

4: Short-listing for interview.

"Life's business being just the terrible choice"

Browning, The Ring and the Book, x, 1236.

"So my dear reader take this labour of mine with a smile, and if you make any progress by me, nothing will give me more pleasure. If I am caught blundering (and this is very easy) I will gladly be corrected ..."

William Turner,  
Libellus de re Herbaria (1538).  
cited in the preface to Richards (1977).

### Summary.

The process of short-listing medical school applicants for interview is described in the St. Mary's Study. All assessments from the UCCA form were carried out by a single individual, the Dean. Each application was rated on eight separate scales. Factor analysis showed three major factors, 'Academic ability', 'Interests', and 'Community service'. All three factors contributed to the interview decision, although Community service was relatively less important. Background factors relating to the three scores are described.

Between September and December 1980 St. Mary's Hospital Medical School received 1478 applications to study medicine in October 1981, an average of about sixteen per day. Nationally during the same period some 49,000 application forms were being processed by medical schools. 1361 of the St. Mary's applicants were included in the survey of Medical Student Selection, and of these 338 (24.8%) were interviewed. Since nearly all of those made offers had been interviewed, it is clear that the process of short-listing is the first hurdle that an applicant must clear. Of course in those schools that do not interview it will be the only hurdle, apart from gaining the requisite A-level grades.

In this chapter the process of short-listing is considered in some detail. Naturally its details will be expected to vary from school to school, but it is hoped that the experiences of a single school will provide some insight into the process, and give some idea of the type of information available from the UCCA form.

#### Method.

During the winter of 1980 the Dean was the only person in St. Mary's to short-list candidates. This situation is not necessarily felt to be desirable and at that time he suggested that he was willing for any other member of the Academic Board to assist in the process on the stipulation that in order to preserve comparability that person reads all of the applications without delay; as a result no volunteers were forthcoming. In view of the increasing numbers of applicants for admission in October 1984, responsibility for short-listing has been widened to include several other members of the medical school.

The short-listing was primarily based on the UCCA form itself, which covers three sides of A4 paper and contains information about a range of items: the applicant's social and educational background; other applications to universities, and previous applications; O- and A-level results to date; a statement by the candidate of his "practical experience; study abroad; occupation and studies after leaving school; interests (intellectual, social and other)"; and a confidential statement by a referee, who also gives information about the applicant's type of school or college, and its size and the number of pupils normally proceeding to university each year. In addition the Dean had any previous UCCA forms which had been submitted to St. Mary's, as well as any correspondence from or about the candidate.

For the purposes of the present study, the Dean completed a proforma on each UCCA form (see appendix 1-3). This consisted of a single sheet of A4 paper on which were a number of rating scales for a set of criteria. Before starting the study the Dean stated what he understood by each of the terms.

"Interests: assessed primarily on their range of interests in this section but used in later questions to provide additional information.

Contribution to school:

- (1) as a contributor to non-academic activities.
- (2) academic contribution.

Achievement. either or both special achievement in any activity and all-round achievement, including academic work.

Contribution to Community: evidence of practical concern for the welfare of others outside the school community.

Head's confidential report: The Head's assessment of the applicant's ability and suitability for a training and career in medicine in the light of predictable competition, taken at its face value provided the opinion is supported by convincing evidence.

Potential: Dean's assessment of potential based on -

- (1) details of Head's report and applicant's statement of interests, noting especially evidence of enterprise, creativity, application,

dedication, stability, staying-power and consideration for others.  
(2) academic achievement and expected performance taking into account the degree of advantage or disadvantage attributable to home background, type of schooling and continuity (or otherwise) of schooling."

In addition to the above scales, the Dean also rated the O-levels and A-levels of applicants. Each scale had five values; 'poor', 'indifferent', 'moderately good', 'very good' and 'exceptionally good'. He also noted whether or not a list of items appeared to apply to the candidate being considered. Two of these, courtesy interview and 'unsolicited information' were explained further in advance of the study:-

"Courtesy interviews: the traditional courtesy of offering an interview to children of graduates or employees of the School has been continued if their record suggests that they would have a chance of an offer, but a courtesy interview entails no preferential treatment in consideration for the offer of a place.

Unsolicited information: information from any source which adds detail helpful in the consideration of an application is considered on its merits. Testimonials that the applicant or applicant's family is well-connected are of no help. 'Nominations' for interview are not accepted."

At the end of the proforma the Dean made an immediate judgement on the likelihood of an applicant being offered an interview, five categories being used, 'definite interview', 'probable interview', 'possible interview', 'probably not interview', and 'definitely not interview'. It should be noted that this assessment does not necessarily indicate whether a candidate was actually interviewed since the proforma was completed at the first reading of the UCCA form, and subsequent re-reading sometimes altered that decision; also some candidates were offered interviews but did not attend, either due to logistic or practical difficulties, or because they had already gained a place elsewhere.

## Results.

Figure 4-1 shows the frequency with which the Dean used the various categories on the eight rating scales. The majority of distributions are approximately normal, with the exception of the distribution of A-level ratings, which is heavily skewed, the majority of applicants who were applying after taking A-levels having relatively poor grades; most applicants applied before taking A-levels. Although figure 4-1 shows eight separate measurements, this does not mean that eight independent factors can truly be assessed from the UCCA form. To find the true dimensionality of these results a principal component analysis was carried out (using the PA1 option of the SPSS programs Nie et al., 1975), with pair-wise deletion of missing values. Using a scree-slope criterion (Cattell, 1966), it was apparent that there were three underlying dimensions to the judgements (the eight eigen-values being 4.38, 1.09, 0.79, 0.55, 0.42, 0.33, 0.27, 0.15). These three factors together accounted for 78.3% of the total variance. Table 4-1 shows the loadings of the three factors after a Varimax rotation. It is clear that the dimensions can be fairly confidently labelled as Academic Ability, Interests and Community Service. The three items Achievement, Headmaster's Report, and Potential load significantly on more than one factor, as might be expected from the Dean's prior description of his understanding of the terms.

In order to simplify subsequent analyses, a score was calculated for each candidate on each of the three dimensions, missing values being replaced by population means, and factor score distributions being standardised to a variance of unity.

Table 4-2a shows the Dean's decision on the candidates, the proportion of those in each decision group who were actually interviewed, the final destination of those individuals, and the overall proportion who eventually went to a medical school in October 1981. Almost all 'definite' and most 'probable' individuals were actually interviewed, with hardly any of the remainder being interviewed. Nevertheless a substantial proportion of those in the 'possible' group and below was accepted at other medical schools, there being a clear linear relationship between the overall likelihood of acceptance and the Dean's initial response to the UCCA form.

Table 4-2b shows the number of individuals in various special categories indicated by the Dean, and their eventual destination. Fourteen individuals were given courtesy interviews (that is were granted interviews when they would not have been short-listed on other grounds), although none of them was subsequently accepted by St. Mary's, and their overall success rate was very low. A proportion of candidates had been 'pre-interviewed' (that is, had asked for an informal discussion with the Dean, and had been granted one because of unusual circumstances in their application) and these candidates in general did better in the selection process; none of them was interviewed at formal interview by a panel including the Dean. Seven candidates had parents who were known personally to the Dean; their overall success rate was high, although not at St. Mary's. No candidates were known personally to the Dean, and neither did he have special connections with any of the schools from which candidates applied in this particular year. The presence of unsolicited information had little effect upon the likelihood of interview or acceptance. A very small group of candidates was perceived as having educational, social or medical disadvantage; taken together their success rate was no different from non-disadvantaged applicants. A

small group of candidates was noted as being 'unusual', generally due to being very young, or having unusual qualifications; they did poorly at St. Mary's, and generally did not do well.

Table 4-4 shows correlations between the Dean's three dimensions and both his own judgements of other features (made at the time of the assessment) and also a number of other background factors, all of which have previously been considered with regard to overall selection bias (see chapter 3). As earlier, only UK nationals have been considered, except in the analysis of nationality itself.

Factor I, Academic ability, shows a correlation with having been pre-interviewed. The Dean's judgement of academic ability correlated strongly with the mean grade at O-level and the mean grade eventually attained at A-level, and less so with the number of O-levels taken and the number of A-levels taken. Those taking A-level biology did less well on factor I and those taking A-level maths did better, as did Oxbridge applicants, and female applicants. Applicants putting a large number of London schools, using a lot of bracketing on their UCCA form, or who had applied previously or late to UCCA, or who were mature, did less well on factor I. Those who put fewer choices on their UCCA form were rated more highly, but this was due to a small number of individuals who were re-applying and had only put St. Mary's and Oxbridge on their UCCA form.

Factor II, Interests, was correlated with having been pre-interviewed. There was a significant correlation with all of the measures of educational qualification (EQ), with a relatively greater emphasis on the number of subjects rather than on the grades obtained, as compared with Factor I. Applicants of lower social class did less well on this factor, as did mature applicants, those who had used a lot of bracketing on their UCCA form, those who were post-A-level at the time of



application, those who had previously applied to UCCA, and those who applied relatively late to UCCA. Applicants from private sector schools, or those also applying to Oxbridge scored rather higher on this factor. Non-UK nationals showed low ratings on this factor.

Factor III, Community Service, showed a significant correlation with unsolicited information and a marginally significant correlation with educational disadvantage. There were also correlations with EQ, but these were less than for other factors. Female applicants were particularly likely to score highly on Factor III, as were those from large sixth forms, and those who had put a larger number of medical schools on their UCCA form. Late applicants, post-A-level applicants, mature applicants, those who used a lot of bracketing on their UCCA form, non-UK nationals and those from a medical family performed poorly on this factor.

However, as in chapter 3, it must be stressed that a problem in the interpretation of such results is that many background items are necessarily inter-correlated, and thus not statistically independent. As a result a stepwise hierarchical multiple regression has been used to predict each of the factor scores from the background variables, at each step a variable being added whose effect was independent of those prior to it in the analysis, and which was the best predictor amongst those still remaining to be entered. Table 4-3 shows the results of such an analysis.

Eleven items predict Factor I, Academic ability (multiple  $r = .734$ ). The most important are mean O- and A-level grades, and it can be seen that once these are taken into account that numbers of O- and A-levels are of minimal importance. Oxbridge applicants, early UCCA applicants, and those with unsolicited information score more highly on this factor,

as also do those who have made more choices on their UCCA form. Female applicants, those who have applied previously to UCCA, and those who have had a private sector education do less well. In order to avoid an apparent contradiction with an earlier statement it must be emphasised that whilst women overall have higher scores on this factor than men, they nevertheless have lower scores than would be predicted from O and A level results and the other six factors above them in the analysis of Table 4-4.

Eight separate items predict Factor II, Interests (multiple  $r = .383$ ). O-level achievement predicts this factor well, with A-level achievement making a lesser contribution. Oxbridge applicants, those of higher social class, those who were pre-interviewed, and those applying early to UCCA tend to do well on this factor, whereas those who have applied to UCCA previously tend to do less well.

Seven separate items predict Factor III (Community Service) (multiple  $r = .419$ ). The most important item is that female applicants score much higher, as also do early applicants to UCCA, those who have come from larger sixth forms, those who have applied to Oxbridge, or to a greater number of medical schools, or those who have educational disadvantage. Educational qualifications are of minimal importance, with the exception that those with higher O-level grades do better on this factor.

Thus far it is clear that the Dean is making three independent judgements on each UCCA form, and those judgements each have a different pattern of correlations with background factors. One may now ask how these three judgements are used in deciding who should be interviewed, and whether, after taking those judgements into account, there remains any independent effect of the other background variables in determining

selection for interview.

Table 4-5 shows the results of a two-stage hierarchical multiple regression designed to answer those questions. In Stage I the three judgements were entered; in Stage II the background variables were added in as well. Stage I shows clearly that Interests and Academic Ability are of almost equal importance in determining the interview decision, with Community Service having a lesser but nevertheless highly significant independent prediction of interview decision. Together these three items produce a multiple correlation of .796 with the interview decision. Addition of a further 30 background variables in Stage II produces a highly significant increase in the prediction of the interview decision ( $F(30,1022)=4.57, p<0.001$ ).

Table 4-5 shows the nine particular variables which were individually significant in the hierarchical analysis, in addition to the three judgements made by the Dean. These nine variables raised the multiple correlation from .796 to .818 (thereby accounting for 9.7% of the remaining variance). The most important variable is mean O-level grade which shows a negative correlation with interview decision; the implication seems to be that individuals with lower O-level grades are slightly better at obtaining interviews than would have been predicted from the three judgement variables. Similarly, early UCCA applicants are more likely to be interviewed than would be predicted on the basis of the three judgements. Those with higher number of A-levels, with more choices on their UCCA form, with courtesy interviews or educational disadvantage are also more likely to be interviewed than would be predicted on the basis of the three judgements. Female applicants and those with medical problems or from private sector education are slightly less likely to be interviewed than would be predicted from the three

judgements alone.

Differences between applicants to and acceptances by medical school groups have been examined, for a number of background variables. One may also carry out a similar process for the Dean's judgements of the candidates making the assumption that Admissions Tutors elsewhere will probably make broadly similar judgements from an UCCA form to those made at St. Mary's. One therefore looks for evidence of differential application, systematic selection, differential selection, and differential acceptance, in an identical manner to that described in chapter 3 (Figure 4-2).

For Academic Ability there is highly significant evidence of differential application ( $p < 0.001$ ) (that is differences between applicants to different schools), an effect mainly due to the higher standard of Oxbridge applicants, but with significant evidence ( $p < 0.001$ ) for differences between the non-Oxbridge schools. There was significant evidence of systematic selection ( $p < 0.001$ ) (that is, taken overall those selected had higher scores on the Dean's rating of Academic ability than did those who were rejected) and of differential selection ( $p < 0.001$ ) (i.e. the difference between acceptances and rejections differed between different schools), due mainly to the relatively higher standard of Oxbridge entrants over applicants, but with some evidence ( $p < 0.05$ ) for St. Mary's entrants also having relatively higher scores. The highly significant differential acceptance ( $p < 0.001$ ) (i.e. entrants to different schools differed on the Academic Ability scale), was mainly attributable to the higher standards of Oxbridge entrants, but also due to significant differences between non-Oxbridge schools ( $p < 0.05$ ).

Interests showed evidence of differential application ( $p < 0.001$ ), which is entirely attributable to the better performance of Oxbridge applicants. Systematic selection ( $p < 0.001$ ) and differential selection ( $p < 0.001$ ), was a result of the greater difference between applicants and entrants at St. Mary's. Differential acceptance ( $p < 0.001$ ), was mainly due to Oxbridge entrants scoring more highly, but also to significant differences between non-Oxbridge schools ( $p < 0.001$ ).

Community Service showed significant differences between schools ( $p < 0.001$ ), mainly due to the higher scores of applicants to English and Welsh medical schools. There was significant evidence for systematic selection ( $p < 0.001$ ), but no evidence for differential selection or differential acceptance.

An interesting question concerns the degree to which the judgements of the Dean relate to the self-described attitudes and interests of the applicants. Table 4-6 shows for 329 interviewees the correlations between the Dean's assessments and the students' scores on the eight ethical attitudes (and their two super-ordinate attitudes), which will be described in greater detail in chapter 8, and are summarised at the beginning of chapter 9. Four of the correlations are significant, although only two reach the 0.01 level, those between the Dean's rating of Community Service, and the scores on attitudes 2:Social tough-mindedness and II:Tough-mindedness. The slightly worrying implication of such results is that some applicants might project high images of community service on their UCCA forms because they are sufficiently versed in the realpolitik of applications to realise that it is necessary in order to do well. Table 4-7 shows correlations between the Dean's judgements and the five measures of culture, and their super-ordinate factor (see chapter 10 for a detailed description of the

derivation of these scales, and the beginning of chapter 11 for a brief summary of them). Only two correlations are significant at the 0.01 level; those applicants with high ratings on the Dean's Interests scale have low 'travel' scores (or this might be more easily interpreted as saying that those with high travel scores have low Interest ratings, perhaps through being perceived as having only their travel to talk about on the UCCA form); and high ratings on the 'popular culture' scale correlate with the Dean's rating of Community Service (the relationship perhaps being mediated through social groups such as Rotary clubs, Scouts, Guides, etc., which provide both social life and community activity).

### Discussion.

The results reported in this chapter are, in essence, a detailed investigation of the psychology of one man's response to the difficult problem of dividing a large number of complex application forms into two groups, those with special claim to interview and those without, and of his strengths and weaknesses when confronted with the task. Two immediate problems of interpretation arise: are the judgements veridical (i.e. do assessments of, say, 'Community Service' truly relate to the candidate's actual community service); and are the judgements typical (i.e. are they similar to those made by the hundred or so other people who are reading similar forms in other schools and colleges)?

Verification of the validity of judgements is not easy. Nevertheless it should be noted that the judgement of Academic Ability relates closely to mean O-level grade and, particularly, to mean A-level grade (despite the fact that the majority of applicants had not taken A-levels at the time of application), and that the correlations of

Academic Ability with background factors are very similar to those found between Educational Qualifications and the same background factors. However the results of tables 4-6 and 4-7 suggests that it is possible that the judgements which can be derived from an UCCA form may well not correspond to the dimensions which describe the broader personality of the applicant.

Whether the Dean's judgements are typical of those made by others assessing similar forms is almost impossible to say but it is clear (table 4-2a) that his judgement of priority for interview accurately predicted the chance of acceptance by a medical school. The present study clearly demonstrates that at least three independent judgements can be made in the basis of an UCCA form. It is possible that an experienced judge could derive more information; if so, then the present assessor is atypical. This however does not seem to be a likely possibility, either on educational grounds (the information on the form is relatively limited) or on psychological grounds (in view of a number of studies which show that the measurement of meaning usually results in three independent dimensions (Osgood et al, 1957)). Alternatively it could be that the present judge is making a more complex judgement than some other assessors, who might be using two or even just one dimension (e.g. 'Good-Bad' or 'Bright-Dull'). The possibility must also be considered that the very task of making explicit detailed judgements on a number of scales has itself increased the dimensionality of the judgements in the present case because of the necessity of increased introspection. Nevertheless, even if the latter has occurred, the present study does allow us to set a lower limit to the dimensionality of the information which is in principle available from the UCCA form.

Given that these judgements can be made, then this study shows how the judgements may be combined to give an overall judgement weighted towards Academic Ability and Interests, but which also has a substantial component from Community Service (the lesser weighting of the latter perhaps reflecting both that it is the one for which least information is available on the UCCA form, and the one for which there is the least objective confirmation of claims). Whilst the majority of the interview decision is made on the basis of the three judgements, it is also of interest that some other factors also enter into the decision (table 4-5); in particular it is clear that courtesy interviews are given (but confer no advantage) in some situations in which an interview would not normally be predicted, as also are some interviews given to candidates with perceived educational disadvantage, or with relatively low O-level grades who might not otherwise have expected them. There is also some evidence that female applicants are not given full credit for their achievements as described on the UCCA form. Of particular interest is the date of UCCA application, a factor of importance in determining overall selection (see chapters 2 and 3); not only do early applicants score more highly on each of the three factors but they are then even more likely to obtain interviews than would be predicted from their scores on the three judgements.

In conclusion the three judgemental dimensions used by a Dean in his assessment of UCCA forms, have been demonstrated, and it has been shown how these judgements are combined to produce a short-list of candidates for interview, and how other factors are also of some importance in determining the membership of that short-list.



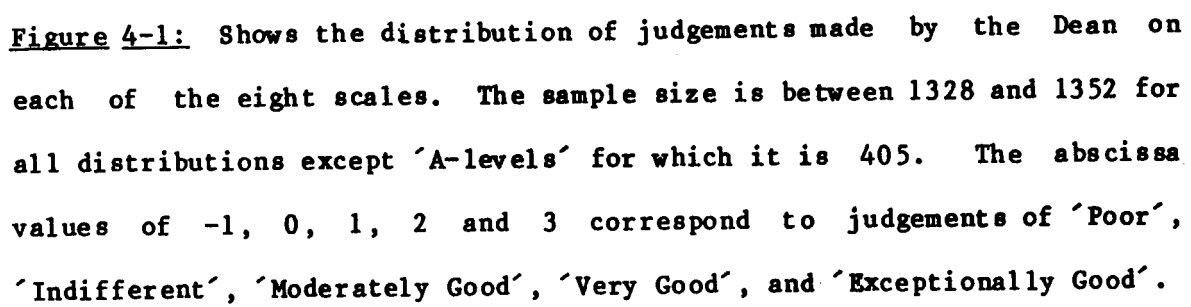


Figure 4-1: Shows the distribution of judgements made by the Dean on each of the eight scales. The sample size is between 1328 and 1352 for all distributions except 'A-levels' for which it is 405. The abscissa values of -1, 0, 1, 2 and 3 correspond to judgements of 'Poor', 'Indifferent', 'Moderately Good', 'Very Good', and 'Exceptionally Good'.

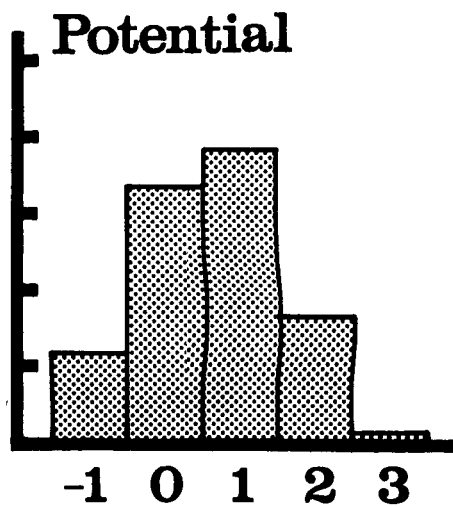
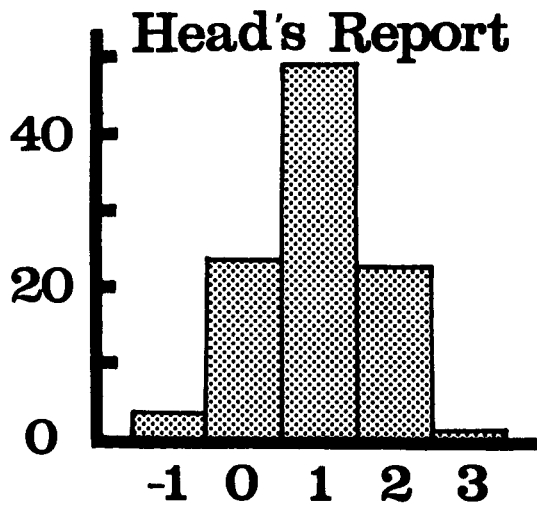
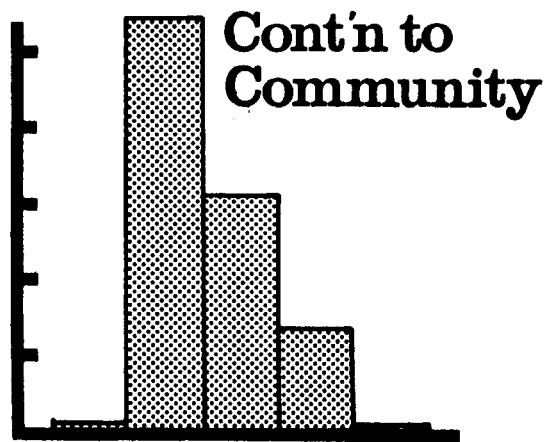
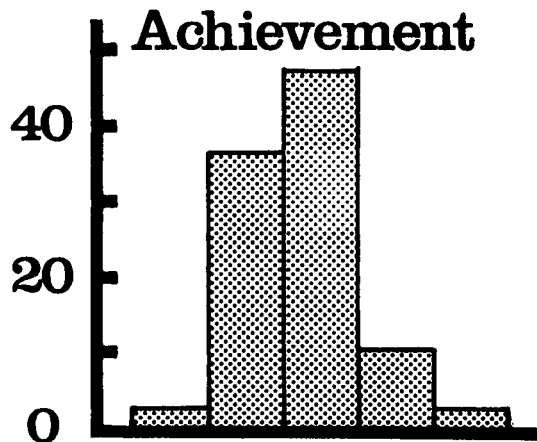
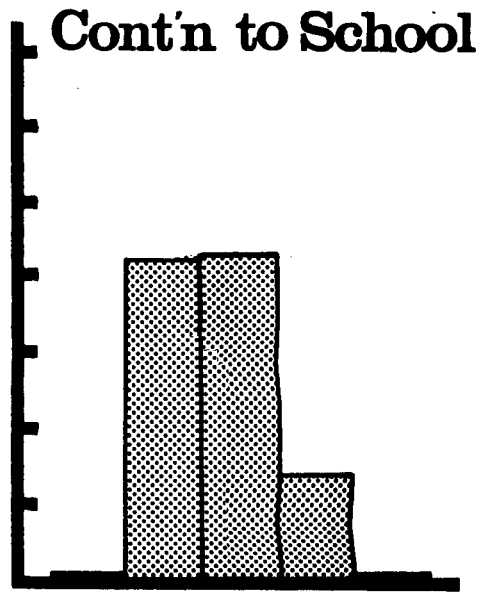
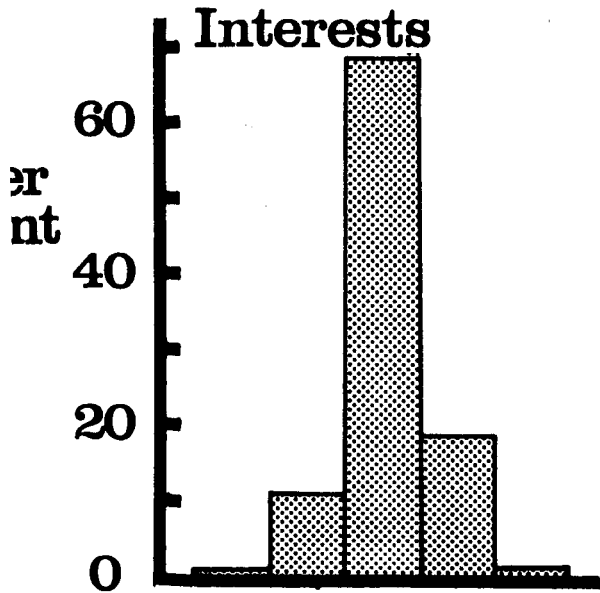
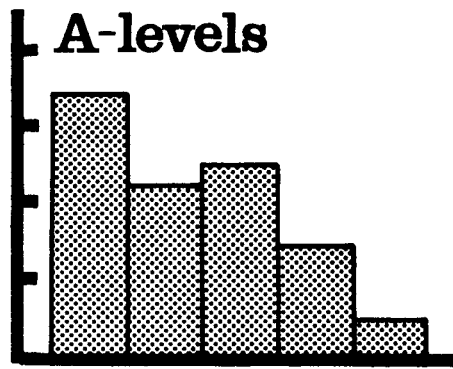
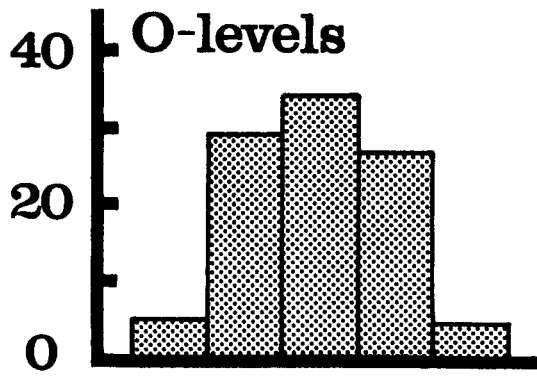


Figure 4-2: Shows the mean grades on the Dean's three judgement scales of applicants (open triangles) and acceptances (solid triangles) to five medical school groups (OC: Oxford and Cambridge; SM: St. Mary's; L: Other London medical schools; EW: Other England and Wales medical schools; SNI: Scottish and Northern Ireland medical schools).

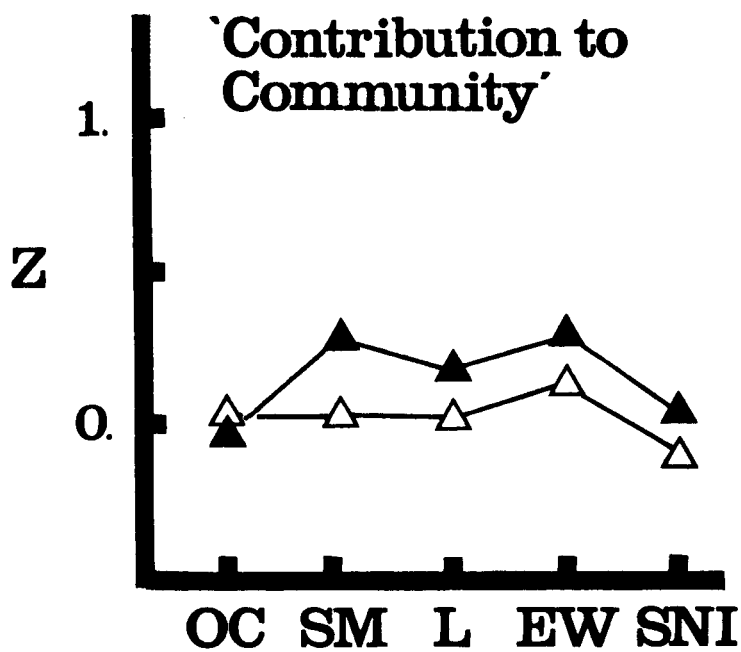
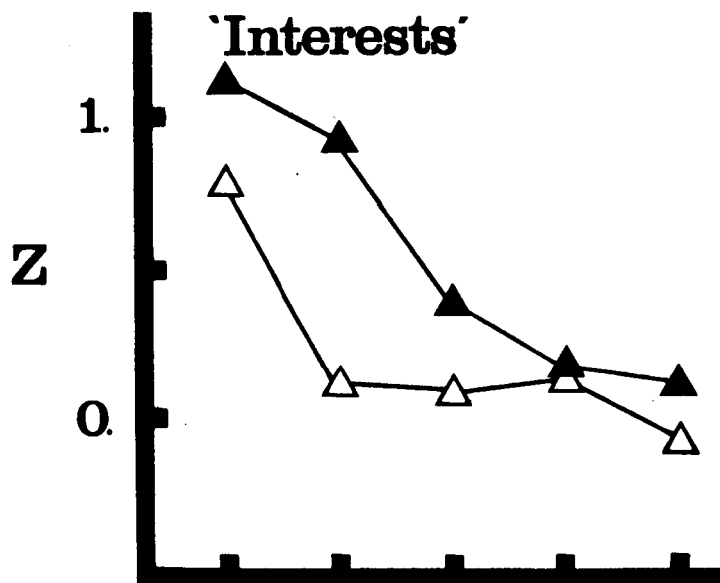
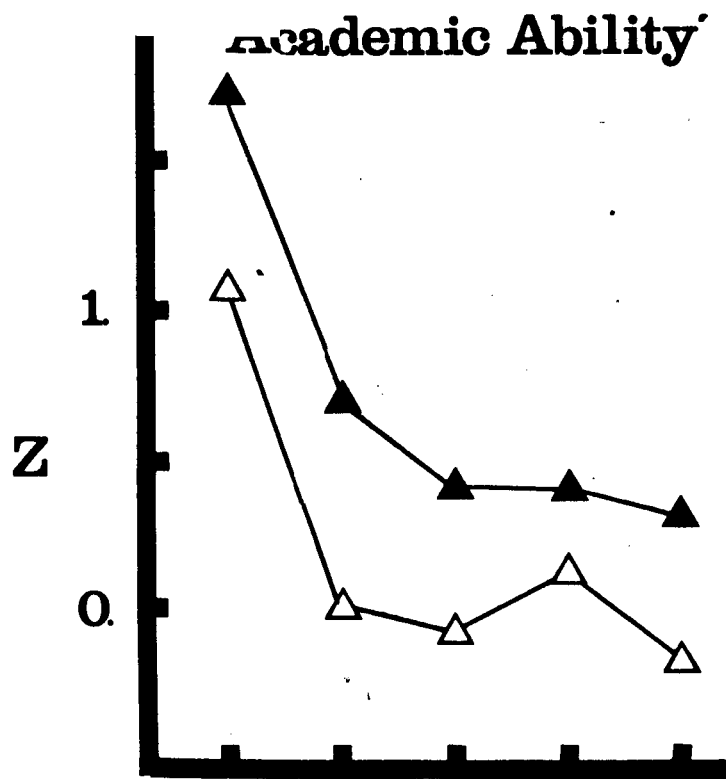


Table 4-1: Shows the loadings of the eight judgements made by the Dean on each of the three Varimax rotated factors. Loadings greater than .25 have been emphasised.

	Varimax factors		
	I	II	III
	"Academic ability"	"Interests"	"Community service"
levels	<u>.784</u>	.193	.112
levels	<u>.902</u>	.062	.009
interests	.216	<u>.845</u>	.132
contribution to school	.216	<u>.845</u>	.132
achievement	<u>.716</u>	<u>.472</u>	-.019
contribution to community	.087	.164	<u>.958</u>
teacher's report	<u>.573</u>	<u>.481</u>	<u>.322</u>
potential	<u>.712</u>	<u>.482</u>	<u>.284</u>
Common variance	45.9%	35.8%	18.3%

Table 4-2: shows the numbers in various groups, and their destinations.

Group	N	Destination group							Overall acceptances for medicine
		Actually interviewed	Oxbridge	St. Mary's	Other London	Non-London	Non-medical	Not accepted	
Total	1361	24.8%	3.1%	6.8%	17.4%	10.8%	12.7%	49.2%	38.0%
a). Dean's overall decision.									
Definite interview	150	98.0%	13.3%	29.3%	23.3%	15.3%	1.3%	17.3%	80.7%
Probable interview	215	76.3%	26.3%	16.7%	26.5%	12.6%	12.6%	27.0%	60.0%
Possible interview	193	4.1%	10.5%	2.6%	26.4%	20.2%	10.4%	38.3%	51.3%
Probably not interview	68	2.9%	0.0%	1.5%	29.4%	8.8%	11.8%	48.5%	39.7%
Definitely not interview	694	0.6%	0.6%	0.1%	10.1%	6.8%	16.3%	66.1%	17.6%
b). Other factors									
Courtesy interview	14	100.0%	7.1%	0%	7.1%	0%	7.1%	78.6%	14.3%
Pre-interviewed	14	100.0%	35.7%	28.6%	7.1%	0%	21.4%	7.1%	71.4%
Parents known personally	7	71.4%	0%	14.3%	57.1%	14.3%	0%	14.3%	85.7%
Insolicited information	24	41.7%	4.2%	8.3%	33.3%	4.2%	12.5%	37.5%	50.0%
educational disadvantage	7	57.1%	0%	28.6%	0%	0%	14.3%	57.1%	28.6%
social/domestic disadvantage	4	50.0%	0%	25.0%	25.0%	0%	25.0%	25.0%	50.0%
medical problem	3	0%	0%	0%	33.3%	33.3%	0%	33.3%	66.7%
Unusual'	11	9.1%	0%	0%	18.2%	9.1%	27.3%	45.5%	27.3%

Table 4-3. Correlations between the Dean's three orthogonal factors and other variables. UK nationals only, with the exception of the item for Non-UK applicant itself. For binary variables a positive correlation means that the sub-group indicated scored more highly on the scale. NS=Not Significant; + =  $p < 0.1$ ; \* =  $p < 0.05$ ; \*\* =  $p < 0.01$ ; \*\*\* =  $p < 0.001$

	I Academic ability	II Interests	III Community Service
<b>Dean's comments:</b>			
Courtesy Interview	.005 NS	.008 NS	.005 NS
Candidate pre-interviewed	.087 **	.106 ***	.029 NS
Parents known personally	.049 +	.045 NS	.033 NS
Unsolicited information	.041 NS	.015 NS	.061 *
Educational disadvantage	-.041 NS	.007 NS	.047 +
Social/Domestic disadvantage	.030 NS	.011 NS	.011 NS
Medical Problem	.029 NS	-.020 NS	-.040 NS
<b>'Demographic variables':</b>			
Non-UK applicant	-.036 NS	-.267 ***	-.102 ***
Female applicant	.059 *	.023 NS	.313 ***
Social class	-.049 NS	-.163 ***	-.032 NS
Medical family	-.039 NS	.021 NS	-.051 +
Mature applicant	-.174 ***	-.136 ***	-.100 ***
From north of Britain	.068 *	.040 NS	-.029 NS
<b>Schooling:</b>			
Private sector education	.026 NS	.086 **	-.029 NS
Total school size	.039 NS	.009 NS	.037 NS
Sixth form size	.004 NS	-.029 NS	.091 **
Number to university each year	.007 NS	.018 NS	.029 NS
<b>Educational qualifications:</b>			
Number of O-levels obtained	.172 ***	.165 ***	.072 ***
Mean O-level grade obtained	.655 ***	.250 ***	.166 ***
Number of A-levels obtained	.080 **	.080 **	.002 NS
A-level grade obtained	.597 ***	.213 ***	.115 ***
A-level biology taken	-.149 ***	-.026 NS	.006 NS
A-level maths taken	.156 ***	.030 NS	.025 NS
<b>UCCA form:</b>			
Oxbridge application	.348 ***	.228 ***	.008 NS
Number of London applications	-.186 ***	-.046 NS	.026 NS
Amount of bracketing on form	-.126 ***	-.097 ***	.059 *
Post-A-level applicant	-.011 NS	-.081 **	.059 *
Previous UCCA application	-.059 *	-.103 ***	.024 NS
Date of UCCA application	-.319 ***	-.223 ***	.272 ***
Number of choices on UCCA form	-.138 ***	-.020 NS	.028 NS
Number of medical schools on UCCA form	-.001 NS	.027 NS	.100 ***

Table 4-4: Shows hierarchical multiple regressions of the Dean's three orthogonal factors. UK nationals only. Descriptions of variables have been modified so that all beta coefficients are positive.

Order	Variable	Beta	p
Dependent variable = Factor I (Academic ability)			
1	Higher mean O-level grade obtained	.431	<.001
2	Higher mean A-level grade obtained	.271	<.001
3	Oxbridge application on UCCA form	.112	<.001
4	Early date of UCCA application	.077	.001
5	Larger number of choices on UCCA form	.085	<.001
6	Biology A-level not taken	.051	.015
7	No previous UCCA application	.057	.009
8	Unsolicited information	.054	.011
9	Male applicant	.048	.028
10	Higher number of O-levels obtained	.054	.016
11	Public sector education	.043	.049

Dependent variable= Factor II (Interests)

1	Higher mean O-level grade obtained	.144	<.001
2	Oxbridge application on UCCA form	.111	<.001
3	Higher social class	.121	<.001
4	Early date of UCCA application	.114	<.001
5	Higher number of O-levels obtained	.083	.002
6	No previous UCCA application	.091	.019
7	Candidate pre-interviewed	.084	.004
8	Higher number of A-levels obtained	.062	.032

Dependent variable = Factor III (Community Service)

1	Female applicant	.268	<.001
2	Early date of UCCA application	.227	<.001
3	Larger size of school sixth form	.088	.001
4	Oxbridge application on UCCA form	.084	.015
5	Higher mean O-level grade obtained	.079	.024
6	Educational disadvantage	.067	.017
7	Higher number of medical schools on UCCA form	.055	.053



Table 4-5: Hierarchical multiple regression of Dean's interview judgment on the Dean's orthogonal factors (Stage I) and on other variables (Stage II). UK nationals only. Variable descriptions have been modified so that all beta values are positive.

Order	Variable	Beta	p
Stage I:			
1	Higher score on factor II (Interests)	.534	<.001
2	Higher score on factor I (Academic ability)	.545	<.001
3	Higher score on factor III (Community Service)	.252	<.001
Stage II:			
4	Lower mean O-level grade obtained	.100	<.001
5	Courtesy interview	.071	<.001
6	Educational disadvantage	.069	<.001
7	Early date of UCCA application	.078	<.001
8	Higher number of A-levels obtained	.061	.001
9	Smaller number of choices on UCCA form	.064	<.001
10	Male applicant	.043	.005
11	No medical problem	.045	.012
12	Public sector education	.045	.013

Table 4-6: Correlations of Dean's judgements with ethical attitudes of applicants. (N=329).

		Dean's judgements.		
		I	II	III
		Academic ability	Interests	Contribution to community
Ethical attitude Factor:				
1	"Vital libertarianism"	.002	-.055	-.095 +
2	"Social tough-mindedness"	.086	-.063	.161 **
3	"Liberalism"	.042	.004	-.010
4	"Personal libertarianism"	-.082	.034	.082
5	"Economic conservatism"	.112 *	-.101 +	.120 *
6	"Medical control"	.014	.003	-.047
7	"Sex education"	.037	-.055	-.086
8	"General Practise"	.110 *	-.020	-.003
I	"Libertarianism"	-.010	-.084	-.042
II	"Tough-mindedness"	.097 +	-.090	.165 **

Table 4-7: Correlations of Dean's judgements with culture scores of applicants. (N=332).

+: p<0.10; \*: p<0.05; \*\*:p<0.01; \*\*\*:p<0.001.

Culture Factor:	Dean's judgements.		
	I Academic ability	II Interests	III Contribution to community
1: Literary culture	-.059	-.038	-.004
2: Low-brow culture	-.061	.109 *	.049
3: Travel	.060	-.162 **	.021
4: Popular culture	-.033	.047	.170 **
5: Non-literary culture	.087	-.054	-.083
C: 'Culture'	-.024	-.041	.002