-FRE/A-JAP	ABB	A-FRE/A-JAP
06811	German and Japanese	ABB	A-GER/A-JAP	ABB	A-GER/A-JAP
06812	Italian and Japanese	ABB	A-ITA/A-JAP	ABB	A-ITA/A-JAP
06813	Japanese and Portuguese	ABB	A-PORT/A-JAP	ABB	A-PORT/A-JAP
06814	Russian and Japanese	ABB	A-RUS/A-JAP	ABB	A-RUS/A-JAP
06817	Chinese and Linguistics	ABB	G-MFL(B)-A-ELANG	ABB	G-MFL(B)+A-ELANG
06818	Spanish and Japanese	ABB	A-SPAN/A-JAP	ABB	A-SPAN/A-JAP
06819	Linguistics and Japanese	ABB	G-MFL(B)/A-ELANG	ABB	G-MFL(B)+A-ELANG
06820	Modern Language and Business & Management (Japanese)	ABB	G-ENG(B)+G-MATH(B)	ABB	G-ELANG(B)+G-MATH(B)
06831	English Language and Screen Studies	ABB	N/A	ABB	N/A
06832	Linguistics and Screen Studies	ABB	G-MFL(B)/A-ELANG	ABB	G-MFL(B)/A-ELANG
06865	Chinese and Japanese	ABB	A-CHI/A-JAP	ABB	A-CHI/A-JAP

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Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
07729	Middle Eastern Studies	BBB	N/A	BBB	N/A
07730	Modern Language and Business & Management (Arabic)	BBB	G-MATH(B)+A-LANG(P)	BBB	G-MFL(B)+G-MATH(B)
07858	Archaeology and Art History	BBB	N/A		
07913	History and American Studies	AAB	A-HIST(A)	AAB	A-HIST(A)
07914	English Literature and American Studies	AAB	A-ELIT(A)/A-ELANG&LIT(A)	AAB	A-ELIT(A)
08507	Theological Studies in Philosophy and Ethics	BBB	N/A	BBB	N/A
09027	Chinese and Japanese (Integrated Professional Master in Languages)	AAA	A-CHI/A-JAP		
09028	French and Chinese (Integrated Professional Master in Languages)	AAA	A-FRE/A-CHI		
09029	French and German (Integrated Professional Master in Languages)	AAA	A-FRE/A-GER		
09030	French and Italian (Integrated Professional Master in Languages)	AAA	A-FRE/A-ITA		
09031	French and Japanese (Integrated Professional Master in Languages)	AAA	A-FRE/A-JAP		
09032	French and Russian (Integrated Professional Master in Languages)	AAA	A-FRE/A-RUS		
09033	French and Spanish (Integrated Professional Master in Languages)	AAA	A-FRE/A-SPAN		
09034	German and Japanese (Integrated Professional Master in Languages)	AAA	A-GER/A-JAP		
09035	German and Chinese (Integrated Professional Master in Languages)	AAA	A-GER/A-CHI		
09036	German and Italian (Integrated Professional Master in Languages)	AAA	A-GER/A-ITA		
09037	German and Russian (Integrated Professional Master in Languages)	AAA	A-GER/A-RUS		
09038	German and Spanish (Integrated Professional Master in Languages)	AAA	A-GER/A-SPAN		
09039	Italian and Chinese (Integrated Professional Master in Languages)	AAA	A-ITA/A-CHI		
09040	Italian and Japanese (Integrated Professional Master in Languages)	AAA	A-ITA/A-JAP		
09041	Italian and Russian(Integrated Professional Master in Languages)	AAA	A-ITA/A-RUS		
09042	Italian and Spanish (Integrated Professional Master in Languages)	AAA	A-ITA/A-SPAN		
09043	Russian and Chinese (Integrated Professional Master in Languages)	AAA	A-RUS/A-CHI		
09044	Russian and Japanese (Integrated Professional Master in Languages)	AAA	A-RUS/A-JAP		
09045	Russian and Spanish (Integrated Professional Master in Languages)	AAA	A-RUS/A-SPAN		
09046	Spanish and Chinese (Integrated Professional Master in Languages)	AAA	A-SPAN/A-CHI		
09047	Spanish and Japanese (Integrated Professional Master in Languages)	AAA	A-SPAN/A-JAP		
09248	English Literature with Creative Writing	AAB	A-ELIT(A)/A-ELANG&LIT(A)	AAB	A-ELIT(A)/ELIT&LANG(A)
10006	Linguistics and Arabic	BBB	G-MFL(B)/A-ELANG	BBB	G-MFL(B)+A-LANG
10007	English Language and Arabic	BBB	G-MFL(B)/A-ELANG	BBB	G-MFL(B)+A-LANG
10008	Arabic and a Modern European Language	BBB	A-MFL	BBB	A-MFL
10054	History and Arabic	ABB	A-HIST(A)+G-MFL(B)/A-ELANG	ABB	A-HIST(A)+G-MFL(B)/A-ELANG
10113	International Disaster Management and Humanitarian Response	ABB	N/A	ABB	N/A
10211	Religion and Anthropology			BBB	N/A
10352	English Language and English Literature			AAB	A-ELIT(A)/ELIT&LANG(A)
10353	Ancient History and History			AAB	A-HIST(A)/A-AHIST(A)
10355	Archaeology and History			AAB	A-HIST(A)
10356	Art History and History			AAB	A-HIST(A)
10357	English Literature and History			AAA	A-HIST(A)+A-ELIT(A)/A-ELIT&LANG(A)

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Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
11157	Politics and Arabic			BBB	N/A
11161	Politics and Chinese			BBB	G-MLF(B)/A-ELANG
11162	Politics and French			ABB	G-MLF(B)/A-ELANG
11163	Politics and German			BBB	N/A
11164	Politics and Italian			BBB	N/A
11165	Politics and Japanese			ABB	N/A
11166	Politics and Portuguese			BBB	N/A
11168	Politics and Spanish			ABB	N/A
11785	Film Studies and Arabic			AAB	G-MFL(B)+A-ESSAY
11786	Film Studies and Archaeology			AAB	A-ESSAY
11787	Film Studies and Chinese			AAB	G-MFL(B)
11788	Film Studies and East Asian Studies			AAB	A-ESSAY
11790	Film Studies and English Literature			AAB	A-ELIT/A-ELIT&LANG(A)
11791	Film Studies and French			AAB	G-MFL(B)+A-ESSAY
11792	Film Studies and German			AAB	G-MFL(B)+A-ESSAY
11793	Film Studies and History			AAB	A-HIST
11794	Film Studies and History of Art			AAB	A-ESSAY
11795	Film Studies and Italian			AAB	G-MFL(B)+A-ESSAY
11796	Film Studies and Japanese			AAB	A-ESSAY
11798	Film Studies and Middle Eastern Studies			AAB	A-ESSAY
11800	Film Studies and Portuguese			AAB	G-MFL(B)+A-ESSAY
11802	Film Studies and Spanish			AAB	G-MFL(B)+A-ESSAY

School of Environment, Education and Development

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
00178	Architecture	AAA	N/A	AAA	N/A
00219	Environmental Management	ABB	N/A	ABB	N/A
00232	Geography	AAB	N/A	AAB	N/A
00575	Geography	AAB	N/A	AAB	N/A
08208	Geography with International Study	AAA	N/A	AAA	N/A
08209	Geography with International Study	AAA	N/A	AAA	N/A
09172	Geography (Integrated Masters)	AAA	N/A		
09173	English Language for Education	BBB	N/A	BBB	N/A
09415	Urban Studies	ABB	N/A		
09416	Geography with Planning	AAA	N/A		
09631	Planning with Real Estate	ABB	N/A	ABB	N/A
09929	Geography with International Development	AAA	N/A	AAA	N/A
09930	Urban and Regional Planning	ABB	N/A	ABB	N/A
09931	Master of Planning	ABB	N/A	ABB	N/A
10063	Management, Leadership and Leisure	BBB	N/A	ABB	N/A

School of Law

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
07052	Criminology	ABB	N/A		
09672	Law	AAA	N/A	AAA	N/A
09673	Law with Criminology	AAB	N/A	AAB	N/A
09674	Law with Politics	AAB	N/A	AAB	N/A

School of Social Sciences

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
00154	Politics, Philosophy and Economics	AAB	N/A	AAB	N/A
00350	Philosophy	ABB	N/A	ABB	N/A
00675	Politics and International Relations	AAB	N/A	AAB	N/A
00676	Social Anthropology	ABB	N/A	ABB	N/A
00678	Sociology	BBB	N/A	ABB	N/A
05127	Business Studies and Economics	AAB	N/A	AAB	N/A
05128	Business Studies and Politics	AAB	N/A	AAB	N/A
05129	Business Studies and Sociology	AAB	N/A	AAB	N/A
05130	Development Studies	AAB	N/A	AAB	N/A
05134	Economics	AAB	N/A	AAB	N/A
05136	Economics and Finance	AAB	N/A	AAB	N/A
05137	Economics and Politics	AAB	N/A	AAB	N/A
05139	Economics and Sociology	AAB	N/A	AAB	N/A
05151	Accounting and Finance	AAB	N/A	AAB	N/A
05152	Business Studies	AAB	N/A	AAB	N/A
05153	Finance	AAB	N/A	AAB	N/A
08811	Economics and Philosophy	ABB	N/A	AAB	N/A
08829	Politics and Sociology	ABB	N/A	ABB	N/A
08830	Politics and Social Anthropology	ABB	N/A	ABB	N/A
08831	Philosophy and Politics	ABB	N/A	ABB	N/A
08832	Politics and Criminology	ABB	N/A	ABB	N/A
08846	Social Anthropology and Sociology	ABB	N/A	ABB	N/A
08847	Sociology and Philosophy	ABB	N/A	ABB	N/A
08848	Sociology and Criminology	ABB	N/A	ABB	N/A
08849	Social Anthropology and Philosophy	ABB	N/A	ABB	N/A
08850	Social Anthropology and Criminology	ABB	N/A	ABB	N/A
08851	Philosophy and Criminology	ABB	N/A	ABB	N/A
09765	Sociology and Quantitative Methods	ABB	N/A	ABB	N/A
09766	Politics and Quantitative Methods	ABB	N/A	ABB	N/A
09767	Social Anthropology and Quantitative Methods	ABB	N/A	ABB	N/A
09768	Philosophy and Quantitative Methods	ABB	N/A	ABB	N/A
09769	Criminology and Quantitative Methods	ABB	N/A	ABB	N/A
10224	Economics	AAB	A-MATH(A)	AAB	A-MATH(A)

School of Biological Sciences					
Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
00485	Biology with Science & Society	ABB	N/A	ABB	N/A
00511	Anatomical Sciences with Industrial/Professional Experience (4 years)	ABB	N/A	ABB	N/A
00512	Anatomical Sciences with a Modern Language (4 years)	ABB	N/A	ABB	N/A
00514	Anatomical Sciences	ABB	N/A	ABB	N/A
00515	Plant Science with Industrial/Professional Experience (4 years)	ABB	N/A	ABB	N/A
00519	Biochemistry with Industrial/Professional Experience (4 years)	ABB	N/A	ABB	N/A
00520	Biochemistry with a Modern Language	ABB	N/A	ABB	N/A
00521	Biochemistry	ABB	N/A	ABB	N/A
00524	Biology	ABB	N/A	ABB	N/A
00526	Biology with Industrial / Professional Experience (4 years)	ABB	N/A	ABB	N/A
00527	Biology with a Modern Language	ABB	N/A	ABB	N/A
00531	Biomedical Sciences with Industrial / Professional Experience (4 years)	ABB	N/A	ABB	N/A
00532	Biomedical Sciences	ABB	N/A	ABB	N/A
00533	Cell Biology with Industrial/Professional Experience (4 years)	ABB	N/A	ABB	N/A
00534	Cell Biology with a Modern Language	ABB	N/A	ABB	N/A
00535	Cell Biology	ABB	N/A	ABB	N/A
00549	Cognitive Neuroscience and Psychology with Industrial/Professional Experience	ABB	N/A	ABB	N/A
00550	Cognitive Neuroscience and Psychology	ABB	N/A	ABB	N/A
00571	Genetics	ABB	N/A	ABB	N/A
00572	Genetics with Industrial/ Professional Experience (4 years)	ABB	N/A	ABB	N/A
00573	Genetics with a Modern Language (4 years)	ABB	N/A	ABB	N/A
00583	Life Sciences with Industrial/Professional Experience (4 years)	ABB	N/A	ABB	N/A
00584	Life Sciences with a Modern Language	ABB	N/A	ABB	N/A
00585	Life Sciences	ABB	N/A	ABB	N/A
00600	Medical Biochemistry with Industrial/Professional Experience	ABB	N/A	ABB	N/A
00602	Medical Biochemistry	ABB	N/A	ABB	N/A
00607	Microbiology with Industrial/Professional Experience (4 years)	ABB	N/A	ABB	N/A
00608	Microbiology with a Modern Language (4 years)	ABB	N/A	ABB	N/A
00609	Microbiology	ABB	N/A	ABB	N/A
00612	Molecular Biology with Industrial/Professional Experience	ABB	N/A	ABB	N/A
00613	Molecular Biology with a Modern Language (4 years)	ABB	N/A	ABB	N/A
00614	Molecular Biology	ABB	N/A	ABB	N/A
00615	Neuroscience with Industrial/Professional Experience (4 years)	ABB	N/A	ABB	N/A
00616	Neuroscience with a Modern Language (4 years)	ABB	N/A	ABB	N/A
00617	Neuroscience	ABB	N/A	ABB	N/A
00628	Pharmacology and Physiology with Industrial/Professional Experience (4 years)	ABB	N/A	ABB	N/A
00631	Pharmacology and Physiology	ABB	N/A	ABB	N/A
00632	Pharmacology with Industrial/Professional Experience (4 years)	ABB	N/A	ABB	N/A

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Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
00633	Pharmacology with a Modern Language (4 years)	ABB	N/A	ABB	N/A
00634	Pharmacology	ABB	N/A	ABB	N/A
00643	Physiology	ABB	N/A	ABB	N/A
00645	Physiology with Industrial/Professional Experience (4 years)	ABB	N/A	ABB	N/A
00646	Physiology with a Modern Language (4 years)	ABB	N/A	ABB	N/A
00647	Plant Science with a Modern Language (4 years)	ABB	N/A	ABB	N/A
00648	Plant Science	ABB	N/A	ABB	N/A
00663	Zoology	ABB	N/A	ABB	N/A
00664	Zoology with Industrial/Professional Experience (4 years)	ABB	N/A	ABB	N/A
00665	Zoology with a Modern Language (4 years)	ABB	N/A	ABB	N/A
06245	Biomedical Sciences with a Modern Language	ABB	N/A	ABB	N/A
06625	Developmental Biology	ABB	N/A	ABB	N/A
06626	Development Biology with Industrial/Professional Experience	ABB	N/A	ABB	N/A
06627	Developmental Biology with a Modern Language	ABB	N/A	ABB	N/A
08165	Biology with Science & Society with Industrial/Professional Experience	ABB	N/A	ABB	N/A
08662	Biotechnology	ABB	N/A	ABB	A-MATH+A-PHYSICS/A-ELEC/A-FMATH
08669	Biotechnology with Industrial/Professional Experience	ABB	N/A	ABB	N/A
10109	Anatomical Sciences (4 years) [MSci]	ABB	N/A	ABB	N/A
10110	Biochemistry (4 years) [MSci]	ABB	N/A	ABB	N/A
10111	Biology (4 years) [MSci]	ABB	N/A	ABB	N/A
10112	Biomedical Sciences (4 years) [MSci]	ABB	N/A	ABB	N/A
10114	Biotechnology (4 years) [MSci]	ABB	N/A	ABB	N/A
10115	Cell Biology (4 years) [MSci]	ABB	N/A	ABB	N/A
10116	Developmental Biology (4 years) [MSci]	ABB	N/A	ABB	N/A
10120	Genetics (4 years) [MSci]	ABB	N/A	ABB	N/A
10121	Medical Biochemistry (4 years) [MSci]	ABB	N/A	ABB	N/A
10122	Microbiology (4 years) [MSci]	ABB	N/A	ABB	N/A
10123	Molecular Biology (4 years) [MSci]	ABB	N/A	ABB	N/A
10124	Neuroscience (4 years) [MSci]	ABB	N/A	ABB	N/A
10125	Pharmacology (4 years) [MSci]	ABB	N/A	ABB	N/A
10127	Physiology (4 years) [MSci]	ABB	N/A	ABB	N/A
10128	Plant Science (4 years) [MSci]	ABB	N/A	ABB	N/A
10129	Zoology (4 years) [MSci]	ABB	N/A	ABB	N/A
10282	Immunology			ABB	N/A
10284	Immunology			ABB	N/A
10291	Immunology with Industrial/Professional Experience			ABB	N/A
10292	Immunology with a Modern Language			ABB	N/A

School of Health Sciences - Human Communication

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
11331	Speech and Language Therapy			AAB	N/A
11431	Masters in Speech and Language Therapy			AAB	N/A

School of Health Sciences - Nursing and Midwifery

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
05121	Midwifery	ABB	A-SCI		
07870	Adult Nursing	BBC	G-(ELANG(C)+MATH(C))+A-(BIO/CHEM/PSYCH/HSC/APSCI)		
07871	Mental Health Nursing	BCC	G-(ELANG(C)+MATH(C))+A-(BIO/CHEM/PSYCH/HSC/APSCI)		
07872	Children's Nursing	BBB	G-(ELANG(C)+MATH(C))+A-(BIO/CHEM/PSYCH/HSC/APSCI)		
10971	Adult Nursing			BBC	A-BIO/A-CHEM/A-PSYCH/A-HSC/A-APSCI
10972	Children's Nursing			BBB	A-BIO/A-CHEM/A-PSYCH/A-HSC/A-APSCI
10973	Mental Health Nursing			BCC	A-BIO/A-CHEM/A-PSYCH/A-HSC/A-APSCI
11660	Midwifery			ABB	N/A

School of Health Sciences - Optometry

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
03571	Optometry	AAB	N/A	AAB	N/A
03971	Optometry	AAB	N/A	AAB	N/A

School of Health Sciences - Pharmacy

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
01695	Pharmacy	ABB	N/A	AAA	N/A

School of Health Sciences - Psychology

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
00653	Psychology	AAB	N/A	AAB	A-BIO/A-CHEM/A-PHYSICS/A-MATH/A-PHYSC
00662	Speech and Language Therapy	AAB	N/A		
09104	Healthcare Science (Audiology)	ABB	A-SCI	ABB	A-SCI

School of Medical Sciences - Dentistry

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
00398	Dentistry (BDS first-year entry)	AAA	N/A	AAA	A-BIO+A-CHEM
00399	Dentistry (BDS pre-dental year entry)	AAA	N/A	AAA	N/A
00626	Oral Health Science	ABB	A-BIO+A-SCI	ABB	A-BIO+A-SCI

School of Medical Sciences - Medicine

Academic Plan Code	Course Name	2016 Grades	2016 Subjects	2017 Grades	2017 Subjects
01428	Medicine	AAA	N/A	AAA	N/A
01430	Medicine (6 years including foundation year)	AAA	N/A	AAA	N/A

Appendix 4- UCAS Tariff Points System

The UCAS points system has changed since the 2017 UCAS admissions cycle; however to maintain consistency, the UCAS points system that was used during the 2016 UCAS admissions cycle and 2017 UCAS admissions cycle was applied for this analysis. The table below shows the old tariff point system and how it relates to both A-Level grades[46] and BTEC grades[47].

Tariff Score	A-Level Grades	BTEC Grade
420	A*A*A*	D*D*D*
400	A*A*A	D*D*D
380	A*AA	D*DD
360	AAA	DDD
340	AAB	
320	ABB	DMM
300	BBB	
280	BBC	MMM

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[46] UCAS Points Tariffs 2013. Available at: http://www.tbshs.org/docs/752-UCASPointsTariff.pdf (Accessed: 22/08/2018)

[47] UCAS Tariff Points A-Level BTEC Equivalents. Available at: https://www.dmu.ac.uk/documents/study-documents/entry-and-admissions-criteria/generic-information/ucas-tariff-points-a-level-btec-equivalents.pdf (Accessed: 22/08/2018)

Appendix 5 - Regional Analysis Tables

Local Authority	All Applications			Applications that met the entry		
	Applications		Offer Rate	Applications		Offer Rate
	Number of applications	Proportion		Number of applications	Proportion	
Adur	14	0.0%	85.7%	10	0.0%	100.0%
Allerdale	63	0.1%	81.0%	39	0.1%	92.3%
Amber Valley	89	0.2%	91.0%	79	0.2%	94.9%
Arun	30	0.1%	90.0%	22	0.1%	95.5%
Ashfield	37	0.1%	91.9%	32	0.1%	96.9%
Ashford	34	0.1%	82.4%	28	0.1%	92.9%
Aylesbury Vale	137	0.3%	89.1%	103	0.3%	96.1%
Babergh	41	0.1%	78.0%	31	0.1%	87.1%
Barking and Dagenham	94	0.2%	69.1%	59	0.2%	88.1%
Barnet	517	1.2%	83.2%	403	1.2%	92.3%
Barnsley	162	0.4%	77.2%	114	0.3%	93.9%
Barrow-in-Furness	48	0.1%	77.1%	32	0.1%	93.8%
Basildon	40	0.1%	85.0%	25	0.1%	100.0%
Basingstoke and Deane	72	0.2%	87.5%	56	0.2%	98.2%
Bassetlaw	57	0.1%	75.4%	35	0.1%	91.4%
Bath and North East Somerset	119	0.3%	89.9%	95	0.3%	96.8%
Bedford	114	0.3%	88.6%	94	0.3%	95.7%
Bexley	136	0.3%	74.3%	90	0.3%	88.9%
Birmingham	1074	2.4%	68.2%	727	2.2%	83.6%
Blaby	64	0.1%	79.7%	39	0.1%	94.9%
Blackburn with Darwen	368	0.8%	70.4%	251	0.8%	84.5%
Blackpool	129	0.3%	72.1%	85	0.3%	88.2%
Bolsover	22	0.0%	77.3%	17	0.1%	82.4%
Bolton	652	1.5%	72.7%	440	1.3%	83.4%
Boston	6	0.0%	66.7%	5	0.0%	60.0%
Bournemouth	43	0.1%	79.1%	30	0.1%	96.7%
Bracknell Forest	55	0.1%	85.5%	47	0.1%	87.2%
Bradford	640	1.4%	70.5%	432	1.3%	82.2%
Braintree	55	0.1%	80.0%	39	0.1%	97.4%
Breckland	30	0.1%	73.3%	24	0.1%	83.3%
Brent	305	0.7%	76.4%	215	0.6%	87.9%
Brentwood	49	0.1%	87.8%	41	0.1%	95.1%
Brighton and Hove	147	0.3%	84.4%	110	0.3%	94.5%
Bristol, City of	247	0.6%	86.6%	193	0.6%	94.3%
Broadland	62	0.1%	83.9%	51	0.2%	90.2%
Bromley	298	0.7%	84.6%	244	0.7%	93.4%
Bromsgrove	99	0.2%	87.9%	74	0.2%	93.2%
Broxbourne	43	0.1%	86.0%	39	0.1%	87.2%
Broxtowe	94	0.2%	94.7%	86	0.3%	95.3%
Burnley	159	0.4%	71.1%	95	0.3%	90.5%
Bury	372	0.8%	67.5%	241	0.7%	84.6%
Calderdale	274	0.6%	74.5%	183	0.6%	86.3%
Cambridge	73	0.2%	87.7%	57	0.2%	93.0%
Camden	198	0.4%	90.9%	162	0.5%	96.9%
Cannock Chase	32	0.1%	71.9%	19	0.1%	100.0%
Canterbury	60	0.1%	83.3%	50	0.2%	88.0%
Carlisle	69	0.2%	91.3%	59	0.2%	98.3%
Castle Point	15	0.0%	80.0%	11	0.0%	90.9%

Local Authority	All Applications			Applications that met the entry		
	Applications		Offer Rate	Applications		Offer Rate
	Number of applications	Proportion		Number of applications	Proportion	
Central Bedfordshire	132	0.3%	87.1%	105	0.3%	95.2%
Charnwood	113	0.3%	77.9%	77	0.2%	93.5%
Chelmsford	67	0.2%	83.6%	55	0.2%	90.9%
Cheltenham	80	0.2%	91.3%	70	0.2%	97.1%
Cherwell	84	0.2%	84.5%	58	0.2%	94.8%
Cheshire East	560	1.3%	83.6%	420	1.3%	95.0%
Cheshire West and Chester	458	1.0%	80.8%	337	1.0%	92.9%
Chesterfield	61	0.1%	68.9%	40	0.1%	85.0%
Chichester	69	0.2%	91.3%	55	0.2%	98.2%
Chiltern	150	0.3%	89.3%	116	0.3%	94.8%
Chorley	244	0.5%	87.3%	199	0.6%	92.5%
Christchurch	*15*	*0.0%*	*86.7%*	*12*	*0.0%*	*91.7%*
City of London	*3*	*0.0%*	*100.0%*	*3*	*0.0%*	*100.0%*
Colchester	78	0.2%	83.3%	57	0.2%	93.0%
Copeland	35	0.1%	77.1%	*24*	*0.1%*	*83.3%*
Corby	*16*	*0.0%*	*93.8%*	*13*	*0.0%*	*100.0%*
Cornwall	111	0.2%	91.0%	96	0.3%	94.8%
Cotswold	60	0.1%	83.3%	54	0.2%	90.7%
County Durham	285	0.6%	88.1%	225	0.7%	94.2%
Coventry	197	0.4%	76.1%	147	0.4%	87.1%
Craven	81	0.2%	84.0%	64	0.2%	96.9%
Crawley	49	0.1%	77.6%	33	0.1%	97.0%
Croydon	261	0.6%	78.9%	199	0.6%	88.9%
Dacorum	92	0.2%	88.0%	76	0.2%	94.7%
Darlington	83	0.2%	89.2%	66	0.2%	95.5%
Dartford	*30*	*0.1%*	*93.3%*	*24*	*0.1%*	*95.8%*
Daventry	46	0.1%	97.8%	36	0.1%	100.0%
Derby	148	0.3%	77.0%	112	0.3%	87.5%
Derbyshire Dales	123	0.3%	95.9%	108	0.3%	99.1%
Doncaster	139	0.3%	84.9%	104	0.3%	95.2%
Dover	*25*	*0.1%*	*84.0%*	*19*	*0.1%*	*94.7%*
Dudley	216	0.5%	72.7%	155	0.5%	85.8%
Ealing	386	0.9%	85.0%	316	0.9%	91.1%
East Cambridgeshire	*28*	*0.1%*	*78.6%*	*22*	*0.1%*	*90.9%*
East Devon	56	0.1%	94.6%	46	0.1%	100.0%
East Dorset	*29*	*0.1%*	*69.0%*	*17*	*0.1%*	*88.2%*
East Hampshire	73	0.2%	83.6%	57	0.2%	93.0%
East Hertfordshire	88	0.2%	92.0%	78	0.2%	96.2%
East Lindsey	57	0.1%	86.0%	40	0.1%	100.0%
East Northamptonshire	41	0.1%	85.4%	*28*	*0.1%*	*100.0%*
East Riding of Yorkshire	367	0.8%	82.0%	281	0.8%	92.2%
East Staffordshire	77	0.2%	85.7%	63	0.2%	93.7%
Eastbourne	*21*	*0.0%*	*81.0%*	*17*	*0.1%*	*94.1%*
Eastleigh	37	0.1%	91.9%	*28*	*0.1%*	*96.4%*
Eden	41	0.1%	92.7%	35	0.1%	94.3%
Elmbridge	182	0.4%	90.1%	145	0.4%	97.2%
Enfield	325	0.7%	80.0%	252	0.8%	90.1%
Epping Forest	77	0.2%	85.7%	62	0.2%	93.5%

Local Authority	All Applications			Applications that met the entry		
	Applications		Offer Rate	Applications		Offer Rate
	Number of applications	Proportion		Number of applications	Proportion	
Epsom and Ewell	74	0.2%	93.2%	58	0.2%	96.6%
Erewash	61	0.1%	77.0%	50	0.2%	86.0%
Exeter	*26*	*0.1%*	*96.2%*	*21*	*0.1%*	*100.0%*
Fareham	31	0.1%	83.9%	*29*	*0.1%*	*89.7%*
Fenland	*21*	*0.0%*	*90.5%*	*14*	*0.0%*	*100.0%*
Forest Heath	*10*	*0.0%*	*100.0%*	*10*	*0.0%*	*100.0%*
Forest of Dean	*29*	*0.1%*	*79.3%*	*23*	*0.1%*	*87.0%*
Fylde	153	0.3%	81.7%	117	0.4%	90.6%
Gateshead	124	0.3%	88.7%	101	0.3%	94.1%
Gedling	88	0.2%	77.3%	67	0.2%	88.1%
Gloucester	50	0.1%	80.0%	37	0.1%	89.2%
Gosport	*8*	*0.0%*	*87.5%*	*6*	*0.0%*	*100.0%*
Gravesham	*27*	*0.1%*	*70.4%*	*20*	*0.1%*	*90.0%*
Great Yarmouth	*10*	*0.0%*	*60.0%*	*7*	*0.0%*	*71.4%*
Greenwich	165	0.4%	77.6%	117	0.4%	91.5%
Guildford	110	0.2%	93.6%	102	0.3%	97.1%
Hackney	179	0.4%	81.6%	141	0.4%	95.0%
Halton	184	0.4%	72.3%	117	0.4%	93.2%
Hambleton	136	0.3%	83.1%	111	0.3%	89.2%
Hammersmith and Fulham	188	0.4%	91.0%	163	0.5%	96.3%
Harborough	91	0.2%	85.7%	69	0.2%	94.2%
Haringey	267	0.6%	85.8%	227	0.7%	91.2%
Harlow	*20*	*0.0%*	*75.0%*	*16*	*0.0%*	*87.5%*
Harrogate	251	0.6%	85.3%	202	0.6%	93.1%
Harrow	354	0.8%	81.4%	259	0.8%	92.3%
Hart	64	0.1%	82.8%	45	0.1%	97.8%
Hartlepool	51	0.1%	78.4%	38	0.1%	89.5%
Hastings	*13*	*0.0%*	*69.2%*	*8*	*0.0%*	*100.0%*
Havant	*27*	*0.1%*	*81.5%*	*21*	*0.1%*	*90.5%*
Havering	91	0.2%	79.1%	63	0.2%	90.5%
Herefordshire, County of	119	0.3%	92.4%	105	0.3%	94.3%
Hertsmere	121	0.3%	86.0%	92	0.3%	93.5%
High Peak	126	0.3%	84.9%	105	0.3%	93.3%
Hillingdon	199	0.4%	79.9%	157	0.5%	90.4%
Hinckley and Bosworth	54	0.1%	85.2%	43	0.1%	93.0%
Horsham	93	0.2%	86.0%	74	0.2%	91.9%
Hounslow	220	0.5%	81.4%	169	0.5%	91.7%
Huntingdonshire	71	0.2%	90.1%	61	0.2%	93.4%
Hyndburn	135	0.3%	77.0%	92	0.3%	92.4%
Ipswich	49	0.1%	85.7%	38	0.1%	92.1%
Isle of Wight	33	0.1%	75.8%	*23*	*0.1%*	*82.6%*
Isles of Scilly	*1*	*0.0%*	*100.0%*	*1*	*0.0%*	*100.0%*
Islington	177	0.4%	83.1%	141	0.4%	93.6%
Kensington and Chelsea	116	0.3%	89.7%	96	0.3%	96.9%
Kettering	35	0.1%	85.7%	*30*	*0.1%*	*93.3%*
King's Lynn and West Norfolk	31	0.1%	80.6%	*25*	*0.1%*	*88.0%*
Kingston upon Hull, City of	129	0.3%	72.9%	87	0.3%	87.4%
Kingston upon Thames	179	0.4%	87.2%	150	0.5%	92.7%

Local Authority	All Applications			Applications that met the entry		
	Applications		Offer Rate	Applications		Offer Rate
	Number of applications	Proportion		Number of applications	Proportion	
Kirklees	584	1.3%	72.1%	419	1.3%	85.9%
Knowsley	163	0.4%	73.6%	95	0.3%	93.7%
Lambeth	230	0.5%	84.8%	184	0.6%	92.4%
Lancaster	141	0.3%	80.9%	100	0.3%	92.0%
Leeds	928	2.1%	83.4%	718	2.2%	92.1%
Leicester	265	0.6%	59.6%	151	0.5%	82.1%
Lewes	54	0.1%	88.9%	48	0.1%	95.8%
Lewisham	206	0.5%	85.4%	167	0.5%	92.2%
Lichfield	83	0.2%	88.0%	62	0.2%	93.5%
Lincoln	46	0.1%	84.8%	35	0.1%	88.6%
Liverpool	494	1.1%	67.8%	311	0.9%	86.5%
Luton	83	0.2%	71.1%	47	0.1%	91.5%
Maidstone	56	0.1%	91.1%	49	0.1%	98.0%
Maldon	*16*	*0.0%*	*93.8%*	*12*	*0.0%*	*100.0%*
Malvern Hills	56	0.1%	92.9%	45	0.1%	95.6%
Manchester	1618	3.6%	68.4%	974	2.9%	86.7%
Mansfield	54	0.1%	70.4%	42	0.1%	76.2%
Medway	70	0.2%	71.4%	58	0.2%	79.3%
Melton	*26*	*0.1%*	*80.8%*	*22*	*0.1%*	*90.9%*
Mendip	74	0.2%	89.2%	61	0.2%	91.8%
Merton	254	0.6%	86.2%	197	0.6%	93.4%
Mid Devon	31	0.1%	96.8%	*29*	*0.1%*	*100.0%*
Mid Suffolk	60	0.1%	85.0%	50	0.2%	88.0%
Mid Sussex	94	0.2%	88.3%	81	0.2%	96.3%
Middlesbrough	98	0.2%	74.5%	72	0.2%	88.9%
Milton Keynes	174	0.4%	86.2%	138	0.4%	91.3%
Mole Valley	91	0.2%	89.0%	77	0.2%	97.4%
New Forest	65	0.1%	86.2%	43	0.1%	95.3%
Newark and Sherwood	68	0.2%	77.9%	48	0.1%	85.4%
Newcastle upon Tyne	236	0.5%	87.7%	201	0.6%	91.5%
Newcastle-under-Lyme	120	0.3%	87.5%	87	0.3%	89.7%
Newham	200	0.4%	76.5%	157	0.5%	87.3%
North Devon	*18*	*0.0%*	*94.4%*	*15*	*0.0%*	*100.0%*
North Dorset	*26*	*0.1%*	*92.3%*	*22*	*0.1%*	*95.5%*
North East Derbyshire	85	0.2%	92.9%	68	0.2%	98.5%
North East Lincolnshire	91	0.2%	76.9%	66	0.2%	86.4%
North Hertfordshire	96	0.2%	91.7%	82	0.2%	97.6%
North Kesteven	74	0.2%	85.1%	61	0.2%	95.1%
North Lincolnshire	111	0.2%	83.8%	85	0.3%	88.2%
North Norfolk	31	0.1%	77.4%	*25*	*0.1%*	*88.0%*
North Somerset	127	0.3%	89.8%	100	0.3%	97.0%
North Tyneside	176	0.4%	86.4%	132	0.4%	93.2%
North Warwickshire	32	0.1%	90.6%	*26*	*0.1%*	*96.2%*
North West Leicestershire	63	0.1%	81.0%	47	0.1%	95.7%
Northampton	112	0.3%	81.3%	86	0.3%	88.4%
Northumberland	216	0.5%	87.5%	170	0.5%	94.1%
Norwich	64	0.1%	82.8%	48	0.1%	93.8%
Nottingham	157	0.4%	73.2%	113	0.3%	82.3%

Local Authority	All Applications			Applications that met the entry		
	Applications		Offer Rate	Applications		Offer Rate
	Number of applications	Proportion		Number of applications	Proportion	
Nuneaton and Bedworth	68	0.2%	75.0%	50	0.2%	86.0%
Oadby and Wigston	67	0.2%	64.2%	48	0.1%	85.4%
Oldham	620	1.4%	68.1%	376	1.1%	85.4%
Oxford	144	0.3%	81.9%	116	0.3%	91.4%
Pendle	201	0.5%	61.2%	123	0.4%	78.9%
Peterborough	79	0.2%	74.7%	60	0.2%	88.3%
Plymouth	43	0.1%	81.4%	32	0.1%	93.8%
Poole	51	0.1%	86.3%	37	0.1%	94.6%
Portsmouth	49	0.1%	73.5%	34	0.1%	88.2%
Preston	359	0.8%	75.5%	255	0.8%	89.4%
Purbeck	*9*	*0.0%*	*44.4%*	*5*	*0.0%*	*80.0%*
Reading	61	0.1%	80.3%	43	0.1%	95.3%
Redbridge	316	0.7%	72.8%	224	0.7%	83.0%
Redcar and Cleveland	73	0.2%	86.3%	60	0.2%	96.7%
Redditch	*29*	*0.1%*	*86.2%*	*24*	*0.1%*	*91.7%*
Reigate and Banstead	83	0.2%	91.6%	69	0.2%	94.2%
Ribble Valley	156	0.3%	89.7%	127	0.4%	94.5%
Richmond upon Thames	362	0.8%	90.9%	314	0.9%	95.2%
Richmondshire	44	0.1%	70.5%	31	0.1%	90.3%
Rochdale	457	1.0%	70.5%	299	0.9%	84.3%
Rochford	*24*	*0.1%*	*79.2%*	*14*	*0.0%*	*100.0%*
Rossendale	117	0.3%	78.6%	84	0.3%	90.5%
Rother	*23*	*0.1%*	*95.7%*	*20*	*0.1%*	*100.0%*
Rotherham	172	0.4%	74.4%	122	0.4%	86.9%
Rugby	88	0.2%	84.1%	75	0.2%	89.3%
Runnymede	48	0.1%	85.4%	40	0.1%	92.5%
Rushcliffe	194	0.4%	91.2%	162	0.5%	94.4%
Rushmoor	*26*	*0.1%*	*92.3%*	*19*	*0.1%*	*100.0%*
Rutland	35	0.1%	94.3%	*26*	*0.1%*	*100.0%*
Ryedale	45	0.1%	93.3%	35	0.1%	100.0%
Salford	321	0.7%	80.4%	221	0.7%	89.6%
Sandwell	190	0.4%	68.4%	125	0.4%	81.6%
Scarborough	57	0.1%	78.9%	46	0.1%	84.8%
Sedgemoor	54	0.1%	79.6%	46	0.1%	91.3%
Sefton	394	0.9%	81.2%	288	0.9%	92.0%
Selby	57	0.1%	87.7%	46	0.1%	91.3%
Sevenoaks	77	0.2%	94.8%	65	0.2%	98.5%
Sheffield	593	1.3%	80.1%	457	1.4%	89.3%
Shepway	*26*	*0.1%*	*80.8%*	*18*	*0.1%*	*88.9%*
Shropshire	295	0.7%	76.3%	203	0.6%	88.2%
Slough	67	0.2%	65.7%	34	0.1%	82.4%
Solihull	267	0.6%	85.4%	206	0.6%	94.7%
South Bucks	79	0.2%	78.5%	58	0.2%	89.7%
South Cambridgeshire	129	0.3%	92.2%	108	0.3%	96.3%
South Derbyshire	46	0.1%	82.6%	34	0.1%	94.1%
South Gloucestershire	149	0.3%	87.9%	119	0.4%	95.8%
South Hams	43	0.1%	86.0%	*28*	*0.1%*	*96.4%*
South Holland	*20*	*0.0%*	*90.0%*	*16*	*0.0%*	*93.8%*

Local Authority	All Applications			Applications that met the entry		
	Applications			Applications		
	Number of applications	Proportion	Offer Rate	Number of applications	Proportion	Offer Rate
South Kesteven	74	0.2%	91.9%	60	0.2%	96.7%
South Lakeland	87	0.2%	82.8%	67	0.2%	92.5%
South Norfolk	52	0.1%	84.6%	41	0.1%	95.1%
South Northamptonshire	70	0.2%	91.4%	58	0.2%	100.0%
South Oxfordshire	124	0.3%	91.9%	102	0.3%	99.0%
South Ribble	205	0.5%	83.4%	164	0.5%	92.1%
South Somerset	39	0.1%	89.7%	35	0.1%	100.0%
South Staffordshire	92	0.2%	83.7%	71	0.2%	90.1%
South Tyneside	106	0.2%	86.8%	85	0.3%	92.9%
Southampton	50	0.1%	72.0%	35	0.1%	88.6%
Southend-on-Sea	55	0.1%	80.0%	41	0.1%	97.6%
Southwark	244	0.5%	85.2%	198	0.6%	94.4%
Spelthorne	41	0.1%	90.2%	34	0.1%	97.1%
St Albans	245	0.5%	93.5%	217	0.7%	96.3%
St Edmundsbury	47	0.1%	85.1%	42	0.1%	90.5%
St. Helens	294	0.7%	79.9%	206	0.6%	92.7%
Stafford	98	0.2%	76.5%	69	0.2%	92.8%
Staffordshire Moorlands	87	0.2%	86.2%	71	0.2%	91.5%
Stevenage	*20*	*0.0%*	*90.0%*	*17*	*0.1%*	*88.2%*
Stockport	632	1.4%	75.0%	433	1.3%	87.5%
Stockton-on-Tees	156	0.3%	78.2%	112	0.3%	92.0%
Stoke-on-Trent	151	0.3%	74.8%	99	0.3%	89.9%
Stratford-on-Avon	86	0.2%	88.4%	67	0.2%	97.0%
Stroud	90	0.2%	94.4%	81	0.2%	95.1%
Suffolk Coastal	70	0.2%	91.4%	57	0.2%	98.2%
Sunderland	121	0.3%	76.0%	92	0.3%	88.0%
Surrey Heath	54	0.1%	87.0%	44	0.1%	97.7%
Sutton	158	0.4%	87.3%	125	0.4%	94.4%
Swale	43	0.1%	79.1%	33	0.1%	87.9%
Swindon	63	0.1%	74.6%	46	0.1%	89.1%
Tameside	489	1.1%	71.0%	282	0.8%	92.6%
Tamworth	*25*	*0.1%*	*76.0%*	*14*	*0.0%*	*85.7%*
Tandridge	60	0.1%	88.3%	40	0.1%	97.5%
Taunton Deane	55	0.1%	83.6%	43	0.1%	93.0%
Teignbridge	32	0.1%	87.5%	*26*	*0.1%*	*96.2%*
Telford and Wrekin	96	0.2%	82.3%	71	0.2%	93.0%
Tendring	*20*	*0.0%*	*75.0%*	*13*	*0.0%*	*100.0%*
Test Valley	46	0.1%	78.3%	32	0.1%	93.8%
Tewkesbury	39	0.1%	84.6%	*30*	*0.1%*	*86.7%*
Thanet	*26*	*0.1%*	*92.3%*	*21*	*0.1%*	*95.2%*
Three Rivers	133	0.3%	85.7%	111	0.3%	91.0%
Thurrock	50	0.1%	50.0%	*30*	*0.1%*	*66.7%*
Tonbridge and Malling	65	0.1%	89.2%	52	0.2%	98.1%
Torbay	*16*	*0.0%*	*100.0%*	*13*	*0.0%*	*100.0%*
Torridge	*16*	*0.0%*	*93.8%*	*10*	*0.0%*	*100.0%*
Tower Hamlets	75	0.2%	77.3%	59	0.2%	86.4%
Trafford	729	1.6%	76.4%	528	1.6%	88.6%
Tunbridge Wells	126	0.3%	92.1%	106	0.3%	95.3%

Local Authority	All Applications			Applications that met the entry		
	Applications		Offer Rate	Applications		Offer Rate
	Number of applications	Proportion		Number of applications	Proportion	
Uttlesford	67	0.2%	94.0%	62	0.2%	96.8%
Vale of White Horse	98	0.2%	93.9%	92	0.3%	94.6%
Wakefield	263	0.6%	84.4%	200	0.6%	90.5%
Walsall	227	0.5%	65.6%	157	0.5%	82.2%
Waltham Forest	146	0.3%	77.4%	106	0.3%	90.6%
Wandsworth	329	0.7%	86.3%	273	0.8%	93.4%
Warrington	380	0.9%	81.8%	289	0.9%	91.0%
Warwick	149	0.3%	88.6%	125	0.4%	95.2%
Watford	87	0.2%	78.2%	67	0.2%	92.5%
Waveney	*20*	*0.0%*	*55.0%*	*13*	*0.0%*	*76.9%*
Waverley	117	0.3%	88.0%	91	0.3%	95.6%
Wealden	85	0.2%	89.4%	72	0.2%	94.4%
Wellingborough	38	0.1%	92.1%	31	0.1%	96.8%
Welwyn Hatfield	71	0.2%	84.5%	55	0.2%	94.5%
West Berkshire	102	0.2%	88.2%	82	0.2%	96.3%
West Devon	*25*	*0.1%*	*100.0%*	*22*	*0.1%*	*100.0%*
West Dorset	55	0.1%	96.4%	49	0.1%	98.0%
West Lancashire	236	0.5%	86.4%	190	0.6%	94.2%
West Lindsey	61	0.1%	90.2%	57	0.2%	93.0%
West Oxfordshire	96	0.2%	84.4%	84	0.3%	88.1%
West Somerset	*10*	*0.0%*	*90.0%*	*10*	*0.0%*	*90.0%*
Westminster	151	0.3%	83.4%	124	0.4%	95.2%
Weymouth and Portland	*22*	*0.0%*	*77.3%*	*15*	*0.0%*	*93.3%*
Wigan	521	1.2%	80.6%	366	1.1%	94.8%
Wiltshire	242	0.5%	91.3%	200	0.6%	97.5%
Winchester	91	0.2%	92.3%	82	0.2%	96.3%
Windsor and Maidenhead	129	0.3%	88.4%	98	0.3%	95.9%
Wirral	473	1.1%	77.0%	325	1.0%	91.4%
Woking	76	0.2%	88.2%	61	0.2%	93.4%
Wokingham	134	0.3%	86.6%	106	0.3%	93.4%
Wolverhampton	208	0.5%	77.9%	160	0.5%	88.1%
Worcester	36	0.1%	83.3%	*30*	*0.1%*	*100.0%*
Worthing	*24*	*0.1%*	*75.0%*	*13*	*0.0%*	*100.0%*
Wychavon	76	0.2%	85.5%	63	0.2%	95.2%
Wycombe	141	0.3%	83.7%	105	0.3%	91.4%
Wyre	157	0.4%	72.0%	96	0.3%	94.8%
Wyre Forest	52	0.1%	84.6%	38	0.1%	92.1%
York	247	0.6%	86.6%	198	0.6%	95.5%
Grand Total	**44643**	**100.0%**	**80.4%**	**33265**	**100.0%**	**91.2%**

Appendix 6 – Application Proportions and Offer Rates across Entry Requirement Categories

Faculty	School/Division	Three or more grades below		Two grades below		One grade below		Equal to entry requirements		One grade above		Two grades above		Three or more grades above		Total number of applications
		Number of applications	Proportion	Number of applications	Proportion	Number of applications	Proportion	Number of applications	Proportion	Number of applications	Proportion	Number of applications	Proportion	Number of applications	Proportion	
FSE	Chem Eng	74	6.2%	62	5.2%	133	11.2%	337	28.3%	272	22.8%	200	16.8%	113	9.5%	1191
	Chemistry	63	6.4%	48	4.9%	133	13.5%	256	26.1%	191	19.5%	150	15.3%	141	14.4%	982
	Comp Sci	112	12.0%	85	9.1%	134	14.4%	201	21.6%	173	18.6%	140	15.0%	87	9.3%	932
	SEES	45	6.3%	36	5.0%	104	14.5%	225	31.3%	154	21.4%	84	11.7%	71	9.9%	719
	EEE	38	9.2%	*22*	*5.3%*	58	14.0%	105	25.3%	66	15.9%	62	14.9%	64	15.4%	415
	Materials	74	11.4%	55	8.5%	104	16.0%	162	25.0%	108	16.6%	76	11.7%	70	10.8%	649
	Maths	87	5.9%	107	7.2%	169	11.4%	309	20.8%	348	23.4%	248	16.7%	219	14.7%	1487
	MACE	136	6.5%	170	8.2%	307	14.8%	517	24.8%	404	19.4%	291	14.0%	256	12.3%	2081
	Physics	85	5.6%	62	4.1%	158	10.4%	282	18.5%	331	21.7%	608	39.8%			1526
HUM	AMBS	183	8.0%	195	8.5%	413	18.0%	781	34.0%	475	20.7%	178	7.7%	72	3.1%	2297
	SALC	390	4.2%	390	4.2%	821	8.8%	1780	19.1%	2227	23.8%	1763	18.9%	1972	21.1%	9343
	SEED	151	6.3%	176	7.4%	349	14.6%	645	27.0%	541	22.6%	338	14.1%	192	8.0%	2392
	Law	402	11.5%	358	10.3%	599	17.2%	1021	29.3%	691	19.8%	288	8.3%	126	3.6%	3485
	SoSS	548	7.2%	526	6.9%	1060	13.9%	1916	25.1%	1634	21.4%	1080	14.2%	866	11.3%	7630
BMH	SBS	160	4.0%	164	4.1%	331	8.4%	669	16.9%	857	21.6%	849	21.4%	931	23.5%	3961
	SHS - Human Comm	44	10.9%	42	10.4%	69	17.2%	130	32.3%	74	18.4%	*29*	*7.2%*	*14*	*3.5%*	402
	SHS - Nurs & Mid	57	3.6%	87	5.4%	163	10.2%	348	21.7%	397	24.8%	300	18.7%	252	15.7%	1604
	SHS - Optom	128	14.4%	95	10.7%	171	19.2%	209	23.5%	177	19.9%	78	8.8%	31	3.5%	889
	SHS - Pharm	124	10.4%	155	13.0%	204	17.1%	287	24.1%	191	16.1%	143	12.0%	86	7.2%	1190
	SHS - Psych	163	7.4%	209	9.4%	347	15.7%	676	30.6%	522	23.6%	211	9.5%	84	3.8%	2212
	SMS - Dentistry	108	10.6%	34	3.3%	48	4.7%	357	35.1%	238	23.4%	136	13.4%	97	9.5%	1018
	SMS - Medical	*15*	*0.8%*	*25*	*1.3%*	64	3.2%	670	33.5%	551	27.6%	381	19.1%	293	14.7%	1999
UoM Total		**3187**	**6.6%**	**3103**	**6.4%**	**5939**	**12.3%**	**11883**	**24.5%**	**10622**	**21.9%**	**7633**	**15.8%**	**6037**	**12.5%**	**48404**

Faculty	School/Division	Offer Rate						
		Three or more grades below	Two grades below	One grade below	Equal to entry requirements	One grade above	Two grades above	Three or more grades above
FSE	Chem Eng	0.0%	16.1%	59.4%	87.8%	94.9%	99.5%	99.1%
	Chemistry	4.8%	50.0%	78.9%	95.3%	97.9%	100.0%	100.0%
	Comp Sci	4.5%	27.1%	73.9%	97.0%	97.1%	97.9%	98.9%
	SEES	8.9%	0.0%	96.2%	95.6%	94.8%	100.0%	100.0%
	EEE	26.3%	100.0%	98.3%	99.0%	98.5%	100.0%	100.0%
	Materials	8.1%	90.9%	99.0%	99.4%	99.1%	100.0%	100.0%
	Maths	3.4%	9.3%	91.7%	97.4%	97.7%	98.8%	98.6%
	MACE	23.5%	87.6%	96.1%	97.7%	98.8%	100.0%	100.0%
	Physics	3.5%	22.6%	98.1%	100.0%	100.0%	100.0%	-
HUM	AMBS	3.3%	37.9%	94.9%	96.0%	97.3%	97.8%	98.6%
	SALC	4.4%	50.8%	85.3%	94.3%	96.5%	97.3%	97.9%
	SEED	62.9%	97.7%	99.4%	99.7%	99.1%	100.0%	100.0%
	Law	8.2%	38.3%	92.7%	99.3%	99.9%	99.7%	100.0%
	SoSS	1.3%	17.3%	72.5%	97.1%	99.1%	99.5%	100.0%
BMH	SBS	0.6%	1.8%	61.0%	83.0%	96.1%	96.9%	97.3%
	SHS - Human Comm	4.5%	21.4%	58.0%	66.9%	66.2%	86.2%	85.7%
	SHS - Nurs & Mid	5.3%	2.3%	4.3%	49.1%	64.5%	73.0%	79.8%
	SHS - Optom	0.8%	6.3%	24.6%	56.9%	81.4%	92.3%	93.5%
	SHS - Pharm	4.0%	67.1%	60.8%	80.8%	85.3%	85.3%	77.9%
	SHS - Psych	1.2%	3.8%	83.9%	90.2%	96.0%	96.2%	98.8%
	SMS - Dentistry	25.9%	0.0%	22.9%	22.4%	33.6%	41.2%	34.0%
	SMS - Medical	0.0%	12.0%	9.4%	32.2%	42.5%	49.9%	70.3%
UoM Total		8.3%	35.7%	78.0%	86.8%	91.4%	93.7%	95.1%

Appendix 7 – School of Health Sciences Additional Tables

Human Communication, Development and Hearing

	Total number of application	Proportion of applications				Offer Rate			
		Equal	+1 grade	+2 grade	+3 grade	Equal	+1 grade	+2 grade	+3 grade
School Total	247	52.6%	30.0%	11.7%	5.7%	66.9%	66.2%	86.2%	85.7%
Gender									
Female	228	53.1%	29.4%	11.4%	6.1%	67.8%	67.2%	84.6%	85.7%
Male	19	47.4%	36.8%	15.8%	0.0%	55.6%	57.1%	100.0%	
Ethnicity									
Asian	81	58.0%	32.1%	7.4%	2.5%	63.8%	61.5%	83.3%	100.0%
Black	10	70.0%	0.0%	20.0%	10.0%	85.7%		100.0%	0.0%
Mixed/Other	7	57.1%	28.6%	0.0%	14.3%	50.0%	50.0%		100.0%
White	146	48.6%	30.8%	14.4%	6.2%	69.0%	68.9%	85.7%	88.9%
Disability									
Disabled	19	52.6%	26.3%	10.5%	10.5%	50.0%	80.0%	100.0%	100.0%
Not Disabled	228	52.6%	30.3%	11.8%	5.3%	68.3%	65.2%	85.2%	83.3%
School Type (summary)									
Independent	15	66.7%	33.3%	0.0%	0.0%	70.0%	100.0%		
State	230	51.7%	29.6%	12.6%	6.1%	67.2%	63.2%	86.2%	85.7%
School Type (split)									
Independent School	15	66.7%	33.3%	0.0%	0.0%	70.0%	100.0%		
Grammar School	19	31.6%	26.3%	31.6%	10.5%	33.3%	60.0%	100.0%	50.0%
Comprehensive School	52	57.7%	21.2%	17.3%	3.9%	73.3%	36.4%	100.0%	100.0%
Sixth Form College	77	53.3%	28.6%	10.4%	7.8%	61.0%	81.8%	62.5%	83.3%
Other State	82	51.2%	36.6%	7.3%	4.9%	73.8%	60.0%	83.3%	100.0%
Socio-Economic Background									
Low	58	65.5%	20.7%	8.6%	5.2%	60.5%	50.0%	80.0%	66.7%
High	167	46.7%	33.5%	14.4%	5.4%	75.6%	69.6%	87.5%	88.9%
WP Flag									
Yes	83	59.0%	28.9%	8.4%	3.6%	55.1%	62.5%	85.7%	33.3%
No	160	49.4%	30.0%	13.8%	6.9%	76.0%	66.7%	86.4%	100.0%
WP Plus Flag									
Yes	40	60.0%	27.5%	7.5%	5.0%	58.3%	54.6%	66.7%	50.0%
No	202	51.5%	29.7%	12.9%	5.9%	70.2%	68.3%	88.5%	91.7%
Parental HE Status									
Parents not been to HE	91	61.5%	25.3%	9.9%	3.3%	55.4%	60.9%	77.8%	66.7%
Parents been to HE	121	47.1%	31.4%	14.9%	6.6%	73.7%	79.0%	94.4%	87.5%
POLAR 3 Quintile									
Q1	24	54.2%	37.5%	4.2%	4.2%	30.8%	77.8%	100.0%	0.0%
Q2	38	52.6%	31.6%	10.5%	5.3%	85.0%	50.0%	100.0%	100.0%
Q3	53	58.5%	26.4%	11.3%	3.8%	58.1%	64.3%	83.3%	50.0%
Q4	77	57.1%	24.7%	14.3%	3.9%	77.3%	57.9%	90.9%	100.0%
Q5	55	40.0%	36.4%	12.7%	10.9%	63.6%	80.0%	71.4%	100.0%
POLAR 3 WP Status									
Yes	24	54.2%	37.5%	4.2%	4.2%	30.8%	77.8%	100.0%	0.0%
No	223	52.5%	29.2%	12.6%	5.8%	70.9%	64.6%	85.7%	92.3%
POLAR 3 TEF WP Status									
Yes	62	53.2%	33.9%	8.1%	4.8%	63.6%	61.9%	100.0%	66.7%
No	185	52.4%	28.7%	13.0%	6.0%	68.0%	67.9%	83.3%	90.9%

Optometry

	Total number of application	Proportion of applications				Offer Rate			
		Equal	+1 grade	+2 grade	+3 grade	Equal	+1 grade	+2 grade	+3 grade
School Total	495	42.2%	35.8%	15.8%	6.3%	56.9%	81.4%	92.3%	93.6%
Gender									
Female	335	41.2%	35.8%	16.4%	6.6%	53.6%	80.8%	92.7%	90.9%
Male	160	44.4%	35.6%	14.4%	5.6%	63.4%	82.5%	91.3%	100.0%
Ethnicity									
Asian	339	45.1%	36.9%	13.6%	4.4%	53.6%	80.8%	91.3%	100.0%
Black	22	45.5%	27.3%	22.7%	4.6%	70.0%	66.7%	100.0%	100.0%
Mixed/Other	32	43.8%	21.9%	21.9%	12.5%	50.0%	71.4%	71.4%	100.0%
White	89	30.3%	40.5%	18.0%	11.2%	70.4%	91.7%	100.0%	90.0%
Disability									
Disabled	17	17.7%	58.8%	17.7%	5.9%	33.3%	60.0%	66.7%	100.0%
Not Disabled	478	43.1%	34.9%	15.7%	6.3%	57.3%	82.6%	93.3%	93.3%
School Type (summary)									
Independent	55	30.9%	43.6%	23.6%	1.8%	70.6%	83.3%	84.6%	100.0%
State	437	43.5%	34.8%	14.9%	6.9%	55.8%	81.6%	93.9%	93.3%
School Type (split)									
Independent School	55	30.9%	43.6%	23.6%	1.8%	70.6%	83.3%	84.6%	100.0%
Grammar School	32	18.8%	34.4%	34.4%	12.5%	66.7%	90.9%	90.9%	100.0%
Comprehensive School	101	50.5%	32.7%	12.9%	4.0%	54.9%	78.8%	100.0%	100.0%
Sixth Form College	146	42.5%	37.7%	11.6%	8.2%	58.1%	80.0%	88.2%	83.3%
Other State	158	44.9%	33.5%	15.2%	6.3%	53.5%	83.0%	95.8%	100.0%
Socio-Economic Background									
Low	156	51.9%	35.3%	9.6%	3.2%	55.6%	80.0%	93.3%	100.0%
High	264	34.5%	37.9%	19.7%	8.0%	57.1%	83.0%	94.2%	95.2%
WP Flag									
Yes	206	56.3%	29.6%	10.2%	3.9%	51.7%	78.7%	95.2%	100.0%
No	284	32.8%	39.8%	19.4%	8.1%	63.4%	82.3%	92.7%	91.3%
WP Plus Flag									
Yes	104	62.5%	24.0%	9.6%	3.9%	50.8%	88.0%	100.0%	100.0%
No	386	36.8%	38.6%	17.6%	7.0%	59.9%	79.9%	91.2%	92.6%
Parental HE Status									
Parents not been to HE	214	50.9%	34.1%	10.3%	4.7%	56.0%	80.8%	95.5%	100.0%
Parents been to HE	184	33.7%	37.0%	21.2%	8.2%	58.1%	82.4%	94.9%	93.3%
POLAR 3 Quintile									
Q1	35	54.3%	20.0%	22.9%	2.9%	47.4%	85.7%	100.0%	100.0%
Q2	100	50.0%	33.0%	12.0%	5.0%	50.0%	84.9%	91.7%	100.0%
Q3	117	41.9%	39.3%	12.0%	6.8%	57.1%	76.1%	92.9%	87.5%
Q4	114	37.7%	31.6%	20.2%	10.5%	62.8%	86.1%	87.0%	100.0%
Q5	125	37.6%	42.4%	16.0%	4.0%	63.8%	79.3%	100.0%	80.0%
POLAR 3 WP Status									
Yes	35	54.3%	20.0%	22.9%	2.9%	47.4%	85.7%	100.0%	100.0%
No	456	41.5%	36.8%	15.1%	6.6%	58.2%	81.0%	92.8%	93.3%
POLAR 3 TEF WP Status									
Yes	135	51.1%	29.6%	14.8%	4.4%	49.3%	85.0%	95.0%	100.0%
No	356	39.0%	37.9%	16.0%	7.0%	61.2%	80.0%	93.0%	92.0%

Pharmacy

	Total number of application	Proportion of applications				Offer Rate			
		Equal	+ 1 grade	+ 2 grade	+ 3 grade	Equal	+ 1 grade	+ 2 grade	+ 3 grade
School Total	707	40.6%	27.0%	20.2%	12.2%	80.8%	85.3%	85.3%	77.9%
Gender									
Female	462	40.9%	25.3%	21.7%	12.1%	83.6%	89.7%	84.0%	82.1%
Male	245	40.0%	30.2%	17.6%	12.2%	75.5%	78.4%	88.4%	70.0%
Ethnicity									
Asian	263	42.6%	27.4%	19.4%	10.7%	72.3%	79.2%	84.3%	75.0%
Black	86	54.7%	27.9%	11.6%	5.8%	83.0%	83.3%	90.0%	80.0%
Mixed/Other	58	34.5%	24.1%	32.8%	8.6%	80.0%	64.3%	73.7%	0.0%
White	273	35.9%	27.5%	22.0%	14.7%	89.8%	96.0%	93.3%	92.5%
Disability									
Disabled	27	55.6%	18.5%	18.5%	7.4%	80.0%	80.0%	80.0%	100.0%
Not Disabled	680	40.0%	27.4%	20.3%	12.4%	80.9%	85.5%	85.5%	77.4%
School Type (summary)									
Independent	74	40.5%	29.7%	12.2%	17.6%	86.7%	100.0%	88.9%	84.6%
State	621	40.9%	26.4%	21.1%	11.6%	80.3%	84.8%	84.7%	76.4%
School Type (split)									
Independent School	74	40.5%	29.7%	12.2%	17.6%	86.7%	100.0%	88.9%	84.6%
Grammar School	35	31.4%	17.1%	34.3%	17.1%	100.0%	83.3%	91.7%	83.3%
Comprehensive School	181	39.2%	27.1%	22.1%	11.6%	81.7%	87.8%	92.5%	76.2%
Sixth Form College	162	45.7%	23.5%	22.2%	8.6%	73.0%	84.2%	88.9%	71.4%
Other State	243	40.3%	29.2%	17.7%	12.8%	82.7%	83.1%	72.1%	77.4%
Socio-Economic Background									
Low	168	48.8%	25.0%	21.4%	4.8%	82.9%	76.2%	83.3%	87.5%
High	429	35.4%	28.7%	21.7%	14.2%	80.9%	90.2%	87.1%	80.3%
WP Flag									
Yes	244	45.1%	27.5%	19.7%	7.8%	80.0%	79.1%	77.1%	68.4%
No	454	38.8%	26.0%	20.9%	14.3%	81.8%	88.1%	89.5%	80.0%
WP Plus Flag									
Yes	122	47.5%	27.1%	16.4%	9.0%	75.9%	75.8%	70.0%	63.6%
No	576	39.1%	26.9%	21.0%	13.0%	82.7%	87.1%	87.6%	80.0%
Parental HE Status									
Parents not been to HE	226	47.8%	24.8%	16.8%	10.6%	78.7%	78.6%	81.6%	75.0%
Parents been to HE	350	37.7%	26.6%	21.1%	14.6%	83.3%	88.2%	89.2%	78.4%
POLAR 3 Quintile									
Q1	67	43.3%	26.9%	20.9%	9.0%	79.3%	83.3%	85.7%	83.3%
Q2	102	49.0%	26.5%	13.7%	10.8%	90.0%	92.6%	78.6%	90.9%
Q3	163	42.9%	30.1%	16.0%	11.0%	72.9%	73.5%	76.9%	66.7%
Q4	161	39.1%	26.1%	22.4%	12.4%	85.7%	90.5%	94.4%	75.0%
Q5	210	34.8%	25.7%	24.8%	14.8%	78.1%	88.9%	84.6%	80.7%
POLAR 3 WP Status									
Yes	67	43.3%	26.9%	20.9%	9.0%	79.3%	83.3%	85.7%	83.3%
No	636	40.3%	27.0%	20.1%	12.6%	80.9%	85.5%	85.2%	77.5%
POLAR 3 TEF WP Status									
Yes	169	46.8%	26.6%	16.6%	10.1%	86.1%	88.9%	82.1%	88.2%
No	534	38.6%	27.2%	21.4%	12.9%	78.6%	84.1%	86.0%	75.4%

Appendix 8- Regression Model Outputs

Model 1

```
Call:
glm(formula = Offer ~ FacultySplit + EntryGrades + Gender + EthnicityGroup +
    IndependentState + POLAR3WP + SEBackground, family = binomial(logit),
    data = RegressionAnalysisDatav2)

Deviance Residuals:
    Min       1Q    Median       3Q       Max
-3.2081    0.1499    0.1966    0.2641    1.8450

Coefficients:
                               Estimate Std. Error z value Pr(>|z|)
(Intercept)                     4.03602    0.12546  32.170  < 2e-16 ***
FacultySplit[T.HUM]            -0.16771    0.10650  -1.575  0.11531
FacultySplit[T.BMH SBS Psych] -1.22307    0.11415 -10.715  < 2e-16 ***
FacultySplit[T.BMH Opt Pharm] -2.27452    0.12536 -18.145  < 2e-16 ***
FacultySplit[T.BMH Nurs Mid Com] -3.32317 0.11515 -28.860  < 2e-16 ***
FacultySplit[T.BMH SMS]       -4.26554    0.10267 -41.547  < 2e-16 ***
EntryGrades[T.+1 grade]        0.59800    0.05943  10.062  < 2e-16 ***
EntryGrades[T.+2 grades]       0.98051    0.07169  13.677  < 2e-16 ***
EntryGrades[T.>2 grades]       1.27187    0.08427  15.092  < 2e-16 ***
Gender[T.Male]                -0.16401    0.05497  -2.984  0.00285 **
EthnicityGroup[T.Asian]       -0.45150    0.06145  -7.347 2.03e-13 ***
EthnicityGroup[T.Black]       -0.50868    0.10687  -4.760 1.94e-06 ***
EthnicityGroup[T.MixedOther]  -0.56545    0.09368  -6.036 1.58e-09 ***
IndependentState[T.State]     -0.36560    0.07820  -4.676 2.93e-06 ***
POLAR3WP[T.WP]                -0.12713    0.08519  -1.492  0.13562
SEBackground[T.Low]           -0.16287    0.05769  -2.823  0.00475 **
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

(Dispersion parameter for binomial family taken to be 1)

    Null deviance: 18637  on 31583  degrees of freedom
Residual deviance: 11870  on 31568  degrees of freedom
  (4591 observations deleted due to missingness)
AIC: 11902
```

```
Number of Fisher Scoring iterations: 6
Rcmdr>  exp(coef(GLM.7))  # Exponentiated coefficients ("odds ratios")

                 (Intercept)            FacultySplit[T.HUM]    FacultySplit[T.BMH SBS Psych]    FacultySplit[T.BMH Opt Pharm]
                  56.60045762                   0.84559762                       0.29432580                       0.10284592
   FacultySplit[T.BMH Nurs Mid Com]      FacultySplit[T.BMH SMS]         EntryGrades[T.+1 grade]          EntryGrades[T.+2 grades]
                   0.03603837                   0.01404426                       1.81847536                       2.66581701
           EntryGrades[T.>2 grades]             Gender[T.Male]        EthnicityGroup[T.Asian]          EthnicityGroup[T.Black]
                   3.56752803                   0.84873306                       0.63667511                       0.60128648
         EthnicityGroup[T.MixedOther]   IndependentState[T.State]              POLAR3WP[T.WP]             SEBackground[T.Low]
                   0.56810576                   0.69377841                       0.88061978                       0.84970146
```

Model 2

```
Call:
glm(formula = Offer ~ FacultySplit + EntryGrades + Gender + EthnicityFull +
    IndependentState + POLAR3WP + SEBackground, family = binomial(logit),
    data = RegressionAnalysisDatav2)

Deviance Residuals:
    Min       1Q    Median       3Q       Max
-3.1966   0.1518   0.1978   0.2656   1.9562

Coefficients:
                                        Estimate Std. Error z value Pr(>|z|)
(Intercept)                              4.01116    0.12571  31.907  < 2e-16 ***
FacultySplit[T.HUM]                     -0.17093    0.10661  -1.603 0.108874
FacultySplit[T.BMH SBS Psych]           -1.21811    0.11430 -10.657  < 2e-16 ***
FacultySplit[T.BMH Opt Pharm]           -2.22967    0.12629 -17.655  < 2e-16 ***
FacultySplit[T.BMH Nurs Mid Com]        -3.30989    0.11537 -28.689  < 2e-16 ***
FacultySplit[T.BMH SMS]                 -4.24231    0.10292 -41.220  < 2e-16 ***
EntryGrades[T.+1 grade]                  0.59715    0.05960  10.020  < 2e-16 ***
EntryGrades[T.+2 grades]                 0.97423    0.07194  13.543  < 2e-16 ***
EntryGrades[T.>2 grades]                 1.26291    0.08458  14.931  < 2e-16 ***
Gender[T.Male]                          -0.15639    0.05517  -2.835 0.004589 **
EthnicityFull[T.Black Afr]              -0.52430    0.11637  -4.505 6.63e-06 ***
EthnicityFull[T.Arab]                   -1.03069    0.19808  -5.203 1.96e-07 ***
EthnicityFull[T.Bangladeshi]            -0.34479    0.17069  -2.020 0.043389 *
EthnicityFull[T.Black Car]              -0.37834    0.30027  -1.260 0.207661
EthnicityFull[T.Chinese]                 0.10965    0.24473   0.448 0.654132
EthnicityFull[T.Indian]                 -0.29215    0.08598  -3.398 0.000679 ***
EthnicityFull[T.Mixed White Asian]      -0.26680    0.17397  -1.534 0.125121
EthnicityFull[T.Mixed White Black Afr]  -0.22256    0.36872  -0.604 0.546112
EthnicityFull[T.Mixed White Black Car]  -0.08472    0.28246  -0.300 0.764232
EthnicityFull[T.Other]                  -0.95592    0.22616  -4.227 2.37e-05 ***
EthnicityFull[T.Other Asian]            -0.56060    0.13851  -4.047 5.18e-05 ***
EthnicityFull[T.Other Black]            -0.72406    0.43684  -1.658 0.097414 .
EthnicityFull[T.Other Mixed]            -0.65326    0.20524  -3.183 0.001458 **
EthnicityFull[T.Pakistani]              -0.71666    0.08854  -8.094 5.75e-16 ***
IndependentState[T.State]               -0.35651    0.07846  -4.544 5.52e-06 ***
POLAR3WP[T.WP]                          -0.12587    0.08574  -1.468 0.142110
SEBackground[T.Low]                     -0.13536    0.05874  -2.304 0.021202 *
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

(Dispersion parameter for binomial family taken to be 1)

    Null deviance: 18637  on 31583  degrees of freedom
```

```
Residual deviance: 11831  on 31557  degrees of freedom
  (4591 observations deleted due to missingness)
AIC: 11885

Number of Fisher Scoring iterations: 6


Rcmdr>  exp(coef(GLM.2))  # Exponentiated coefficients ("odds ratios")
                 (Intercept)                    FacultySplit[T.HUM]          FacultySplit[T.BMH SBS Psych]
                  55.21080851                            0.84288123                             0.29578899
     FacultySplit[T.BMH Opt Pharm]        FacultySplit[T.BMH Nurs Mid Com]          FacultySplit[T.BMH SMS]
                   0.10756368                            0.03652012                             0.01437429
          EntryGrades[T.+1 grade]                EntryGrades[T.+2 grades]              EntryGrades[T.>2 grades]
                   1.81692839                            2.64912995                             3.53569280
                Gender[T.Male]               EthnicityFull[T.Black Afr]              EthnicityFull[T.Arab]
                   0.85522671                            0.59196725                             0.35676078
     EthnicityFull[T.Bangladeshi]            EthnicityFull[T.Black Car]             EthnicityFull[T.Chinese]
                   0.70836601                            0.68499425                             1.11588270
           EthnicityFull[T.Indian]   EthnicityFull[T.Mixed White Asian] EthnicityFull[T.Mixed White Black Afr]
                   0.74665355                            0.76582316                             0.80046997
EthnicityFull[T.Mixed White Black Car]            EthnicityFull[T.Other]          EthnicityFull[T.Other Asian]
                   0.91877113                            0.38445891                             0.57086681
      EthnicityFull[T.Other Black]           EthnicityFull[T.Other Mixed]           EthnicityFull[T.Pakistani]
                   0.48477814                            0.52034924                             0.48837927
          IndependentState[T.State]                    POLAR3WP[T.WP]               SEBackground[T.Low]
                   0.70011792                            0.88172799                             0.87340232
```

Model 3

```
Call:
glm(formula = Offer ~ FacultySplit + EntryGrades + Gender + EthnicityFull +
    SchoolType + POLAR3WP + SEBackground, family = binomial(logit),
    data = RegressionAnalysisDatav2)

Deviance Residuals:
    Min       1Q    Median       3Q       Max
-3.1985   0.1492   0.2034   0.2721   1.9890

Coefficients:
                                        Estimate Std. Error z value Pr(>|z|)
(Intercept)                              4.02250    0.12594  31.940  < 2e-16 ***
FacultySplit[T.HUM]                     -0.17136    0.10665  -1.607 0.108092
FacultySplit[T.BMH SBS Psych]           -1.22052    0.11436 -10.672  < 2e-16 ***
FacultySplit[T.BMH Opt Pharm]           -2.22302    0.12647 -17.577  < 2e-16 ***
FacultySplit[T.BMH Nurs Mid Com]        -3.29859    0.11550 -28.560  < 2e-16 ***
FacultySplit[T.BMH SMS]                 -4.26172    0.10329 -41.261  < 2e-16 ***
EntryGrades[T.+1 grade]                  0.59605    0.05965   9.992  < 2e-16 ***
EntryGrades[T.+2 grades]                 0.97270    0.07203  13.504  < 2e-16 ***
EntryGrades[T.>2 grades]                 1.25812    0.08471  14.852  < 2e-16 ***
Gender[T.Male]                          -0.15727    0.05524  -2.847 0.004416 **
EthnicityFull[T.Black Afr]              -0.52721    0.11661  -4.521 6.16e-06 ***
EthnicityFull[T.Arab]                   -1.04716    0.19753  -5.301 1.15e-07 ***
EthnicityFull[T.Bangladeshi]            -0.32142    0.17082  -1.882 0.059884 .
EthnicityFull[T.Black Car]              -0.39032    0.30016  -1.300 0.193469
EthnicityFull[T.Chinese]                 0.07890    0.24393   0.323 0.746356
EthnicityFull[T.Indian]                 -0.30579    0.08626  -3.545 0.000393 ***
EthnicityFull[T.Mixed White Asian]      -0.26961    0.17419  -1.548 0.121670
EthnicityFull[T.Mixed White Black Afr]  -0.25512    0.36865  -0.692 0.488910
EthnicityFull[T.Mixed White Black Car]  -0.10416    0.28077  -0.371 0.710663
EthnicityFull[T.Other]                  -0.95956    0.22629  -4.240 2.23e-05 ***
EthnicityFull[T.Other Asian]            -0.57354    0.13845  -4.143 3.43e-05 ***
EthnicityFull[T.Other Black]            -0.72291    0.43870  -1.648 0.099386 .
EthnicityFull[T.Other Mixed]            -0.66043    0.20578  -3.209 0.001330 **
EthnicityFull[T.Pakistani]              -0.72347    0.08909  -8.121 4.63e-16 ***
SchoolType[T.Grammar]                   -0.38137    0.12498  -3.052 0.002277 **
SchoolType[T.Comp]                      -0.47934    0.09147  -5.240 1.60e-07 ***
SchoolType[T.OtherState]                -0.21702    0.08448  -2.569 0.010199 *
SchoolType[T.SixthFormCol]              -0.48487    0.09022  -5.374 7.68e-08 ***
POLAR3WP[T.WP]                          -0.11007    0.08629  -1.276 0.202080
SEBackground[T.Low]                     -0.11432    0.05899  -1.938 0.052617 .
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
```

```
(Dispersion parameter for binomial family taken to be 1)

    Null deviance: 18637  on 31583  degrees of freedom
Residual deviance: 11808  on 31554  degrees of freedom
  (4591 observations deleted due to missingness)
AIC: 11868

Number of Fisher Scoring iterations: 6


Rcmdr>  exp(coef(GLM.3))  # Exponentiated coefficients ("odds ratios")
                      (Intercept)                    FacultySplit[T.HUM]            FacultySplit[T.BMH SBS Psych]
                       55.84062560                             0.84251488                             0.29507592
          FacultySplit[T.BMH Opt Pharm]          FacultySplit[T.BMH Nurs Mid Com]             FacultySplit[T.BMH SMS]
                        0.10828111                             0.03693532                             0.01409797
              EntryGrades[T.+1 grade]                EntryGrades[T.+2 grades]                 EntryGrades[T.>2 grades]
                        1.81493933                             2.64507140                             3.51881254
                   Gender[T.Male]                 EthnicityFull[T.Black Afr]                  EthnicityFull[T.Arab]
                        0.85447715                             0.59024780                             0.35093129
          EthnicityFull[T.Bangladeshi]               EthnicityFull[T.Black Car]               EthnicityFull[T.Chinese]
                        0.72511808                             0.67683933                             1.08209382
               EthnicityFull[T.Indian]        EthnicityFull[T.Mixed White Asian] EthnicityFull[T.Mixed White Black Afr]
                        0.73654173                             0.76368008                             0.77482224
EthnicityFull[T.Mixed White Black Car]             EthnicityFull[T.Other]             EthnicityFull[T.Other Asian]
                        0.90108316                             0.38306011                             0.56352896
            EthnicityFull[T.Other Black]            EthnicityFull[T.Other Mixed]            EthnicityFull[T.Pakistani]
                        0.48533991                             0.51662817                             0.48506423
                SchoolType[T.Grammar]                    SchoolType[T.Comp]                  SchoolType[T.OtherState]
                        0.68292641                             0.61918966                             0.80491544
              SchoolType[T.SixthFormCol]                     POLAR3WP[T.WP]                       SEBackground[T.Low]
                        0.61577694                             0.89576886                             0.89197149
```

Model 4

```
Call:
glm(formula = Offer ~ FacultySplit + EntryGrades + Gender + EthnicityFull +
    SchoolType + POLAR3QUINTILE + SEBackground, family = binomial(logit),
    data = RegressionAnalysisDatav2)

Deviance Residuals:
    Min       1Q    Median       3Q       Max
-3.1989   0.1485   0.2010   0.2717   1.9801

Coefficients:
                                        Estimate Std. Error z value Pr(>|z|)
(Intercept)                             3.882436   0.152123  25.522  < 2e-16 ***
FacultySplit[T.HUM]                    -0.172452   0.106673  -1.617  0.10595
FacultySplit[T.BMH SBS Psych]          -1.217569   0.114382 -10.645  < 2e-16 ***
FacultySplit[T.BMH Opt Pharm]          -2.219065   0.126558 -17.534  < 2e-16 ***
FacultySplit[T.BMH Nurs Mid Com]       -3.294965   0.115578 -28.509  < 2e-16 ***
FacultySplit[T.BMH SMS]                -4.264464   0.103326 -41.272  < 2e-16 ***
EntryGrades[T.+1 grade]                 0.595451   0.059683   9.977  < 2e-16 ***
EntryGrades[T.+2 grades]                0.968868   0.072080  13.442  < 2e-16 ***
EntryGrades[T.>2 grades]                1.254207   0.084756  14.798  < 2e-16 ***
Gender[T.Male]                         -0.159609   0.055280  -2.887  0.00389 **
EthnicityFull[T.Black Afr]             -0.504742   0.117234  -4.305 1.67e-05 ***
EthnicityFull[T.Arab]                  -1.047947   0.197997  -5.293 1.20e-07 ***
EthnicityFull[T.Bangladeshi]           -0.292155   0.171547  -1.703  0.08856 .
EthnicityFull[T.Black Car]             -0.368981   0.300634  -1.227  0.21969
EthnicityFull[T.Chinese]                0.092681   0.244414   0.379  0.70454
EthnicityFull[T.Indian]                -0.304141   0.086378  -3.521  0.00043 ***
EthnicityFull[T.Mixed White Asian]     -0.271545   0.174233  -1.559  0.11911
EthnicityFull[T.Mixed White Black Afr] -0.247526   0.369000  -0.671  0.50235
EthnicityFull[T.Mixed White Black Car] -0.104487   0.280448  -0.373  0.70947
EthnicityFull[T.Other]                 -0.959796   0.226896  -4.230 2.34e-05 ***
EthnicityFull[T.Other Asian]           -0.571644   0.138431  -4.129 3.64e-05 ***
EthnicityFull[T.Other Black]           -0.725409   0.439097  -1.652  0.09853 .
EthnicityFull[T.Other Mixed]           -0.654702   0.205383  -3.188  0.00143 **
EthnicityFull[T.Pakistani]             -0.698588   0.089753  -7.783 7.06e-15 ***
SchoolType[T.Grammar]                  -0.382433   0.125014  -3.059  0.00222 **
SchoolType[T.Comp]                     -0.465843   0.091953  -5.066 4.06e-07 ***
SchoolType[T.OtherState]               -0.200859   0.085121  -2.360  0.01829 *
SchoolType[T.SixthFormCol]             -0.461228   0.091278  -5.053 4.35e-07 ***
POLAR3QUINTILE[T.Q2]                   -0.009037   0.102883  -0.088  0.93001
POLAR3QUINTILE[T.Q3]                    0.065627   0.098722   0.665  0.50620
POLAR3QUINTILE[T.Q4]                    0.206724   0.097561   2.119  0.03410 *
POLAR3QUINTILE[T.Q5]                    0.146185   0.094881   1.541  0.12338
SEBackground[T.Low]                    -0.098046   0.059567  -1.646  0.09977 .
```

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

(Dispersion parameter for binomial family taken to be 1)

    Null deviance: 18637 on 31583 degrees of freedom
Residual deviance: 11800 on 31551 degrees of freedom
  (4591 observations deleted due to missingness)
AIC: 11866

Number of Fisher Scoring iterations: 6

Rcmdr> exp(coef(GLM.5)) # Exponentiated coefficients ("odds ratios")

(Intercept)	FacultySplit[T.HUM]	FacultySplit[T.BMH SBS Psych]
48.54233305	0.84159835	0.29594885
FacultySplit[T.BMH Opt Pharm]	FacultySplit[T.BMH Nurs Mid Com]	FacultySplit[T.BMH SMS]
0.10871070	0.03706935	0.01405940
EntryGrades[T.+1 grade]	EntryGrades[T.+2 grades]	EntryGrades[T.>2 grades]
1.81384941	2.63495944	3.50505665
Gender[T.Male]	EthnicityFull[T.Black Afr]	EthnicityFull[T.Arab]
0.85247731	0.60366160	0.35065687
EthnicityFull[T.Bangladeshi]	EthnicityFull[T.Black Car]	EthnicityFull[T.Chinese]
0.74665314	0.69143844	1.09711215
EthnicityFull[T.Indian]	EthnicityFull[T.Mixed White Asian]	EthnicityFull[T.Mixed White Black Afr]
0.73775665	0.76220061	0.78072970
EthnicityFull[T.Mixed White Black Car]	EthnicityFull[T.Other]	EthnicityFull[T.Other Asian]
0.90078654	0.38297097	0.56459658
EthnicityFull[T.Other Black]	EthnicityFull[T.Other Mixed]	EthnicityFull[T.Pakistani]
0.48412634	0.51959690	0.49728697
SchoolType[T.Grammar]	SchoolType[T.Comp]	SchoolType[T.OtherState]
0.68219955	0.62760557	0.81802753
SchoolType[T.SixthFormCol]	POLAR3QUINTILE[T.Q2]	POLAR3QUINTILE[T.Q3]
0.63050894	0.99100390	1.06782847
POLAR3QUINTILE[T.Q4]	POLAR3QUINTILE[T.Q5]	SEBackground[T.Low]
1.22964308	1.15741039	0.90660742

Model 5

```
Call:
glm(formula = Offer ~ FacultySplit + EntryGrades + Gender + EthnicityFull +
    SchoolType + POLAR3QUINTILE + SEBackgroundFull, family = binomial(logit),
    data = RegressionAnalysisDatav2)

Deviance Residuals:
    Min       1Q    Median       3Q      Max
-3.2129   0.1478   0.2000   0.2712   1.9712

Coefficients:
                                        Estimate Std. Error z value Pr(>|z|)
(Intercept)                             3.934719   0.155949  25.231  < 2e-16 ***
FacultySplit[T.HUM]                    -0.172610   0.106723  -1.617 0.105802
FacultySplit[T.BMH SBS Psych]          -1.221391   0.114441 -10.673  < 2e-16 ***
FacultySplit[T.BMH Opt Pharm]          -2.222977   0.126635 -17.554  < 2e-16 ***
FacultySplit[T.BMH Nurs Mid Com]       -3.297823   0.115723 -28.498  < 2e-16 ***
FacultySplit[T.BMH SMS]                -4.275353   0.103481 -41.315  < 2e-16 ***
EntryGrades[T.+1 grade]                 0.596704   0.059732   9.990  < 2e-16 ***
EntryGrades[T.+2 grades]                0.969963   0.072146  13.444  < 2e-16 ***
EntryGrades[T.>2 grades]                1.252477   0.084814  14.767  < 2e-16 ***
Gender[T.Male]                         -0.161477   0.055311  -2.919 0.003507 **
EthnicityFull[T.Black Afr]             -0.497657   0.117932  -4.220 2.44e-05 ***
EthnicityFull[T.Arab]                  -1.040080   0.198051  -5.252 1.51e-07 ***
EthnicityFull[T.Bangladeshi]           -0.274442   0.172735  -1.589 0.112105
EthnicityFull[T.Black Car]             -0.357974   0.300610  -1.191 0.233723
EthnicityFull[T.Chinese]                0.089606   0.244752   0.366 0.714282
EthnicityFull[T.Indian]                -0.297121   0.086563  -3.432 0.000598 ***
EthnicityFull[T.Mixed White Asian]     -0.280036   0.174385  -1.606 0.108307
EthnicityFull[T.Mixed White Black Afr] -0.235909   0.369530  -0.638 0.523211
EthnicityFull[T.Mixed White Black Car] -0.100458   0.281102  -0.357 0.720813
EthnicityFull[T.Other]                 -0.957326   0.227274  -4.212 2.53e-05 ***
EthnicityFull[T.Other Asian]           -0.550882   0.138776  -3.970 7.20e-05 ***
EthnicityFull[T.Other Black]           -0.744602   0.438575  -1.698 0.089550 .
EthnicityFull[T.Other Mixed]           -0.647869   0.205462  -3.153 0.001615 **
EthnicityFull[T.Pakistani]             -0.669175   0.090808  -7.369 1.72e-13 ***
SchoolType[T.Grammar]                  -0.374822   0.125221  -2.993 0.002760 **
SchoolType[T.Comp]                     -0.455247   0.092251  -4.935 8.02e-07 ***
SchoolType[T.OtherState]               -0.196445   0.085341  -2.302 0.021342 *
SchoolType[T.SixthFormCol]             -0.456879   0.091626  -4.986 6.15e-07 ***
POLAR3QUINTILE[T.Q2]                   -0.007584   0.102987  -0.074 0.941293
POLAR3QUINTILE[T.Q3]                    0.068829   0.098875   0.696 0.486354
POLAR3QUINTILE[T.Q4]                    0.205408   0.097809   2.100 0.035721 *
POLAR3QUINTILE[T.Q5]                    0.140984   0.095357   1.478 0.139279
SEBackgroundFull[T.2]                  -0.090870   0.064589  -1.407 0.159460
```

```
SEBackgroundFull[T.3]                          -0.120311  0.084725  -1.420 0.155603
SEBackgroundFull[T.4]                          -0.311825  0.096288  -3.238 0.001202 **
SEBackgroundFull[T.5]                          -0.030971  0.122928  -0.252 0.801083
SEBackgroundFull[T.6]                          -0.160029  0.102567  -1.560 0.118705
SEBackgroundFull[T.7]                          -0.015329  0.122964  -0.125 0.900788
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1


(Dispersion parameter for binomial family taken to be 1)

    Null deviance: 18637  on 31583  degrees of freedom
Residual deviance: 11791  on 31546  degrees of freedom
  (4591 observations deleted due to missingness)
AIC: 11867


Number of Fisher Scoring iterations: 6


Rcmdr>  exp(coef(GLM.6))  # Exponentiated coefficients ("odds ratios")
                    (Intercept)                 FacultySplit[T.HUM]          FacultySplit[T.BMH SBS Psych]
                    51.14779596                      0.84146603                            0.29481991
        FacultySplit[T.BMH Opt Pharm]    FacultySplit[T.BMH Nurs Mid Com]            FacultySplit[T.BMH SMS]
                     0.10828628                      0.03696355                            0.01390714
            EntryGrades[T.+1 grade]          EntryGrades[T.+2 grades]            EntryGrades[T.>2 grades]
                     1.81612331                      2.63784816                            3.49899906
                Gender[T.Male]             EthnicityFull[T.Black Afr]              EthnicityFull[T.Arab]
                     0.85088577                      0.60795320                            0.35342651
        EthnicityFull[T.Bangladeshi]      EthnicityFull[T.Black Car]            EthnicityFull[T.Chinese]
                     0.75999623                      0.69909129                            1.09374365
            EthnicityFull[T.Indian]     EthnicityFull[T.Mixed White Asian] EthnicityFull[T.Mixed White Black Afr]
                     0.74295442                      0.75575685                            0.78985237
EthnicityFull[T.Mixed White Black Car]         EthnicityFull[T.Other]          EthnicityFull[T.Other Asian]
                     0.90442290                      0.38391821                            0.57644113
        EthnicityFull[T.Other Black]        EthnicityFull[T.Other Mixed]          EthnicityFull[T.Pakistani]
                     0.47492339                      0.52315951                            0.51213111
            SchoolType[T.Grammar]               SchoolType[T.Comp]               SchoolType[T.OtherState]
                     0.68741166                      0.63429109                            0.82164644
          SchoolType[T.SixthFormCol]           POLAR3QUINTILE[T.Q2]                POLAR3QUINTILE[T.Q3]
                     0.63325720                      0.99244426                            1.07125263
            POLAR3QUINTILE[T.Q4]                POLAR3QUINTILE[T.Q5]              SEBackgroundFull[T.2]
                     1.22802616                      1.15140599                            0.91313673
            SEBackgroundFull[T.3]               SEBackgroundFull[T.4]              SEBackgroundFull[T.5]
                     0.88664431                      0.73210975                            0.96950355
            SEBackgroundFull[T.6]               SEBackgroundFull[T.7]
                     0.85211911                      0.98478745
```