Inclusivity in the selection process

Aaron Mortlock, Manager, Cambridge Assessment Admissions Testing
Pat Harkin, Former Deputy Director of Admissions, Leeds Medical School, UK
We provide world-class qualifications, and education programmes that give learners the confidence to demonstrate and fulfil their potential.
In this first image, it is assumed that everyone benefits from the same support. They are being treated **equally**.

Individuals are given different support to make it possible for them to have equal access to the view. They are being treated **equitably**.

All three can see the view without any support because the cause of inequality was addressed. The systemic barrier has been **removed**.
What does inclusivity in assessment mean for you?

Why is inclusivity important in selection?
What is ‘inclusivity’

- Equity
- Fairness
- Diversity
- Openness
- Belonging
- Widening access
Why is inclusivity important in selection

• It’s about **potential**
• **Fairer** meritocracy
• **Preventing bias** against any student
• Reflect the increasingly **global community**
BUT...

When does inclusivity become exclusivity?
Star pupils may lose university places to disadvantaged

Pupils with straight As face losing out on a university place under a pledge to widen access to disadvantaged people.

Pupils in care will be guaranteed a place provided they meet the minimum requirements for their course, potentially displacing a better qualified candidate with a more fortunate background.

For example, most students need at least two As and two Bs in their highers to study accountancy at Edinburgh, but a teenager from care would require three Bs to secure a guaranteed spot.

https://www.thetimes.co.uk/article/star-pupils-may-lose-university-place-to-disadvantaged-ww6srt8sg
LGBT schools row: Equality teaching to return to Parkfield School

A suspended equality programme at the centre of a row about teaching LGBT rights will return at a school.

The No Outsiders programme at Parkfield Community School sparked protests, which spread to Anderton Park Primary School, with parents claiming the teachings were not "age appropriate".

The Birmingham-based school said the new version of the programme had been designed to respect parental concerns.

But a parent group has said it feels it is still "biased" towards LGBT issues.

The amended scheme, called 'No Outsiders for a Faith Community', will be implemented at Parkfield Community School in Alum Rock in September.

The school said the re-launch followed five months of consultation with parents, community representatives and the Department for Education.

https://www.bbc.co.uk/news/topics/ckd2k87209vt/lgbt-teaching-row
Typical arrangements
Typical arrangements

- Special arrangements
- Test centres
- Test dates
- Questions free from bias
- Fee refunds
- Transparency
Free science curriculum guide

This guide provides an overview of the specific and mathematical knowledge in BMAT Section 2 questions you have covered in your school-based study of Biology, Chemistry, Physics, and Mathematics. Where you have not covered a topic or would like more revision, use this guide as a study tool alongside support from your teachers, textbooks, or other reliable resources.
A case study of the language translation in the Ministry of Public Education of Uzbekistan
• Significant education reforms, incl. creating 14 ‘Presidential Schools’.
• To identify talented students in every region for enter ‘model schools’
• State-run
• Free
• Taught in English
The problem

The whole population of each age group were eligible to apply, so how do you select among them?
Independent assessment

Three admissions tests for each age group:

- Mathematics
- Critical thinking, problem solving
- English language

Multiple versions of each test
Uzbekistan has a number of official languages, so which language is it fair for students to be assessed in?
The solution

The assessments were translated into three languages

Developed by multidisciplinary teams of experts in language translation and assessment

Extensive process to develop, translate and check items
A piece of rectangular paper is folded in half, and then in half again. The second fold is at right-angles to the first.

A corner is cut off the folded paper. The paper is then completely unfolded.

Which of the following is **not** a possible appearance of the unfolded paper?

(The dotted lines represent the folds).
Bir bo‘lak to‘rtburchak shakldagi qog‘oz teng yarimga, so‘nga yana teng yarimga buklanadi. Ikkinchi buklam burchaklari birinchi buklam burchaklariga mos bo‘ladi.

Buklanan qog‘ozning istalgan bir burchagi kesib olinadi. Keyin qog‘oz to‘liq ochiladi.

Quyidagilarning qaysi biri ochilgan qog‘ozning ehtimoliy ko‘rinishlaridan birini aks ettira olmaydi?

(Nuqtali chiziqlar qatlamlarni ifodalaydi).
Bir bölek tört müyesh qağaz teń yarımğa, keyin jáne teń yarımğa büklendi. Birinshi büklən müyeshleri ekinshi bükləm müyeshlerine səykses keledi.

Bükləngen qağazdıñ qálegen bir müyeshi kesip alınadı. Keyin qağaz tolıq asılıdə.

Tómendegilerdiñ qaysı biri asılıghan qağazdıñ itimal kórinislerinen biri bola almaydı?
(Qağazdıñ bügilən jerleri noqatlı sıqıqlar menen kórsetilən).
Stage 1: maths test for over 28,000 applicants

Stage 2: English language, critical thinking and problem solving tests for nearly 11,500 students

On 20 August 2019, 576 students were selected.

First four schools started teaching this month
A case study of remote proctoring in India
• Ashoka University is a private research university
• Focus on liberal arts, located in Sonipat, Haryana, India.
• Established in 2014
• Applicant pool grew extensively and Ashoka could not distinguish applicants
The ‘problem’

How do we ensure all students can **access a test** in the second most populated country in the world?

N.B. fee paid by Ashoka University
The solution

**Solution 1:** Test centres throughout the country, instead of only at the University

**Problem:** 67% of people still live in rural areas

**Solution 2:** Remote proctoring

Remote Proctoring – in simple

1. Remote Candidate Logs in for Online Exam using Secured Browser
2. Remote Candidate Identity Verification
3. Auto Proctoring and Cheating Detection

Live streaming + Recording
Exam Screen
The ‘outcome’

391 students assessed using remote proctoring

193 students were successful, who otherwise could not apply

Next year, all students will be assessed via remote proctoring
A case study of Medicine at the University of Leeds
Context

Students in UK complete an undergraduate medicine degree

All applicants required to take an admission test

Highly competitive, not just in UK

International applicant cohort
Leeds School of Medicine

Leeds – city 800,000

University – 33,000 students

5 year course

Intake 250 into year 1, 20 into year 2, 6 into year 3

Application pool 2400
Selecting students

We want the best students for the course.

But what is “best”? Can we define it? Can we measure it?

Academic ability? Resilience?
Communication skills?
Empathy? Motivation?

How do we measure and combine these attributes?
Selection process

The selection process must be:

Fair and equitable

Appropriate in scope and intent

Open and transparent
Guiding principles

General Medical Council:
“A diverse population is better served by a diverse workforce that has had similar experiences and understands their needs.”

Law Society
“We recognise the importance of a legal profession – at all levels – that reflects the population it serves.”

Dentistry
“The UK’s working population is diverse, and we want to have a workforce that reflects the diversity of the communities in which we operate at all levels.“
https://www.gdc-uk.org/DownloadHelper.aspx?docID=55e01787-9701-4ab4-9532-ca65063d8a60
Academic qualifications
• Mandatory – O-level English Language, Mathematics, Science
• Mandatory – A-level in Chemistry or Biology
• Conversion from other qualifications (eg IB, degree, other countries)
• All used to generate an “academic score”

Personal and Head Teachers’ statements
• Read – but not scored.

Non-academic attributes
• BMAT
  • Three sections measuring different attributes
  • Section 1
  • Section 2
  • Section 3 revisited at interview
Selection process

- Reject those without mandatory qualification
- Calculate academic score from achieved and predicted results
- Calculate BMAT score based on our cohort
- Combine academic and BMAT-derived scores
- Rank on combined score
- Call for interview (MMI)
- Rank on interview score
- Make offers (which required A-levels to be suitable grades)
- Await exam results
Selection process

**Academic qualifications**
- Mandatory – *O-level English Language, Mathematics, Science*
- Mandatory – *A-level in Chemistry or Biology*
- **Conversion from other qualifications (eg IB, degree, other countries)**
- All used to generate an “academic score” – limited to score achievable in state school

**Personal and Head Teachers’ statements**
- Read – but not scored.

**Non-academic attributes**
- **BMAT**
  - Three sections measuring different attributes
  - **Section 1**
  - Section 2 – vital for our course, set at acceptable level: compromise
  - Section 3 - revisited at interview
Enough is enough
Inclusivity

Candidate pool

Selection process

Curriculum
Inclusivity

Selection can only be fair if you know your selection pool.

Selection can only be appropriate if you know your course.

You can change the makeup of both.
Inclusivity – change the applicant pool

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<thead>
<tr>
<th>Outreach, working with schools</th>
<th>Attract new pool of applicants</th>
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<tbody>
<tr>
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<td>Student mentors/ambassadors</td>
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<th>Different entrance routes</th>
<th>Gateway year A2L</th>
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<td>Foundation year</td>
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<td>Staff mentoring programmes</td>
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<td>Other preparatory courses</td>
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<td>A2M</td>
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| Reapplication                | We accept repeat application   |
|------------------------------| “Late maturers”                |
Selection process
Reasonable adjustments e.g. individual interview

Curriculum
Reasonable adjustments
Inclusivity is not a thing you do.

Inclusivity is a way you do things.

Accept that no process is ever perfect.
Take home messages
Think about **how** you select and how this impacts inclusivity

**What are you selecting for** – to [succeed in] study, to be employed, to be a good doctor/other profession, and so on.

Inclusivity in **selection** is only **the first step** – belonging, respect, feeling supported, feeling empowered.
The Power of Inclusion

Entire Town Secretly Learns Sign Language to Give a Deaf Man Best Day of His Life

On Christmas Eve, Muharrem and his sister took a walk around their town in Turkey and encountered a very big surprise.

Thank you for listening

Mortlock.a@cambridgeassessment.org.uk

P.J.R.Harkin@leeds.ac.uk