



Felsted

What Happens Next?

A Parents' Guide to choices after Felsted

Dear Parents,

The Lower Sixth is vital decision making time for your son or daughter to decide upon their next steps. Of course, many students have a clear idea about what they would like to do in the future, often following traditional pathways attending a UK university. However, many of the careers they will eventually follow may not even exist yet, and the array of choices facing them can be daunting. Our students are beginning to follow more diverse pathways including UCAS, International Universities, Apprenticeships and School Leaver Employment programmes.

At Felsted, we work with all Lower Sixth students to help them think about their futures, using the UNIFROG careers software to highlight areas of strength and suggested subject interests. A Level students do this through Careers lessons and IB students have stand alone workshops. We also provide opportunities to engage with a variety of employers and higher education providers throughout the Sixth Form, using our extensive network of Old Felstedians and events such as Careers Seminars, Insight Days, the Annual Careers and Higher Education Fair and our Futures Conference. We run a weekly 'drop-in' clinic in the Careers Room, and students can make appointments to meet with any of the team for further advice via Mrs Pritchard, our administrative assistant. In the current climate, many opportunities have had to go on hold; however, we encourage those seeking extra guidance to organise a 1:1 Google Meet with one of us. We encourage all students to plan to apply for at least two different pathways, as it is always important to have a 'Plan B'. In the Autumn term of the Upper Sixth, each student is offered a 1:1 appointment with me to discuss their applications.

As parents, we like to be best equipped to support our children in their choices, but the rapidly changing careers landscape can be difficult for us to navigate. I have therefore created this guide in response to requests for more guidance to support parents in supporting their children. I hope you find it useful.

Louise Scofield

Director of Professional Guidance (Higher Education and Careers)

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1: Benefits and Considerations for Different Pathways

There are many options open to students today and they will need to consider the benefits and other considerations for the different paths open to them.

University is a suitable option for many, and the majority of our students apply to UCAS for a full time degree. The benefits of this are multiple: they have the opportunity to deepen an interest in a subject they love, as well as gaining internationally recognised qualifications and enjoying a rounded student experience. However, with tuition fees of up to £9,250 per year for UK nationals, they also face a future with debt to repay. They will also have to be well motivated to work independently, and this method of study is not suitable for everyone.

More students each year are considering **studying abroad**, especially in the US or Europe. EU students studying in England or UK students studying in the EU should expect to pay full international fees due to Brexit, although there are some exceptions to this for some with settled or pre-settled status. All EU students should contact individual universities that they are thinking of attending to establish which fees they would be charged. Therefore, it could be more expensive to study in Europe, although the Dutch universities remain a cheaper option than the UK. International applicants to the United States could actually find the cost of study cheaper, provided they are able to achieve a scholarship or other funding; otherwise it can cost on average £27,000 per year, and often much more. American degrees are broader, with students not specialising in their major until Year 2. There remain several options which do not involve studying for the whole degree abroad, through university exchange programmes, and placement years on Language courses and courses such as European and American Studies. Universities in the UK and abroad are also developing programmes to provide students with work placement opportunities; Canada has a particularly impressive co-operative scheme with paid internships a part of most degrees.

Apprenticeships are growing with the decision by the UK government to impose an Apprenticeships Levy on businesses with a requirement to offer an increasingly diverse range of courses. For students finishing school at 18, they can choose to progress to a Higher or Degree Apprenticeship. This means they are paid to learn, and ordinarily would work 3 or 4 days a week and attend college or university for the rest of the week. Employers are beginning to reduce the number of graduate roles they offer, so this is a viable path for many, especially as statistics show that Degree Apprentices are likely to have higher overall lifetime earnings than those with a Russell Group university degree. However, students should be cautious when making this decision, as they will need to be mature enough and ready to enter the world of work where they will not have the same social experience as at university. At the time of writing, there are not yet apprenticeships in every field of study.

Some students may decide that they want to leave school and enter straight into **employment**, either as part of a scheme or directly to a job. This comes with the benefit of being able to earn straight away, but they may face challenges in the future when competing for promotions with more highly qualified applicants. However, if they are motivated and hardworking, they can surmount these barriers.

Felsted Professional Guidance Team are always available to support students as they navigate these decisions and Ms Scofield and Mrs Sunshine-Harris can offer impartial

2: Applying for UCAS

Careers Advice and Guidance by appointment. Please contact careersadmin@felsted.org

*NB: For **Oxbridge Applications** please see supplementary booklet 'Making an Application to Oxbridge'. For **Medical, Veterinary and Dentistry Applications** please see supplementary booklet 'Applying to Medicine, Veterinary and Dentistry'*

UCAS provide information for Parents at:

https://www.ucasdigital.com/widgets/parents_tool/index.html#/home

a) Preparing for an Application:

Research is vital when making a decision about where to spend the next 3 or 4 years of your life. Important factors to consider are

- Campus or City site
- Distance to travel from home or airport
- Ranking for that particular course
- Numbers of applications which result in offers
- Type of learning on the course
- Module content on the course
- Entrance requirements¹
- Facilities and activities on campus or nearby

Often the only way to make these decisions is by visiting the 'long list' universities. Students are all encouraged to create this list by researching on UCAS, via UNIFROG and comparing sites such as Which Uni? and UniStats. Universities normally advertise their Open Days on their website, but there are also online lists such as: <https://www.opendays.com/calendar/>. Taster Days are advertised on the notice boards, via email and on the twitter feed @FelstedCHE. International students should speak to the Professional Guidance Team if they have difficulty getting to Open Days. Again, due to the pandemic, many universities have moved to virtual open days, which of course allows students to visit many more. Students should see university websites for details of these, and also of the very useful subject taster lectures and other events being offered.

There are many different types of degrees, and when considering courses students can be confronted by a choice of, for example, BA or BSc in the same subject. It is worth checking

¹ NB: Entrance requirements may be as UCAS tariff points or Grades. For IB students they may list specified Higher Level Subjects. We would recommend all students apply to one university which is aspirational (possibly with higher requirements than their predictions), 3 which are likely to result in offers and one lower tariff course as insurance.

if the desired career path or employer requires one or the other, but often the choice will come down to entrance requirements and module content. Similarly, some courses may offer a **sandwich** option. This would normally be within a four year course, and is simply a year in industry related to the course.

b) Entrance Examinations

Some courses require students to sit examinations to assess their suitability for the course. The following is a list of examinations. Students are advised to check each university they are applying to in order to make sure they fulfil the requirements. Guidelines about entrance examinations can be found here: <https://www.ucas.com/ucas/undergraduate/getting-started/entry-requirements/admissions-tests>

All medics will need to sit the UCAT and BMAT assessments and all those intending to read Law will need LNAT. All students should consult individual course details to check which examinations are required – they should do this before the summer of the Lower Sixth so that they are prepared and do not miss the registration deadlines.

c) Making an Application

Personal Statements: For UCAS all students are required to complete a Personal Statement which will be read alongside their Predicted Grades and used to inform an offer. It is vital that this is **personal**. Students will receive exemplar statements, workshops and support with creating their own.

Universities are expecting to read about the reasons why a student wants to study their subject and ways in which they have developed their interest in this, including work experience. Co-curricular activities and achievements are only included where they demonstrate skills or interest related to the course of study.

We advise that a student does not share their personal statement with lots of different people as opinions can differ. They should follow the process as outlined below:



References: For each applicant, the school is asked to provide a reference. These consist of subject references and further information about the school and student. The student's tutor is responsible for writing the reference and will normally liaise with the student to ensure information which enhances the application is added, especially as some of this will not be in the personal statement. ***Please note that references are confidential. The content may be discussed verbally with a student, but they are not able to have a written copy nor see the final reference. Should you wish to see the reference, students can apply for this information from the universities applied to or from UCAS.***

d) Interviews and Additional Requirements

Some courses may require a student to attend an interview or require them to produce additional supporting materials, such as a Portfolio for Art or Architecture courses. It is worth checking whether this will be a requirement prior to application. Students can use the summer to begin preparing portfolios and the relevant school departments can advise them on content. We also offer interview preparation in school, and students should contact careersadmin@felsted.org if they require assistance with this.

e) Deciding on a Firm Choice

Students apply for up to 5 universities via UCAS. Once they have received all their offers they will need to decide on a FIRM choice and an INSURANCE choice. The insurance choice would usually have lower entrance requirements. Students receive guidance in school about how to approach this decision. IB students should be careful to ensure that they look at both overall points and Higher Level requirements before confirming their choices. Once the choices have been confirmed, no further changes can be made to an application.

f) Unconditional/ Adjusted Offers

Unconditional offers remain part of the higher education landscape, (although there has been a ban on the 'conditional unconditional' ones which have a condition that the student must make them first choice, during the pandemic). This means that if a student accepts an unconditional offer they can take up the place even if they do not achieve good grades. We advise students to consider these offers carefully, and ensure they are making the right choice university for them, regardless of the temptation of an unconditional offer. Many students do confirm these offers. We are seeing more adjusted offers now, where a university will reduce the grade requirements if a student makes the university first choice OR if they have a good EPQ grade. It is important to note that A Level/ IB grades will still be considered in future applications for internships and employment and students should not become complacent.

g) Clearing, Extra and Adjustment

For students who do not receive any offers, they can add additional choices through UCAS Extra service. Students who do not achieve their offers on results day automatically enter clearing. Students who out-perform expectations can make an application to a higher tariff university via Adjustment for a few days after results in August, if they wish to. Further details about all these options are available on the UCAS website and students can also discuss them with the Professional Guidance Team.

h) Student Finance

UK students will need to apply for student finance for UK universities as soon as they have replied to their offers. Further details can be found here: <https://www.gov.uk/student-finance>

They should enter their first choice university; changes can be made after results day if necessary.

International Students will need to make their own funding arrangements for UK universities.

More details can be found here: <https://www.ukcisa.org.uk/Information--Advice/Fees-and-Money/Home-or-Overseas-fees-the-basics>

3: Applying to American Universities

More information about applying to US Universities can be found here:

<http://www.fulbright.org.uk/going-to-the-usa/undergraduate/educationusa-advice>

a. Preparing for an Application

There are thousands of courses and colleges in the USA and it can be a minefield negotiating the options. Students should prioritise what it is they are looking for, which could include:

- Type of degree
- Cost
- Sports facilities
- Academic standard
- Personal 'fit'

Where possible they should try to visit the US and some of the campuses, but there is also a US College Day in London in September, with representatives of more than 100 colleges. The school organises a trip to this. Students should create a 'long list' of suitable colleges which has 10-20 colleges on it, which should result in a final list of 5-8 colleges to apply for. Unlike the UK system, where all applications go through UCAS, students apply to individual colleges. However, over 750 of these colleges are part of the Common Application, which is the nearest equivalent to UCAS and their website can be found here:

<http://www.commonapp.org/>

You will also come across the College Board, who are responsible for setting the SAT tests. They have a useful search tool to help students with college research, which can be found here: <https://bigfuture.collegeboard.org/college-search>

It is also important to consider the type of college – in the US there are both public and private universities and colleges, as well as community colleges which can work out cheaper. The website at the top of this section can provide more information about this.

b. Cost and Finance

The American system is very holistic, and there is an expectation that families will actively contribute to the student's tuition fees and cost of living while studying in the US.

However, the cost can be prohibitive. The table below indicates the average costs over the last three years for Public and Private (non-profit) colleges.² It is important to note that these are averages, and some of the top colleges charge up to \$60,000 for fees and living costs.

	Public Colleges	Private Colleges (non-profit)
Tuition Fees		
2017-18	\$25,620	\$34,740
2016-17	\$24,820	\$33,520
Living Cost		
2017-18	\$10,800	\$12,210
2016-17	\$10,480	\$11,850
Tuition Fees and Living Cost Combined		
2017-18	\$36,420	\$46,950
2016-17	\$35,300	\$45,370

Students can apply for scholarships and bursaries, but these are limited. There are a number of companies which provide assistance with sourcing these for a fee. The school can also provide some advice and guidance for this, and representatives of agencies attend the annual Futures Conference in June.

c. SAT and ACT

Most US universities and colleges require students to submit a score from either the ACT or SAT tests. Some preparation for these tests is provided in school, and there are many other preparation courses run by fee-charging companies. Students should aim to complete tests in June of their Lower Sixth to allow time for retakes in the autumn. They can retake as much as they like and submit their highest scores.

For more information about SATs: <https://collegereadiness.collegeboard.org/sat>

For more information about ACTs: <https://www.act.org/content/act/en/products-and-services/the-act.html>

In order to decide which is the best assessment to sit, we advise students to complete this diagnostic test and discuss the results with Ms Scofield.

<https://www.ueseducation.com/diagnostic>

² Source: The College Board

d. Making an Application

Once the decision has been made to apply to America, there are further elements to the application. For students using the Common Application, they will need to complete an essay. Other colleges are also likely to make this requirement. Guidance and support for this will be given in school, in the same way as for UCAS personal statements. However, it is important to note that the essay is a very different document to the personal statement, and is in fact, more 'personal'. As well as the Common App essay (if applicable), universities might ask you to write two or three supplemental essays. Although universities vary, the essays are typically 500-750 words long, and universities usually ask questions covering similar themes, such as:

- Personal identity
- Academic interests
- Extracurricular activities

Students are also asked to provide two letters of recommendation from the school. It is essential that these are from people who know them well, as they are designed to really showcase their personality and talents. Colleges are very keen to see evidence of how they contribute to the community and wider activities. This carries a lot more weight in an American application than in a UCAS application.

e. Transcript

What is a transcript? This is a question we are often asked. The school is asked to provide the Common Application or College with a full, certified transcript. For the US, these detail the predicted grades that have been given, alongside any GCSE grades achieved.

f. Interviews

Many American colleges, and nearly all Ivy League universities, arrange for an interview when possible, in order to gain a holistic view of the applicant. Don't worry – you do not have to travel to the US for this. Most of the interviews are very informal, taking place in London with one of the college's alumni, or with admissions staff via skype or telephone. They will then write a report for the college. Unlike the UK, the interview will not be a test of your subject knowledge or intellectual prowess. Instead, they often focus on subjective aspects of your application, such as your:

- Character
- Personality
- Academic and extracurricular interests
- Goals and aspirations
- Reasons for applying

Decisions are normally released in January, for Early Action, and in March/ April for other applications

4: Applying to European and other International Universities

a. Making Applications

Further information for UK students applying to EU universities can be found here:

<http://www.eunicas.co.uk/>

For EU students looking to study in their home country, they should refer to individual universities and their home country's admissions system. However, further information for both EU students and UK students can be found here:

https://europa.eu/youreurope/citizens/education/university/admission-entry-conditions/index_en.htm

These websites contain information about financing and processes for making applications, but the Professional Guidance team offers support with all EU applications and students should seek advice from them as soon as possible.

For applications to Canada, Australia and New Zealand or Asia, students should speak with the Professional Guidance team, as there are different processes for each and we have a number of contacts who offer further guidance and support. Canada is a viable alternative for students interested in studying in the US as fees are lower and the education system is similar.

Applications can be made throughout the Upper Sixth and different countries and university systems have different deadlines. **However, we ask all students making an EU application to notify the Director of Professional Guidance and to have begun all their applications by the deadline of 1st October in the Upper Sixth year.**

b. Transcripts

As with US applications, most other international universities will request a full certified transcript of your school results. This will include GCSE (or equivalent) qualifications as well as Lower Sixth reports and predictions. They may ask for further reports in the Upper Sixth. Therefore it is essential for students to be focussed on doing their best in terms of effort, throughout their sixth form career.

a. What are the differences between Higher and Degree Apprenticeships?

5: Apprenticeships

A **Higher Apprenticeship** provides an opportunity to gain Level 4 (one level above A Level/ IB) qualifications or above, with most apprentices gaining an NVQ Level 4, HND, or foundation degree. Some offer the opportunity to progress to Level 7 (which is degree level). A higher apprenticeship can take from one to five years to complete, and involve part-time study at a college, university, or training provider. Entry requirements normally include 5 or more GCSEs at Grades A*-C (9-4) and some subjects at A Level or IB. Some employers may require a student to have studied a relevant subject to the apprenticeship.

Degree apprenticeships are similar to higher apprenticeships, but differ in that they provide an opportunity to gain a full Bachelor's degree (Level 6) or Master's degree (Level 7).

Designed in partnership with employers, part-time study takes place at a university or college, with the rest of your time being with your employer.

They can take between three to six years to complete, depending on the course level. You would normally be required to get 3 good A Levels or equivalent to get a place. They are relatively new and are available in the following fields:

Aerospace Engineering	Aerospace Software Development	Automotive Engineering	Defence Systems Engineering	Dental Technician	Digital and Technology Solutions
Banking Relationship Manager	Bespoke Tailoring	Chartered Legal Executive	Electronic Systems Engineering	Healthcare Assistant Practitioner	Laboratory Science
Chartered Manager	Chartered Surveying	Construction	Licensed Conveyancer	Nuclear Science	Operations Manager
Solicitor	Technical Support Engineering	Product Design and Development	Outside Broadcasting Engineering	Power Systems	

NB: The range of apprenticeships is growing all the time and this list is not exhaustive

b. Applying for Apprenticeships

Apprenticeships are advertised all year round, and students should begin applying for September start vacancies as soon as they are advertised. Having good employability skills and work experience will enhance these applications and the school's Apprenticeships Adviser can support students with gaining these.

The UNIFROG software has a live link to the government's apprenticeship vacancies, and can be searched at any time. Vacancies can also be found at a variety of websites including:

<https://www.getmyfirstjob.co.uk/Apprenticeships/AboutApprenticeships.aspx>

<https://www.ucas.com/apprenticeships-in-the-uk>

<https://www.gov.uk/apply-apprenticeship>

All students will have the opportunity to attend an apprenticeships workshop at the annual Futures Conference.

c. Psychometric Testing and Interview Practice

If students apply for an apprenticeship or school leaver programme with a big employer, it is likely that they may be asked to take some online tests after submitting their application. These assessments are known as psychometric tests and there are different types including ability tests, aptitude tests and personality tests. They are often used to measure reasoning skills and can guide an employer about the applicant's current level of ability in an important skill or their potential to develop new skills. The tests are usually multiple choice or true/false scenario tests.

The school can provide support with practice tests, and students should contact careersadmin@felsted.org to arrange to discuss this with the Apprenticeships Adviser.

Online practice tests can be found via the following site (there are many others):

<https://www.ratemyapprenticeship.co.uk/advice/students/psychometric-testing>

If a student is successful in the tests, they will be invited to either a telephone, skype or personal interview. All students are able to request interview practice with a local employer via the school, and should contact the Apprenticeships Adviser for advice.

All students should contact the Apprenticeships Adviser and the Director of Professional Guidance when they make the decision to apply for apprenticeships, and at the latest by 1st October. This is so that we can provide the best support and guidance for them.

6: School Leaver Employment Schemes

a. Applying for Employment

Applying for a school-leaver scheme is not dissimilar to the process for applying to apprenticeships. They can often allow a student to complete an apprenticeship as part of the role. There are many advantages to such programmes.

- Students will have no student debt
- They will start to earn a salary immediately
- Most programmes involve studying for further professional qualifications or a degree. These are paid for by the employer
- It is often easier to secure a role with a leading company as a school leaver than it is as a graduate, when competition is tougher.
- Increasingly more and more companies are offering school leaver programmes as they find taking students on at this stage very attractive
- Students will often end up, after 3-4 years at a similar stage to a graduate entering the organisation

There are now School Leaver programmes in all business sectors, from technical, commercial to creative. They are generally with FTSE 100 leading employers who offer great training programmes and pay good starting salaries.

b. Building a CV

It is vitally important for all students to have a good *Curriculum Vitae* in place by the start of the Upper Sixth and perhaps even more so for those entering employment. There are different formats available, and there are many templates online. All Felsted students will have the opportunity to build their CV using the online UNIFROG software, which contains a CV builder, as well as receiving advice and guidance about this through the Career Education Programme.

c. Psychometric Testing and Interview Practice

If students apply for an apprenticeship or school leaver programme with a big employer, it is likely that they may be asked to take some online tests after submitting their application. These assessments are known as psychometric tests and there are different types including ability tests, aptitude tests and personality tests. They are often used to measure reasoning skills and can guide an employer about the applicant's current level of ability in an important skill or their potential to develop new skills. The tests are usually multiple choice or true/false scenario tests.

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Online practice tests can be found via the following site (there are many others):

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If a student is successful in the tests, they will be invited to either a telephone, skype or personal interview. All students are able to request interview practice with a local employer via the school, and should contact the Apprenticeships Adviser for advice.

All students should contact the Apprenticeships Adviser and the Director of Professional Guidance when they make the decision to apply for School Leaver Programmes or regular employment, and at the latest by 1st October. This is so that we can provide the best support and guidance for them.

7: The Benefits of Work Experience

Felsted School actively encourages all students to gain experience in the world of work. Year 11 and Year 12 students are expected to complete 2 weeks of work experience during their summer holiday. The Careers team can help students to source this experience and all are expected to complete feedback, reflection and evaluation about their experiences. We offer opportunities for students to engage with employers throughout the school year through Felsted Network events and Insight Days.

Work experience is important as it develops the skills employers expect students to have, and it also offers an opportunity to gain relevant experiences for both employment and higher education applications. For some higher education courses, it is essential.

Having experience of work will make them a more interesting prospect to employers and HE providers, and it will increase self-confidence.

It also gives practice at making applications and going for interviews and can help with future decision making about careers because it helps them understand their work likes and dislikes better.

It allows students to network with organisations which could prove very useful when job seeking after school or graduation.

Many national employers now recruit directly from their summer work programmes and some even offer sponsorship to students for their final year of university.

Students should also recognise the value of a holiday or weekend job, as employers like to see they have experienced 'real-life' employment.

During the pandemic, there are a number of opportunities for online work experience, as well as volunteering, and I would encourage students to look out for these.

8: Contact Details

For current information regarding all aspects of Felsted's Careers and Higher Education programme see: <https://sites.google.com/felsted.org/careersinfo>

For regular updates please follow our Twitter pages:

@FelstedCHE – General Careers and Higher Education including open days and apprenticeships

@Enterprise_Fels – Apprenticeships and Employment

@AndrewSociety – Oxbridge and US University information

Who to contact for information and support:

General Enquiries: Mrs Nikki Pritchard, Careers Administrative Assistant
careersadmin@felsted.org

Director Of Professional Guidance: Ms Louise Scofield – overall management of the Careers and Higher Education department. lms@felsted.org

Assistant Director of Professional Guidance: Mrs Sunshine-Harris nmsh@felsted.org

Director of Business and Enterprise Education, Apprenticeships Adviser: Mrs Joy McArdle jema@felsted.org

Medicine, Veterinary and Dentistry Adviser: Miss Alex Simpson alfs@felsted.org

9: Appendices

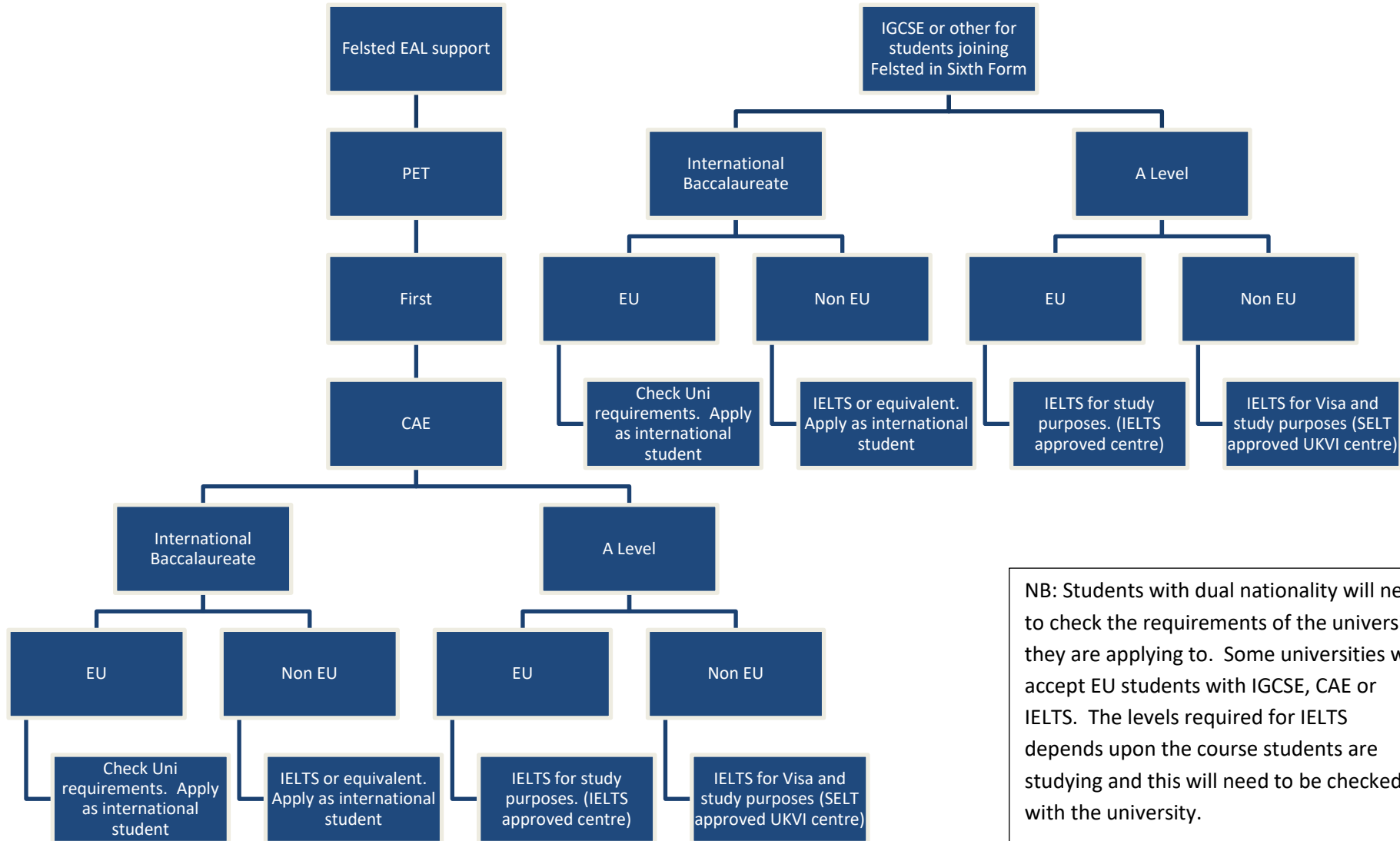
a. Disabled Students Allowance:

UK and EU Students can apply for Disabled Students' Allowances (DSAs) to cover some of the extra costs they have because of a mental health problem, long term illness or any other disability. This applies to learning difficulties such as dyslexia.

They can get the allowances on top of other student finance and it is not a loan – it will not need repaying.

More details can be found here: <https://www.gov.uk/disabled-students-allowances-dsas>

b. English Requirements for International Students at UK Universities:



NB: Students with dual nationality will need to check the requirements of the university they are applying to. Some universities will accept EU students with IGCSE, CAE or IELTS. The levels required for IELTS depends upon the course students are studying and this will need to be checked with the university.



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Felsted School deadlines for 2022 entry or 2023 deferred entry to UK, EU and US universities

There are a number of deadlines which are in place to enable us to complete our part of the application process which always involves a substantial reference. Some of the deadlines depend on the university or course.

The so called 'early' applicants are those applying to Oxford, Cambridge, Medicine, Veterinary Medicine, Veterinary Science and Dentistry. This is not because they are more important, it is simply because UCAS requires earlier deadlines to be met in order to process high volumes of applications which also require tests and interviews. US Applicants also have an opportunity to apply for early action and the internal deadlines for this are the same.

We advise all our applicants to complete their application as early as possible.

Please note: Whilst we will check the applications and give advice, the school is not responsible for the final details, clarity or style of the personal statement or the details of the courses to which the student is making an application. The application is the student's own work and the checking thereof is the responsibility of the student.

While it is possible to apply in early January, before the 15 January UCAS deadline for fair consideration, this does not give us enough time to assist and offer you our full support. A later application like this may put the student at a disadvantage in applying for some courses. **Thus all students are expected to have submitted their application before Christmas, except in extenuating circumstances.**

Note: 'deferred entry' means that you will apply this year but for entry to university after a gap year. The school will advise on the individual cases where this may be advisable or not. Many universities and courses encourage the idea of a gap year but of course you can apply during that gap year- sometimes this will give you a better chance than applying for deferred entry, although this is not normally the case. You will still need to complete a personal statement this year, and your teachers will still write your reference so that we are prepared for you to make a 'Year 14' application. We can also provide some suggestions and contacts for gap year activities. Please talk to us for advice.

Privacy Notice: Please read the school's privacy policy for more detail. We will keep your applications on digital (and sometimes paper) file for 5 years. This is to enable us to support you with later applications and to help us fulfil any reference requests. We may use some material anonymously for staff training and student exemplar material.

Louise Scofield

Director of Professional Guidance (Higher Education and Careers)

Lower Sixth Internal Deadlines/ Events

Late summer term –date tbc

Futures Conference: Application and Personal Statement workshops – in person or virtual

1st July:

ALL students to have registered their personal details and GCSE/ equivalent qualifications on www.ucas.com

Before the end of the summer term you should ensure you have sought advice from your tutor and a subject specialist about the courses you are considering. If you are applying to Oxbridge you should have been working with a subject mentor, obtained reading lists, obtained some practice examination papers and confirmed your choice of college to the Ms Scofield. Students needing to take UCAT should register and book their test date as this is done independently of the school. Registration for other tests such as LNAT and BMAT open in August and September and you will need to discuss registration with the relevant member of staff. Summer Holidays: You should review your decisions so far and complete the first draft of your personal statement

Upper Sixth Internal Deadlines

Weds 8th September:

(first day of term) FINAL personal statements for early applicants and Common App essays for US Applicants to be with subject advising staff. You can make changes after this point, with advice, but you should consider this to be your final version.

All students to enter their intended A Level or IB subjects onto the UCAS system by this date for checking by the Professional Guidance Team.

24th September:

UCAS Applications for all early applicants to be completed including full examinations, pending examinations and Personal Statement. References will then be finalised and the whole application will be discussed with the Director of Professional Guidance and Head of Competitive Applications.

1st October:

FINAL draft Personal Statement deadline for ALL Applications

1st October:

Students applying for European or other International courses should have notified the Director of Professional Guidance of their intended applications by this date. Applicants to US universities must notify the Head of Competitive and US Applications