



WARWICK
SCHOOL



YOUR FUTURE

2022-2023

WARWICK SCHOOL GUIDE TO HIGHER EDUCATION



Welcome to our Sixth Form

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Higher Education in Numbers

University destinations

Every year our pupils attend a range of excellent universities across the UK and further afield, to study a wide variety of subjects. Listed below are the top 12 destinations for Warwick School boys over the past three years:

- 1** Birmingham
- 2** Bristol
- 3** Cambridge
- 4** University College London
- 5** Durham
- 6** Edinburgh
- 7** Exeter
- 8** Leeds
- 9** Manchester
- 10** Newcastle
- 11** Nottingham
- 12** Oxford



78% First Choice University Offer for 2020
2019 - 59%

67% Russell Group for 2020
2019 - 42%





Introduction

Warwick School has a long and successful history of guiding and nurturing our Sixth Form pupils through the process of applying and gaining places to read a myriad of subjects at university. A glance at our destinations map shows that Warwick pupils regularly receive offers of places from universities considered to be among the best in their field. These include not only the traditional 'Russell Group' institutions but also nationally recognised universities at the cutting edge of teaching and research. Subjects that our pupils go on to study range from traditionally academic to wholly vocationally. So whether your interests lie in medieval history, environmental engineering or chemistry or you have a desire to follow a career in automotive engineering, accountancy, medicine or law, the Sixth Form Higher Education team will be there to provide the advice and support you need to enable you to fulfil your ambitions.

Deciding upon a course and university to apply to can be a confusing landscape. Type 'History', for example, into the UCAS website and you will be presented with no fewer than 2355 courses at 148 higher education institutions to choose from. This is why at Warwick we will ensure you know what to look for in a degree course, the key non-academic aspects you have to consider when deciding on universities and how to complete your UCAS application form.

The transition from A Level pupil to undergraduate is far more than a process, however. It is a golden opportunity to explore the world of academia and vocational professions. There will be opportunities to attend events, listen to speakers, undertake work experience, participate in societies, enter competitions, attend open days and meet Old Warwickians currently studying at university. Make the most of these opportunities and you will be enriching not only your knowledge, but also preparing yourself for undergraduate life.

Although today there are more universities and more courses than ever before, there is no doubt that for the most popular universities, and the most popular courses, competition is fierce. At Warwick, we have been responding to the increasingly competitive market of university application by providing a range of bespoke courses and programmes that will position you as a front-runner in the demand for university places. These include specialist Academic Enrichment lessons, preparation for university admissions tests and interviews, specialist advice on applying to Oxford and Cambridge and other highly competitive institutions. For those interested in medicine, health related professions or law, the new Foundation Pathway programmes for these professions will see pupils from King's High and Warwick join together following a dedicated, diverse and stimulating programme. These programmes have been designed with the aim of understanding what a career in these professions entails, as well as providing necessary support throughout the application process.

Many pupils are now actively considering studying abroad and we now have a global universities advisor for the Foundation who specialises in helping those Sixth Formers who would like to explore the possibility of an overseas university.

Applying for university is one of the most exciting, yet sometimes most daunting, times of your life. This booklet will help explain how to set about this, what is on offer and the staff who are there to help you every step of the way. I know they are looking forward to working with you over the coming months.

Dr S Chapman
Senior Deputy Head

Meet the Team



Mrs V Bell
Head of Sixth Form

As Head of Sixth Form at Warwick School, I take responsibility for helping the pupils gain independence as they work towards their goals for the future. I make sure that the boys make the most of their study periods and encourage excellent study habits. I work closely with the Head of Careers and Volunteering and Head of UCAS to help the boys make informed choices for their future. Having worked in Management Consultancy and Investment Banking prior to teaching, I am able to advise on life beyond school and University. I'm here to support, encourage and motivate the boys to reach their potential so they have every opportunity for success both within and beyond Warwick School.



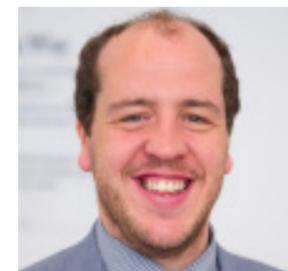
Mr M Cooley
Head of UCAS

I have taught at Warwick School for 13 years and my children have been within the Foundation throughout that time. I teach Classics within the classroom, and outside it take school teams for cricket and hockey, quiz and chess as well as singing in the school choir, and having been in charge of 'Able, Gifted & Talented' as Head of Scholars for the last eight years. So there is a good chance that I'll already know a boy when I come to help advise him on his choices for higher education. I hope to help boys make informed and successful choices which will set them up for life, but most importantly to enjoy their time over the next few years studying a subject they will really enjoy.



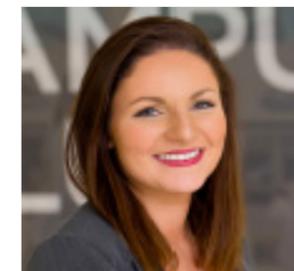
Mr N Tapper-Gray
Head of Careers and Volunteering

My role is to help Warwick pupils find the right post 18 option and to help them in the decision-making process. This will include exploring the different pathways: higher education, degree apprenticeships and facilitating opportunities for Sixth Formers to engage with top employers from the world of work. This will take the form of activities and events designed to prepare Warwick pupils beyond Warwick School, including networking events, career talks, work experience, profiling, and information events on topics such as student finance, gap years, student life and beyond.



Mr C Bennett
Assistant Head of Sixth Form

My role within the Sixth Form team centres on supporting the Head of Sixth Form and looking after the pupils' pastoral and academic welfare. In relation to HE, my role involves discussions with pupils on their chosen universities, course and career choice. Having previously worked in the legal services sector, I am able to offer pupils an insight into the world beyond university and what they could be doing now in order to make themselves stand out, such as improving their employability skills. As a Sixth Form Tutor, I am involved in the UCAS process, which includes helping my tutees pick the right course for them, advice and guidance on personal statements, and activities beyond the curriculum which can enhance their prospects of securing a place on their chosen course.



Mrs K Poole
Assistant Head of Sixth Form

My role within the Sixth Form Team is working alongside Mr Bennett as well as supporting the Head of Sixth Form, Mrs Bell; where we strive to ensure all pupils reach both their personal and academic potential. As a designated safeguarding lead for the school, a large amount of my responsibility lies with ensuring pupils feel happy, safe and listened to as part of their educational experience. Having also seen the UCAS process through a few times, I try to ensure pupils choose courses that are uniquely suitable for them or help guide them with a career path that fits their personality and character strengths.





Dr S Chapman
Senior Deputy Head

I have been involved in university applications at Warwick for 20 years. Initially as a Sixth Form Tutor and more latterly as a senior member of staff, I regularly advise on the UCAS application process and the changing landscape of university admissions. I oversee UCAS predicted grades, along with my colleagues, and provide a conduit to admissions teams and university departments to ensure you are in possession of the latest, most up to date information that will help guide your choices and application.



Mr J Jefferies
Senior Tutor

I joined the teaching staff of Warwick School in 1995. I have been Head of History, Head of Upper School and Head of Sixth Form. As Senior Tutor I am keen to encourage all Sixth Formers to expand their intellectual enthusiasms in order to prepare them for life-long learning. I also work closely with Mr Cooley and Mr Bennett preparing pupils for Oxbridge.



Miss Z Yeldham
Coordinator of Medicine and Health Professional Pathway

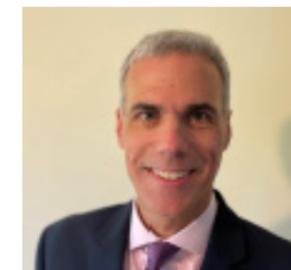
As the Coordinator of the Medicine and Health Professional Pathway, my role is to support Sixth Form pupils in making successful applications to study Medicine, Dentistry or Allied Healthcare courses at university. Applying for these highly competitive subjects requires an enormous amount of preparative work and I provide targeted guidance, advice and training to support our pupils through this. Our programme focuses on helping pupils secure appropriate work experience, preparing for the UCAT and BMAT entrance examinations, and practising interview skills. As part of my role, I liaise with alumni from across the Foundation, organising lectures, seminars and workshops with former pupils who are currently studying, or have recently graduated from, a variety of Healthcare courses, allowing them to share their experience and wisdom with our current pupils.



Mr C Bennett
Coordinator of Law and TSA Pathway

My role is to prepare and monitor the progress of pupils wishing to undertake the LNAT and the TSA entrance assessments. The LNAT is required by several of the UK's leading universities to test a candidate's aptitude for the skills required to study Law. The Cambridge Law Test is an entrance assessment required by the University of Cambridge, which candidates must sit if they wish to read Law there. Finally, the TSA is a part multiple-choice and part-essay entrance assessment required by both the Universities of Oxford and Cambridge for a number of courses (details of which can be found here: admissionstesting.org/for-test-takers/thinking-skills-assessment/). Preparation for the above entrance assessments centres on an intense and rigorous programme which involves seminars, practice tests and

recommended reading. The candidates will begin the programme at the start of Lent Term in Lower Sixth, thereby giving the candidates 10 or 11 months of preparation time. Apart from the programme's ultimate aim of having candidates fully prepared for these assessments for Michaelmas Term in Upper Sixth (when they sit the assessments in question), the programme is also intended to enhance the candidates' critical thinking and logic skillset, all of which are essential for candidates to be successful at leading universities and life beyond the classroom.



Dr J Mills
Global Universities Coordinator

As Global Universities Coordinator, my aim is to help pupils explore post-A Level options in countries outside of the UK where their interests and talents might be well suited. A major part of this role is to provide information and detailed advice about the range and types of courses available and the strengths that many non-UK universities offer as well as helping pupils and parents navigate the demands of foreign admissions procedures, which are very different from UCAS. Much of the focus will be on North American universities and particularly on Ivy League and other highly selective college admissions, but there will also be advice on and application support for degree courses offered entirely or primarily in English in other countries. Assistance with the differing admissions policies, testing requirements, essay writing, financial aid and sporting scholarships will also be offered to both interested pupils and parents.

Aiming High

UCAS and Higher Education at Warwick School

Students in the UK are amazingly fortunate in that three UK universities (Oxford, Cambridge and Imperial College, London) regularly appear ranked in the top 10 of world universities. UK universities, especially the ‘Russell Group’ ones, also take up a number of slots in the world top 100 which is hugely disproportionate to the UK’s size or population, while all the Russell Group Universities and four others come in the top 200, including, locally, Warwick at 77th and Birmingham at 107th (*THES world rankings 2021*).

This makes these universities great places to study. As great international universities they attract students from all over the world; and their reputations are recognised by international companies. This also makes applying for these institutions a very competitive process, though this varies within a university from course to course.

From early on in the Lower Sixth, every pupil will explore and select courses, universities and other post A Level options that inspire them, resulting every year in a fantastically wide range of leavers’ destinations. Pupils will need to do a lot of individual research, but also work closely with our team of specialist staff who are there to support and guide them through the process, and ensure that their applications are as competitive as possible.

Some pupils may already have long had a fixed idea of course and university, and even have chosen their A Levels accordingly. Others may have started new A Levels which they may be inspired to continue at university. Others still may wish to explore entirely new subjects at university; or options such as degree apprenticeships.

Wherever you are on this spectrum, it is very important to be flexible and realistic. So do think honestly about your academic strengths and weaknesses; and about

the specific course content. It is important to aim high, but also to ensure that you include some very realistic applications to universities with lower entry requirements. Once you have received your offers, you will nominate (by around May) one ‘Conditional Firm’ offer (your top choice) and one ‘Conditional Insurance’ offer (your reserve offer). The ‘insurance’ offer should therefore be lower, and for the sort of grades that you should still attain even if you have a bad day in the examinations.

To get started with your research into universities, courses and entry requirements, there are a number of useful resources:

1. **UCAS.com:** an excellent, comprehensive resource with all of the latest information on everything you need to know about the UCAS system, increasingly with bite-sized video clips www.ucas.com
2. **Unifrog:** a superb online resource which offers a ‘one-stop’ platform which we are beginning to use at Warwick School from Year 10 onwards. This offers a single platform for every aspect of higher education. It allows pupils to compare every undergraduate course in the UK, every US university and undergraduate programme taught in English within Europe, Canada, Australia and New Zealand. Boys can compare UK degree apprenticeships and School Leaver Programmes, FE college courses and colleges at Oxford and Cambridge. Unifrog is also the place where pupils can record activities, achievements and competencies, and then go on to draft the materials needed for applications, whether that is the Common App Essay for US applications or the UCAS Personal Statement. It is intuitive, easy to use and can be accessed on any device.

3. **Heaps of Heaps:** Brian Heap’s University Degree Course Offers justly deserves its subtitle, The essential guide to winning your place at university. Heap 2022 is the 52nd edition of this guide, and there is a copy for every Upper Sixth Form room.

4. **In-house Oxbridge guides:** Warwick School also has two different in-house Oxbridge guides covering not only information about subjects, colleges, admissions tests, but also details of interviews from many of the applications over the last 25 years! These are available from Mr Jefferies and Mr Cooley.

5. **US and overseas universities:** An increasing trend in the UK since introduction of student fees has been for pupils to consider places at US universities. Many offer very generous scholarships and bursaries meaning that fees overall may be no more than for UK universities. The admission procedure (complex and individual to each US university) is often designed to give greater weight to high-level extra-curricular ability than is the case with most UK universities. In recent years, several boys have succeeded in gaining sports scholarships to prestigious US universities, including Harvard. Dr Mills has recently been appointed as WISF adviser on overseas university applications, and will be able to give general advice to boys and parents, as well as specific advice to boys who decide to apply.

6. **University League Tables:** These can be helpful tools to understand more about the strengths of the universities you are interested in, and how the universities overall and the individual departments rank nationally and internationally. Human Resources departments of major companies are well aware of this sort of data. The first website listed has, as one of its editors, an OW who is now in close contact with the Sixth Form team.

thecompleteuniversityguide.co.uk/league-tables/rankings

theguardian.com/education/ng-interactive/2020/sep/05/the-best-uk-universities-2021-league-tables

topuniversities.com/student-info/choosing-university/worlds-top-100-universities

7. **Printed resources:** Our comprehensive collection of Higher Education and Careers printed resources are stored in the Library, Careers Room, and the first floor of the SSFC. These are regularly updated and available for pupils to read.

8. **University Open Days:** Who would ever have thought that one whole cohort would have had to complete the entire UCAS application without the chance to visit their chosen universities! While the situation remains unclear, in person open days are a wonderful and vital opportunity for pupils to find out more about the courses and institutions in which they are interested, and to see where they might be living for three or four years. So where possible we recommend that pupils attend at least two open days. Most of these are on Saturdays and boys should attend these rather than on school days during term time, while also keeping in mind any school sporting commitments. **Those selected for school for school sports teams should fulfil their commitment.** To this end, up to a maximum of three school days are allowed for attendance at open days. If there is a particular open day that will clash with a school fixture, and cannot be attended on another day, then a request for absence should be made two weeks in advance to the appropriate Head of Section. Don’t forget that a great deal of open day material is now also available online.

9. **Further support:** a comprehensive programme of careers guidance and higher education support is also available. A timetabled ‘enrichment’ lesson each week, provides opportunity for boys to receive subject specific academic enrichment as well as a slot for occasional general lectures. In addition we run regular careers talks; a designated UCAS day for the Lower Sixth; a talk for parents ‘Through the UCAS Jungle’; ‘Target Day’ for Lower Sixth boys and their parents to discuss HE aspirations with the boy’s form tutor; our very comprehensive programme of mock interviews caters for any pupil applying for medicine/veterinary science/dentistry, or to Oxford or Cambridge. Boys will have one-to-one interviews with the Head of Careers and the Head of UCAS, as well as frequent advice from their form tutors. Specialist advice is available for applications to overseas universities, and for ones for law or for medical-related degrees.

Your Personal Statement

The personal statement (or 'Section 10') is the best known part of the UCAS form, and one on which everyone, probably, has an opinion. The key thing, of course, is that it has to be personal. UCAS automatically runs a plagiarism checker which directly informs universities if a particular phrase or phrases have been used a lot of times in different applications. So the personal statement has to be something that reflects the applicant's interests, but also his personality and even writing style.

It also needs to sit comfortably with the school reference which should neither endlessly repeat nor contradict the personal statement. So it is vital that the

form tutor sees early drafts of the personal statement. University websites and open days will almost always offer advice about how to (and how not to!) write personal statements. The obvious suggestions are that the candidate should show: a genuine interest in the subject they are applying for beyond simply having enjoyed it at A Level; engagement with supra-curricular activities; mention of extra-curricular activities (though offers are not given on these); work experience/volunteering where this is relevant for the subject (eg medicine); correct spelling and writing, especially for essay-based subjects.

The University of Warwick goes on to give the following advice:

Between 70-80% of your Personal Statement should focus on why you want to study your chosen subject.

The remaining 20-30% of your Personal Statement can be about your interests or experience more generally, and how they relate to your course.

Work experience is normally essential for certain practical subjects and/or ones which you have not experienced at A Level. COVID (and increasing Health and Safety requirements) have made it much more difficult to get certain types of work experience. Universities are very well aware of this, but also that a great many opportunities have been created online. The single personal statement goes to all universities in exactly the same form (Cambridge alone offers the opportunity for a short additional statement on its supplementary application form). So some care and skill is needed if applying, eg to two universities for a natural science course and the other three for straight physics.

Pupils will have become fully conversant with Unifrog during the Lower Sixth, or even lower down the school. This platform is the one we recommend pupils to use as it offers advice on structuring the statement, an automatic word count (4,000 characters is the strict limit, and this includes spaces), as well as the chance for pupils to record evidence of their skills, positions of responsibility etc as they go through the Lower Sixth. It can also be viewed securely by Sixth Form staff at all stages during the process.

Finally it's worth reiterating that it is a personal statement. Universities may have rules about what levels of GCSE grades, A Level predicted grades,

or sometimes admissions test scores they expect. But the personal statement will be read subjectively and that opinions will vary according to the reader. What one person may think is a wonderfully attention-grabbing opening may seem to another merely crass; and a brilliantly pointed quotation may be seen as utterly pretentious. One should, however, remember that it is written to be read by university tutors, so it should be accurate (politely ask a physics teacher to read what you have written about astrophysics!); and it shouldn't accidentally patronise the reader by telling her what *The Merchant of Venice* is about (whereas how you respond to the issues raised by the play is fine), nor need you tell academics that playing chess at a high level shows analytical thinking, or playing in an orchestra teamwork and practice, as they do actually know this.

Here, for example, is what our 'local' university says on its website:



What does the University of Warwick look for in a personal statement?

We do not have a set list of things that we are looking for, but there are some things that we think help to contribute to a strong personal statement:

- *This is primarily an academic statement about why you want to study a particular subject. Therefore, the majority of the statement should focus on discussion of that subject and why it interests you.*
- *Following on from this, we want to see that you are genuinely committed to your chosen area of study. Generally, this is better demonstrated through discussion of the subject and the experiences you have had, rather than through writing a sentence saying that you are interested in your subject of choice.*
- *We are looking for students who can critically reflect on what they have read, experienced and learnt and come to their own reasoned conclusions.*
- *We also like to see that you can structure an essay and an argument well, including proof-reading it thoroughly.*



Finding out more

ucas.com/sites/default/files/ucas-personal-statement-worksheet.pdf

ucas.com/further-education/ucas-progress/how-write-ucas-progress-personal-statement

topuniversities.com/student-info/choosing-university/how-write-ucas-personal-statement

UCAS Grades, The School Reference, and UCAS Extra

UCAS predicted grades are a very important part of a pupil's application. We are fully aware that the UCAS predicted grades can have a significant part to play in whether or not an offer for a particular course is made, and do everything we can to support our pupils. Part of this actually involves our not wanting boys to receive massively inflated predictions, leading them to look only at courses with high grade offers, and ending in disappointment on A Level results day. As a school we have to balance our desire to give our pupils the best chance of receiving offers from their chosen institution, while also providing them with a clear sense of realism about the likely grades they will achieve so that they choose courses accordingly. We have thus developed the following policy to determine the UCAS predicted grades:

UCAS Predicted Grades Policy

The new criteria for awarding predicted grades will be as follows:

Predicted Grade for UCAS	Criteria
A*	A* in summer exam OR A in summer exam; working consistently at A grade level throughout L6 with production of several pieces of work at A* standard (<i>at least a third of tests/ homework at this level</i>).
A	A or high B in summer exam OR Low B in summer exam; working consistently at B grade level throughout L6 with production of several pieces at A grade standard (<i>at least a third of tests/ homework at this level</i>).
B	Low B or C in summer exam OR D in summer exam; working consistently at C grade level throughout L6 and some work at B grade standard.
C	D / E in summer exam

These criteria are intended to ensure realism and uniformity in the award of predicted grades while still being optimistic about a pupil's chances. It also allows for department discretion considering work across the year.

Appeals may be made to the Deputy Head (Academic) but must demonstrate that the criteria above have not been applied correctly. It is not enough, simply because a desired university course requires it, to request a higher prediction.

Where pupils feel they have significantly underachieved, they may re-sit subjects before the beginning of term at a time to be published in a formal exam setting. This will be a new examination and not the same paper sat in the summer. Based on the re-sit grade a higher prediction may be given.

These grades are communicated to the pupils and their parents before the Target Day late in the Summer Term to enable a realistic discussion about university applications.

It is worth noting that Government and Universities UK seem to have committed to changing to a post-A Level system, though this is unlikely to be implemented before 2024 (i.e. may be in place for those starting A Level courses in September 2022, but probably not before).

The School Reference

The university application form is completed with a reference from the school. Preparation for writing the reference is on-going within school throughout the pupil's time in the Sixth Form. Subject staff from the Lower Sixth, EPQ supervisors, form tutors, staff in charge of co-curricular activities and potentially house heads all contribute to the reference. Boys who have done significant volunteering/work experience for medical applications may wish to provide evidence of that too. We aim to ensure that each boy's reference fully represents his academic qualities, and personal achievements and attributes. The finishing touches to the school reference cannot be completed until the applicant has submitted the whole of his application (to avoid excessive repetition and/or contradiction); even once this is done it has to be checked by the Head of UCAS, and then read and approved by the Head Master, whose name appears on the reference, before being finally sent to UCAS, and thence automatically to the relevant HE institutions. Boys should be aware that in a large school and at 'peak times' this can take two weeks, hence the need for them to stick to the internal school deadlines (and with separate, earlier dates required by UCAS for all applications for any choices including medicine/veterinary science/dentistry, and for any applications including Oxford or Cambridge). 2021 saw previous UCAS deadlines being changed in the light of lockdown and school closures. Relevant staff have continued to monitor these changes and to keep pupils informed about the changing situation, and will do so with any further changes.

UCAS Extra, Clearing and Adjustment

UCAS allows for up to five initial choices. Applicants who have not used up all five choices may add applications during the process to courses with vacancies. In addition, 'UCAS Extra' provides a facility for candidates without any offers to submit further applications, one at a time, to courses with vacancies (but the previously submitted UCAS form cannot be changed, so no further information can be added or changes made to a personal statement). 'Clearing' and 'Adjustment' facilities provide further opportunities to secure places. The former is for applicants to secure places if they have missed their grades; the latter is for pupils who turn out to have achieved higher grades than their offers. Information on these processes is included on the UCAS website. The school and the UCAS Department are keeping fully abreast of any guidance and the latest changes with regard to the sitting of examinations, and the use of predicted grades in the Covid situation, and we are ready to respond and put action points in place.

Disabled Students' Allowance

Most universities now have very proactive student support departments and once notified of any form of special arrangements required – whether that be in lectures, work or exams, they are good at actioning this.

There is also a Government grant that you may be entitled to. This is the Disabled Students Allowance (DSA) which can help students meet the extra course costs that students can face as a result of a long term illness, mental health condition or specific learning difficulty. The DSA is dependent on the type of support the individual student needs and is paid on top of the standard student finance package and does not have to be repaid. It may help pay for specialist equipment a student may need to study such as a laptop or computer software, for example. Any application does not need to be done before you go to university – it can be done during the first term of your course, but applying early may enable the funding to be available at the beginning of your university course. To be considered for this grant, you must apply to your local education authority as the school has no part in the application process. Further information can be found at: [gov.uk/disabled-students-allowance-dsa](https://www.gov.uk/disabled-students-allowance-dsa)

Inspire Higher Education including Oxbridge

Extra-curriculum academic enrichment plays a major part in the life of the Sixth Form. Although strong A Level results are important, we want the Sixth Form to be more than passing examinations with the best possible grades. It is also about “learning for the sake of it”: a habit and a skill which we hope will last a lifetime. We therefore arrange many opportunities for Sixth Formers to expand their enthusiasms far beyond the classroom. These include:

- The bi-annual Floreat booklet which is full of essay competitions and teacher recommendations for “life-changing” books and films;
- The Encounters programme also provides Sixth Formers with an opportunity to meet with exciting figures in public and academic life after school on a Friday as well as engaging in debates and discussions;
- Weekly academic enrichment lessons (every Tuesday during Period 4), which are intended to give Sixth Formers a flavour of topics and courses that they may be considering studying at university, as well as introducing Sixth Formers to wider reading around the curriculum;
- For Sixth Formers applying for Oxford and Cambridge universities, as well as universities with an entrance test, a full programme of entrance test and interview preparation is provided, including the Thinking Skills Assessment, the National Legal Aptitude Test, Medicine-related tests (BMAT, UCAT and MCAT), the History Aptitude Test, TMUA/ Mathematics Admission Test, ELAT, Physics Aptitude Test, and MLAT;
- Additionally, the Sixth Form at Warwick School offers a comprehensive Oxbridge programme for those Sixth Formers intending to apply to Oxbridge. As well as having an outstanding academic profile, such Sixth Formers will be expected to demonstrate a passion and a keen interest in their intended field of study. Oxbridge applicants will be expected to register their interest at the earliest opportunity with Mr Jefferies, Mr Bennett

and Mr Cooley and they will be invited to a series of events which are designed to introduce them to Oxbridge and how to maximise their chances of being a successful applicant. Furthermore, Oxbridge applicants will be supported as they embark and navigate their way through the demanding application process. As stated above, these Sixth Formers will be supported through the admission test process; however, they will also receive support in relation to their personal statements, advised on college choice and offered guidance on the super-curricular activities that they undertake.

Support for Law Applicants

Law is an incredibly competitive course with specific entrance requirements and is highly selective. Typically, the A Level grades required for successful candidates are A*AA to AAA (depending on which university is making the offer). Furthermore, some universities (Oxbridge and UCL) require candidates to undertake an interview on top of the entrance assessment required for entry. Therefore, it is essential for pupils wishing to read Law at university to be fully prepared when making their applications. In addition, many universities wish to see that applicants are dedicated to their decision to read Law at university through their engagement with super-curricular activities.

Potential applicants will be assisted by Mr Bennett (the Assistant Head of Sixth Form), who read Law at Sidney Sussex College, Cambridge and was a solicitor before switching careers to become a teacher. Pupils will undertake a programme designed to enhance pupils’ critical thinking and problem-solving skills. The programme includes weekly sessions that involve the following:

- Exploring different areas of law, including public law, contract law, tort, equity, international law, property law and criminal law;
- Providing pupils with opportunities to read and analyse legal cases and texts;
- Enhancing pupils’ presentation and communication skills;
- Challenging pupils with complex legal problems in order to enhance their reasoning and critical observations, as well as developing their ability to explain difficult concepts in a considered, and effective manner;
- Formulating cogent and sustained arguments;
- Preparing pupils for the LNAT and the Cambridge Law Test;
- Discussing current affairs;
- Preparing pupils for interview (if required); and
- Engaging pupils with super-curricular activities, recommended reading lists and advice on their personal statements.





Support for Medicine and Health Professional Applicants

Medicine, Dentistry and other healthcare courses are some of the most notoriously selective and competitive subjects for which you can apply to study at university. Entry requirements vary depending on the institution and the subject of study but can range from A*A*A (Medicine at Cambridge) to AAB (Physiotherapy at Birmingham).

With such practical subjects, prospective students must show university admissions tutors that they have a thorough and realistic understanding of what each course, and related career, involves. Pupils need to have carried out and reflected upon appropriate work experience well in advance of submitting their UCAS application.

All pupils applying to study Medicine or Dentistry will need to sit at least one entrance exam from the UCAT or BMAT, depending on the universities to which they are applying. These entrance examinations are rigorous and require hours of preparation and regular practice each week over the course of Lower Sixth. Many universities now use the UCAT score to filter applications, with some of the more selective

institutions setting an incredibly high threshold, with pupils scoring below this being rejected without interview. Focusing on preparing effectively for these assessments will increase pupils' chances of being invited to interview.

Pupils interested in these courses will be assisted by Miss Yeldham, the coordinator of the Medicine and Health Professional Pathway. Pupils will be invited to attend the Foundation's medical society, designed as a forum for pupils to discuss relevant literature, current healthcare-related issues and to practise the critical thinking skills required for the entrance examinations. Pupils will also be invited to take part in the following:

- UCAT and BMAT courses run by external companies such as The Medic Portal;
- Personal statement masterclasses;
- MMI interview practice sessions;
- Traditional panel interview practice sessions;
- Networking events with alumni from across the Foundation; and
- Seminars, lectures and workshops run by alumni and individuals in the healthcare industry.

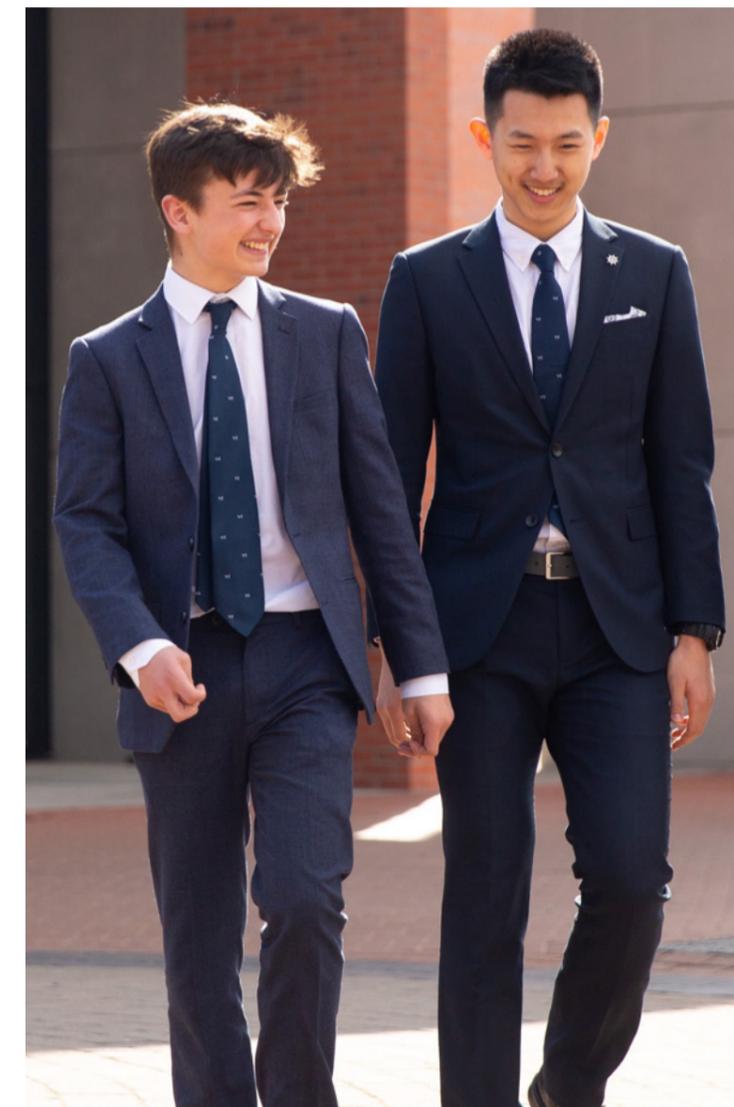
Support for Overseas Universities

The Global Universities Programme seeks to assist pupils and their families with non-UCAS higher education information and application support. Although most of our pupils will find options for their post-A level education within the UK, there is an increasing number of engaging and exciting degree options in North America, Europe and further afield that might provide a better fit for pupils' passions and talents than those offered here. Some of the attractions of such options include:

- A wider range of degree options, combinations of subjects and multi-disciplinary studies
- Different learning methodologies, including paid internships, experiential education and modular examination methods
- An alternative pathway to professional studies such as law, dentistry and medicine
- Diverse social, cultural and, depending on your choices, linguistic experiences
- Excellent and often enhanced opportunities for developing sporting, dramatic, musical and artistic excellence
- Doing something different that can set you apart from the crowd!

The approach for this programme is based around a counselling model, whereby pupils meet with Dr Mills to discuss what their unique interests and abilities are, and then to research and develop a list of potential institutions and programmes that reflect these. Following that, if appropriate, pupils receive advice about and plan visits (real and/or virtual) to universities, arrange meetings with current students and alumni of prospective universities, and, after that, coordinate the application process in addition to or instead of the UCAS process.

Dr Mills will be able to point pupils to relevant books, websites and online tools that will help families investigate and navigate through these exciting opportunities. He will also advise parents and pupils about the financial aspects of the process, including international need-based financial awards and athletic scholarships where appropriate.



The Careers Department at Warwick School

The purpose of Warwick School's Career Department is to ensure we provide the best service possible to our pupils by helping them develop a career plan based on their chosen vocation and, if they do not have job ideas, help them access Information, Advice and Guidance (IAG) to support the innate skills they possess and to enhance the abilities they want to develop. The aim is to enable Warwick Sixth Form pupils to make informed choices, whether it be the university they wish to attend, the top degree apprenticeship they want to do, or to enter the world of work directly.

- All Lower Sixth boys will be invited to come for a 1:1 Careers meeting during the Michaelmas Term
- The department provides specialist advice to all pupils as they make decisions concerning Higher Education
- We deliver a tailored event on applying for Higher Education to all Lower Sixth and Upper Sixth pupils
- We promote Open Day dates and keep a record of who visits
- We invite external speakers to advise on Higher Education
- We provide Careers Fair in collaboration with King's High School
- In collaboration with the Head of Sixth Form we match careers to individual achievement and effort, underpinned by close monitoring of Higher Education applications
- We provide IAG to pupils on UCAS applications
- To further support interview, networking and employability skills, we hold group sessions on the most popular careers, eg Law, Medicine, Engineering, Accountancy and Architecture



Degree Apprenticeships

Degree apprenticeships were launched September 2015 by the government as an exciting opportunity to develop employer-focused higher education in England.

Why do a degree apprenticeship?

Degree apprenticeships allow you to earn while you learn and progress into highly skilled careers. The real benefits of a degree apprenticeship include applying what you learn in the class room to real world projects in the workplace. Apprenticeships can take between three to six years to complete and involve work and part-time study at university.

The unique selling points of a degree apprenticeship are that they offer the highest academic qualifications without the student debt, plus workplace experience that gives the degree apprentices an advantage over traditional apprenticeships your peers may be taking and standard degrees.

One of the principle benefits of the degree apprenticeship is the fact that students are employed and paid a wage throughout the course whilst also gaining a full degree.

Degree apprenticeships build on the existing models of sandwich degrees (spending a year in industry) and work placements (doing industry placements in term time or holidays) but differ in two key ways: apprentices are paid from day one and all university fees are paid by your employer. Degree apprenticeships are available in a wide variety of sectors: digital, engineering and manufacturing, health, public services and care. Information and communication technology. Legal, finance and accounting. Retail and commercial enterprise. Sciences and mathematics. Transport and logistics, etc.

Most Warwick pupils continue to apply to university through UCAS for a bachelor's degree. However, degree apprenticeships are growing; and many blue-chip companies are now actively seeking the best pupils to join their apprenticeship programmes. They offer a positive pathway to a successful career.

The benefits of a degree apprenticeship:

- Paid by your employer while you train
- The employer will also pay tuition fees, so student will graduate debt free
- Chances of being employed by the employer permanently are very high because they have invested a lot of time and money in the training and provided the apprentice with a bespoke programme to fit their business needs
- Gain a degree and sometimes a postgraduate qualification

The Careers Department at Warwick School offers support to all pupils who would like to follow this route, assisting with applications and preparing them for interviews.

Finding out more
ratemyapprenticeship.co.uk

gov.uk/government/publications/higher-and-degree-apprenticeships

getmyfirstjob.co.uk/Choices/Apprenticeships/DegreeApprenticeship.aspx

thescholarshipub.org.uk/guide-to-uk-degree-apprenticeships/

Key UCAS Dates and Deadlines for 2023 Entry

Tuesday, 1 February 2022
Higher Education Evening

Monday, 13 June 2022
UCAS day for all Lower Sixth

Wednesday, 22 June 2022
Target day (Form tutor meetings)

For Early Entry (all Oxbridge and Medical applications)

11 June – 29 September 2022
University Clinical Aptitude Test (Medicine)

Monday, 12 September 2022
Personal Statements complete on Unifrog

Monday, 19 September 2022
UCAS form complete: Press 'pay and submit'

Friday, 14 October 2022
School to send all early entries (UCAS deadline 15 Oct)

Wednesday, 2 November 2022
Oxbridge Tests (where applicable)

For all other applications

Friday, 14 October 2022
Personal Statements complete on Unifrog

Monday, 7 November 2022
UCAS form complete: Press 'pay and submit'

Monday, 16 January 2023
School to send all remaining applications

Mid May 2023 (date to be confirmed)
All university offer decisions made

Early June 2023 (date to be confirmed)
Last date for final firm and conditional choices

August 2023 (date to be confirmed, but usually third of the month)
Results day





WARWICK SCHOOL

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