



**ibscas**  
IB Schools and Colleges Association

# The University Admissions Officers Report 2017



## About IBSCA

The IB Schools and Colleges Association (IBSCA) offers membership to all schools in the UK and Ireland offering International Baccalaureate (IB) programmes.

IBSCA exists to:

- provide a network of support for teachers through a range of professional development opportunities
- provide tailored support for individual schools
- liaise with Higher Education institutions and other relevant bodies to increase understanding of the value of the programmes.

For more information about IBSCA please visit the website [www.ibsca.org.uk](http://www.ibsca.org.uk)

## About the IB

The IB was founded in Geneva, Switzerland in 1968 as a non-profit educational foundation.

The IB is more than its four educational programmes. At our heart we are motivated by a mission to create a better world through education.

We value our hard-earned reputation for quality, for high standards and for pedagogical leadership. We achieve our goals by working with partners and by actively involving our stakeholders, particularly teachers. We promote intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century.

Our 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 about the IB and our programmes please visit [www.ibo.org](http://www.ibo.org)

## 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 100 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 IB programmes, and US programmes including Advanced Placement (AP) courses and the new 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](http://www.acs-schools.com)

## Introduction

British universities were stunned by the result of the Brexit vote.

Universities pride themselves on being welcoming places of learning, and are international by nature. What matters to higher education institutions is how students can contribute to intellectual debate, collaborative research and academic rigour, not where they come from.

It may be the effect of Brexit which has caused UK university admissions officers this year to rate the DP as exceptionally different, and better than A Levels.

The DP has been rated best for developing a wide range of qualities considered vital to success including a global outlook, an open mind, independent inquiry and self-management skills.

A similar effect may be at work in the US following the presidential elections in November 2016, where the gap between the DP and other qualification is especially wide.

However, this is the twelfth year that ACS International Schools and IBSCA have commissioned this survey among university admissions officers and in all this time the DP has been consistently rated as the best qualification to thrive at university.

Geopolitical changes may just be heightening university admissions officers' awareness that different school exam systems can have a dramatic difference on outcomes, at both a personal and a public level.

The vast majority of university admissions officers, (80% and above) in both the UK and US, say that different sixth form or high school exam systems develop different attitudes towards learning and work among students.

As our world changes, globalisation and artificial intelligence will have more of an impact on careers and lifestyles.

There is a qualification and a type of education which is uniquely able to equip students with the skills they need to thrive at university and in the global workplace of the future. According to the results of our survey, conducted among over half the leading universities in the UK, that qualification is the DP.



## The University Admissions Officers Report, 2017

### Foreword

Hot on the heels of students of the class of 2017 taking up their places at university, IBSCA, is pleased to present this report. It aims to provide evidence-based information for students, parents and Higher Education advisers, and is part of an ongoing benchmarking process.

It is well known that IB students are very well placed indeed to secure the university places to which they aspire.

Young people planning to apply to university need all the help and support possible to assist them in their choice of institution. They also deserve to understand the several different pathways to Higher Education – amongst which IB programmes feature prominently.

And so this document provides the views of UK and US universities on these pathways, making well-informed and helpful comparisons. It identifies trends in university applications, and reports on the attributes that universities look for in potential undergraduates. It gives also the views of students, teachers and Higher Education advisers.

**Robert Tibbott**

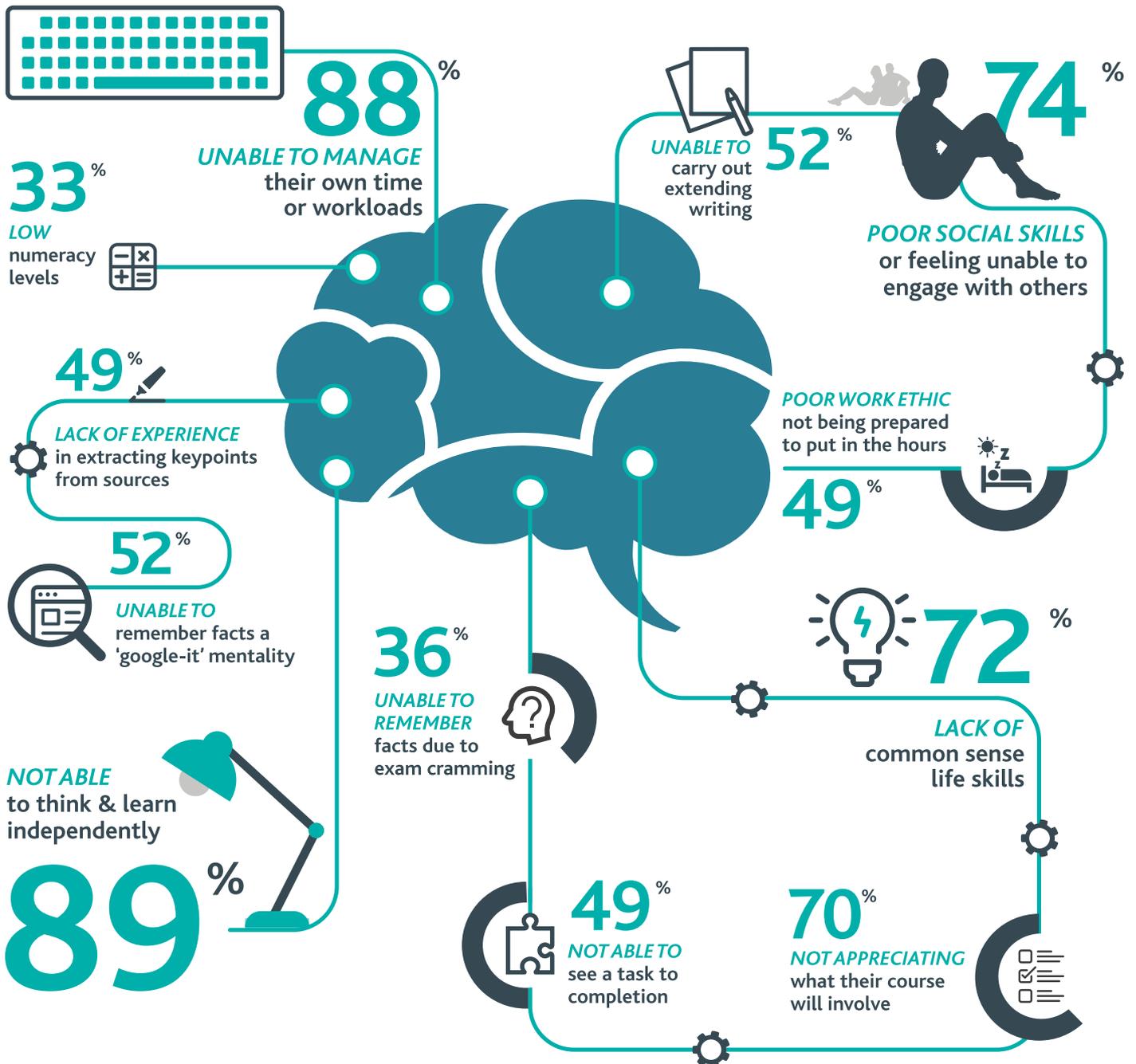
Chief Executive, IB Schools and Colleges Association

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## Key challenges for university freshers

University admissions officers rank the top factors they think impact on students' ability to thrive at university?



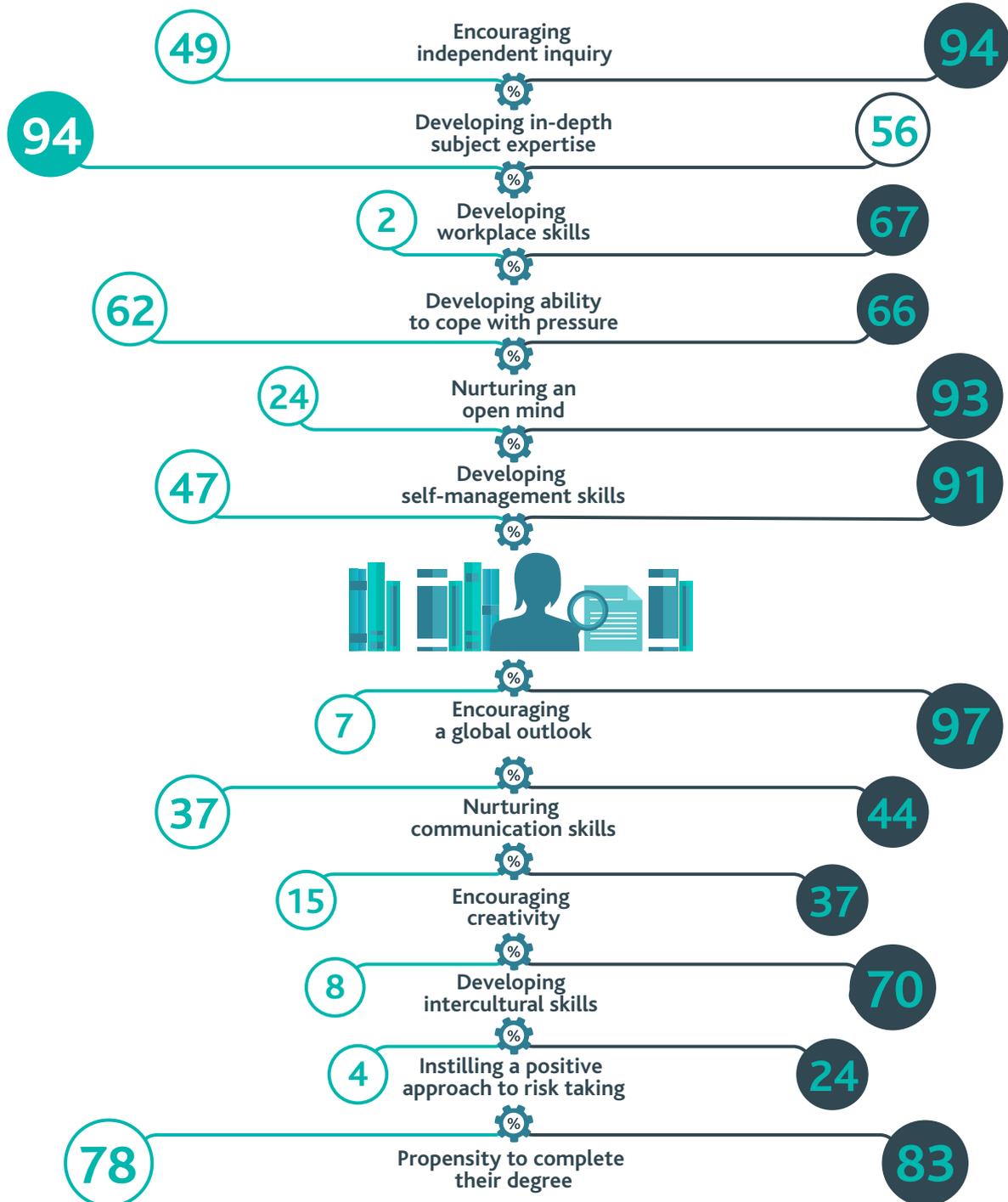
Source: 2017 Annual Survey of University Admissions Officers, commissioned by ACS International Schools and IBSCA

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

## A LEVELS

Percentages represent combined scores of good and excellent

## IB DIPLOMA



Source: 2017 Annual Survey of University Admissions Officers, commissioned by ACS International Schools and IBSCA

“ From studying the IB Diploma Programme, I have been able to understand the best ways for to me learn academically.”

*DP alumna*

## Trends in university applications

Despite the increase in costs, or debt, involved in completing a university degree in the UK and US, the proportion of 18 year olds in England applying to university has risen to a record 37%.<sup>1</sup>

However, certain groups of students have seen a significant decrease in application numbers in the UK, with a five per cent drop in applications from EU students and a 23% drop in applications for nursing courses.

Just over a third of universities in the UK (36%) expect to reach their target number of undergraduates or freshers this year ‘with some or great difficulty’ as illustrated in the table below.

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

	UK	US
	%	%
Very easily	10	55
Fairly easily	19	15
Average, neither easy or hard	33	20
With some difficulty	32	10
With great difficulty	4	-
Don't know / couldn't say	2	-

In the US, as we have observed over the years, university admissions officers are far more optimistic than their UK counterparts. Only 10% of US university admissions officers expect to experience any difficulty in achieving their target student numbers.

This is not to say that students will easily secure the place they seek at top universities in either country. Top universities continue to recruit only the very best candidates, and competition for popular courses at all institutions remains high.

As one of the UK university admissions officer taking part in the survey noted: “We are in the fortunate position of being part of one of the most prestigious universities in the world, so have to turn applicants away.”

<sup>1</sup> UCAS analysis of full-time undergraduate applications made by the 15 January deadline

## Thriving at university

In the UK, having to pay tuition fees for university is a relatively new concept. With this in mind, we asked UK university admissions officers if they think students are paying much more attention to their university choices before applying. The answer, as shown below, is clearly yes.

**Do you think students put more effort into considering their university choices before they apply than they did in the past?**

	UK
	%
Yes	73
No	20
Don't know / not stated	7



Strangely however, this attention before applying does not always seem to translate into more successful choices. Almost half of university admissions officers in the UK feel that students aren't sufficiently prepared for a successful transition from school to university

**Do you think students put more effort into considering their university choices before they apply than they did in the past?**

	UK
	%
Yes	37
No	49
Don't know / not stated	14

This failure to transition well to university can be of crucial importance. No one wants their child to be unhappy at university, and for the students themselves, feeling unsettled and sad in the first year of university can have detrimental effect.

While the actual number of students who drop out is at record low levels<sup>2</sup> of around six per cent, universities are taking it very seriously indeed and 65% of universities in the UK already have a transitional programme in place to help students.

**Are you planning to develop a transitional programme for your students?**

	UK
	%
Yes	7
No	22
Already have one	65
Don't know / not stated	4

<sup>2</sup> Higher Education Statistics Agency Performance Indicator

“ The fact that the IB requires a high level of independence and autonomy, to complete the core aspects of the Diploma (TOK, EE and CAS), ensures the skills required for successful transition to university are developed and embedded.”

*Ryan Kelsall,  
Principal,  
Impington  
Village College*

But why are so many students not prepared for university by the time they leave school? Why are transitional programmes even required?

The results to the following question shows that it is because students are not learning the required skills at school in either the UK or the US.

**When an undergraduate first starts at university, which if any of the following do you think impacts on their ability to thrive at university?**

	Has an impact on successful transition	
	UK	US
	%	%
Not able to think and learn independently	89	80
Unable to manage their own time or workloads	88	85
Poor social skills or feeling unable to engage with others	74	65
Lack of common sense life skills	72	80
Not appreciating what their course will involve	70	15
Unable to carry out extended writing	52	40
Unable to remember facts, a “Google-it’ mentality	52	20
Poor work ethic, not being prepared to put in the hours	49	30
Not able to see a task to completion	49	20
Lack of experience in extracting key points from sources	49	30
Unable to remember fact due to exam cramming	36	15
Low numeracy levels	33	10
Cultural barriers	32	30
Concerns about debts	32	75
Poor quality reading skills	31	25

The top two factors in both the UK and US are down to school education – not being taught the required life skills such as independent learning, time management and necessary thinking skills.

## Independent thinking and time management skills

Comments made by the university admissions officers taking part in the survey illustrate how important these core skills are to success at university:

“I think these really go back to not being prepared for the realities of study at university – have to be self-starters, and work and think on their own. Do not have teachers 'nagging' at them to complete work – have to take more responsibility.”

“This comes back to preparation - students can find the way they are expected to work and study at university is a shock, if they have not been used to working on their own, and have been pushed by their teachers to complete assignments. Perhaps not so much about not being prepared as to put in the hours.”

## Understanding what your university course will involve – career focus or liberal arts approach

In both the UK and US, university admissions officers share a common belief that students aren't being taught the required skills – how to think and learn independently and time management skills – which university life requires.

But there are some areas where there are very marked differences between what UK and US university admissions officers say affects first year success. These factors must surely be related to differences between the style of university programmes in each country, and are worth highlighting.

In the UK almost three quarters (70%) of university admissions officer say that students can fail to thrive in their first year at university due to 'not appreciating what their course will involve.' The equivalent figure in the US is only 15%.



	UK	US
	%	%
Not appreciating what their course will involve	10	55

## Contrasting styles and suitability

Degree study in the UK is highly career or subject-focussed. A course very often has hard employment targets in sight from the outset, or will focus on very specific subject areas right from the start.

A subject like engineering, for example, can cover a vast number of routes; from marine to manufacturing. Every aspect of the course will be tailored to the learning and skills required for that particular career field.

Whereas a subject like English will focus on very specific types or periods of literature from the very first year of study. If a student hasn't completely understood the subject area focus and detail of their specific course in the UK then it can quickly lead to disappointment or unhappiness.

By contrast in the US most courses follow a 'liberal arts approach' where a wide range of subjects are studied in the first year to help a student explore and discover what interests them, before they then focus on a specific industry or career. Hence, in the US there is less pressure to understand what the course requires from the start.

## Concern about debts

The flip side of following a liberal arts course in the US is that it can take four years, while a career or subject-focussed degree in the UK can be completed in three years. In both countries, there are shorter degree course options available, but the longer route in the

	UK	US
	%	%
Concerns about debt	32	75

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“ The Diploma Programme is a true vision of education and I believe it is the best preparation for our students’ undergraduate studies.”

*Katy Ricks,  
Headmistress,  
Sevenoaks School*

US is the ‘traditional’ one and brings with it financial implications.

This may explain why in the US, university admissions officers feel that money worries can play a significant part in how well a student thrives in their first year at university. Three quarters of US university admissions officers (75%) compared to just (32%) of UK admissions officers say that concern about debt can have an impact on how well a student thrives at university.

### What can you as a parent or student do about this? How can you help yourself or your child to thrive at university?

Selecting the right exam system is essential, because as the table below shows, different exam systems develop different skills in their students.

	UK	US
	%	%
Yes	80	85
No	9	10
Don't know / not stated	11	5

### What are the attributes of an ideal pre-university qualification from your point of view?

We asked the above question of every university admissions officer who took part in the survey, giving a free rein to any answers that sprang to mind.

**Many spontaneously mentioned the DP. A flavour of the opinions expressed is given below:**

“I will be honest, the DP is as close to ideal in terms of academic rigor plus requirement to do project work with more rounded life skills. It is all about getting this balance right.”

“Depth of study and academic rigor, plus elements like the EPQ and the independent study parts of the DP.”

“Would need to have academic rigor, but also want to see students who are as well rounded as possible, who know who to research and investigate independently and efficiently. I guess the DP is as close as any current system comes.”

“Has to be the right combination of academic depth and skills like critical assessment, how to study and work independently without a teacher looking over your shoulder, and how to research to produce essays or reports.”

“Good academic grounding of course, but also including skills like independent study - extra elements like the EPQ and parts of the DP provide.”

“Not just purely academic skills and subject knowledge - should prepare them to learn and work on their own, think and assess critically, and include basic life skills.”

“Has to provide necessary skills in research and information finding, critical thinking, independent study, as well as academic skills in their chosen subjects. The DP extended essay and theory of knowledge course are elements in that qualification that address these areas.”

“I'd say that the DP encompasses elements in its curriculum like the theory of knowledge course that help prepare students for the style of study they will need at university. Would need to have academic rigor, combined with being able to think critically and creatively.”

Later in this report we will explore the specific qualities of existing exam systems, and what, in particular, it is about the DP that universities appreciate so much.



## **Social media: Another factor which appears to be affecting students' ability to thrive at university**

You may have noticed that when asking university admissions officers which factors they believe impact on a students' ability to thrive at university, the third most highly ranked factor was 'poor social skills or feeling unable to engage with others.'

Some university admissions officers specifically linked this phenomena to the use of social media. Here are a few comments as illustration:

“Poor social skills or feeling unable to engage with others is definitely something that is becoming an increasing concern. Students are tending to stay in at their halls of residence, whereas before you couldn't keep them in on say, a Saturday night. There has been a drop-in use of social facilities.”

“Regarding poor social skills and being unable to engage with others, we are seeing more referrals for mental health reports. This may be due to lack of resources with the NHS, but also I think the digital generation is not used to engaging with others face to face, which they have to do at university.”

“We have carried out an analysis into changing behaviour among students, and there is definitely a decrease in their attention span and ability to retain information. Think this is definitely due to the digital environment and social media, and is the cause of many of the things mentioned.”

“ The IB is a unique educational experience that prepares students much more effectively for a range of options after they have left school.”

*Paul Luxmoore,  
Executive Head  
Teacher, Coastal  
Academies Trust*

We asked university admissions officers to narrow down to just the top three, the list of factors which they perceive could affect a student’s ability to thrive at university.

**Which three, if any, have the biggest impact on the ability to successfully complete the first year of university study?**

	UK	US
	%	%
Not able to think and learn independently	85	80
Unable to manage their own time or workloads	63	60
Lack of common sense life skills	41	65
Poor social skills or feeling unable to engage with others	31	15
Poor work ethic, not being prepared to put in the hours	23	5
Not appreciating what their course will involve	19	5
Unable to remember facts, a “Google-it’ mentality	9	-
Unable to carry out extended writing	7	5
Cultural barriers	6	-
Concerns about debts	5	30
Poor quality reading skills	2	-
Lack of experience in extracting key points from sources	2	-
Not able to see a task to completion	1	-
Low numeracy levels	-	-
Unable to remember fact due to exam cramming	-	-

This narrower focus makes it even more clear just what an impact being taught how to think and work independently, and how to manage time and workloads, has on the ability to thrive at university.

It isn’t hard to see how these skills make a huge difference in the workplace too.

Given the fact that being able to think and work independently is so important amongst other skills, is this all university admissions officers look for when students submit their applications?

Are there any other ‘markers’ or ‘flags’ which universities use to find the best candidates for their courses? And if so, what should students therefore focus on in their school years, and ensure they describe on their university applications forms?

We asked this in our next question, shown on the following page.

## Qualities universities look for in students

Regardless of what exam course they study, which of the following qualities do you actively look for in applications to your university, in addition to any academic qualifications?

### General academic skills

Score 4 + 5 Important or very important quality	UK	US
	%	%
An inquiring mind	91	100
Good written English	90	90
Confidence with basic mathematics	52	90
Evidence of an ability to think and work independently	91	100
Ability to persevere and complete tasks	91	100



### Attitude or approach

Score 4 + 5 Important or very important quality	UK	US
	%	%
Evidence of a passion for their chosen course subject	97	90
Evidence of a positive attitude towards study	98	95
Intercultural awareness	33	75
Evidence of success through a difficult start or background	53	65
Evidence of an entrepreneurial attitude	10	15

### Employment or business skills

Score 4 + 5 Important or very important quality	UK	US
	%	%
Able to influence or persuade others	27	30
Good presentation skills	30	40
Able to problem solve independently	90	60
Creativity	37	70
Personal flair and positivity	40	75
Ability to work well in groups	73	80

### Other qualities

Score 4 + 5 Important or very important quality	UK	US
	%	%
Experience of the workplace	21	35
Participation in community or voluntary services	9	55
Having held any positions of responsibility or leadership	15	55

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“ Through studying the IB, my opportunities were kept open, so depending on what path I took, there were no limitations.”

*Edward Leader,  
CP alumna,  
Dane Court  
Grammar School*

This information from both the US and UK reiterates how important it is that students are taught how to think and learn for themselves before they start university. It also reinforces how important it is that students are taught at school how to independently manage their own time rather than rely on others to set deadlines and structure their workloads for them when they are at school. As well as highlighting that nothing beats a positive attitude towards study and a genuine passion for your subject.

## UK and US expectation

An interesting aspect to note is how much more emphasis the US universities place on a range of ‘soft’ skills. This could be a reflection of the liberal arts approach discussed earlier, where a wider range of subjects are studied at the start of a degree in the US, meaning that students who can demonstrate a wider range of interests are especially valued.

In addition, the US university experience is much more ‘immersive.’ Students are expected to be more thoroughly engaged and involved in on-campus activities, reflected in the emphasis US universities place on qualities which show energy and engagement. These include participation in community or voluntary services, personal flair or positivity or experience of leadership

## Qualities looked for in applicants

	UK	US
	%	%
Participation in community or voluntary services	9	55
Creativity	37	70
Personal flair and positivity	40	75

A stand out difference between the UK and the US is how American universities are more likely to look for a good grasp of basic mathematics in applicants.

	UK	US
	%	%
Confidence with basic mathematics	52	90

## How to teach positivity and discover a passion for learning

Much of what university admissions officers are looking for comes down to a passion for learning and a positive attitude towards study.

As many of us discover as we go through life, it is so much easier to complete a task, and succeed in it, if the subject really interests you.

Some of us might also think that it is so much easier to plan a path in life and succeed in it if you know what you want to do, and what you need to do to achieve your goals.

How can we help students discover what interests and motivates them, and therefore help them increase their chances of success at university and later in life?

Being offered a wide choice of subjects and exploring many different styles of learning and cultural approaches at school gives a greater chance of discovering what fires your imagination.

In the UK where a recent change to the A Level exam system may have an impact on the breadth of subjects available at school, we asked university admissions officers about this subject.



**Do you see universities having role to play in encouraging students to study a wider breadth of subjects at sixth form?**

	UK
	%
Yes	56
No	31
Don't know / not stated	13

Universities see that they have a role in encouraging students to study a wider range of subjects. However respondents also said that funding issues can make this hard to achieve for many schools:

“Depending on area of study, would try to encourage schools to let students know that they do not have to limit themselves to certain subjects and to give them as a broad base as possible.”

“An institution like ours can be very influential – if we ask for a broader spread of subjects.”

“But doing this at sixth form is too late – needs to be at Years 10 and 11.”

“Theoretically, it would be good to be able to do this, but schools are struggling with funding - we see students who would have come to us with four A Levels who have only been able to take three.”

Universities in the UK are also supporting a broader range of learning through their support for additional projects or qualifications, as illustrated in the table below.

**Would you be willing to reduce your entry grade requirements if a student offered a wider qualification portfolio which included something such as the EPQ?**

	UK
	%
Yes	41
No	52
Don't know / not stated	7

“ IB programmes allow teachers and students alike to think beyond the subject and standard syllabus you would find within the national curriculum.”

*Julia Watson,  
Assistant Principal,  
Dwight School  
London*

## Qualities of different exam systems

This research is commissioned to help parents and students make informed decisions when choosing a school.

Exam systems, over and above individual schools and teachers, make a huge difference to a student’s attitude towards learning and work, according to university admissions officers.

This means when choosing a school parents and students should consider the educational offerings available very carefully indeed.

The DP stands out above other exam systems for the breadth and range of skills it develops in students, and for its appropriateness for the 21st century and the globally, digitally connected future.

“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.”<sup>3</sup> Andreas Schleicher, Director for Education and Skills at the Organisation for Economic Co-operation and Development (OECD.)

Core qualities that universities look for, and are needed for success in the global work place are highlighted in this summary table below:

	A Levels	The DP
	Develops the skill well or very well	
	%	%
Independent inquiry	49	94
Developing self-management skills	47	91
Nurturing an open mind	24	93
Encouraging a global outlook	7	97

Throughout this survey, university admissions officers highlight the importance of being able to think and work independently. The DP is considered outstanding in how well it develops these skills.

A full list of attributes that different exam systems in the UK and US develop in students are shown in the following tables.

<sup>3</sup> <http://bigthink.com/big-think-gesf/educating-for-the-21st-century-2>

How well do you think each of these exam systems, A Levels, the DP, Scottish Highers and Advanced Scottish Highers develop the following qualities in students at present?

1 = does not develop the quality and 5 = develops it extremely well

UK	A Levels	The DP	Scottish Highers	Advanced Scottish Highers
	Score 4 + 5 Develops the skill well or very well			
	%	%	%	%
Encouraging independent inquiry	49	94	28	83
Developing in-depth subject expertise	94	56	55	92
Developing workplace skills	2	67	8	21
Developing ability to cope with pressure	62	66	53	67
Nurturing an open mind	24	93	31	78
Developing self-management skills	47	91	28	65
Encouraging a global outlook	7	97	16	26
Nurturing communication skills	37	44	35	37
Encouraging creativity	15	37	14	27
Developing intercultural skills	8	70	12	19
Instilling a positive approach to risk taking	4	24	6	12
Propensity to complete their degree	78	83	63	83
Interest to study to MA or PHD level	44	54	29	58



Results to this particular question among UK university admissions officers are based on those who answered the question, rather than the entire sample; around a third of university admissions officers said they didn't know Scottish Highers well enough to comment on them in this detail.

“ The breadth of subjects within the DP gave me opportunities to discover my academic passions, especially because I didn’t have to focus and restrict my future opportunities at just 16.”

*Martina Ghinetti,  
DP alumna,  
Impington  
Village College*

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

**1 = does not develop the quality and 5 = develops it extremely well**

US	AP	The DP	AP Capstone	High School Diploma
	Score 4 + 5 Develops the skill well or very well			
	%	%	%	%
Encouraging independent inquiry	25	95	70	-
Developing in-depth subject expertise	35	85	75	5
Developing workplace skills	5	60	25	-
Developing ability to cope with pressure	15	55	40	5
Nurturing an open mind	5	100	60	-
Developing self-management skills	5	85	50	5
Encouraging citizenship	10	85	30	5
Nurturing communication skills	5	95	45	5
Encouraging creativity	5	80	55	-
Developing intercultural skills	5	90	25	-
Instilling a positive approach to risk taking	-	35	15	-
A desire and ability to organise clubs and societies	5	35	15	5
Skills to lead work and study groups	10	60	35	5
Propensity to complete their degree	55	65	65	25
Likelihood to contribute to the research life of the university	60	100	75	10
Likelihood to study to MA or PHD level	20	50	35	5

## Our final question asks for complete clarification about choice of exam system.

Overall, what score would you give these qualifications for how well they prepare students to thrive at university?

1 = does not develop the quality and 5 = develops it extremely well

UK	Score 4	Score 5	Develops well overall score
	%	%	%
A Levels	75	15	90
The DP	45	55	100
Scottish Highers	35	12	47
Scottish Advanced Highers	72	19	91
AP	35	-	35
AP Capstone	40	-	40
IB Career-related Programme	28	3	31
Pre U	63	10	73
BTEC	24	1	25



In both the UK and US there is near total agreement that the DP 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. The same is true of Scottish Advanced Highers. Both are relatively new qualifications, designed very closely around the DP to include a personal project, similar to the DP's extended essay.

US	Score 4	Score 5	Develops well overall score
	%	%	%
AP	35	-	35
The DP	55	45	100
AP Capstone	65	5	70
High School Diploma	-	-	-
A Levels	65	-	65
Rate them all equally	-	-	-

“ Overall the CP has helped me to strive for more than just an average job. I am lucky to say I experienced the CP and am now a better person for it.”

*April Harper,  
CP alumna,  
King Ethelbert  
School*

## Appendices

### Methodology

The research was conducted through telephone interviews with 81 university admissions officers in the UK and 20 from the US between 8 March – 21 April 2017.

The UK sample, defined according to the different tariff scores which UK universities accept, is shown in the table below.

In the UK, the sample of 81 university admissions officers included 46% of the ‘highest’ tariff universities, 50% of the ‘high’ medium tariff and 54% of the ‘medium’ tariff universities.

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

Tariff band of UK university				
	Percent of total sample	Number in sample	Sample as a percent of all UK universities in this group	Number of universities this group in the UK
	%	n.	%	n.
Highest	16	13	46	28
High	22	18	50	36
Medium	26	21	54	39
Lower	16	13	36	36
Specialist & general	20	16	13	128
Total	100	81		267

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

## Notes



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