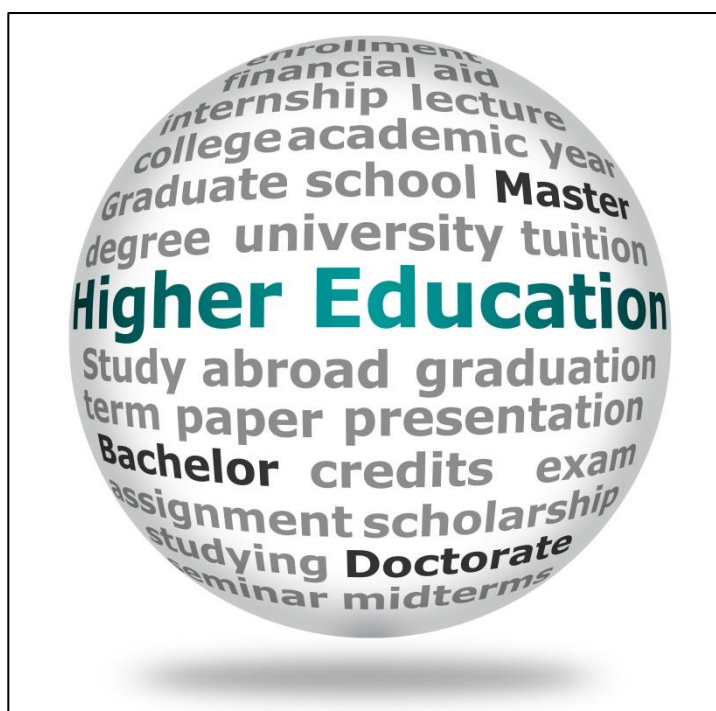




Higher Education



Higher Education Guide

2018-2019 Edition

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PREFACE

The purpose of this booklet is to offer you a clear view of the process of Higher Education Guidance at Downe House. Some sixth formers have definite plans; most need guidance. This guide can only present you with some information, but further research is strongly advised: each girl must decide for herself, which courses and institutions are most suitable for her. Research involves using facilities in the Higher Education Library in-house, browsing on university and UCAS websites, attending Masterclasses, Taster & Open Days and also talking to staff: Subject teachers, Tutors, Heads of Departments, Sixth Form staff, House staff and HE team who are all available to offer advice.

Applying to university has become more and more competitive and even the best candidates could receive disappointments and rejections; it is worth bearing in mind that 70 - 80% of all applicants to Oxbridge and top universities like Bristol and Edinburgh are not offered a place, for example. It is therefore, all the more important that the preparation and groundwork is done thoroughly. Please note that the advice given here is directed at those in the present LVI and generally relates to applications which will be made in September - October 2019 (for September - October 2020 entry). In broad terms most of the advice will also be relevant to applications made in September - October 2020 at post qualifications stage, for a 2021 entry into university.

If, at any time, there are questions and issues which you wish to discuss, please do not hesitate to contact me or any of the staff involved in the guidance process at Downe to arrange an appointment.

November, 2018

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UCAS PROCESS

Lower VI

Michaelmas Term:

- Presentation on the HE programme in the 6th Form and the importance of super-curricular activities
- UNIFROG setup and research
- Individual review with HE team & targets set – focusing on ‘Choosing University Course’
- Attend Debate Chambers masterclasses and London taster days on specific areas, and enter essay competitions
- Attend Oyster talks
- Presentation on “How to choose a degree course”
- Attend L6 HE Guidance day with parents
- Attend presentation on i2i – Introduction to Internships
- Attend DH Links events
- ACT/SAT preparation starts for US applicants

AIMS & OBJECTIVES: Girls will log on to UNIFROG. Research will be done on which career options and degree courses girls might be interested in pursuing, Post-18.

Lent Term:

- Attend Debate Chambers master classes and London taster days on specific subject areas
- Attend talks – including one on “Taking a Gap Year”
- HE matters, particularly ‘Which course?’ can be discussed regularly with tutor and researched on UNIFROG
- Separate meeting arranged for potential Oxbridge candidates with HE department
- Oxbridge presentation to select girls & parents
- DH Links Events
- Medicine presentation to select girls & parents
- Parents’ meeting for LVI to discuss 6th Form & H.E. options with staff
- Provisional list of Oxbridge applicants circulated to Headmistress, Head of Sixth Form, Director of HEGI & Heads of Departments
- Weekly Oxbridge & Medicine mentoring meetings

AIMS & OBJECTIVES: Firm decisions will be made on which H.E. and Foundation courses girls would want to study, as well as research into different universities will take place. Girls interested in Oxbridge will be formally identified & list circulated to relevant staff.

Summer Term:

- Attend Debate Chambers master classes and London taster days on specific subject areas
- Gap Year Fair
- DH Links Events
- Individual reviews with HE team focusing on choice of course and short listing universities based on predicted grades, the course requirements and 'Good University' guides.
- Girls fill in their self-assessment sheets for UCAS references and hand in to their Tutor
- UCAS Predicted grades given out to girls in June
- Some individual Open Day visits
- Attend Higher Education Applications Day inc. Personal Statement Workshop and talk on 'How to choose universities'. **Girls will also log onto UCAS 'Apply' on this day to start their UCAS form.**
- Tutors to go through draft Personal Statements with girls
- Staff & tutors to draft references
- Weekly Oxbridge & Medicine mentoring meetings about any tests that may be required, written work/portfolio if necessary and suitable colleges
- Oxbridge & University Entrance test practice
- Interview workshop
- Presentation on Art Foundation programmes and meetings for Drama Foundation applicants
- Summer reading advice given by teachers and tutors and Oxbridge mentors

AIMS & OBJECTIVES: Final decisions will be made about course and universities to which girls will apply and UCAS preparation is started for all applications.

Upper VI

Michaelmas Term:

- UCAS predicted grades reviewed by HoDs, and references finalised by tutors
- Final meetings for Oxbridge candidates with Oxbridge team
- Final reviews for all U6 with HE team to ascertain final UCAS application requirements
- UCAS 'Apply' form to be reviewed and completed
- Final draft of Personal Statement completed
- **DH final internal deadline for Early applicants (day before short exeat)**
- Registration for Oxbridge & University Entrance tests
- Oxbridge candidates to complete written work by 1st November
- Oxbridge interviews practice and feedback with a written report
- Oyster talks and DH Links Events
- Mock Entrance Tests (mid October)
- **UCAS Final Deadline for Early applicants (15th October)**
- **DH USA Final Deadline for Early decision (14th Oct)**
- **DH final internal deadline for all Main UCAS applicants (12th October)**
- **DH final deadline for Foundation applications (1st week in November)**
- **DH final deadline for Main US Applications (2nd week of November)**
- Weekly Oxbridge & Medicine mentoring meetings
- Interviews at Cambridge & Oxford, 1st – 3rd week of December

AIMS & OBJECTIVES: UCAS applications/other applications will be made to various institutions.

Lent Term:

- UCAS 'Extra' opens
- Presentation on 'University Offers – What Next?'
- Presentation on 'University Finance'
- DH Links Events
- Gap year plans should be considered for those taking one
- **Financial applications can begin from March 2020 at www.studentfinancedirect.co.uk**

AIMS & OBJECTIVES: To concentrate all efforts on academic studies to help achieve the grades required by institutions, and make final decisions through online 'Track' on UCAS. Decisions also made about Gap Years, Finance and Accommodation.

Summer Term:

- Gap Year Fair
- Presentation on “How to survive outside the ‘DH bubble’”
- 1st week in May 2020 – all decisions to be made on UCAS Track
- Post & Re-Applicants to meet tutors to give them a copy of their personal statement, so that the tutor can make sure the reference is still relevant and contains anything extra that needs to be included for future applications.

AIMS & OBJECTIVES: Preparations for life beyond Downe House. Post & Re-applicants will start the UCAS process in readiness for the following year of entry.

Post Upper VI – for Post & Re-applicants

- Meet with PQA Coordinator to discuss initial plans in summer term 2019.
- Personal Statement to be finalised over the summer holiday.
- All PQA applicants will be contacted by PQA Coordinator following results to create a personalised plan of action.
- Email copy of personal statement to PQA Coordinator at the end of August/September 2019 (**ESSENTIAL**)
- Students to check emails regularly as HE department will email them re: errors on UCAS application form along with Personal Statement suggestions
- **UCAS form to be submitted – 3rd week of September for Early Applicants and by short exeat for main applicants.**
- Oxbridge candidates need to contact Head of Oxbridge Applications re: Oxbridge applications
- **After UCAS form is submitted (applicant clicks Pay and Send), it takes approximately two-three weeks for Downe House to process, check and attach references before the form is sent to UCAS.**
- Students to follow progress of their applications through UCAS Track facility on the UCAS website.

AIMS & OBJECTIVES: UCAS applications/other applications will be made to various institutions for students who are post & re-applicants.

TYPES OF UNIVERSITIES and FACTORS TO CONSIDER

Choosing where to study, like choosing a course, is very much down to personal preference. Your choice of university or college will impact on your future life, affecting not only the place you live in, but also the friends you make, your student experience and future career. Be encouraged by the thought that you only need to narrow down your choices to **5 places** when applying. It may not be practical to visit every institution that you are interested in before applying, so make the most of all opportunities to discuss institutional lifestyles, facilities and characteristics, when talking to student ambassadors and university/college staff at UCAS conventions as well as open days.

Higher education has seen enormous changes in the past 20 years, with former colleges and polytechnics not only acquiring university status but also excelling in their area of expertise e.g. Goldsmith for Fine Art, and development of modular courses in many institutions. There are over 300 universities and colleges offering higher education courses, each of which has their own distinctive character. It is true that the quality of the degrees offered is not the same, consequently we have a hierarchy; the most well thought of ones have called themselves the Russell group or the '64' group – often they do the most research or/and are the richest financially. There are league tables that you can consult – both for the universities and for the subjects. To find out more check out websites including www.ucas.com and www.timesonline.co.uk , prospectuses, HE libraries in Willis and York and attend Open Days.

There is stiff competition at the more popular universities and for the more popular courses; it is the competition on the whole that dictates the required grades, not how good the course is. You have a choice of **5** (except for vets, dentists and medics that choose four, plus one other course) for your UCAS form and then you decide upon final **two** once offers come in. You can apply to more than one course at one university but we advise you discuss this with one of the HE Team.

TYPES OF UNIVERSITIES

They can be divided into groups, though some overlap (e.g. Bath is both on a campus but also a technological university):

- **Ancients** – the oldest - Oxbridge, Aberdeen, St. Andrews, Edinburgh, Imperial
- **Civics and Red bricks** - City based traditional, many dating from the last century - Birmingham, Bristol, Leeds, Leicester, Liverpool, Manchester, Newcastle, Nottingham, Sheffield, Southampton
- **Campus** – the 1960s- East Anglia, Exeter, Lancaster, Nottingham, Reading, Sussex, Warwick, York, Bath
- **Collegiate** – ‘wheels within wheels’ – Oxbridge, Durham, York
- **Federal** – larger colleges are universities in their own right –Queen’s, King’s, and Westminster are part of London University
- **New** – post-1992, mainly former polytechnics – Bristol West of England, Nottingham Trent, Northumbria, Oxford Brookes, Kingston
- **Split-Site** – complete campuses in more than one town – East Anglia, De Montfort, Leeds, Imperial, Exeter & Durham.
- **Technological** – some 1960s and new, that are ‘science’ orientated – Loughborough, Bath, Brunel.

FACTORS TO CONSIDER WHILST SHORTLISTING

ENTRY REQUIREMENT

They are set by the course providers as a guide to the kinds of qualifications, subjects and exam grades you need.

- As well as these, your overall suitability to the course will be considered.
- You might be asked to pass an admissions test, interview or audition, or even a health check.
- Course descriptions often mention other skills, interests or experience needed – applications can be quite competitive, so look out for these extra details.

Be aware that meeting the entry requirements does not mean you will be guaranteed a place though.

- If you are offered a conditional place, you must meet the conditions you are given to be accepted.

TEACHING METHODS

These will vary greatly from one institution to another. At Oxbridge, a proportion of the teaching is done in tutorials, though lectures and seminars form a significant element of most courses. At most other universities there is a combination of lectures, tutorials and seminars. Worth noting is the fact that different universities and departments within them allocate different hours to tutorials. In subjects such as Medicine and Engineering, a significant amount of time is spent doing practical work often called PBL at most universities but this might not be the case at the more traditional universities.

ASSESSMENT

All institutions have some sort of formal final assessment. Most have examinations at some point during the course but some rely more than others upon continually assessed coursework. It is worth considering which system will allow you to perform to your best advantage.

LOCATION

Would you like to be near or far from home and would you prefer a country or urban setting? Most students choose to go not too far from home, to get back easily and fairly cheaply, but far enough away from regular parent contact. Extra costs of the Home Counties and London may influence your decision. It tends to be cheaper in the north so do consider it and do not be prejudiced. Some really favour out-of-town campus like Lancaster and York whilst some prefer universities set in the middle of large towns like UCL, Bristol, Edinburgh, Manchester and Newcastle.

THE ARCHITECTURE, SIZE AND SITE/S

It is good to check out if the institution is established or modern. How much does it matter to you about what the buildings look like and if it is a single site campus or spread out? Would you like all buildings to be near together or spread out in a city and would you thrive in a cosier atmosphere or like the potential of large numbers, are questions you should ask yourself before short-listing.

COLLEGIATE

The colleges 'work and play' independently offering a close environment but within a large university- the best of both worlds, perhaps like Durham and Oxbridge.

ASSISTANCE

Check out what help and support is available- Tutor hours, Financial advice, Counselling and Careers Services. It is worth checking the extent and frequency of help that they offer.

ACCOMMODATION

An advantage in the first year is to be sociable and to make new friends so think about living in a university flat or hall of residence; most universities guarantee that they will give you a place in the first year. Only some like Oxbridge offer university accommodation for most of your three years. Self-catering is attractive but then you always have to remember to do the shopping! Whether you have to vacate your room in the holidays or sign up for a fixed number of weeks annually is worth looking at. The distance of your accommodation from your lectures is also an important factor to consider. Most bookings are made on first come first served basis but a small number insist on you choosing them as your first choice before applying for accommodation.

FACILITIES

The library is vital for any undergraduate student and so university expenditure on new books and access by students to them matters. Investigating leisure facilities in terms of how many, how good, safety and security also helps. Where and how comprehensive are the sports facilities, could be of vital importance if you are a keen sportswoman. What the Music (choirs, orchestras, bands and pop groups) and Drama (many start their acting careers at university) provision is like is another factor worth looking at.

STUDENT UNION

One of the main benefits of being at a university is to meet people from a wide range of backgrounds and parts of the country with a variety of interests. The students union is usually a large building which is the hub for social life and student gatherings. Hundreds of clubs and societies are based in the Union. This is where you can drink, dance and debate far into the night. They organise the Freshers' week for the first year students that are new.

It is recommended that you choose at least one university that is less competitive and therefore has entry criteria lower than your predicted grades as your insurance choice.

TYPES OF COURSES and FACTORS TO CONSIDER

TYPES OF COURSES

There are thousands of different courses to choose from but you need to search for the most suitable one for yourself. If you have a fair idea of your future career, you still need to find out if a particular degree leads you to it and if that degree requires the study of a particular subject. It may be that you would want to continue one of your A Level subjects on to a degree level or you might prefer to start a new one e.g. Law, Sociology, Anthropology or Psychology. At times, the titles differ with some sounding more attractive, but the course content may well be similar or vary greatly with differences in length, content, methods of assessment, etc.

Modular courses rather than linear ones are increasingly being offered and a large number of combinations are on offer e.g. Law and Italian. There are usually six modules in a year, i.e. 2 a term or 3 a semester. Some universities are changing to a semester system, and then exams are usually twice a year. Modules can be compulsory, optional (within a specified set) and elective (chosen from other departments) for which a tutor's advice should be sought! The possibility of degrees with placements (year in industry) and exchanges like Erasmus (time out at a European university) can affect your choice.

POINTS TO CONSIDER

- **Motivation** - You must really enjoy and feel inspired by YOUR choice
- **Career opportunities** - Vocational courses will be of direct relevance to the appropriate career area e.g. Medicine, however, many may enter other fields, e.g. Chemists do become stockbrokers. Non-vocational subjects can lead to a wide variety of careers. There are a great many post-graduate study opportunities, e.g. PGCE for Teaching, Law Conversion, Business Diplomas, Management courses, either in the UK or abroad.
- **Assessment** - This varies considerably, make sure that you like the way that your chosen courses will be assessed i.e. exams or continuous assessments.
- **Grade requirements** - You have your predicted grades for A Levels given to you at the end of summer term of L6 and these are what the universities take a real note of. They can be reviewed early September. Of your 5 choices, you can usually go for two higher than your predicted grades and perhaps two lower ones, unless you are planning a gap year – which means that you can apply again so you may want to be more aspirational.
- **Length of Course** - Most degrees in England, Ireland and Wales have traditionally taken 3 years. Medicine, Veterinary medicine, Dentistry and Architecture always take longer. Scottish university degree courses are four years, as are courses with a language and many science courses. Sandwich courses – usually 2-1-1 system last four years too. These are very good for future employment as you usually spend 6 months to a year (called 'thin' and 'thick' sandwich) working at a placement firm whilst earning and completing your degree.

Using UCAS

The website is www.ucas.com. This is a great place to start with university research as you can search for the type of course you are interested in and it will show you all the universities where it is available, plus variations e.g. If you type in Geography it will also show you related course like Urban Planning or Geography combined with another subject. This can be a great way to find less competitive courses (with slightly lower entry criteria) at top universities.

Subject content

1. **Do you want to continue with one or two of your school subjects?** Remember that some subjects can be very different at university level. **Research the course thoroughly.** Some degrees specialise in part of a subject e.g. Economic History or Genetics. Joint degrees maybe X and Y (equal time) or X with Y (more time on one).
2. **Do you want to try something new?** This can be exciting but it is even more important to find out about the subject and to research the course e.g. Anthropology, Pharmacy, Psychology, Philosophy, Law, Sociology, Human Science etc.
3. **Courses can vary widely** Check the course details by reading the prospectuses and visiting the websites for the various universities that you are considering and consult the league tables – Guardian, Sunday & Times newspapers and websites like www.timesonline.co.uk
4. **Would you prefer a multi-disciplinary course?** e.g. European Studies, Combined Studies (Newcastle, Exeter, Liverpool, Leeds, Oxford Brookes, Durham), Hispanic or American Studies. Some degrees offer enormous flexibility.
5. **Do you want to study abroad as part of your course?** The Erasmus scheme allows you to spend 4 to 12 months of your course at another EU university. Some have links with America as well as Europe.
6. **Using Prospectuses** They are **the** source of correct information and they should be read very carefully. There is a lot of information, but remember that they are a ‘selling’ device. You can write/phone/email for copies.
7. **Use information from books in York & Willis libraries,** search the internet (www.ucas.com), and listen to university podcasts or videos.
8. **Your 5 courses should be similar or linked in some way** – this helps you write a coherent personal statement.
9. **You can apply for two related courses at the same university.** This can sometimes give the message that you are really keen to go there but be aware that they might offer you the least popular course.

The educational emphasis in the ‘new universities’ tends to be vocational, teaching the practical arts and skills needed in modern working life. This does not mean that in choosing a particular course you are necessarily choosing a particular career, although more students will consider their course as training relevant to their job.

UCAS PERSONAL STATEMENT GUIDELINES

Admissions tutors pay more attention than you might think to this section of the application form where you convince the admissions team about your suitability to the course and describe your interests. Broadly, it serves two purposes: it helps admissions tutors decide whether or not to make an offer, and it offers obvious lines of enquiry to be pursued further if you are interviewed. Apportion your available space so that the majority is course related. You have 47 lines or 4000 characters (including spaces) available only! It helps to read entry profiles and course contents before trying to prove your suitability to a specific course. Please use formal language and avoid cheesy words e.g. passion, love, like, nice, adore etc.

1. Chosen course

You should begin by explaining why the course interests you or why you find it so fascinating and why you would be a suitable candidate for it. You could highlight particular modules or aspects that interest/intrigue you, giving detailed examples. Try and show through examples that you are motivated and committed to the subject. You could go on to prove this point by mentioning your research, wider reading, lectures attended, taster courses and work experience in the concerned area, if any. Qualify your comments by being specific: you could mention books, newspapers, relevant news items, work experience, plays, poetry and even quotes from texts. Try not to list books but use examples to show the reader that you are researching beyond A Level content e.g. 'Whilst reading the New Scientist, I came across the article on Genetic Mapping stating.....' or 'having worked at a solicitors/publisher's office, I saw/learnt.....'. Such examples go a long way to prove your interest in and suitability to the course. Try to appear keen and willing to learn and also state your future career plans if possible especially in cases of professional degrees like Law, Engineering, Medicine, Psychology etc. Remember, this is your chance to persuade the admissions officer that you could be the right candidate. The bulk of your personal statement should be pertaining to this area as more and more universities are looking for truly academic candidates who not only have the best grades but are most suited to the course.

2. Wider school life and other interests

You should try and show that you are / could be a good team worker and time manager. Highlight anything which suggests you can organise events and manage people. You could do this craftily without stating it in so many words by talking about your wider school participation over the years alongside your academic achievements. Try to give a well-rounded picture of yourself by describing skills enhanced through your participation in co-curricular activities such as Duke of Edinburgh, Young Enterprise, Debating, Orchestra, Choral, Sports teams, Voluntary work etc. You will have to be selective if you have been a part of too many activities! Try not to just list the activities but elaborate on how they have augmented different skills in you e.g. communication, leadership etc.

NOTE:

- Mention your constructive plans if taking a Gap Year
- Mention relevant work experience or work shadow especially if applying for Medicine, Veterinary Science, Law, Engineering, Media, Theatre Studies/Drama, Business and Management, Architecture, Physiotherapy and Dentistry
- Always keep a copy of your personal statement for reference – you should be prepared to talk about anything that you have mentioned
- Organise your thoughts and materials first
- Write very clearly and check your spelling and grammar!
- Humility is recommended at all times

You will be given a lot more information and structured guidance on writing your Personal Statement at the HE Applications Day in June.

UCAS TERMS EXPLAINED

Below is a list of commonly used words and phrases, together with a summary of their meanings.

- **Adjustment:** The UCAS Adjustment facility is available from results day. Students with higher than expected grades have a few days to register and secure an alternative course (with higher entry criteria than you could previously apply to with your predicted grades), if you decide this is what you want to do.
- **Apply:** the online application system for applying for higher education courses. Available on www.ucas.com
- **Clearing:** a UCAS facility used towards the end of the academic cycle, which enables an applicant who has not yet secured a place (because they have rejected their offers or they received rejections from their applications, or they missed their grades on results day so did not meet the conditions of their offers) to apply for course vacancies.
- **Conditional offer:** an offer made to an applicant by a university or college, whereby the applicant must fulfil certain criteria before they can be accepted on the course.
- **Confirmation:** when conditional offers that have been accepted by an applicant become unconditional or are declined. Confirmation is dependent on an applicant's qualification/exam results.
- **Deferral:** holding an offer until the following year.
- **Entry profiles:** comprehensive information about individual courses and institutions, including statistics and entry requirements. Found under [Choosing a Course](#).
- **Extra:** the opportunity to apply for another course if an applicant has used all five choices and has not secured a place. Opens end of February each year.
- **Firm offer:** the offer that the applicant has accepted as their first choice.
- **Institution:** a university or college offering higher education courses.
- **Insurance offer:** the offer that the applicant has accepted as their second choice, in case they do not meet the requirements for their firm offer.
- **Personal ID number:** a 10-digit individual number assigned to an applicant when they register on [Apply](#). The number is displayed in the format 123-456-7890.
- **Point of entry:** the applicant's year of entry to the course, for example, '2' refers to the second year of the course.
- **PQA:** Post Qualification Applicant. This is what we call any student who is applying after they have received their results and have left DH.
- **Re-Applicant:** Anyone who has previously applied through UCAS but for whatever reason is applying again in another cycle. The PQA Coordinator is responsible for these applicants.
- **Track:** a UCAS facility where applicants can track the progress of their application online, reply to any offers received, and make certain amendments, for example, change of address or email.
- **Unconditional offer:** an offer given to an applicant by a university or college, whereby the applicant has already satisfied the criteria and can attend the course regardless of any outstanding pending exam results.
- **Unsuccessful:** the applicant has not been accepted by the university or college concerned.
- **Withdrawal:** either an applicant or university/college cancels a choice before a decision has been made - a reason will be included if the withdrawal was issued by an institution.

MONEY MATTERS

Going to university or college is potentially one of the biggest investments you/your daughter will make. You need to know how much it will cost them and what help is available. There are two main elements to student finance: the tuition fees payable to the university or college and the money required to cover living expenses or 'maintenance'. Some financial help is means-tested, which means that the amount given to your daughter is based on your household income. This section gives a brief summary of the costs involved and the support that is available.

Tuition fees

Amounts vary from one institution to another - if a student loan is taken out, tuition fees are paid direct to the university or college on the student's behalf: up to £9250 although this can vary dependent on your home region.

Grants

For living expenses – they are means-tested and non-repayable.

Bursaries

Institutions that charge maximum tuition fees also offer non-repayable bursaries to students who receive the full grant. Please check individual university websites for details and availability.

Student loans

Loans are means-tested, interest-free and repayable - the maintenance element is paid to the student and the tuition element is paid direct to the institution.

Scholarships

Many universities offer different scholarships of varying amounts e.g. Choral, Sports etc. Please check individual university websites for details.

Useful websites

Places to go for further information about finances. If you are unsure about whether your previous study affects your eligibility for student finance, speak to your local authority, college or university.

- ✓ www.saas.gov.uk
- ✓ www.studentfinancedirect.co.uk
- ✓ www.dfes.gov.uk/studentssupport

GOOD UNIVERSITIES LEAGUE TABLES AND HOW THEY WORK

The Times Good University Guide is recognised as the most authoritative assessment of its type and is used by university applicants, parents and even governments across the world. The universities in the main table are compared on eight well-established measures of importance to the undergraduate experience.

Rank	Last year rank	Institution	Rank	Last year rank	Institution
1	1	University of Cambridge	26	40	University of Aberdeen
2	2	University of Oxford	27	23	University of Dundee
3	3	University of St Andrews	28	24	University of Edinburgh
4	4	Imperial College London	29	22	University of Essex
5	7=	Loughborough University	30	36=	Swansea University
6	6	Lancaster University	31	42	University of Liverpool
7	5	Durham University	32	35	Cardiff University
8	7=	University College London	33=	58	University for the Creative Arts
9	11	London School of Economics and Political Science	33=	33	Harper Adams University
10	9	University of Warwick	35=	39	Heriot-Watt University
11	10	University of Leeds	35=	28=	King's College London
12	14	University of Exeter	37	47=	Nottingham Trent University
13	12	University of Bath	38=	34	University of Leicester
14	15	University of Birmingham	38=	38	Queen's University, Belfast
15	13	University of East Anglia	40	32	University of Reading
16	18	University of Nottingham	41	27	University of Sussex
17	20	University of Glasgow	42	54	University of Lincoln
18	30	University of Southampton	43	47=	University of Buckingham
19=	16=	University of Bristol	44=	45	University of Stirling
19=	25	University of Manchester	44=	41	University of Strathclyde
21	26	Newcastle University	46=	44	Coventry University
22	16=	University of York	46=	43	Queen Mary, University of London
23	19	University of Surrey	48=	47=	Aberystwyth University
24	28=	Royal Holloway, University of London	48=	50	Keele University
25	21	University of Sheffield	50	52	Liverpool Hope University

Universities were ranked according to measures in nine key performance areas. All sources of the raw data used in the table are in the public domain. The National Student Survey (NSS) was the source of the Student Satisfaction data. This was an initiative undertaken by the Funding Councils for England, Northern Ireland and Wales designed, as an element of the quality assurance for higher education, to inform prospective students and their advisers in choosing what and where to study. The survey encompasses the views of final year students on the quality of their courses. Staffing data supplied by HESA were also used to evaluate the extent to which the research ratings related to total academic staff. Entry Standards, Student-Staff Ratios, Services & Facilities Spend, Completion, Good Honours and Graduate Prospects data were supplied by the Higher Education Statistics Agency (HESA) which provides a system of data collection, analysis, and dissemination in relation to higher education in the whole of the United Kingdom.

In building the table, scores for Student Satisfaction and Research Quality were weighted by 1.5; all other indicators were weighted by 1. The indicators were combined using a z-score transformation and the totals were transformed to a scale with 1000 for the top score. For Entry Standards, Good Honours and Graduate Prospects the score was adjusted for subject mix. The detailed definitions of the indicators are given below.

- **Teaching Quality** – Results from the 2018 National Student Survey, positive responses to Q1-14.
- **Student Satisfaction** - Results from the 2018 National Student Survey, positive responses to Q15-27.
- **Research Quality** – Results from the Research Excellence Framework 2014.
- **Entry Standards** – Average UCAS entry points, 2016-17.
- **Graduate Prospects** – Proportion of 2016 graduates in professional jobs or graduate-level study.
- **First/2:1's** - % of students graduating with firsts or 2:1's in 2017.
- **Completion rate** – Proportion of students completing their courses at this institution or another 2015-16.
- **Student-staff ratio** - The number of students at each institution as defined in the HESA Session HE and FE populations as an FTE (full-time equivalent) divided by the number of staff FTE, based on academic staff including Teaching only and Teaching & Research staff.
- **Services/Facilities spend** – Two-year average of facilities/services spend, 2015-16 and 2016-17.

Subjects covered in The Times Top 100 Universities list.

The 67 subject tables in The Times Good University Guide are regarded by many experts as more important than the institutional ranking. They identify pockets of excellence in unexpected places and expose areas of weakness in some of the leading universities.

Subjects with large numbers of students, such as law and mathematics, have their own tables, while some smaller subjects are grouped together. Universities are compared on a smaller range of measures than in the main ranking; most tables are calculated on entry standards, student satisfaction, research grades and graduate prospects.

Accounting and Finance	Iberian Languages
Aeronautical and Manufacturing Engineering	Italian
Agriculture and Forestry	Land and Property Management
American Studies	Law
Anatomy and Physiology	Librarianship and Information Management
Animal Science	Linguistics
Anthropology	Materials Technology
Archaeology and forensic science	Mathematics
Architecture	Mechanical Engineering
Art and Design	Medicine
Biological Sciences	Middle Eastern and African Studies
Building	Music
Business Studies	Nursing
Celtic Studies	Pharmacology and Pharmacy
Chemical Engineering	Philosophy
Chemistry	Physics and Astronomy
Civil Engineering	Physiotherapy
Classics and Ancient History	Politics
Communication and Media Studies	Psychology
Computer Science	Radiology
Creative Writing	Russian and Eastern European Languages
Criminology	Social Policy
Dentistry	Social Work
Drama, Dance and Cinematics	Sociology
East and South Asian Studies	Sport Science
Economics	Subjects allied to medicine
Education	Theology and Religious Studies
Electrical and Electronic Engineering	Town and Country Planning and Landscape
English	Veterinary Medicine
Food Science	
French	
General Engineering	
Geography and Environmental Sciences	
Geology	
German	
History	
History of Art, Architecture and Design	
Hospitality, Leisure, Recreation and Tourism	

Anthropology

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	1	University of Cambridge	n/a	n/a	40.4%	213	84.8%	100.0
2	2	University of Oxford	n/a	n/a	38.8%	205	79.1%	98.3
3	14	University of Birmingham	82.9%	78.0%	50.9%	140	81.0%	96.3
4	9	London School of Economics and Political Science	77.5%	78.5%	41.3%	196	69.9%	95.4
5	8	University College London	70.4%	71.8%	49.3%	179	74.4%	94.7
6	51=	University of Portsmouth	91.6%	90.3%	32.2%	107	91.7%	94.1
7	19=	University of Manchester	n/a	n/a	36.7%	158	73.1%	92.6
8	12	University of Exeter	72.1%	72.0%	41.0%	167	77.4%	92.5
9	3	University of St Andrews	92.4%	85.5%	25.0%	199	54.8%	92.1
10	53	SOAS	n/a	n/a	31.1%	157	75.6%	92.0

Art and Design

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1=	21	Newcastle University	88.4%	88.3%	37.3%	176	70.8%	100.0
1=	2	University of Oxford	n/a	n/a	39.7%	239	70.0%	100.0
3	6	Lancaster University	77.1%	76.5%	48.0%	163	81.4%	99.1
4	5	Loughborough University	79.8%	77.3%	35.3%	190	76.0%	98.8
5	29	University of Essex	94.0%	90.4%	46.9%	n/a	56.5%	97.8
6	8	University College London	86.8%	86.7%	44.7%	176	55.9%	97.0
7	17	University of Glasgow	66.0%	69.4%	37.2%	220	n/a	95.7
8	60	Ulster University	80.9%	73.7%	57.2%	133	66.5%	94.8
9	76	Brunel University London	80.4%	79.6%	32.8%	139	76.8%	94.4
10	27	University of Dundee	83.0%	80.2%	39.9%	172	56.0%	94.2

Biological Sciences

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	1	University of Cambridge	80.6%*	77.4%*	52.5%	242	83.9%	100.0
2	4	Imperial College London	76.0%	79.0%	61.6%	209	88.4%	99.2
3	2	University of Oxford	n/a	n/a	50.9%	217	83.9%	98.0
4	27	University of Dundee	80.3%	81.9%	55.4%	184	85.2%	96.9
5	6	Lancaster University	86.6%	87.7%	46.5%	158	82.3%	94.8
6	3	University of St Andrews	85.7%	84.3%	37.6%	210	73.4%	94.5
7	25	University of Sheffield	81.5%	86.9%	57.4%	164	77.8%	94.4
8	10	University of Warwick	83.8%	86.4%	37.1%	160	86.9%	94.1
9	22	University of York	85.2%	85.2%	41.9%	176	77.4%	93.6
10=	8	University College London	75.4%	75.6%	55.4%	190	77.6%	93.5
10=	12	University of Exeter	85.1%	85.4%	39.7%	177	77.8%	93.5

Business Studies

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	2	University of Oxford	n/a	n/a	32.0%	232	85.1%	100.0
2	3	University of St Andrews	81.9%	85.0%	43.8%	212	85.5%	98.3
3=	10	University of Warwick	79.6%	85.3%	40.4%	188	86.2%	95.8
3=	13	University of Bath	82.0%	83.7%	41.8%	187	83.2%	95.8
5	5	Loughborough University	82.7%	87.9%	32.6%	164	92.5%	95.4
6	11	University of Leeds	82.8%	86.6%	39.3%	167	85.9%	95.1
7	6	Lancaster University	81.8%	83.3%	42.6%	152	89.3%	94.6
8=	44=	University of Strathclyde	77.7%	79.1%	44.3%	207	71.7%	93.6
8=	12	University of Exeter	79.1%	83.0%	24.4%	174	94.0%	93.6
10	8	University College London	66.5%	69.7%	43.9%	192	87.3%	91.4

Chemistry

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	1	University of Cambridge	n/a	n/a	70.3%	242	84.0%	100.0
2	2	University of Oxford	n/a	n/a	63.1%	228	89.8%	98.5
3	22	University of York	89.8%	89.8%	44.6%	177	86.1%	95.2
4=	7	Durham University	80.1%	78.5%	49.1%	216	85.6%	94.7
4=	3	University of St Andrews	82.1%	86.3%	50.3%	207	83.0%	94.7
6	31	University of Liverpool	82.6%	85.1%	55.6%	145	88.1%	93.3
7	10	University of Warwick	81.2%	83.8%	50.8%	173	84.4%	92.8
8	16	University of Nottingham	82.9%	84.5%	48.5%	155	86.9%	92.7
9	17	University of Glasgow	81.8%	81.6%	41.1%	201	82.6%	92.6
10	8	University College London	75.7%	75.2%	56.0%	189	83.9%	92.2

Classics and Ancient History

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	1	University of Cambridge	n/a	n/a	65.0%	214	76.7%	100.0
2	7	Durham University	88.5%	80.9%	54.3%	199	79.8%	97.8
3	2	University of Oxford	n/a	n/a	58.3%	207	79.3%	97.3
4	3	University of St Andrews	89.9%	87.3%	43.2%	187	83.9%	96.9
5	12	University of Exeter	83.0%	80.8%	45.0%	176	80.5%	93.3
6	17	University of Glasgow	79.2%	81.9%	32.7%	156	84.2%	89.7
7	14	University of Birmingham	81.6%	80.8%	40.3%	153	71.7%	88.2
8	16	University of Nottingham	75.9%	71.7%	52.0%	153	70.4%	87.8
9	8	University College London	73.7%	66.3%	42.7%	174	72.4%	87.0
10	11	University of Leeds	85.5%	83.6%	29.1%	155	67.4%	86.4

Drama, Dance and Cinematics

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	29	University of Essex	94.0%	90.5%	37.7%	143	85.4%	100.0
2	41	University of Sussex	91.8%	87.8%	45.6%	150	76.7%	99.3
3	12	University of Exeter	81.1%	82.8%	46.3%	172	75.3%	98.8
4	17	University of Glasgow	72.7%	74.3%	53.9%	195	68.5%	98.4
5=	23	University of Surrey	88.8%	85.1%	27.2%	168	66.9%	96.0
5=	-	Central School of S+D	n/a	n/a	47.7%	138	76.3%	96.0
5=	25	University of Sheffield	n/a	n/a	60.0%	149	63.9%	96.0
5=	6	Lancaster University	85.4%	87.9%	48.0%	154	64.6%	96.0
9	14	University of Birmingham	77.0%	78.2%	36.9%	168	75.9%	95.7
10	46=	Queen Mary, University of London	83.4%	77.0%	68.4%	150	56.8%	94.9

Economics

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	1	University of Cambridge	n/a	n/a	45.0%	232	94.1%	100.0
2	2	University of Oxford	n/a	n/a	58.0%	222	84.3%	99.5
3	10	University of Warwick	74.9%	80.3%	49.6%	203	92.8%	99.3
4	8	University College London	68.4%	70.4%	70.2%	207	85.8%	98.5
5	9	LSE	61.9%	60.7%	70.7%	214	89.8%	97.5
6	3	University of St Andrews	78.0%	82.3%	23.6%	207	92.5%	96.4
7	13	University of Bath	73.7%	78.7%	41.8%	191	90.8%	96.3
8	11	University of Leeds	81.0%	83.3%	39.3%	173	88.1%	96.2
9	16	University of Nottingham	77.2%	82.9%	31.7%	183	87.6%	94.7
10	5	Loughborough University	81.9%	84.9%	32.6%	159	87.3%	94.4
1	1	University of Cambridge	n/a	n/a	45.0%	232	94.1%	100.0

General Engineering

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	1	University of Cambridge	83.7%	85.5%	67.0%	239	93.5%	100.0
2	19=	University of Bristol	87.5%	84.4%	52.3%	220	97.4%	98.8
3	2	University of Oxford	n/a	n/a	68.7%	234	88.3%	95.3
4	4	Imperial College London	83.3%	84.4%	60.1%	214	84.6%	95.2
5	17	University of Glasgow	79.4%	85.4%	47.2%	213	93.1%	94.8
6	25	University of Sheffield	80.3%	83.6%	51.4%	172	91.4%	92.6
7	16	University of Nottingham	84.4%	76.8%	40.8%	n/a	90.0%	92.1
8	35=	Heriot-Watt University	77.4%	78.7%	47.8%	196	n/a	91.7
9	7	Durham University	75.1%	75.0%	39.4%	219	88.7%	91.0
10	10	University of Warwick	76.9%	79.0%	47.2%	169	89.2%	90.0

Mechanical Engineering

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1=	1	University of Cambridge	80.1%	86.1%	67.0%	239	93.5%	100.0
1=	4	Imperial College London	88.0%	90.8%	59.6%	230	91.1%	100.0
3	19=	University of Bristol	75.4%	78.6%	52.3%	211	89.3%	93.2
4	11	University of Leeds	82.2%	85.8%	40.9%	195	86.1%	92.1
5	13	University of Bath	80.4%	82.8%	37.4%	199	89.0%	91.9
6=	18	University of Southampton	72.9%	77.7%	52.3%	183	89.6%	90.8
6=	5	Loughborough Uni	82.5%	84.4%	41.8%	168	87.8%	90.8
8	35=	Heriot-Watt University	77.6%	79.3%	47.8%	181	86.3%	90.4
9	30	Swansea University	81.6%	84.5%	45.5%	145	90.1%	90.1
10	16	Uni of Nottingham	81.3%	82.9%	40.8%	168	86.5%	89.9

Civil Engineering

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	1	University of Cambridge	83.7%	85.5%	67.0%	239	93.5%	100.0
2	17	University of Glasgow	79.4%	85.4%	47.2%	198	100.0%	95.8
3	4	Imperial College London	78.4%	84.1%	61.5%	220	87.5%	95.5
4=	13	University of Bath	78.4%	78.1%	52.9%	196	97.5%	94.6
4=	18	University of Southampton	82.5%	87.1%	52.3%	181	93.5%	94.6
6	19=	University of Bristol	82.2%	84.8%	52.3%	190	91.9%	94.5
7	26	University of Aberdeen	89.2%	90.0%	28.4%	159	95.7%	92.8
8	12	University of Exeter	85.1%	86.1%	36.4%	155	96.8%	92.4
9	25	University of Sheffield	79.4%	82.4%	43.1%	160	97.2%	92.0
10	28	University of Edinburgh	77.0%	80.0%	50.3%	187	85.7%	91.0

English

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	3	University of St Andrews	89.2%	84.9%	60.4%	199	73.0%	100.0
2	7	Durham University	84.1%	75.8%	57.9%	210	82.0%	99.9
3	22	University of York	85.9%	81.3%	61.5%	174	83.3%	99.3
4	2	University of Oxford	n/a	n/a	50.7%	204	76.6%	98.4
5	12	University of Exeter	86.8%	83.1%	46.2%	180	82.1%	97.9
6	1	University of Cambridge	n/a	n/a	50.0%	206	82.6%	97.5
7	26	University of Aberdeen	92.3%	90.2%	46.3%	179	66.5%	96.7
8	6	Lancaster University	86.0%	84.4%	47.0%	160	81.0%	96.3
9	14	University of Birmingham	86.8%	83.3%	37.0%	166	81.3%	95.5
10	21	Newcastle University	83.3%	80.1%	54.3%	160	76.9%	95.2

Geography and Environmental Sciences

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	7	Durham University	85.2%	81.9%	55.0%	199	85.0%	100.0
2	1	University of Cambridge	n/a	n/a	57.3%	208	83.3%	99.7
3	3	University of St Andrews	90.4%	89.9%	44.2%	197	77.2%	99.0
4	2	University of Oxford	n/a	n/a	41.1%	212	80.4%	98.8
5	19=	University of Bristol	80.4%	80.5%	61.3%	185	84.8%	98.4
6	6	Lancaster University	81.6%	82.6%	46.5%	166	87.3%	96.2
7	17	University of Glasgow	85.2%	84.9%	42.4%	180	78.3%	95.9
8	12	University of Exeter	80.3%	80.6%	43.7%	172	82.6%	94.7
9	14	University of Birmingham	81.5%	82.3%	42.0%	157	85.8%	94.6
10=	48=	Aberystwyth University	91.8%	89.4%	38.6%	117	83.8%	94.2
10=	11	University of Leeds	81.0%	82.7%	42.3%	161	82.9%	94.2

History

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	1	University of Cambridge	n/a	n/a	56.3%	211	80.9%	100.0
2	2	University of Oxford	n/a	n/a	56.1%	208	81.9%	97.1
3	7	Durham University	84.5%	73.6%	41.4%	208	86.2%	96.1
4	3	University of St Andrews	87.3%	83.4%	46.7%	198	71.7%	95.6
5	25	University of Sheffield	83.1%	82.0%	53.7%	159	78.5%	93.9
6	6	Lancaster University	87.9%	80.4%	37.0%	161	83.4%	93.5
7	22	University of York	84.0%	77.6%	43.3%	173	79.6%	93.2
8	14	University of Birmingham	83.9%	79.2%	48.8%	163	76.6%	93.0
9	12	University of Exeter	79.3%	75.1%	45.6%	183	80.1%	92.8
10	8	University College London	78.2%	69.3%	51.9%	186	77.9%	92.6

History of Art, Architecture and Design

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	1	University of Cambridge	n/a	n/a	49.0%	195	84.4%	100.0
2	48=	Aberystwyth University	85.9%	82.5%	21.6%	n/a	93.6%	97.9
3	3	University of St Andrews	87.4%	83.6%	42.1%	188	75.4%	97.3
4	2	University of Oxford	n/a	n/a	39.7%	210	77.8%	96.4
5	22	University of York	83.8%	77.7%	53.2%	148	77.9%	94.6
6	14	University of Birmingham	84.0%	79.2%	43.7%	151	79.4%	94.1
7	19=	University of Manchester	n/a	n/a	54.0%	154	67.4%	93.9
8	-	Courtauld	78.1%	72.3%	66.0%	171	67.2%	93.8
9	10	University of Warwick	79.2%	74.7%	53.0%	167	71.4%	93.1
10	53	SOAS University of London	n/a	n/a	40.9%	158	69.2%	92.3

Law

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	1	University of Cambridge	n/a	n/a	58.7%	225	89.8%	100.0
2	2	University of Oxford	n/a	n/a	51.8%	208	83.9%	94.6
3	8	University College London	75.8%	67.7%	57.7%	206	89.2%	94.5
4	9	LSE	71.2%	67.9%	64.5%	209	85.8%	93.7
5	26	University of Aberdeen	83.7%	84.6%	20.9%	198	90.2%	92.9
6	17	University of Glasgow	74.7%	78.5%	33.8%	233	84.5%	92.6
7	7	Durham University	79.6%	75.9%	32.8%	209	86.0%	92.2
8	27	University of Dundee	87.0%	86.0%	16.3%	184	89.4%	92.1
9	28	University of Edinburgh	74.0%	76.0%	40.8%	198	85.4%	91.2
10	11	University of Leeds	82.7%	87.7%	40.1%	169	79.2%	91.1

Mathematics

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	1	University of Cambridge	n/a	n/a	60.7%	242	88.9%	100.0
2	2	University of Oxford	n/a	n/a	67.5%	228	90.6%	99.1
3=	3	University of St Andrews	82.0%	79.2%	44.2%	234	88.5%	96.4
3=	4	Imperial College London	77.9%	81.9%	59.7%	225	84.5%	96.4
5	7	Durham University	78.6%	77.0%	44.0%	218	86.4%	94.0
6	10	University of Warwick	77.1%	75.4%	55.8%	208	83.6%	93.8
7	8	University College London	76.1%	75.3%	42.0%	203	90.2%	93.0
8	6	Lancaster University	81.4%	82.1%	45.8%	162	88.2%	92.8
9	35=	Heriot-Watt University	83.2%	82.1%	42.3%	177	83.0%	92.2
10	19=	University of Manchester	82.5%	81.6%	44.3%	184	79.1%	91.7

Medicine

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	2	University of Oxford	89.5%	88.1%	48.9%	221	97.0%	100.0
2	17	University of Glasgow	83.9%	83.9%	42.3%	239	99.8%	99.2
3	30	Swansea University	89.2%	84.6%	44.7%	n/a	100.0%	97.2
4	4	Imperial College London	79.4%	83.0%	54.6%	214	99.3%	97.0
5	1	University of Cambridge	73.0%	66.1%	52.0%	235	98.8%	96.7
6	48=	Keele University	91.1%	90.8%	50.0%	195	99.6%	95.6
7	21	Newcastle University	87.9%	86.4%	44.8%	207	99.8%	95.0
8	46=	Queen Mary, University of London	86.4%	89.2%	40.2%	214	99.3%	94.7
9	12	University of Exeter	88.2%	90.1%	41.6%	207	99.6%	94.3
10=	27	University of Dundee	81.5%	85.6%	25.1%	243	100.0%	93.5
10=	26	University of Aberdeen	86.9%	89.3%	20.2%	242	99.4%	93.5

Modern Foreign Languages

Iberian Languages

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	1	University of Cambridge	n/a	n/a	54.0%	203	80.6%	100.0
2	6	Lancaster University	82.8%	80.0%	47.0%	152	96.7%	97.5
3	21	Newcastle University	93.1%	91.9%	36.3%	171	82.5%	96.9
4	7	Durham University	84.2%	73.6%	34.6%	199	86.3%	95.7
5	23	University of Surrey	89.6%	82.7%	39.1%	165	..	94.6
6	2	University of Oxford	n/a	n/a	41.3%	214	72.7%	94.4
7	12	University of Exeter	82.3%	81.8%	35.1%	175	84.5%	93.9
8	17	University of Glasgow	79.4%	78.2%	26.3%	204	85.6%	93.7
9	38=	Queen's University, Belfast	81.6%	82.1%	53.6%	150	74.2%	93.0
10	18	University of Southampton	85.1%	85.2%	42.7%	147	77.6%	92.6

French

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	1	University of Cambridge	n/a	n/a	54.0%	203	80.6%	100.0
2	6	Lancaster University	85.3%	89.3%	47.0%	160	97.1%	99.5
3=	10	University of Warwick	85.4%	81.9%	45.2%	168	84.3%	95.9
3=	21	Newcastle University	91.5%	90.6%	36.3%	173	80.7%	95.9
5	2	University of Oxford	n/a	n/a	41.3%	207	77.0%	95.7
6	7	Durham University	84.2%	73.6%	34.6%	199	86.3%	95.4
7	23	University of Surrey	90.6%	89.8%	39.1%	167	76.2%	94.6
8	38=	Queen's University, Belfast	81.7%	80.8%	53.6%	158	78.3%	94.5
9	44=	University of Strathclyde	82.2%	78.6%	42.0%	202	71.9%	94.0
10	12	University of Exeter	82.3%	81.8%	35.1%	175	84.5%	93.6

Italian

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	1	University of Cambridge	n/a	n/a	54.0%	203	80.6%	100.0
2	2	University of Oxford	n/a	n/a	41.3%	217	76.6%	95.3
3	19=	University of Manchester	n/a	n/a	48.9%	151	84.1%	95.2
4	7	Durham University	84.2%	73.6%	34.6%	199	86.3%	94.6
5	12	University of Exeter	82.3%	81.8%	35.1%	175	84.5%	92.8
6	14	University of Birmingham	78.1%	74.1%	33.7%	165	95.1%	92.2
7	55	University of Kent	85.6%	85.1%	41.9%	123*	87.0%	92.0
8	10	University of Warwick	84.0%	78.3%	45.2%	163	72.1%	91.8
9	28	University of Edinburgh	81.0%	79.5%	30.3%	183*	75.4%	89.9
10	19=	University of Bristol	76.6%	71.7%	36.0%	169	75.5%	88.4

Music

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	7	Durham University	81.4%	74.1%	64.9%	213	90.8%	100.0
2	18	University of Southampton	91.9%	89.6%	70.7%	168	85.5%	99.4
3	19=	University of Manchester	n/a	n/a	56.3%	210	80.7%	97.6
4	14	University of Birmingham	82.6%	81.6%	50.7%	193	86.3%	96.1
5	2	University of Oxford	n/a	n/a	66.3%	199	73.4%	95.7
6	17	University of Glasgow	84.2%	82.2%	46.0%	208	77.6%	95.4
7=	24	Royal Holloway, University of London	84.7%	80.5%	55.0%	191	72.8%	94.0
7=	32	Cardiff University	91.2%	90.6%	47.0%	173	74.1%	94.0
9	16	University of Nottingham	89.3%	84.8%	55.4%	168	73.5%	93.5
10	28	University of Edinburgh	81.7%	78.0%	48.0%	214	69.5%	93.4

Philosophy

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	2	University of Oxford	n/a	n/a	61.3%	214	84.4%	100.0
2	1	University of Cambridge	n/a	n/a	51.6%	208	83.3%	99.3
3	21	Newcastle University	86.9%	86.5%	54.3%	148	84.8%	97.5
4	14	University of Birmingham	85.5%	81.0%	52.8%	155	85.7%	97.0
5	3	University of St Andrews	86.0%	84.2%	52.7%	191	68.5%	96.9
6	8	University College London	77.8%	69.5%	55.6%	192	81.4%	96.1
7	9	LSE	72.4%	67.2%	48.6%	198	90.5%	95.6
8	12	University of Exeter	80.0%	77.2%	41.0%	178	84.4%	94.7
9	10	University of Warwick	80.4%	78.7%	47.7%	177	73.2%	93.8
10	7	Durham University	77.8%	73.6%	30.1%	191	80.6%	92.3

Physics and Astronomy

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	3	University of St Andrews	93.2%	90.8%	51.0%	224	90.8%	100.0
2	1	University of Cambridge	n/a	n/a	55.7%	242	84.0%	97.7
3	2	University of Oxford	n/a	n/a	52.1%	239	90.4%	96.5
4	7	Durham University	80.0%	76.4%	46.2%	228	89.2%	94.6
5	16	University of Nottingham	89.1%	89.1%	48.3%	174	84.0%	93.8
6	10	University of Warwick	84.7%	82.7%	46.1%	198	84.9%	93.4
7	6	Lancaster University	89.9%	86.9%	37.6%	180	88.8%	93.2
8	14	University of Birmingham	83.7%	84.1%	33.8%	196	91.9%	92.7
9	11	University of Leeds	86.6%	86.8%	41.8%	168	85.5%	91.8
10	18	University of Southampton	84.1%	85.3%	44.1%	163	84.3%	91.0

Politics

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	10	University of Warwick	82.8%	81.6%	52.7%	189	84.4%	100.0
2	2	University of Oxford	n/a	n/a	61.1%	215	83.4%	99.7
3	3	University of St Andrews	89.7%	82.9%	38.4%	209	72.3%	98.3
4	1	University of Cambridge	n/a	n/a	38.2%	213	84.8%	97.5
5	8	University College London	70.4%	71.8%	57.0%	187	85.0%	96.4
6	9	LSE	66.0%	61.5%	54.6%	202	90.8%	96.2
7	6	Lancaster University	80.4%	76.1%	53.0%	153	81.7%	95.5
8	29	University of Essex	80.3%	81.1%	69.6%	111	79.5%	95.3
9=	44=	University of Strathclyde	80.4%	77.2%	41.6%	201	65.8%	93.7
9=	12	University of Exeter	79.0%	76.5%	29.8%	175	85.5%	93.7

Psychology

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	2	University of Oxford	87.4%*	86.8%*	58.6%	212	78.4%	100.0
2	13	University of Bath	84.8%	87.6%	56.2%	194	82.1%	98.5
3	3	University of St Andrews	88.5%	88.5%	45.4%	197	71.2%	95.6
4	1	University of Cambridge	72.4%*	67.5%*	57.5%	217	78.3%	94.8
5	35=	King's College London	83.3%	82.9%	54.1%	178	n/a	94.3
6	8	University College London	75.9%	77.9%	57.0%	187	76.6%	93.7
7	12	University of Exeter	78.4%	82.1%	43.3%	176	83.6%	93.5
8	22	University of York	85.4%	86.6%	46.7%	162	76.1%	93.1
9	5	Loughborough University	81.9%	84.3%	62.3%	160	71.4%	92.7
10=	6	Lancaster University	85.3%	86.3%	38.5%	154	81.5%	92.4
10=	32	Cardiff University	85.2%	82.6%	55.7%	168	68.6%	92.4

Sociology

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	1	University of Cambridge	n/a	n/a	39.2%	213	84.8%	100.0
2	13	University of Bath	87.5%	84.3%	43.4%	165	83.9%	99.3
3	6	Lancaster University	86.9%	87.5%	51.4%	149	82.8%	99.0
4=	12	University of Exeter	85.5%	82.8%	41.0%	162	78.9%	97.0
4=	19=	University of Bristol	85.3%	78.6%	46.7%	160	78.4%	97.0
6	5	Loughborough University	91.3%	87.5%	40.6%	153	69.2%	96.4
7	17	University of Glasgow	79.4%	74.6%	41.8%	198	70.3%	96.2
8	28	University of Edinburgh	77.4%	72.2%	48.8%	177	65.6%	93.6
9	9	London School of Economics and Political Science	68.8%	65.5%	45.2%	179	80.7%	93.0
10	23	University of Surrey	86.0%	82.5%	30.2%	158	63.4%	92.2

Theology and Religious Studies

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	1	University of Cambridge	n/a	n/a	44.6%	202	90.4%	100.0
2	7	Durham University	85.3%	77.3%	56.6%	182	85.5%	97.4
3	12	University of Exeter	88.5%	86.7%	38.9%	172	87.7%	95.9
4	19=	University of Bristol	n/a	n/a	36.0%	171	89.3%	94.6
5	2	University of Oxford	n/a	n/a	46.7%	202	77.2%	93.6
6	3	University of St Andrews	93.4%	92.1%	28.9%	189	68.6%	93.4
7=	14	University of Birmingham	89.4%	84.8%	36.2%	148	86.1%	93.2
7=	26	University of Aberdeen	92.3%	89.8%	39.9%	158	73.7%	93.2
9	6	Lancaster University	79.8%	80.3%	53.0%	153	78.1%	91.9
10	28	University of Edinburgh	84.7%	81.5%	43.2%	163	75.0%	91.8

Veterinary Medicine

Rank	Overall rank	Institution	Teaching quality	Student experience	Research quality	Entry points	Graduate prospects	Total Score
1	28	University of Edinburgh	89.2%	85.3%	46.8%	205	96.1%	100.0
2	17	University of Glasgow	87.8%	82.3%	42.3%	221	99.2%	99.5
3	-	Royal Veterinary College	84.7%	83.9%	40.8%	191	99.0%	92.3
4	1	University of Cambridge	66.5%*	63.2%*	43.1%	214	95.7%	91.4
5	16	University of Nottingham	96.3%	95.1%	36.4%	178	98.1%	91.0
6	31	University of Liverpool	n/a	n/a	32.9%	174	98.2%	86.0
7	19=	University of Bristol	80.2%	83.1%	33.2%	187	98.1%	85.6

COMMON UCAS MYTHS AND REALITIES

This list has been put together after extensive consultation with UCAS and the Higher Education Admissions Policy Group (which includes Directors of Admissions from Oxbridge, the Russell Group, and other higher education providers).

- **Myth #1** – All universities will be making offers including the D2/A* grade.
FALSE. Universities such as Cambridge, Oxford, Warwick, Bath, Exeter, Bristol, UCL, LSE, Durham, Kings and Imperial are using the D2/A*. Cambridge have a standard offer of D2/A*AA for all courses and A*A*A for some; Oxford, LSE, Imperial, UCL and Bristol will require a D2/A* for science and Mathematics courses; Durham, Warwick, Bath & Bristol will also be using the D2/A* in certain subjects with an extremely high demand, for example, N. Sciences, Geography, Finance, Economics, MFL, Combined Honours and English. Please do your research thoroughly as this list is expanding gradually and is not definitive.
- **Myth #2** – The universities can see all the universities and courses to which I have applied.
FALSE. It is a choice blind application. The universities can see only the courses to which you have applied AT THEIR UNIVERSITY. For example, if you apply to both Medicine and Biological Sciences at Birmingham, they can see both of those courses, but not the other Medicine courses you may have listed on your UCAS form.
- **Myth #3** – If you apply to Oxbridge, other good universities will not touch you.
FALSE. ALL universities are bound by the UCAS Code of Conduct, and have legally agreed to have “clear, demonstrably fair and transparent admission policies.” Universities are not allowed to even ask you where else you have applied. Remember that each university is looking for the best fit for their institution – you may be rejected by Oxbridge and get into other Russell Group Universities easily, and conversely, you may get into Oxbridge and be rejected by some other Russell Group universities. All the best applicants do not necessarily want to go to Oxbridge, especially since many courses are not offered at these universities.
- **Myth #4** – Courses MUST stay open and accept applications up until the final date.
FALSE. Particularly with courses that have an interview, audition or portfolio requirement, universities can indicate that a course is FULL on UCAS before the final closing date. They can then re-open the course at their discretion, should they need to interview or audition more students.
- **Myth #5** – UCAS Track is always the most up-to-date information available to candidates.
HALF TRUE. Most of the time, UCAS Track is in ‘real time’ (i.e. immediately and automatically updated). At certain times of the year, particularly at busy periods, UCAS will ‘freeze’ Track. During high traffic periods, there may be a delay of a few weeks or more for the latest information to be uploaded to Track. Please keep that in mind, in times of high stress!
- **Myth #6** – International students and British students have the same opportunities to gain entry to every course.
HALF TRUE. In the initial application process, this is true. In the Clearing and Adjustment phases, however, there will be courses that will only be open for international students and vice versa, depending on the quota places available for the course. A quota is set for overseas applicants to read Medicine.
- **Myth #7** – I have to apply to five courses.
FALSE. You may apply to only one course, or all five courses, or any variation in-between. We HIGHLY recommend that you apply to more than one course to maximise your chances of success.

- **Myth #8 – University Liaisons and Admissions Tutors will only deal with HE advisors and teachers.**
 FALSE. They **prefer** to deal with the candidate instead due to data protection! Many advisors will assist with reading lists, Extended Projects, and some will even give you help with Personal Statements – all for free.
- **Myth #9 – Different universities use different selection criteria for entry to their courses.**
 TRUE. Although, universities have the same selection criteria – Pre-U/A-Level grades, predicted grades and subject combinations, IGCSE/GCSE Grades (particularly D2s/A*s), your school’s reference, your personal statement, extra submitted work (where applicable), test results (where applicable), interview performance, and additional information supplied by either the school or the candidate (e.g. reasons for special consideration). What each university does, however, is consider these criteria in a different order. When you hear reports of admissions tutors saying that they don’t even read the Personal Statement, this is not necessarily true. UCAS also uses plagiarism software; every personal statement they receive is recorded electronically in a database. If multiple statements are found to be too similar, they are ALL recorded as plagiarised.
- **Myth #10 – Universities have ‘secret’ selection criteria.**
 FALSE. All universities are legally required to publish their essential and desirable criteria. DO YOUR RESEARCH. All the information you require is out there.
- **Myth #11 – There is a secret list of unacceptable subjects.**
 FALSE. As mentioned above, universities are very clear about the subjects that they consider adequate preparation for the types of programmes on offer at their institution. These are freely available on the university website and in their prospectuses. Again, if you do your research, you can easily get all the information you require. Universities publish a list of ‘Facilitating Subjects’ of which they prefer you to have at least 2 as a minimum entry requirement.
- **Myth #12 – The earlier you apply, the better.**
 FALSE. It is often the case that stronger applicants apply early, but this is only a correlation, not causation. Applying early does not necessarily mean you are a stronger applicant, nor does it mean you will get more generous consideration. Universities are obliged by the UCAS Code of Conduct to treat all applications that arrive by 15th January (i.e. ON TIME) the same. However, it IS possible for universities to make offers before their applications are all in – they know how many offers they can make based on their previous applicants. Traditionally, early offers are made to students who could almost literally ‘walk on water’, and early rejections are made to those who did not have any chance of entry. Universities then rank the remaining applications and ‘sit’ on the majority of applications until the deadline passed, in order to only make offers to the students with the greatest chances of success in the course.
- **Myth #13 – The higher the offer, the BETTER the course. The higher the offer, the HARDER the course.**
 FALSE. High offers are merely an indication of high demand and the increasing numbers applying, not necessarily intellectual rigour.

REFERENCE

- UCAS – www.ucas.com
- ‘The Times Good University Guide 2018 (requires a subscription)’
<https://www.thetimes.co.uk/article/good-university-guide-in-full-tp6dzs7wn>
- ‘The Guardian Good University Guide 2018’ by Donald MacLeod -
<http://www.theguardian.com/education>
- ‘Degree Course Offers 2019 Entry’ by Brian Heap
- Finances & tuition fees – www.direct.gov.uk/studentfinance

USEFUL WEBSITES

- <https://www.gov.uk/government/organisations/department-for-education>
- www.ukcat.ac.uk
- www.bmat.org.uk
- www.lnat.ac.uk
- www.kaplan.co.uk
- www.ucas.com
- <http://russellgroup.ac.uk/>
- <http://www.ox.ac.uk>
- <https://www.cam.ac.uk>
- <https://www.unifrog.org/>

CREATIVE COURSES

ART FOUNDATION COURSES

General information:

- Suitable for girls who are undecided about an Art/Design degree course
- Many art schools insist you take a 1 year (Level 3) **Diploma in Foundation Studies (Art & Design)**
- Gives students an opportunity to try out different techniques & new ideas - intended as 'diagnostic'
- Very important – prepares the ground for next 3/4 years of study
- Provides the background on which to base an informed decision
- No fees if you are under 19 when you start the course (Further Education [FE] rather than Higher Education [HE])
- Apply to as many as you like – you apply to each individual college (**NOT THROUGH UCAS**)
- Highly recommended!
- **NB: A Foundation course (official title: Art and Design Foundation Diploma) is NOT the same as a Foundation Degree**

Updates on Art Foundation course:

- Merging (e.g. University of Arts London now only has 3 colleges: CSM [Central St Martins], CCW [Chelsea, Camberwell, Wimbledon] & LCC [London College of Communication])
- Fewer courses/places therefore more competitive, particularly in London
- Extra preparation needed outside of lessons
- Portfolio must include sketches and unfinished pieces – ideas are more important than finished/perfect work
- Need to have good interview technique
- Online applications and/or online portfolios will need to be filled out for each institution
- Art Foundation (FE) courses are being phased out...some universities offer a degree course with a Year 0 as the 1st year. However, this does not allow the same flexibility as a foundation course

Downe House applications:

- Girls have tended to apply for the following courses:
 - UAL (CCW, CSM [you can choose a specialist pathway] & LCC [for those who may have taken Photography A2 and are interested in specialising in photography/film/media])
 - Oxford Brookes
 - Kingston University
 - Arts University Bournemouth
 - University of Creative Arts [UCA] - particularly Farnham
 - University College of Falmouth (no longer offer an Art Foundation course)
 - City College Brighton & Hove
 - Manchester Metropolitan University
 - Leeds College of Art
 - (Private: City & Guilds of London Art School, Kensington & Chelsea College)
- Some girls apply to Edinburgh for their joint Art & Art History degree course (5 years which includes a Year 0)

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DRAMA COURSES



General information:

- There are different types of courses:
 - Drama Foundation (FE) [6 months – 1 year]
 - Acting/Performance degree (HE) [3 – 4 years]
 - Drama/Theatre Studies degree (HE) [3 – 4 years]

<http://www.federationofdramaschools.co.uk/>* – provides list of accredited Drama related courses (although not all university-based Drama degree courses) *The FDS was created in 2017 following the closure of Drama UK and aims to provide information to those looking for a conservatoire-style education.

Drama Foundation (FE) courses:

- Entry requirements: independent application forms + auditions for each institution
- Ideal for students who are unsure if they want to pursue Drama at HE level/as a career
- 1 year (or less) length course
- Does not guarantee entry onto Drama (acting/performance) degree course, but some run by same institutions and gain experience for degree level auditions, so very useful

Acting/Performance degree (HE):

- Two different routes of entry (entirely dependent on the institution):
 1. Apply through UCAS + audition
 2. Paper-based or online individual application form + audition
 3. Often girls will have undertaken a Drama Foundation before applying for these courses
 4. Can apply for both Drama Foundation and Drama degree courses at same time (requires multiple auditions)
- Suitable for students who are interested in pursuing a career in acting/drama/theatre – more practical/performance based degree course
- If interested in Musical Theatre degree, then can also apply for a couple of degree courses through CUKAS (similar to UCAS but only for UK Conservatoires)

TIMESCALE

- **Do lots of research in the Lower Sixth** – make an informed decision
- **If you want to apply to Ruskin** - See Mr Atherton (Oxbridge Coordinator)
- **Visit as many colleges** as you can (3 can be within term time) in the Lower Sixth – remember there is no substitute for actually visiting the institution & seeing their facilities
- **Talk to your Drama teacher** so you are fully aware of what is expected of you in your A Level course.
- Work with your drama mentor on your audition pieces from Summer Term in LVI and through Michaelmas term in UVI.
- **Talk to the Creative Applications Coordinator to find out more about the time-frame for the specific institutions you want to apply to in Summer Term of LVI and again in Michaelmas Term of UVI to ensure you are on track.**
- Generally applications go in around November and auditions run from December to January but this will depend on where you are applying to.

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OVERSEAS UNIVERSITIES

AMERICA

The process for assisting the girls in applying to US universities, and overseas more generally, begins in earnest in the Lower Sixth. Those who have already made the decision to pursue the option to study in the USA often take a preparation course within school taught by Michele Colias of Studyworks, who prepares students across a range of similar schools. The SAT and ACT are integral to the US application process. Traditionally we have prepared girls for the SAT I during this course but as the tests were changed in May 2016, we now offer a more comprehensive course to cover key skills required for the SAT AND ACT. Many more girls have been taking the ACT in recent years and have found that they have been just as successful in their applications. We do not offer preparation for the SAT II Subject Tests but some girls have found that where this crosses over with their curriculum subjects their teachers have been willing to provide some ad hoc support but this is not a formal arrangement.

By the end of the Lower Sixth we try to identify some potential schools that the girls will apply to so that upon return in the September of the Upper Sixth, the real process of applying can begin. This is especially important for any girls who are applying Early Decision / Action (by November 1st as opposed to December 31st). At present, we encourage the girls to visit the US between January and September of the Lower Sixth. If girls wish to apply to the USA we strongly encourage them to visit some of their desired colleges as there are significant differences between them both in terms of curriculum and ethos. We are fortunate that we have good links with Eton so the girls have an open invitation to attend any admissions events that they hold and the girls usually avail themselves of this opportunity in the Michaelmas Term of either the Lower Sixth and/or the Upper Sixth.

Most schools use the Common Application and in addition to the SAT/ACT testing, the girls will need to complete this. Many schools also require a supplementary essay and this can vary considerably from institution to institution. Some simply require a personal statement type essay whilst others want a series of short responses. All have the aim of trying to understand the individual who is applying. This marks the system out significantly from UCAS as the US want to get a view of the whole individual, not just the academic. In addition, girls need to nominate two to three teachers to write a reference for them. We also send a school reference from Mrs McKendrick, as well as a transcript of results.

As a result of the complex demands of the application, in the Upper Sixth, girls are free to meet with Mrs Barnard as much as they would like to oversee the completion of the different elements of the application, especially the essays. Given the lack of a unified application system, these sessions are also used to check that all the elements of the application have been completed as they can vary considerably from school to school. However, most are now online which has streamlined the system considerably.

Girls should expect to hear from their universities by the end of March of their Upper Sixth year (If they have applied early decision then it will be by the end of December). This means that for any girls who are applying to the UK and USA, they will have the chance to consider all the options available to them before making a decision. Girls may find that they receive an offer, are rejected or are 'wait listed'. This means that they may well receive an offer in due course and we have had

several girls in this situation who have been offered places at prestigious institutions off a 'wait list'.

If the girls chose to go to the State then they would take up their place in August. In terms of universities in other parts of the world, the girls are supported according to the specific demands of the application.

CANADA

Girls applying to Canadian universities receive similar support to those applying to the US. Each province and, in some cases, each university has different application processes. Some simply involve filling in forms whilst others such as McGill require a personal statement type essay. The deadline for application to Canada is usually 1st February of the Upper Sixth year.

IRELAND

This is a popular destination for girls to apply to, especially Trinity College. However, whilst the application is very straightforward it can be a more complex application than it initially appears. All applications have to be made through www.cao.ie and this simply requires the completion of personal data. Girls must have their GCSE certificates to hand when applying as duplicate copies of these have to be sent to CAO within 7 days of submitting the application. The application usually opens in mid-October and the deadline is the February 1st although applications can be submitted as late as May 1st of the Upper Sixth year.

We would strongly advise girls wishing to apply to Ireland to speak to Mrs Barnard in the Lower Sixth as the admissions requirements change from year to year. It is also necessary to usually have either 4 full Pre U subjects or 3 and a short course, in order to fulfil most entrance requirements.

The other issue that girls should be aware of is that Irish universities do not make any offers until after results are released in August. Results are not automatically sent to CAO and girls are responsible for contacting the relevant exam boards to ensure they send them to CAO, as well as contacting CAO to ensure they have received them.

HONG KONG

A few girls every year also apply to HKU and CHKU. These students are usually classed as non jupas students. The applications are online and require the girls to also submit their personal statement.

Applications open in September, with an early deadline of November 16th and a regular deadline of December 30th. Depending on the type of application made, students would know in either February or March whether they had a place.

OTHER OVERSEAS UNIVERSITIES

For other destinations, girls should arrange to see Mrs Barnard. We would urge them to do this during the course of the Lower Sixth.

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Notes

Notes



Downe House