



The University Admissions Officers Report 2016



International Baccalaureate®
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**This report is based on research carried out by
ACS International Schools, in partnership with the IB and IBSCA**

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Foreword

*"The world no longer rewards people for what they know – Google knows everything – but for what they can do with what they know. Because that is the main differentiator today, global education today needs to be much more about ways of thinking, involving creativity, critical thinking, problem solving and decision-making; about ways of working, including communication and collaboration."*¹

Andreas Schleicher, Director for Education and Skills at the Organisation for Economic Co-operation and Development (OECD.)

*"Following instructions has been at the core, and has driven the success, of mass education. Yet in a more volatile, uncertain world, characterised by innovation and entrepreneurship, we now need to equip young people to solve problems of all shapes and sizes. Problems that will not come with instructions."*²

¹<http://bigthink.com/big-think-gesf/educating-for-the-21st-century-2>

²<http://schoolsweek.co.uk/teach-pupils-problem-solving-not-just-to-follow-instructions-says-former-blair-adviser/> <http://schoolsweek.co.uk/wp-content/uploads/2016/05/The-Problem-Solvers.pdf>

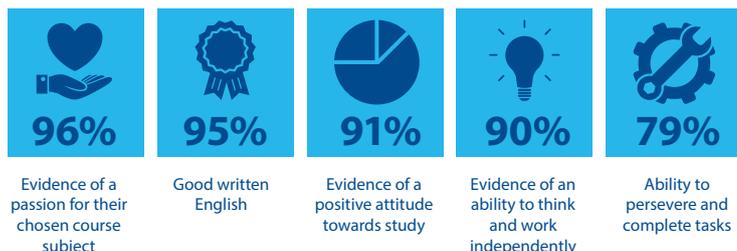
Infographic summary of UK results

University Admissions Officers Report 2016



Twitter @ACSintschools #whatuniswant

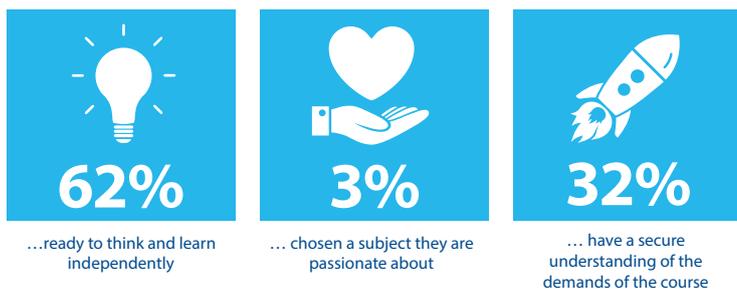
Top five attributes university admission officers look for in student applicants



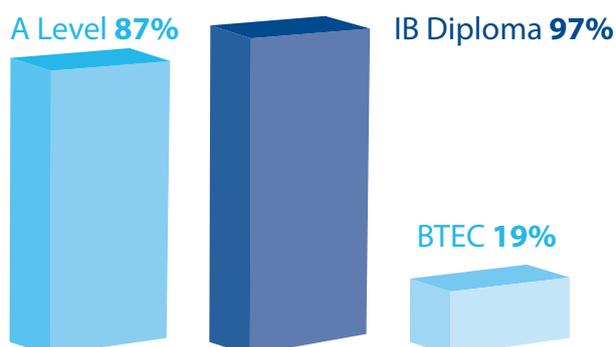
How could students be better prepared to thrive at university and to successfully complete their degree?



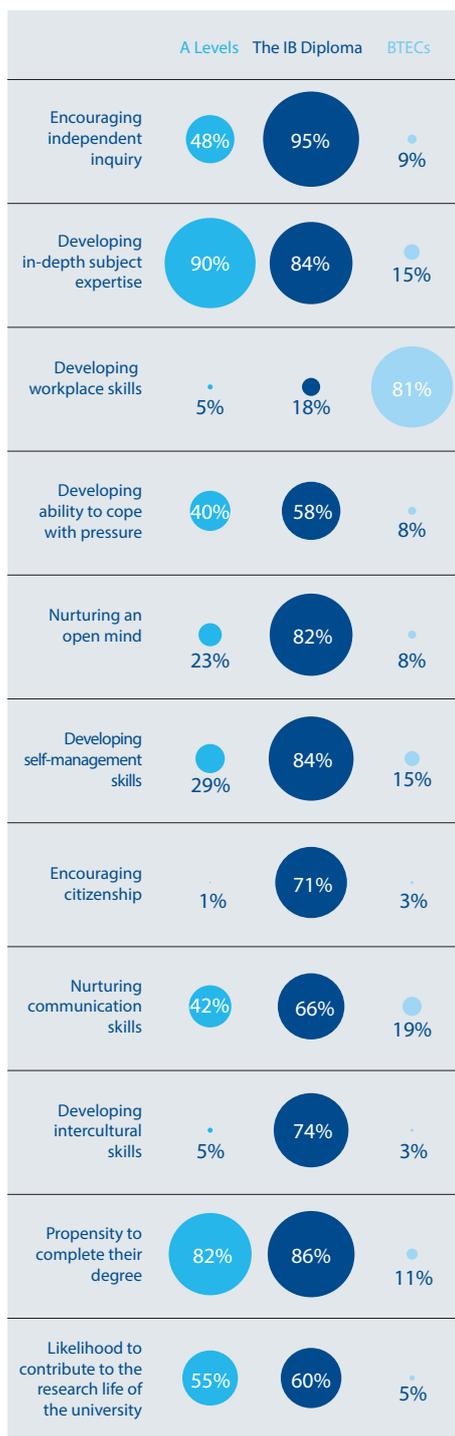
Which one would you say is most often missing?



What qualification would you say is the best preparation to thrive at university?



How well do you think each of these exam systems develops the following qualities in students?





Trends in University Applications

Last year, UCAS figures show that UK universities admitted a record number of students. The rise in undergraduate numbers was fuelled by increases in applications from overseas and European Union-based students – applicants from the EU were up by 11%.

Our research has borne these figures out and also confirmed a further trend in the UK, which is a decreasing proportion of men attending university

Chief Executive of UCAS Mary Curnock Cook said last year: “The equivalent of 32,000 young men are missing from our university campuses as young women are on average a third more likely to go on to higher education.”

In the table below we have highlighted four figures from our research which each indicate significant patterns emerging in UK higher education. These are:

- the decreasing proportion of men applying to university with close to a third, 29% of university admissions officers saying they have seen fewer male applicants this year;
- almost three quarters, 72 per cent reporting an increase in applicants offering the BTEC, which is an interesting figure to bear in mind given the views expressed later in the survey about its qualities as a stand-alone qualification;
- almost one in four university admissions officers observing an increase in applicants with the IBDP or the EPQ, both of which are indicators of students offering ‘something extra’ as we will see later in the survey, especially IBDP students;
- the increasing importance of possessing the personal skills to support university style learning, and the ability to thrive and complete tasks, with the IBDP scoring exceptionally well in this and other respects.

These trends are described in more detail throughout the survey, with trends in application numbers highlighted below.

Have you seen more or fewer applications from the following types of undergraduates in this year’s cycle?

UK universities	More applicants	Fewer applicants
	%	%
Men	3	29
Access flagged	12	10
3 A star predicted	14	20
With the EPQ	39	15
With the IB Diploma	38	11
With the PreU	12	14
With a BTEC	72	-
With the IBCP	6	1

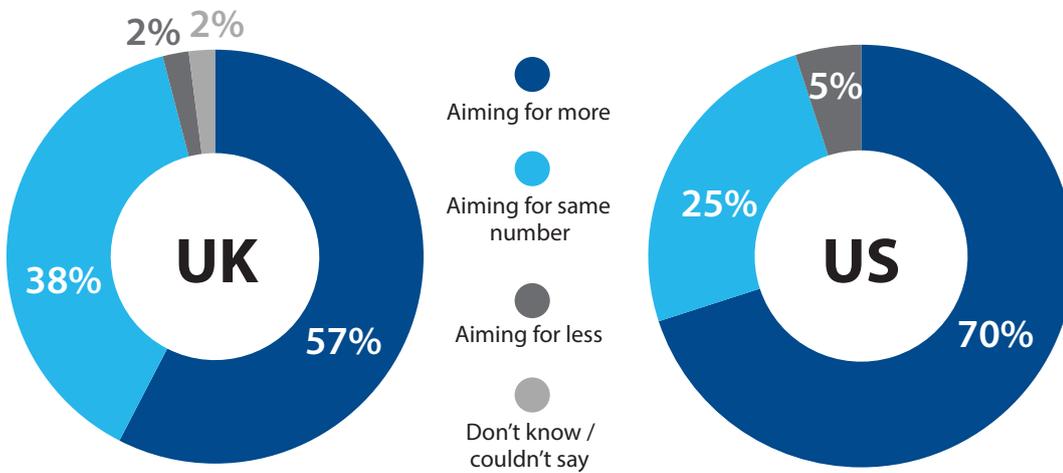
“I had the option to choose various subject combinations according to my interests and academic strengths, which ultimately led to my university degree and banking career.”

Anne Osir, IBDP graduate

³<https://www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-analysis-reports>

⁴<http://www.theguardian.com/education/2015/aug/13/record-number-university-admissions-cap-a-levels>

Are you aiming to admit more undergraduates overall for September 2016 entry than last year at your university?



Overall, in their current application cycle, universities in both the UK and US are looking for more students. Admissions officers in the US are far more optimistic than their UK peers though. For example, 57 per cent of UK admissions officers are aiming to admit more undergraduates with 28 per cent feeling it will be easy to reach their targets. By contrast, 70 per cent of US admissions officers are aiming to admit more undergraduates but 45 per cent feel they will reach their targets 'very easily'.

How easily do you expect to reach your target number of undergraduates this year?

UK universities	UK	US
	%	%
Very easily	3	45
Fairly easily	25	35
Average, neither easy or hard	44	5
With some difficulty	28	10
With great difficulty	1	5

The difference between US and UK responses may in part be due to the rapidly changing nature of the UK university scene, where in less than twenty years, university education has gone from being completely free to the most expensive in the industrialised world.⁵

There is also now a variable fee structure within the country, for example in Scotland university tuition is free for Scottish citizens, but not for those born in England and Wales.

Last year, another seismic change took place for UK universities where they were allowed for the first time recruit as many students as they like.

These changes and observations are included here because they could have an impact on competition for the best places, and for the best quality university experience.

⁵<http://www.telegraph.co.uk/education/universityeducation/12013303/University-students-in-England-pay-the-highest-tuition-fees-in-the-world.html>



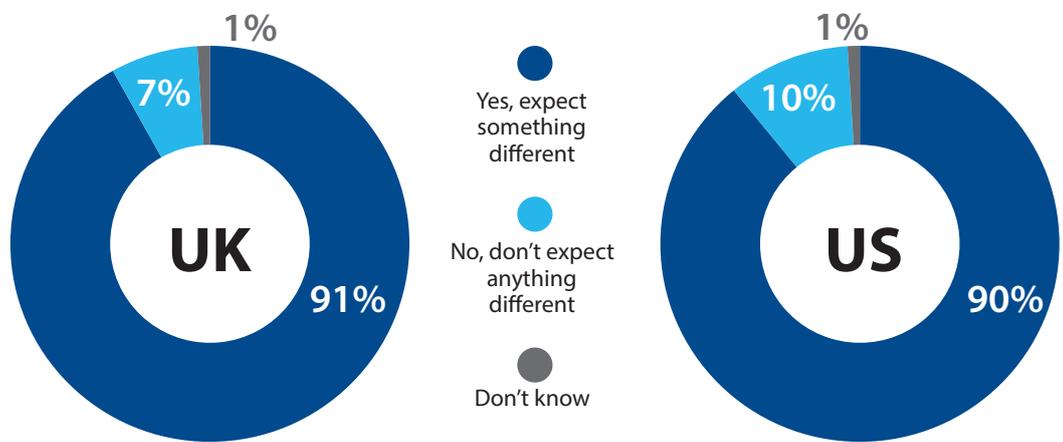
The student experience

A huge amount is invested in higher education, both financially and emotionally. University can be the catalyst for significant personal change and development, and is often the experience which dictates the direction that the rest of our lives will take.

The pressure on those short years at university is intense and student expectations are very high. This reinforces the need for students to have a clear understanding of what universities have to offer, and what their chosen course will involve.

University admissions officers confirm that students' expectations are continuing to increase, as shown in the question and table below:

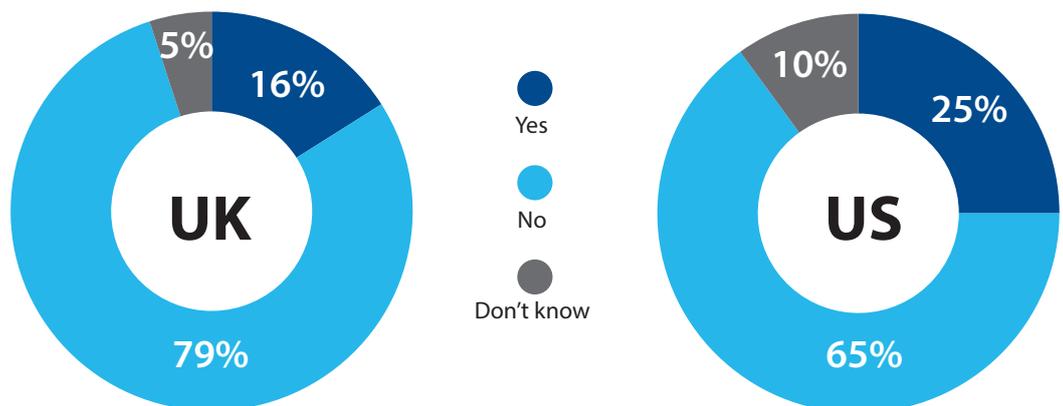
Do you think students expect something different from their university experience now than they did three years ago?



“Honestly every one of my courses was (and still is) extremely valuable in broadening my understanding of the world.”

Akua Kwakwa, IB DP graduate

By the same measure, do you think students put more into their university studies than they did three years ago?



The pressure on our youngsters to succeed, and on universities to deliver a superb quality education experience, is intense. No university – or parent – wants a student to be so unhappy with their personal situation, subject choices or teaching that they drop out.

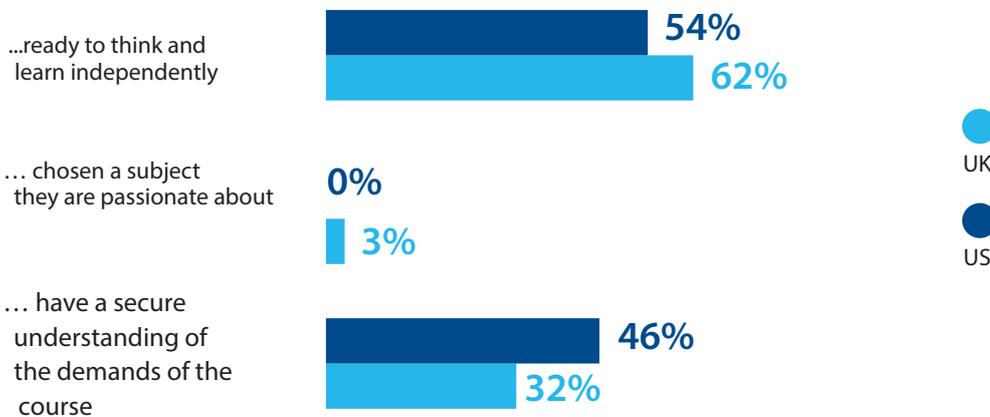
How can we help minimise the risk of this happening? We asked this question in our survey of university admissions officers.

In which, if any of the following ways do you think students could be better prepared to thrive at university, to successfully complete their degree?



UK universities	UK	US
	%	%
Ensure they are ready to think and learn independently	100	95
Ensure they have chosen a subject they are passionate about	96	80
Ensure they have a secure understanding of the demands of the course	98	85
None of these	-	

Which one would you say is most often missing?



The answers show clearly that being prepared is crucial to thriving at university.

This means not just being prepared in the short term, such as through researching choices and having a secure understanding of what a course would involve, but being properly prepared and educated for the long term, ready to think and learn independently.

University admissions officers agree whole-heartedly, 100 per cent in the UK, that being prepared to think and learn independently is the most important factor behind thriving at university and yet is the quality which is most often missing, according to two thirds, 62 per cent of the same admissions officers.



The student experience *(continued)*

School education needs to teach our youngsters to think and learn independently. This includes developing crucial life skills, not just how to remember facts and pass exams successfully.

We explore the detail of what qualities the different exam systems do help to teach later in this research, but ask a summary question here to focus very specifically on how well the different exam systems prepare students to thrive at university

Overall what score out of 5 would you give these different qualifications, for how well each prepares the student to thrive at university?

A score of 1 is low, doesn't prepare well and 5 is high, prepares extremely well overall

UK	Score 4 or 5
	%
IB Diploma	97
A Levels	87
Scottish Highers	69
Pre U	73
BTEC	19

US	Score 4 or 5
	%
IB Diploma	100
AP Capstone	91
A Levels	60
Advanced Placement or AP	25
High School Diploma	-

“I was encouraged to pursue the IB diploma because of the excellent breadth and depth of knowledge the comprehensive curriculum provides.”

Lilian Anegebe, IBDP graduate

In both the UK and US there is near total agreement that the IBDP is the best qualification to prepare students to thrive at university.

In the US the AP Capstone is a relatively new education qualification, but has gained a good reputation among universities as our research shows. Designed very closely around the IBDP to include two routes of study, AP Seminar and AP Research, it also includes a 5,000 word research project like the IBDP's Extended Essay.

Looking at the detailed response to this question, the quality of the IBDP stands out in particular for how well it is thought to prepare students for higher education.

Overall what score out of 5 would you give these different qualifications, for how well each prepares the student to thrive at university?

A score of 1 is low, doesn't prepare well and 5 is high, prepares extremely well overall



UK	Score 5
	%
IB Diploma	41
A Levels	16
Scottish Highers	7
Pre U	15
BTEC	1

US	Score 5
	%
IB Diploma	38
AP Capstone	9
A Levels	-
Advanced Placement or AP	-
High School Diploma	-

Comparing different education programmes

What difference can it make, choosing one school education programme or curriculum over another? Our research shows that it could make a huge difference to the chance of success at university.

As we have seen, admissions officers believe that exam systems are not all equally good preparation for university style learning.

The main exam system offered in England and Wales for 16 – 18 year olds is A levels, but a BTEC qualification is an alternative.

In Scotland, students follow Scottish Highers instead of A levels, although these and the BTEC may also be offered.

The IBDP is offered in 190 state and private schools across England, Scotland and Wales⁶, but is not a 'state' controlled qualification. The pre-U is also not a state-run system and is only offered by a handful of private schools.

⁶http://www.bbc.co.uk/schools/parents/international_baccalaureate/



Comparing different education programmes *(continued)*

In the US the education programme can vary between different States, where each may have its own variant on the High School Diploma. The AP and the new AP Capstone programme is offered in both government and private schools, as is the IB Diploma Programme.

The views of our sample of university admissions officers enables us to drill down into the different qualities these exam systems develop in students.

The following table includes the key skills of independent thinking and learning identified as of crucial importance to thriving at university. The results from the UK and US are presented in separate tables, allowing us to compare the different qualifications available in each country.

It is clear that in each country the IBDP is considered the best preparation for university life. It is the qualification considered best at developing a wide range of skills, not just self-management or independent inquiry which is so vital for university success, but many others ranging from intercultural skills, to creativity and to an ability to cope with pressure, so important to our life-long social and personal development.

How well do you think each of these exam systems, A levels, the IB Diploma and the BTEC develop the following qualities in students at present?

UK	A Levels	IB Diploma	BTECs
	1 = does not develop the quality well at all		
	5= develops it extremely well.		
	Score 4 or 5		
	%	%	%
Encouraging independent inquiry	48	95	9
Developing in-depth subject expertise	90	84	15
Developing self-management skills	29	84	15
Nurturing an open mind	23	82	8
Developing intercultural skills	5	74	3
Encouraging citizenship	1	74	3
Nurturing communication skills	42	66	19
Developing ability to cope with pressure	40	58	8
Encouraging creativity	6	42	10
Developing workplace skills	5	18	81
Instilling a positive approach to risk taking	9	26	2

“I chose an IB diploma so that I would stand apart from others in today’s competitive educational environment.”

Levent Ozan, IBDP graduate

US	AP	IB Diploma	AP Capstone
	1 = does not develop the quality well at all		
	5= develops it extremely well.		
	Score out of 5		
	%	%	%
Encouraging independent inquiry	11	100	100
Developing intercultural skills	-	100	46
Developing self-management skills	5	100	100
Encouraging citizenship	-	95	46
Developing in-depth subject expertise	-	79	92
Nurturing an open mind	-	89	92
Nurturing communication skills	6	73	85
Developing workplace skills	-	68	38
Instilling a positive approach to risk taking	11	63	54
Developing ability to cope with pressure	16	47	46
Encouraging creativity	-	42	46



The quality of the university experience comes not just from what the university offers the student, but also from what the students put in themselves.

For example, a university tutorial group will be lively and intellectually stimulating if the students in the group come forward with challenging questions or opinions. In the US the contribution of students to the life of the college through clubs and societies is especially important.

The tables below explore how well different exam systems prepare students to engage and be able to contribute to the life of the university.

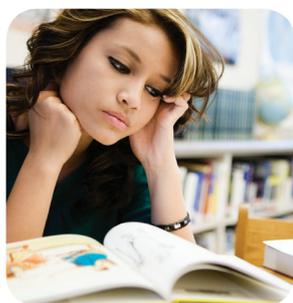
How well do you think the same three exams develop the following qualities?

UK	A Levels	IB Diploma	BTECs
	1 = does not develop the quality well at all		
	5= develops it extremely well.		
	Score 4 or 5		
	%	%	%
Propensity to complete their degree	82	86	11
Likelihood to contribute to the research life of the university	55	60	5
Likelihood to study to MA or PHD level	49	49	2
Skills to lead work and study groups	15	28	13
A desire and ability to organise clubs and societies	5	8	6

“Creative, activity, service (CAS) is a great addition to the Diploma Programme because it helps balance your studies. Through CAS, I enjoyed a range of activities and my volunteer project helped me to find my current job.”

Elif Vardar, IBDP graduate

Comparing different education programmes *(continued)*



US	AP	IB Diploma	AP Capstone
	1 = does not develop the quality well at all 5= develops it extremely well.		
	Score 4 or 5		
Propensity to complete their degree	32	84	85
Likelihood to contribute to the research life of the university	21	79	77
Likelihood to study to MA or PHD level	11	79	77
Skills to lead work and study groups	5	68	69
A desire and ability to organise clubs and societies	-	21	8

In both the UK and the US the IBDP is considered best for developing key qualities needed to lead work and study groups, to contribute to the research life of the university, and even to complete their degree.

Many educationalists talk of the importance of developing a wide range of skills in our youngsters. In a report for the British exam board, Pearson, published in June 2016 Charles Leadbeater, former government adviser noted⁷:

“We need to teach pupils problem-solving, not just to follow instructions. Schools are failing to equip pupils for an uncertain world and should teach problem-solving skills rather than simply training children to follow instructions.”

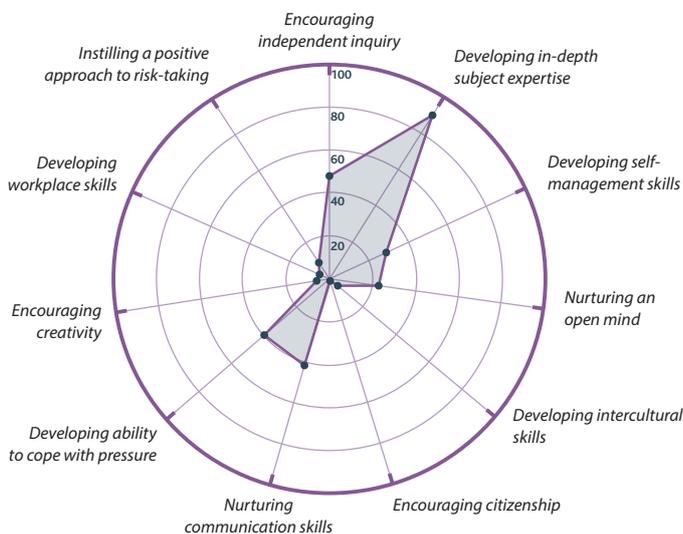
The data from our own survey demonstrates just how ‘single minded’ some qualifications have become. For example, A levels are considered excellent in developing in-depth expertise, but many other qualities, including those most highly valued by universities such as self-management are hardly developed at all.

By taking the above data and presenting it in graph format, we can see more clearly that in the UK the IBDP is the only qualification which develops a balanced range of skills.

“I wanted to be able to study a strong science programme and languages at the same time, which IB offered.”

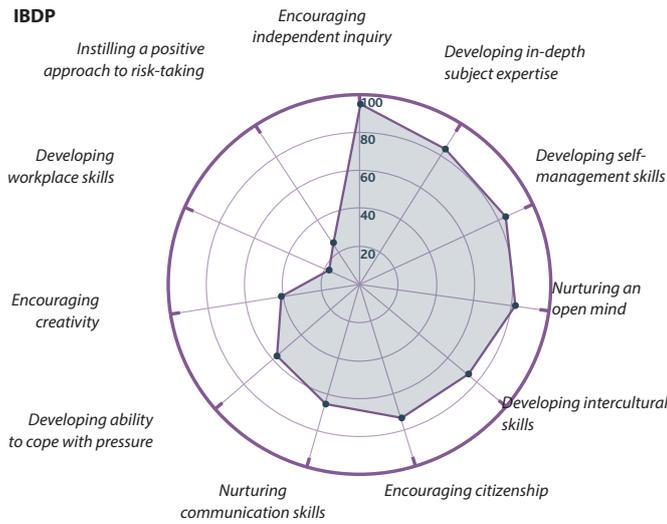
Samantha Nixon, IBDP graduate

A Levels

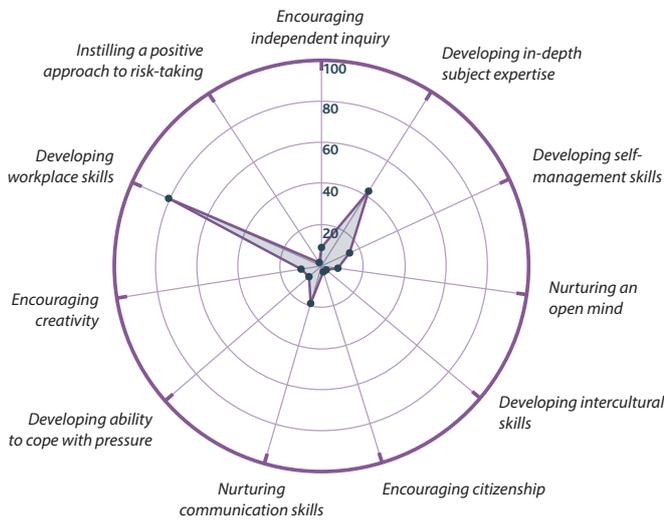


⁷<http://schoolsweek.co.uk/wp-content/uploads/2016/05/The-Problem-Solvers.pdf> <http://schoolsweek.co.uk/teach-pupils-problem-solving-not-just-to-follow-instructions-says-former-blair-adviser/>

IBDP



BTEC



To conclude our exploration of the role of different exam systems in preparing students to thrive at university we asked university admissions officers in the UK a very specific question relating degree outcome to school qualification, as shown below:

How good a predictor of final degree outcome would you say these three different qualifications are?

UK	A levels	IB Diploma	BTEC
	%	%	%
Very good	7	20	1
Fairly good	76	65	27
Average, neither good nor bad	13	10	43
Not very good	-	-	15
Not good at all	-	-	7
Don't know / couldn't say	4	6	7

“ When you go to college, think about what the IB has taught you – how to be a global life-long learner; how to care about civic engagement; how to service your community.”

IBDP graduate



Comparing different education programmes *(continued)*

The IBDP stands out clearly above both A levels and the BTEC as a very good predictor of final degree outcome.

One in five, 20 per cent, of university admissions officers see the IB Diploma as a very good predictor of degree outcome, compared to just one per cent who see the BTEC and seven percent who see A levels as a very good predictor of degree outcome.

Similarly, in the US admissions officers see the IB Diploma as an excellent predictor of final degree outcome:

Applying to university

Over 635,000 students have applied for an undergraduate place to study in the UK this year. 2016 is on track to be another year with a record numbers of applicants.⁸

The key questions for students and parents are therefore how to identify the best university and course to study at, and how to secure a place.

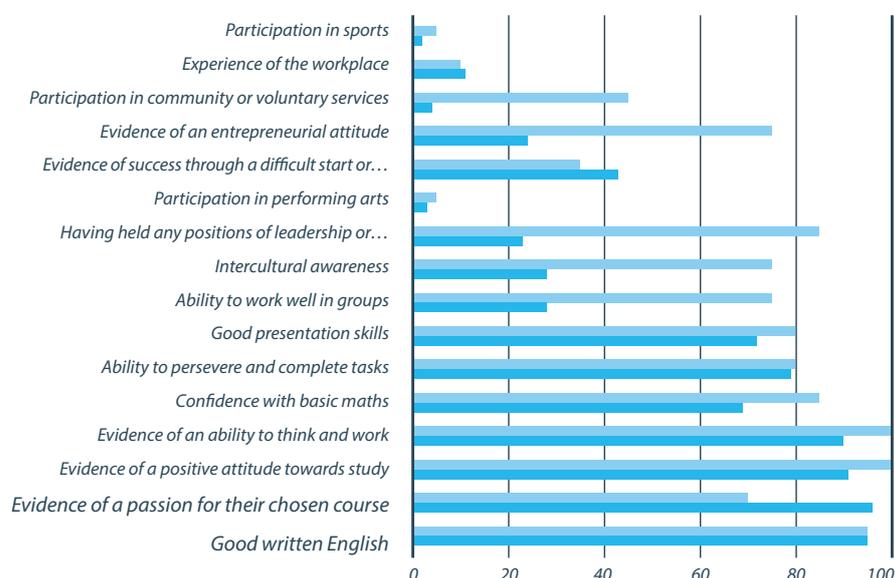
As we have seen, the actual post-16 qualification being studied is one indicator to university admissions officers of your quality to them, but what other factors are important?

What should applicants emphasise in their statements, to highlight their key strengths and credibility?

We asked the following question of university admissions officers, so that students can develop the skills and experience which universities are looking for, and highlight these in their application forms.

Regardless of what exam course they study, which of the following qualities do you actively look in applications to your university, in addition to any academic qualification, and how important is each?

Scale of 1 – 5 where 1 = not important, 5 = very important and 0 = don't look for this quality.



In response to issues raised in conversation with university staff, we asked about a new subject this year, 'the ability to persevere and complete tasks'.

Interestingly, this quality has been immediately ranked as a top ten skill. It is a quality which students can demonstrate on their application form through their work, such as completing the EPQ for A level students.

The importance of this quality, perseverance to complete tasks, also explains why the IBDP is so valued. It includes an Extended Essay, the model on which the EPQ was based; a course on the Theory of Knowledge plus the requirement to continue to study maths and foreign language. Completion of these activities are all signs of being able to persevere and complete a task well.

Broadly speaking, admissions officers from the US value very similar skills, especially the 'universally required' ability to think and work independently, but most notably value entrepreneurial skills and team work more highly than their British counterparts.

The slightly different skill emphasis of American university admissions officers will reflect the more collegiate, liberal arts approach of universities in the US. Students considering applying to university in the States should bear this in mind in their applications.



The International Baccalaureate Diploma Programme

This chapter is devoted to exploring in more depth the understanding and views university admissions officer hold specifically of the IBDP.

We have already seen that the IBDP is considered a good predictor of final degree outcome. What other qualities does it suggest, perhaps good and bad? We tested this through the following question.

If you see an application from someone who has studied for an IB Diploma which if any of the following does it signal to you?

Someone who...	Agree	
	UK	US
	%	%
...is highly likely to complete their degree	96	100
... has the ideal skills to thrive at university	93	100
...will contribute to life on campus	80	95
... has attended an international school	17	10
...is more likely to do a second degree	15	10
... whose education is too broad for certain courses	-	5
... has been privately educated	6	-
It doesn't signal anything either way	2	-

“I have absolutely no doubt that the IB is better than the national curriculum. The breadth of subjects allows students to be much better prepared for life beyond school!”

Paul Coates, CAS coordinator and House Master, Sidcot International School, UK

The International Baccalaureate Diploma Programme



(continued)

A student with the IBDP is seen to have some stand-out, positive qualities - those most desired skills of an ability to persevere and complete a task, plus the skills to thrive at university we identified earlier - being able to think and work independently.

Also, a quality we have seen which is especially valuable in helping to create a good quality student experience - making a positive contribution to life on campus.

But how does the IBDP compare to A levels in terms of entry requirements? We asked admissions officers in the UK what IBDP score would be required compared to different A level scores, and the answers are shown below.

The top score in the IB Diploma is 45. What do you consider to be the A level equivalent of the following IBD scores?

IB Score of 45	Average
	%
A*A*A*A	2
A*A*A	23
A*AA	13
AAAA	27
AAAB	2
AAA	22
AAB	8
ABB	2
ABBB	2

IB Score of 35	Average
	%
A*A*A*A	
A*A*A	
A*AA	5
AAAA	2
AAAB	2
AAA	40
AAB	28
ABBB	2
ABB	15
BBB	5
BBC	2

IB Score of 30	Average
	%
AAB	22
AABB	2
ABB	30
ABBB	
BBB	15
BBC	25
BBCC	2
BCC	2
CCC	3

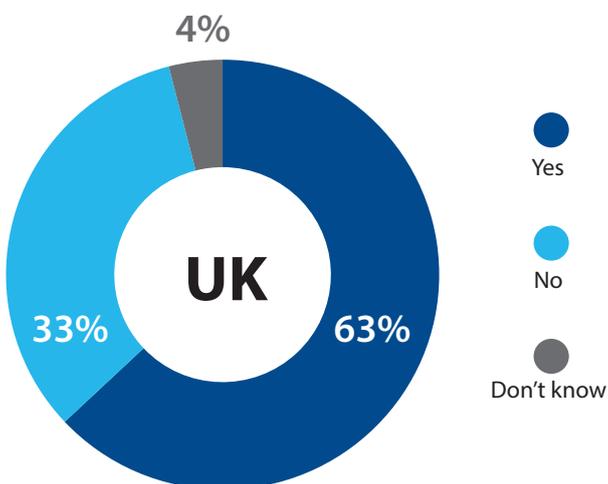
Clearly there is a considerable degree of variation in the IBDP score equivalency to A levels, as you would expect from 81 different universities.

It should be noted that while 72 per cent university of admission officers consider the top score in the IB Diploma of 45 to be equivalent to 3 A's at A level, the two scores are very different indeed.

Just three percent of IB Diploma students achieve the top score of 45 while 25.9 per cent of A level students achieve at least one A grade, and 12 per cent overall achieve 3 A or A star grades.

However, a high proportion of university admissions officers would accept an IBDP student who hadn't completed every aspect the Diploma, which introduces a useful element of flexibility:

Would you accept 3 IB higher level subjects on their own, without the rest of the IB Diploma elements, such as the Extended Essay, as an entry qualification to a first degree course at your university?



The subject of flexibility in entry requirements is highly topical among university admissions officers in the UK.

In Britain, traditionally universities make an offer to an applicant which is conditional on that student achieving a specific score in their final school exams. In the US, universities makes an offer based on a variety of factors, but don't wait until the final exam grade is confirmed before making a firm offer.

The UK seems however to be moving closer to the American system as the following questions suggest.

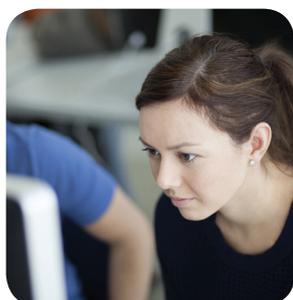


“The Diploma Programme can be demanding on our students however they are rewarded by becoming rounded, grounded world citizen.”

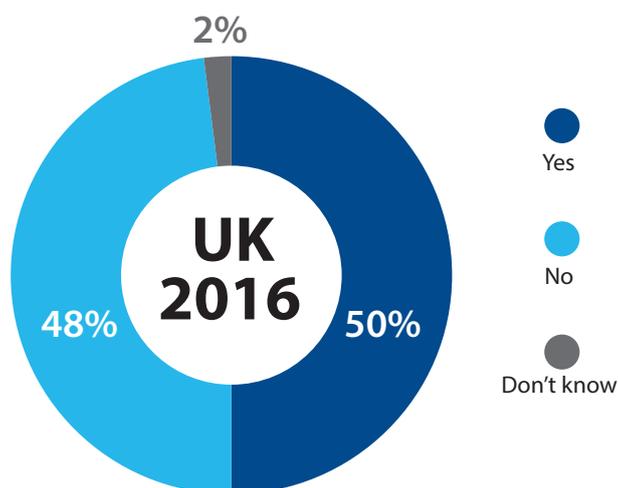
*Richard Markham, Principal,
Hockerill Anglo-European College,
Bishop's Stortford*

The International Baccalaureate Diploma Programme

(continued)



Have you made any unconditional offers to applicants who have yet to complete their final exams?



One university has introduced flexible offers this year. Will your university introduce them next year?

UK	
	%
Yes	4
No	46
Possibly	14
Don't know	37
Total	101

To conclude, this research has shown that the IBDP is a very highly valued education programme, and is a signal of quality to university admissions officers. While more and more schools around the world are offering the IBDP to their students,⁹ it is still a relatively unusual qualification to follow. In our research UK admissions officers report it as representing seven per cent of all applicants and in the US fourteen per cent.

Our survey results would suggest that these seven or thirteen per cent will stand out for many very positive reasons indeed, and be extremely well prepared to secure a good university place, and to thrive once they arrive there.

⁹Data to be found from IB website

Appendix

Methodology

The research was conducted through telephone interviews with 81 university admissions officers in the UK and 20 from the US from February 22nd – April 12th 2016

In the UK the sample covered around a third of all universities, including 10 per cent Russell Group; 12 per cent Million Plus Group; 16 per cent 1994 Group.

In the US the survey included a range of universities by geographical location and type but included two of the universities in the US News top 20 ranking.

The survey was carried out on behalf of ACS International Schools, the International Baccalaureate (IB) and the International Baccalaureate Schools and Colleges Association (IBSCA) by an independent organisation working to Market Research Society (MRS) standards.

About the IB

The International Baccalaureate® (IB) is the organisation which developed and now accredits all schools and colleges worldwide offering an IB education.

Founded in 1968, the IB is a non-profit educational foundation whose mission is to be more than its educational programmes and certificates. At heart it is motivated by a mission to create a better world through education.

In order to offer an IB education to its students, a school or college must apply to the IB and follow an authorisation process. Once accredited the school or college will be supported by the IB to provide a rigorous, high-quality education, offering professional development that improves pedagogy and leadership.

The foundation offers four highly respected programmes of international education that develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalising world.

These programmes for students aged 3 – 19 are:

The Primary Years Programme (PYP)

The Middle Years Programme (MYP)

The Diploma Programme (DP)

The Career-related Programme (CP)

For more information on the IB, its programmes, and its work across the world please look on the website www.ibo.org

About The International Baccalaureate Schools and Colleges Association (IBSCA)

IBSCA is a membership organisation open to all UK and Ireland schools and colleges which are recognised as IB World Schools.

IBSCA works throughout the UK and Ireland to:

- Support IB world schools
- Advise candidate schools on authorisation matters
- Liaise with Higher Education on IB
- Provide professional development opportunities

The association runs a wide range of workshops and activities to provide the practical, enriching continuing professional development and support for the staff in IB schools.

For more information about IBSCA please visit the website www.ibsca.org.uk

About ACS International Schools

Founded in 1967 to serve the needs of global and local families, ACS International Schools educate over 3,700 students, aged 2 to 18, day and boarding, from more than 70 countries.

We have three schools in the UK in Greater London, ACS Cobham, ACS Egham and ACS Hillingdon, and one school in Doha, Qatar – are all non-sectarian and co-educational. We offer a choice of curriculum including all International Baccalaureate (IB) programmes and US programmes including Advanced Placement (AP) courses and the AP Capstone and International Diplomas.

The strength of our university preparatory programmes ensures that ACS students are consistently able to gain places at leading higher education institutions in the UK, the US, and around the world.

For more information about our schools, please visit our website www.acs-schools.com

