



**ibsc**a  
IB Schools and Colleges Association



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

# Valete

Nick Lee

University Liaison Officer

[www.ibo.org](http://www.ibo.org)

# When I started this job .....

## Was everything in the garden lovely?

Mostly okay, but some issues, for example:

- Still not full understanding of the IB
- Some poor offers through naïve equivalence: 7 = A etc
- Some poor offers through subject specialists who think that breadth implies a sacrifice of depth.
- Offers not in UCAS Course Search, in prospectuses and on websites.
- And so on .....

# What schools have done over time

.....

- Give information to universities
- Build up relationships
- Challenge poor offers
- Support students at results time

# What I have done so far

**Over the last two and a half years I have built up:**

**☐ Lots of emails – to and from:**

- Schools
- Universities (of course)
- IB staff
- UCAS

**☐ Visits to universities**

**☐ Visits to ‘groups’**

- e.g. all the university registrars

# So far

## Visits to schools

- e.g. Attend area meetings

## Conferences

## Student HE Conferences

## Meetings

- IBSCA Steering Committee Meetings
- IB recognition meetings

# So far

## □ Information gathering

- individual emails
- annual questionnaire to schools
- other individuals
- universities
- IB is also carrying out some surveys e.g. with HESA

# So far

## □ Information dissemination:

- messages to all schools.
- FAQs on the IBSCA website.
- bULOg
- newsletters for universities

# So far

## □ Recognition events

- two regional events

## □ Other work

- e.g. curriculum developments in the IB

## □ The rhythm of the year.

- Key points e.g. September

## UCAS quote of the year

- 'The IB punches above its weight in the media' Mary Curnock Cook

# The shape of things in the UK

- ❑ Universities = a mess - admissions, funding etc.
- ❑ Some may close
- ❑ Some departments (note – departments) still do not understand the IB e.g.
  - English at Goldsmiths
  - History at Leeds
  - Manchester Medicine
- ❑ Still lack of familiarity - Russell Group Informed Choices; Maths / Stats Admissions Tutor UWE
- ❑ Funding!!

# Other news

- UCAS tariff = good
- UCAS tariff = bad
- UCAS Qualifications Information Review (= Tariff Review)
- Government / Border agency restrictions on visas

UCAS stat of the year:

‘Some 3500 students who achieved 3 As at A level in 2010 received no offers.’



# The good news

- Oxford advice
- Cambridge stats
- HESA stats



# The HESA stats – a summary

**Postsecondary destinations and academic outcomes of IB diploma graduates in the UK**

***HESA***

The next few slides are based on a presentation by Jennifer Tan, IB statistician.

# Key Findings

## 2008/09 tertiary entrants:

- ❑ 423,455 full time entrants to 165 HE institutions in UK
- ❑ 6,390 (1.5%) IB students

## Enrolment

- ❑ IB students more than twice as likely as non-IB peers to enroll in top 20 ranked university

## Achievement

- ❑ 19% and 55.1% obtained first class and upper second class honors, compared to 14.5% and 52.6% of A level and equivalent students

# Key Findings

## Continuation rate

- ❑ IB students generally reported higher continuation rates and lower attrition rates
- ❑ e.g. Computer Science, attrition rate was much lower for IB students (2.5%) as compared to 9.8% for non-IB students

# Key Findings

## Post-tertiary pathways

- ❑ IB students almost twice as likely to pursue graduate study
  - ❑ IB students reported slightly lower unemployment rates (assumed)
  - ❑ IB students reported slightly higher median salaries overall, although in specific fields, e.g. Historical & Philosophical Studies, as well as Social Studies, differences were noted to be higher
- ➔ Findings go some length to **validate IB diploma programme as rigorous preparation for success at tertiary level and beyond**

# The HESA stats – my angle

- ☐ Quite wonderful – reinforce what we have been saying.
- ☐ Numbers into Russell Group & Medicine – not so bothered.

## Am excited about:

	<b>IB</b>	<b>A level and equivalent</b>
<b>First class honours</b>	<b>19.0%</b>	<b>14.5%</b>
<b>Upper second</b>	<b>55.1%</b>	<b>52.6%</b>



Plus .....

Continuation data

Postgraduate study data

# My angle

1. I can say to universities – lower your offers
2. However, stats not outrageously out of line with A levels – reassurance
3. Best of all – **IB STUDENTS DO BETTER THAN A LEVEL AND EQUIVALENT STUDENTS ACROSS ALL SUBJECTS** – except Mass Communication and Documentation
4. **BEST POSSIBLE ANTIDOTE TO UNIVERSITY ADMISSIONS TUTORS WHO WORRY THAT BREADTH DOES NOT EQUAL DEPTH – THE SYNERGY IS THERE!**

# Spread the word

- Who?
  - You
  - Your sixth form tutors
  - Your progression coordinator
  - Your students
  - Your parents
  - Your teachers
  
- The HESA stats give the ammunition to respond to ill-informed university people .....

# When I started this job .....

## Was everything in the garden lovely?

Mostly okay, but some issues, for example:

- Still not full understanding of the IB - **Developing***
- Some poor offers through naïve equivalence: 7 = A etc – **The A\* is helping***
- Some poor offers through subject specialists who think that breadth implies a sacrifice of depth. – **The HESA report will help***
- Offers not in UCAS Course Search, in prospectuses and on websites. - **Improving***
- And so on .....*

# Finish

Thank you for your support and appreciation over the last two and a half years. I love being part of the IB family!

And do not forget The Mission

[nick.lee@ibo.org](mailto:nick.lee@ibo.org)

– until September!



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