



EPSOM
COLLEGE



Careers *bulletin*

EASTER 2022

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Next Steps for *U6th*

In this unusual climate, it has been a real challenge for U6th students to make the best decisions with an eye on their University future. For U6th students and their parents, do have a look at the advice offered from UCAS with regards to key dates; see **UCAS timeline and links**. Results Day is on 18th August. Students must keep this date free, and I would advise the following few days too; if things go wrong and a student needs to investigate alternatives, having these few days free to visit a university might be very important.

As a reminder of one important deadline, most students have until 9th June to finalise their choices of Firm and Insurance in UCAS Track (an individual's deadlines are published in their own Track account, but for most it will be this date). Given the uncertainties of the current year, I am repeating the advice I published in the last edition:

ACCEPTING OFFERS

Students usually make one Firm Choice and one Insurance Choice from the offers on the table.

It is possible that, on reflection, you are not happy with any of your possible insurance offers (or indeed any of them). There is no requirement to have an insurance choice. Contractually, you have 14 days to reconsider once you have submitted your choices, before it becomes a binding agreement.

FURTHER COMMENT AND ADVICE:

Whilst universities are keen to show flexibility to applicants given the current challenges, nevertheless it is anticipated that demographic factors (a notably larger national cohort) might mean that Clearing is a little less productive for students dropping a grade on results day than was the case in 2019, the last year of complete formal exams. There will be courses available, but quite possibly fewer attractive courses at leading universities. Therefore, and in particular if you are worried and concerned about your likely A level trajectory, it would be advisable to have a proper Insurance Offer, typically a grade lower than the Firm Choice, although again this depends on an individual's confidence in their trajectory.

Furthermore, and looking at the timescale above, **there is no rush to make the choices**. Parents evening will have given some sense of current trajectories (as will subsequent reporting), and in some cases feedback may be of concern. However, the final selection isn't due for months, so there is a chance for students to consolidate learning and improve their academic trajectory, to give a better view, nearer the June deadline, of what their most likely outcomes will be. Results in block test and similar exercises can inform students and parents in their sense of the most likely outcome, in turn helping students make their choice of Firm and Insurance.

Whilst Open Days have not been on the table throughout all of the last 12 months, most universities are now opening their doors to prospective students. It is worth students keeping a keen eye on university website to ensure that, if possible, they can visit the universities before the 9th June decision deadline – maybe at half-term or over the Easter break. Failing this, students should look to make contact with friends at the universities (there are any number of OEs who are happy to be contacted), or sign up to Unibuddy, which facilitates conversations between undergraduates on specific courses at specific universities, and prospective applicants.

See: www.ucas.com/chat-to-students. We sincerely hope that we have seen the last of lockdowns, but the experience of university for undergraduates does mean that there are aspects of university provision that are worth investigating.

Pertinent questions to ask:

- to establish the nature of online teaching provision and the range of learning activities: do ask about this in relation to your specific course, as there is clear difference in provision within individual universities
- how exactly would an individual subject or faculty adapt in the face of lockdown – for example, how would an engineer or artist follow the practical components of their chosen course?
- what opportunities have been created, on a university-wide level, to meet people and make friends across different halls of residence and across different courses, particular in lockdown situations
- dig deeply into living accommodation arrangements, and how these work in a “bubble” or lockdown situation
- what pastoral provision is provided by the university? Is there a tutor who oversees an individual's welfare and, if so, is the tutor involved on an ongoing basis over the course of the year?
- what student support services exist, how to access support, and what steps to take if feeling let down by the provision of support

Finally, if a student is prepared to take a gap year if things don't work out in August, then that would encourage a more ambitious selection of universities this time round, in the knowledge that a student could have another go next year. If this is absolutely not part of the plan, that would mean a more cautious approach in the selection of Firm and Insurance. I would recommend students speak to both parents and school staff when finalising their choices.

The UCAS logo is displayed in a large, bold, black font. The letter 'A' is stylized with a red triangle pointing upwards, forming the central part of the letter.

STUDENT FINANCE 2021

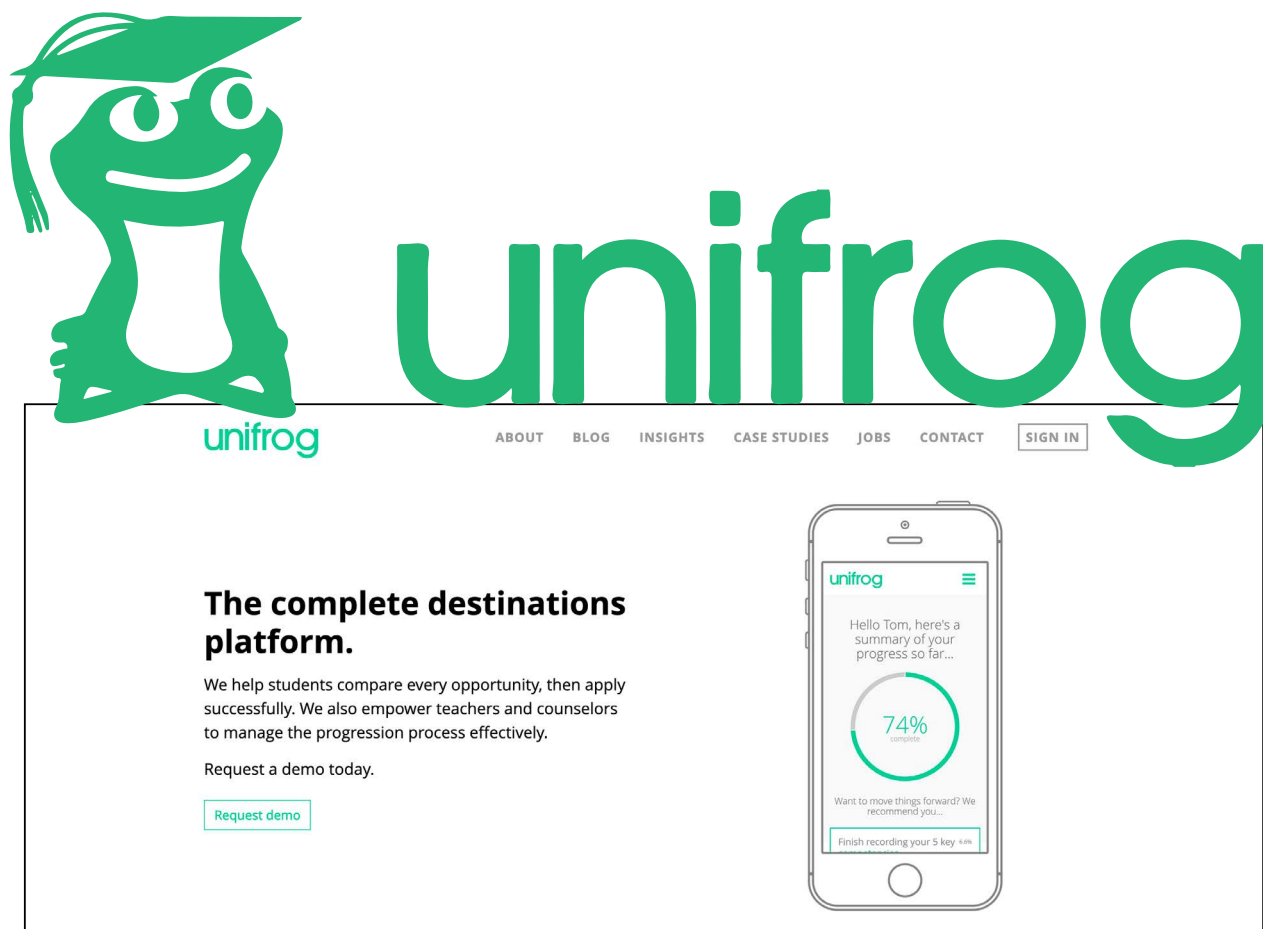
It's time for students going to university or college in 2022 to apply for student finance. The deadline for applications for student loans is 20th May. Everyone can access the UCAS website and investigate the finance hub, at: www.ucas.com/money which will explain everything you need to know. When you're ready, you can apply online at: <https://studentfinance.campaign.gov.uk/>

Students and parents alike could also browse: www.moneysavingexpert.com/students/should-i-get-student-loan/

The screenshot shows the UCAS Finance hub. At the top is the UCAS logo and navigation links: Further education, Undergraduate, Postgraduate, Apprenticeships, Careers, a search icon, and a Sign in button. The main header features a large image of a piggy bank and the word "FINANCE" in large white letters. Below this is the text "Find out what financial support you're eligible for". The page contains three main content areas: 1. "Undergraduate tuition fees" with a photo of a student and the text "How much are tuition fees and how are you going to pay for them?". 2. "GET READY TO MAKE A DIFFERENCE" with a graphic of a city skyline. 3. "University of Northampton" with its logo. Each of these three areas has a small "Advertisement. Why the ads?" link at the bottom.

This banner is for the UK Government's student finance application. It features a woman with curly hair and glasses, wearing a yellow turtleneck, sitting and using a laptop. In the top left corner is the HM Government logo. In the top right corner is the "sfe" logo. A large pink button with the text "APPLY NOW!" is positioned to the right of the woman. Below the button, the text "It's time to apply for student finance!" is written in large, bold, black letters. At the bottom, in smaller black text, it says: "If you're going to be studying a full-time undergraduate course in 2022 to 2023, then it's time to get your student finance sorted."

Next steps for *L6th and younger*



UNIFROG

L4th and U4th upwards, students have been enrolled into Unifrog. In the coming weeks, tutors may engage with their tutees using this platform, to help them continue their careers education, looking beyond Epsom. In the meantime, students could consider using Unifrog for the following:

L6th: continue to review your university choices and shortlists, partly in light of your most recent EO grades. To develop your understanding of, and ability to write intelligently about, a given university subject, I strongly advise you to have a look at the MOOCs to see if anything there is of interest and relevance to you, or investigate the new tool entitled “Read, Watch, Listen” to develop your individual experiences that will help you write an interesting personal statement later this year.

5th: whilst your immediate focus must be on your academics and GCSEs, you could also continue to explore the Careers Library and Subjects Library. The Know How module also gives you an introduction to a wide variety of careers advice.

L4th and U4th: whilst your tutor may well guide you this term and next, do investigate the Careers Library. Always look to update your competencies, as this will help you write an effective CV in the future.

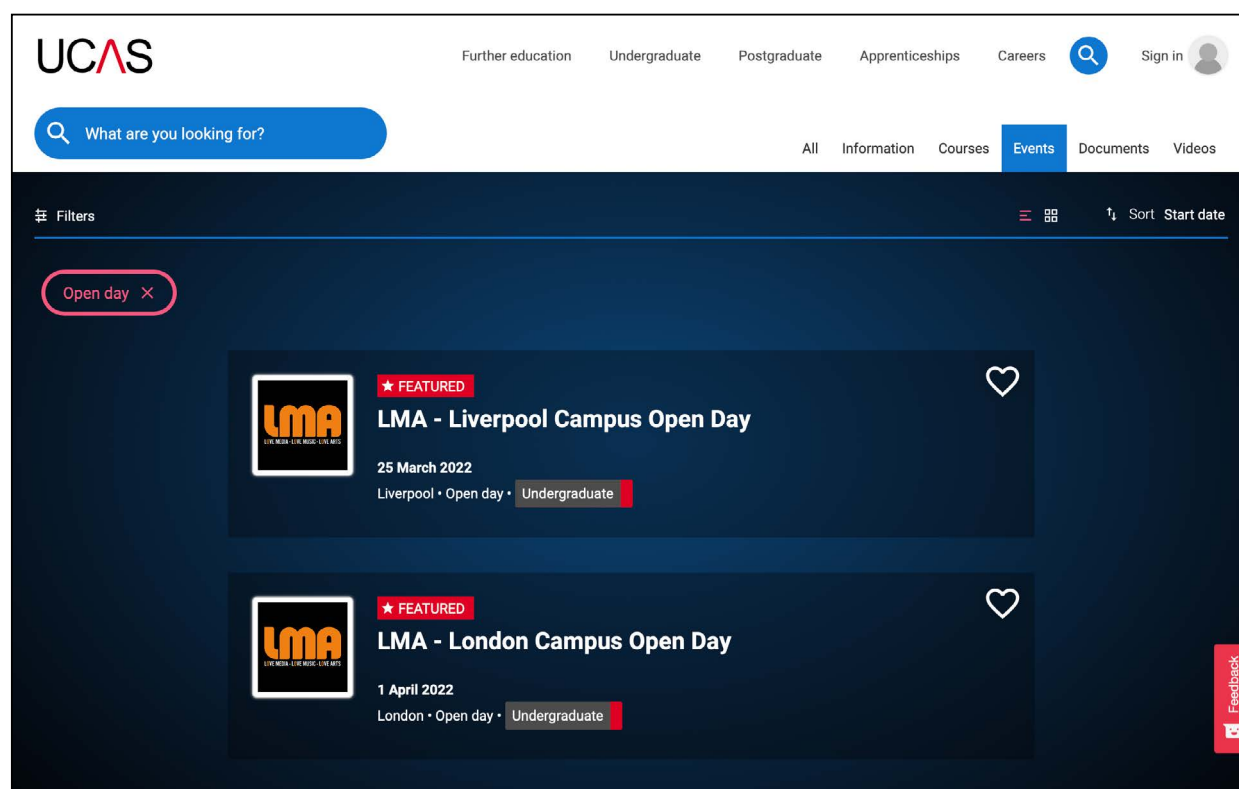
AS A REMINDER, PARENTS CAN ALSO ACCESS THE PLATFORM BY FOLLOWING THE INSTRUCTIONS BELOW:

1. Go to www.unifrog.org/code
2. Enter your details and a password you'll remember, along with the form code **EPCOPARENTS**.
3. Now you are all signed in. To sign in in the future, simply go to www.unifrog.org/student and use the email and password you signed up with to sign in. To reset a forgotten password, simply go to www.unifrog.org/student/reset-password. You can access an introductory short video [here](#).

Open Days & *University exploration*

Almost all universities are now planning “in-person” open days, although their virtual resources remain available on their websites in many cases. The following page on the UCAS website offers a search tool to find out which universities offer open days and when: www.ucas.com/ucas/events/find/type/open-day.

I would nevertheless advise students to sign up to individual universities newsletters, where available, so that they are notified when open days, or smaller scale campus tours, are scheduled. It is usually a requirement to register and sign up for an Open Day in advance. It is an expectation that students liaise closely with, and seek permission from HMMs before signing up to such visits, and that we would expect a student to sign up to no more than two in a term. Most universities are very amenable to visits at other times, and with an Easter vacation and the long summer holiday looming, there are other times when L6th can visit productively, without the loss of substantial teaching time.



UCAS LIVE ONLINE


“On Friday 1st April between 10:00-18:00 we’ll be live online, supporting students researching their options and shortlisting their choices. We’ll be joined by life coach Elke Edwards, uni admissions officers, UCAS experts and more, with live sessions including:


- How to choose what and where to study
- Uni vs apprenticeship: Weighing up the pros and cons
- Preparing to apply and improving your chances of success

Life coach and creative director Elke Edwards has worked with leaders of industry at the highest levels, for clients including BBC, Barclays, WaterAid, and RBS.”

Register [here](#)

The Russell Group has organised another “Meet the Russell Group” conference on Wednesday 27th April. This event can be booked [here](#). New for 2022, this interactive experience will be split into two sessions, each with a different programme and focus, for attendees (students, parents and teachers) to engage with. During the Afternoon Session (12:00 - 14:30) attendees will be able to explore all 24 Russell Group universities, download documents, view virtual campus tours, and take part in insightful live webinars led by university representatives and experts. Throughout the Evening Session (16:30 - 20:00) attendees can chat directly with university ambassadors to receive personalised advice. They will also have the opportunity to enter brand new live video Q&A sessions to get answers to any of their questions. Two warm up webinars will also run in the lead up to the event to provide students, teachers and parents with a unique insight into why they should consider choosing a Russell Group university.


[HOME](#) [THE RUSSELL GROUP](#) [WARM UP WEBINARS](#) [WEBINAR TIMETABLE](#) [EVENT PROGRAMME](#) [FAQS](#) [Login](#)



Meet the Russell Group

A Virtual Experience in association with UK University Search

Wednesday 27 April
Afternoon Session: 12:00 - 14:30
Evening Session: 16:30 - 20:00

[Student Registration](#)

[Teacher/Parent Registration](#)

Join us on Wednesday 27 April for the return of Meet the Russell Group, a virtual event in association with UK University Search. This online and interactive experience will allow you to explore all 24 Russell Group universities. New for 2022, the event will be split into two sessions throughout the day, each with a different focus.

The Afternoon Session will run from 12:00 - 14:30 and will allow you to learn more about the different Russell Group universities. You will be able to take part in 5 live webinars in the virtual auditorium, view information and videos about each university, link directly to Virtual Campus Tours to explore university facilities and accommodation, and download prospectuses.

Russell Group Universities



EPSOM COLLEGE HIGHER EDUCATION CONFERENCE AND UNIVERSITY FAIR FOR L6TH AND PARENTS

We are currently planning a mixture of live and online events for the L6th over the summer term. Most of these will also be accessible for parents. So far, the following webinars and events have been scheduled:

Tuesday 3rd May: 4.00pm

APPLYING FOR MEDICINE

(Newcastle University) - live event.



**Newcastle
University**

Tuesday 10th May: 4.00pm

**APPLYING TO
SCOTTISH UNIVERSITIES**

(Glasgow Uni) - webinar.



**University
of Glasgow**

Thursday 24th May: 4.00pm

**HOW TO MAKE THE MOST OF OPEN
DAYS AND VIRTUAL OPEN DAYS**

(Bath Uni) - webinar.



UNIVERSITY OF
BATH

Thursday 23rd June: 11.10am

**UCAS BRIEFING:
THE MECHANICS OF APPLYING**

(Mr Conway), followed by a personal statement
workshop (Surrey University) - live event.



UNIVERSITY OF
SURREY

Thursday 23rd June: (afternoon timings tbc)

UNIVERSITY FAIR

In the marquee.



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I am looking to confirm further webinars in employability (Mazars), Foundation degrees (at Manchester), Apprenticeships (at Deutsche Bank) and European Universities (www.astarfuture.co.uk/), and hopefully an update on the university landscape for 2023 applicants (Birmingham University).

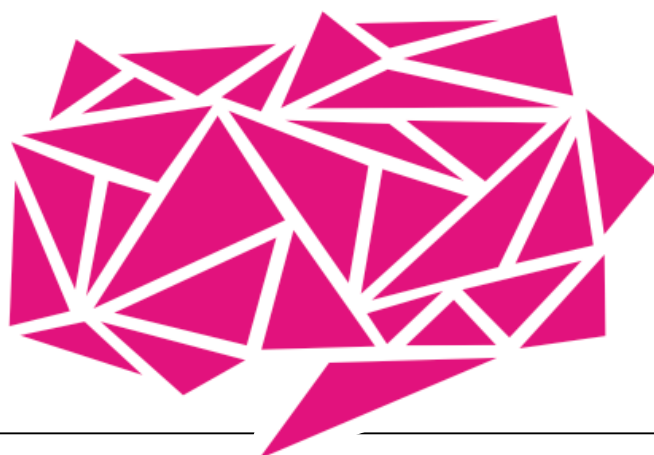
Develop your CV and *Personal Statement*

THE CAMBRIDGE FESTIVAL

A mixture of live and online events, is running currently up to 10th April, and will include a uniquely Cambridge eclectic mixture of over 350 events and activities covering the breadth of Cambridge research and will be organised across the Festival's four themes: Society, Health, Environment and Discovery! www.festival.cam.ac.uk/events. Some events are primarily for 6th form students, others for students currently undertaking their GCSEs, or younger.



The screenshot shows the University of Cambridge website header with navigation links: Study at Cambridge, About the University, Research at Cambridge, Quick links, and a search bar. Below the header is a large banner for the Cambridge Festival. The banner features the text "CAMBRIDGE FESTIVAL" in large, stylized letters, a pink geometric logo, and a yellow background with a butterfly image. A navigation bar below the banner includes links: Home, Discover our events, Sign up for updates, Festival FAQs, News, About, and Contact. The main content area of the banner states: "The Cambridge Festival 2022 programme is now available to browse. Booking for events is also live." with a "Discover our events" button. Below this, it says "Explore our wonderful world with our Festival Zine - download it now!" with a "ZINE" button. Social media icons for Facebook, Instagram, YouTube, and Twitter are also present. The banner concludes with "CAMBRIDGE FESTIVAL" and the dates "31 MARCH - 10 APRIL 2022".

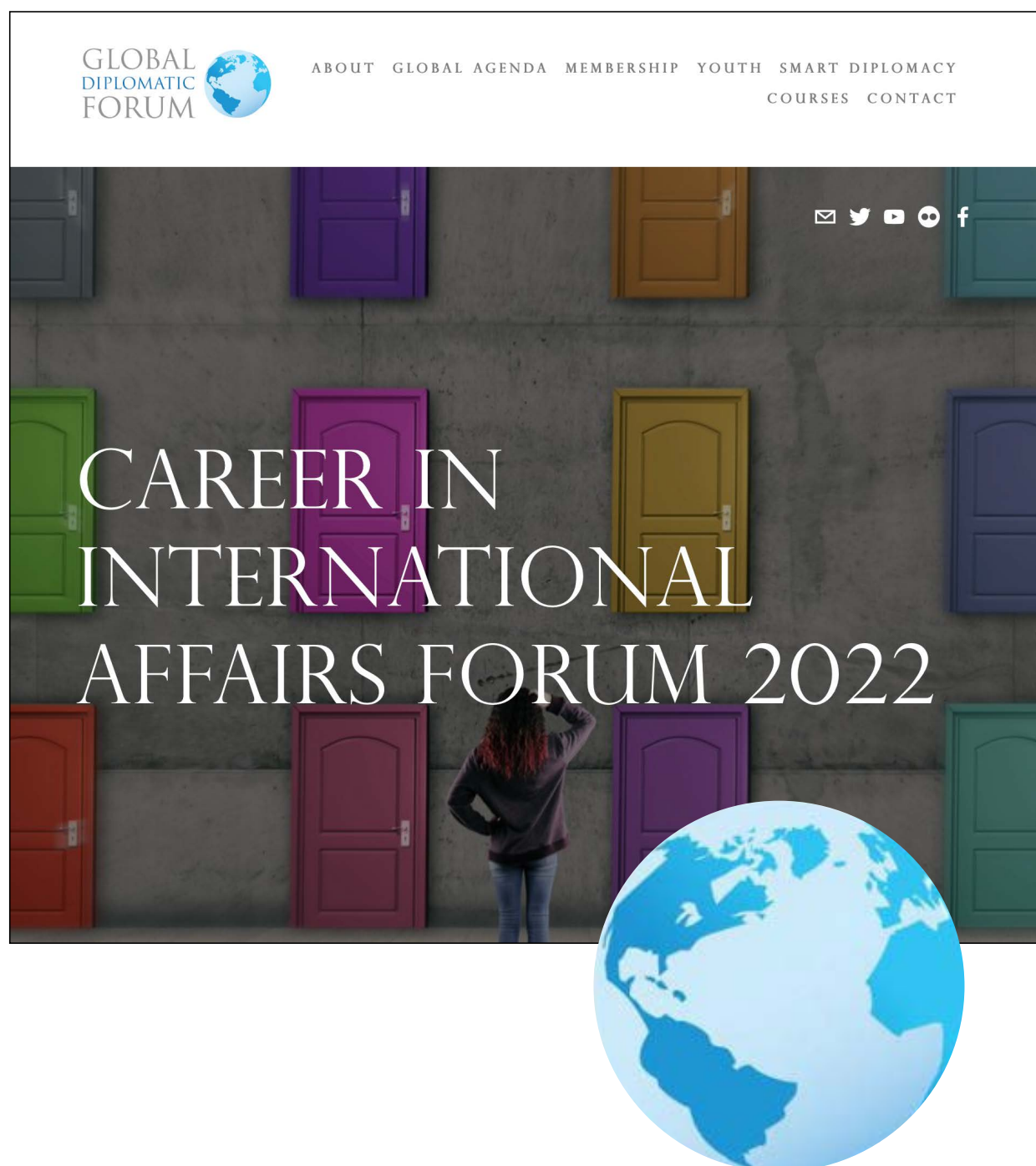


THE 7TH EDITION OF THE CAREER IN INTERNATIONAL AFFAIRS FORUM

The 7th Edition of the Career in International Affairs Forum is taking place online on the 25th-27th April 2022. It will give you information on what academic path you should pursue as well as give you informative tips on additional skills that your future employers are looking for.

Leading institutions will take part in the forum to talk about their current opportunities, processes for recruitment and skills/academic requirements they are looking for. Institutions will include the Foreign and Commonwealth Office, World Bank, United Nations, OECD, UN Population Fund, Chatham House, RUSI, European Council on Foreign Relations, British Council, International Committee of the Red Cross, UNICEF, UNESCO Schwartzman Scholars Program, and others.

For more information, please visit us at: www.gdforum.org/career-in-international-affairs-forum-2022



The banner features a grey wall with numerous colorful doors in shades of purple, blue, green, and orange. A person with long dark hair, seen from behind, stands in the center looking at the doors. In the bottom right corner, there is a large, stylized blue and white globe. The text 'CAREER IN INTERNATIONAL AFFAIRS FORUM 2022' is written in large, white, serif capital letters across the middle of the image. In the top left corner, the 'GLOBAL DIPLOMATIC FORUM' logo is displayed next to a small globe icon. To the right of the logo is a navigation menu with the following links: ABOUT, GLOBAL AGENDA, MEMBERSHIP, YOUTH, SMART DIPLOMACY, COURSES, and CONTACT. In the top right corner, there are social media icons for email, Twitter, YouTube, Instagram, and Facebook.

GLOBAL DIPLOMATIC FORUM

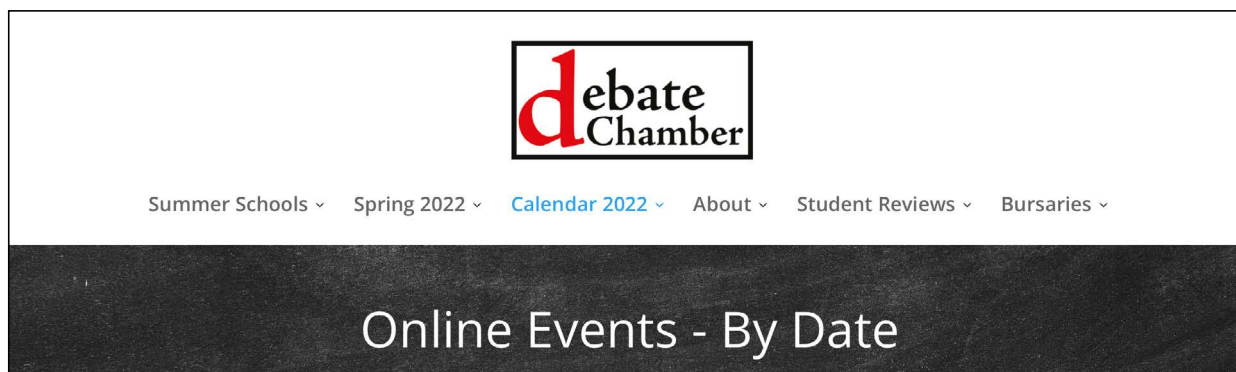
ABOUT GLOBAL AGENDA MEMBERSHIP YOUTH SMART DIPLOMACY
COURSES CONTACT

CAREER IN
INTERNATIONAL
AFFAIRS FORUM 2022

SUMMER SCHOOLS

DEBATE CHAMBER will be running a series of online summer schools in Law, Medicine, English Literature, Computer Science, Physics, Mathematics, Classics, Politics and a host more. Some are designed for students aged 11-14, other for 15-18.

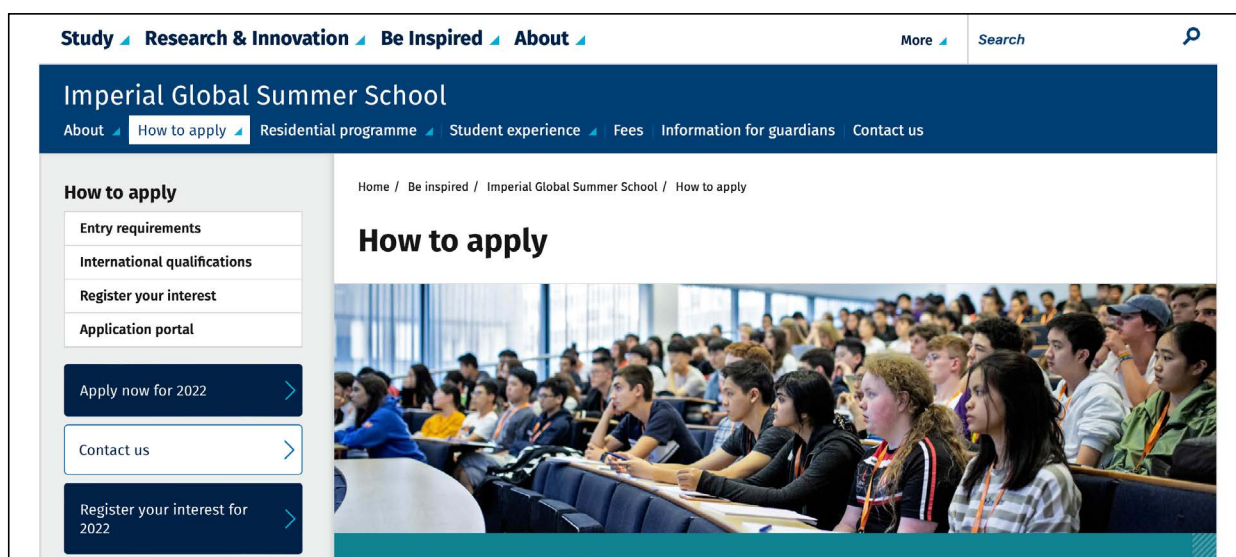
See <https://debatechamber.com/online-events-calendar/>



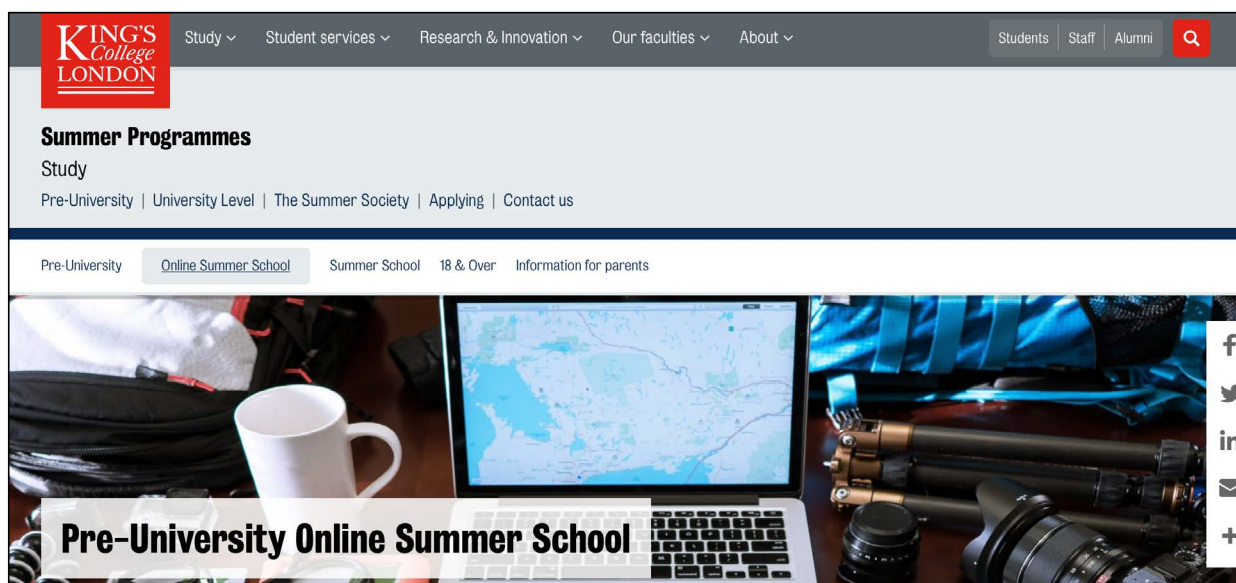
IMPERIAL AND KCL

Both Imperial and KCL offer summer schools for ambitious L6th students. See the (expensive) Imperial live event here:

www.imperial.ac.uk/be-inspired/global-summer-school/applying/



and an online experience at KCL: www.kcl.ac.uk/summer/pre-university/online-summer-school



CAMBRIDGE VIRTUAL PRE-UNIVERSITY SUMMER PROGRAMME

"We are delighted to announce that for the third year in a row, we will be running our Virtual Pre-University Summer Programme. Once again, we will be offering two entry points:

- Option 1: 4 - 15 July 2022
- Option 2: 25 July - 5 August 2022

Aimed at 16- to 18-year-olds, this two-week programme provides high school students from across the globe with an opportunity to explore a wide variety of subjects as they prepare for future undergraduate study at leading universities. The programme is taught largely through pre-recorded talks delivered by Cambridge academics and invited subject specialists, with the requirement for students to respond, on a daily basis, to many of these talks on a shared student forum. The programme also offers sessions on study skills, careers, and how to apply to a UK University. Several live Zoom sessions will also give students the opportunity to talk to current Cambridge undergraduates, as well as the Programme Director, Dr James Grime.

The programme therefore provides students with a safe – and affordable – way to experience university-level material, to expand their horizons, and to question their own subject choice and motivation for study at a leading global institution.

Each two-week programme is identical: students apply to study just one option. The cost of the programme is £249.

To find out more go to our website: www.ice.cam.ac.uk/pup

SPORTS SUMMER SCHOOL AT BATH UNIVERSITY

A sports-focused residential for Year 12 students to experience the University's sports programmes and studying at Bath as a high-performance athlete. This residential will take place from Wednesday 27 July to Friday 29 July. Apply [here](#).

Work *experience*

There is a wide range of virtual work experience opportunities listed in the Careers pages in Firefly. 5th and L6th form students should investigate and explore.

INVESTIN ONLINE CAREER EXPERIENCES

Epsom College is a partner school with InvestIN, a company that offer career and degree-oriented experiences for students aged 12-18. Epsom students can use the discount code EPSOM2019. They are now offering both online and live careers experiences.

See: <https://investin.org/pages/choose-your-career>

INVESTIN
Our Programmes
Who We Are
Community
Resources


CHOOSE YOUR SUMMER EXPERIENCE

For ages 12-18. The ultimate experience of your dream career.


4.9/5
 IS OUR TRUSTPILOT RATING TAKEN FROM OVER 1000 REVIEWS
 ★ ★ ★ ★ ★

Life-changing, immersive career programmes for ages 12-18. Book your place now.


[ALL CAREERS](#)
[AGES 15-18](#)
[AGES 12-14](#)




The Young Doctor Summer Experience




The Young Engineer Summer Experience




The Young Lawyer Summer Experience



The Young Investment Banker Summer Experience



The Young Psychologist Summer Experience



The Young Architect Summer Experience

InvestIN is also offering free evening presentations for parents. See the listings below:

WEDNESDAY 6TH APRIL: CAREERS WORKSHOP

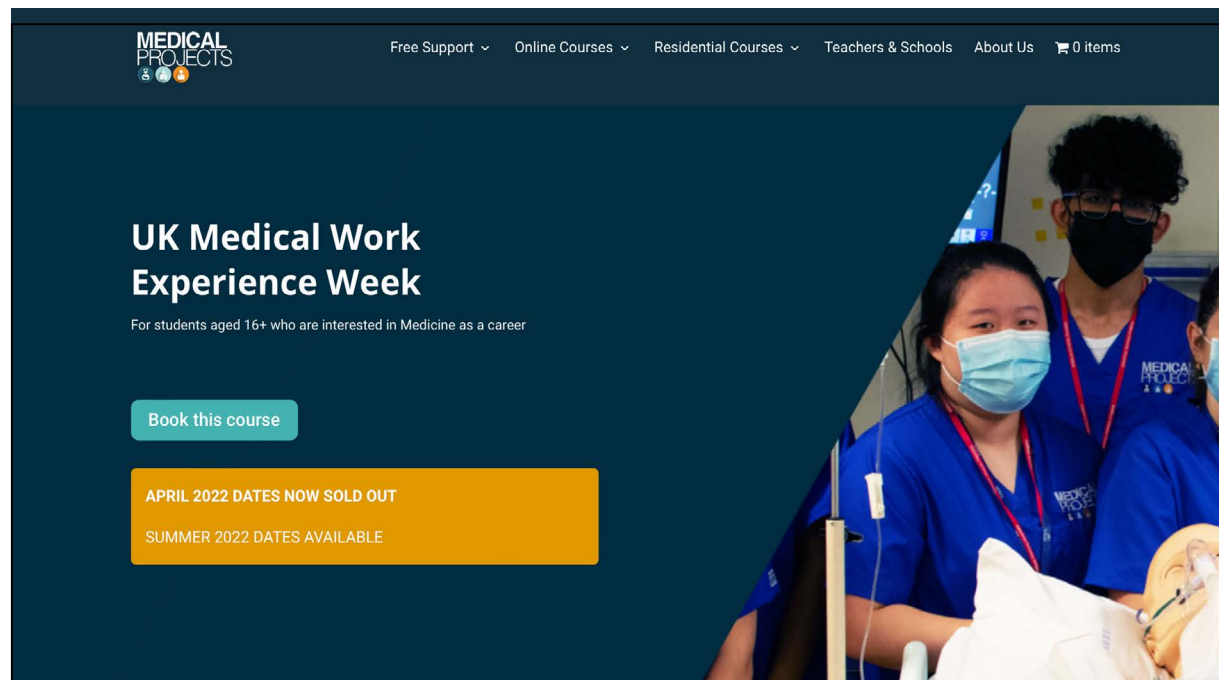
WEDNESDAY 4TH MAY: CAREERS IN FORENSIC SCIENCE

Sign up [here](#) for these free parents' events.

INVESTIN

UK MEDICAL WORK EXPERIENCE WEEK

Medical Projects are running two Medical Work Experience weeks in April 2022 for students aged 16+. Explore options [here](#). They also have a range of summer healthcare courses, across a range of vocations, including [Dentistry](#), [Nursing](#), [Paramedic Science](#) and [Midwifery](#) as well as our traditional [Medicine](#) courses.



The screenshot shows the Medical Projects website. The header includes the logo and navigation links: Free Support, Online Courses, Residential Courses, Teachers & Schools, About Us, and a shopping cart icon showing 0 items. The main content area features a large blue banner with the text "UK Medical Work Experience Week" and "For students aged 16+ who are interested in Medicine as a career". Below this is a teal button labeled "Book this course". A yellow box contains the text "APRIL 2022 DATES NOW SOLD OUT" and "SUMMER 2022 DATES AVAILABLE". The background of the banner shows three medical students in blue scrubs and masks, one of whom is holding a medical mannequin.

Medic Mentor, another provider, offers a range of virtual experiences in these vocations, and veterinarian science. View opportunities [here](#).

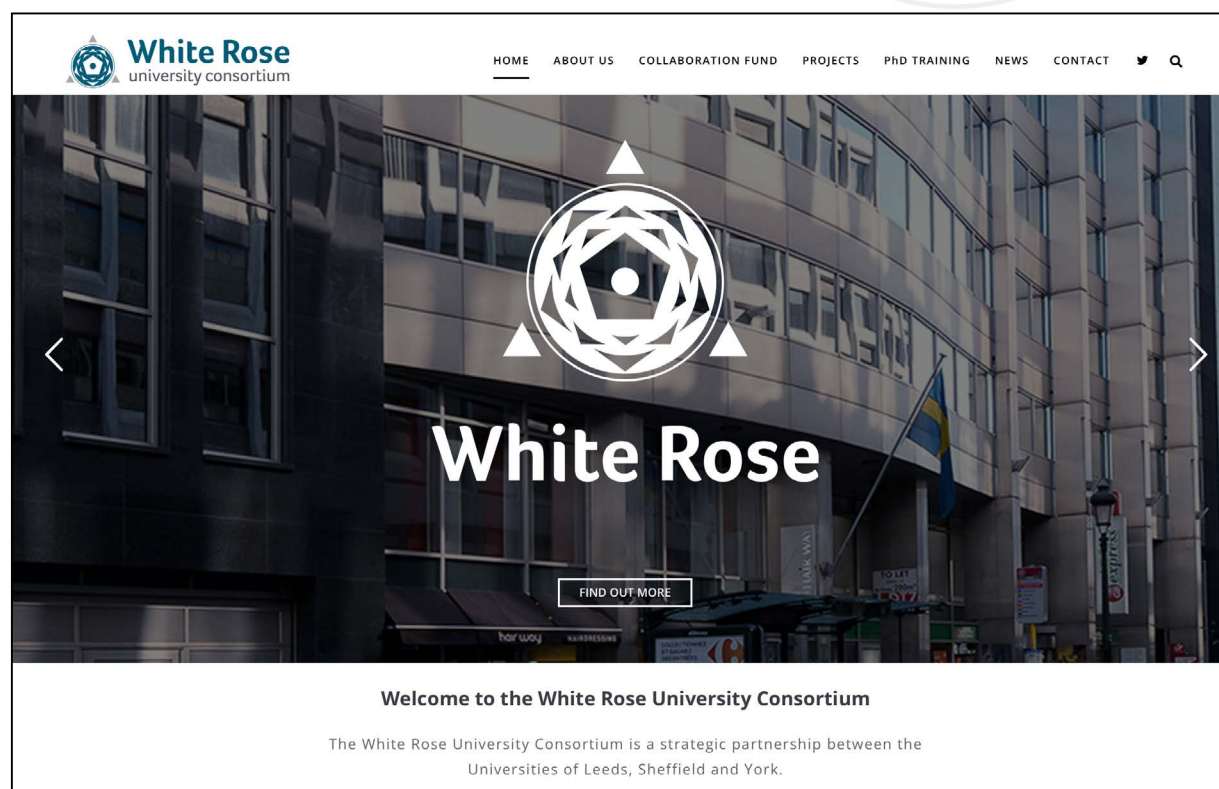


The screenshot shows the Medic Mentor website. The header includes the logo and navigation links: Home, Blog, Virtual Work Experience, Awards Programme, Virtual Medical Society, Book Club, Courses, Summer Schools, Widening Access & Participation, Magazine, The Medic Mentor Portal, Teachers Support, Refunds, and Contact. The main content area features a large white banner with the text "HOW TO BECOME A DOCTOR WITH MEDIC MENTOR". Below this is a video player showing a man with a beard and curly hair, wearing a blue Medic Mentor t-shirt, sitting in front of a bookshelf. The video player has a play button, a progress bar, and a timestamp of 02:56. The background of the banner is blue.

VIRTUAL WORK EXPERIENCE OPPORTUNITY FOR PHYSICS STUDENTS

The White Rose University Consortium is a strategic partnership between the Universities of Leeds, Sheffield and York. We have teamed up to offer a unique, online, physics work experience opportunity. This will take place from Monday 25 July - Friday 29 July. During the week students will have the opportunity to work with an academic staff member on their research area to review journal articles and produce a conference-style poster, which they will share in a conference activity at the end of the week. Students will be supported by sessions on research skills and how to produce a conference poster, with live forums to enable you to ask questions on a daily basis. There will also be the opportunity to talk to undergraduate students to find out more about studying physics and university life. There will be between one to three hours of interactive activity each day, and you will be expected to work independently on your project outside these times.

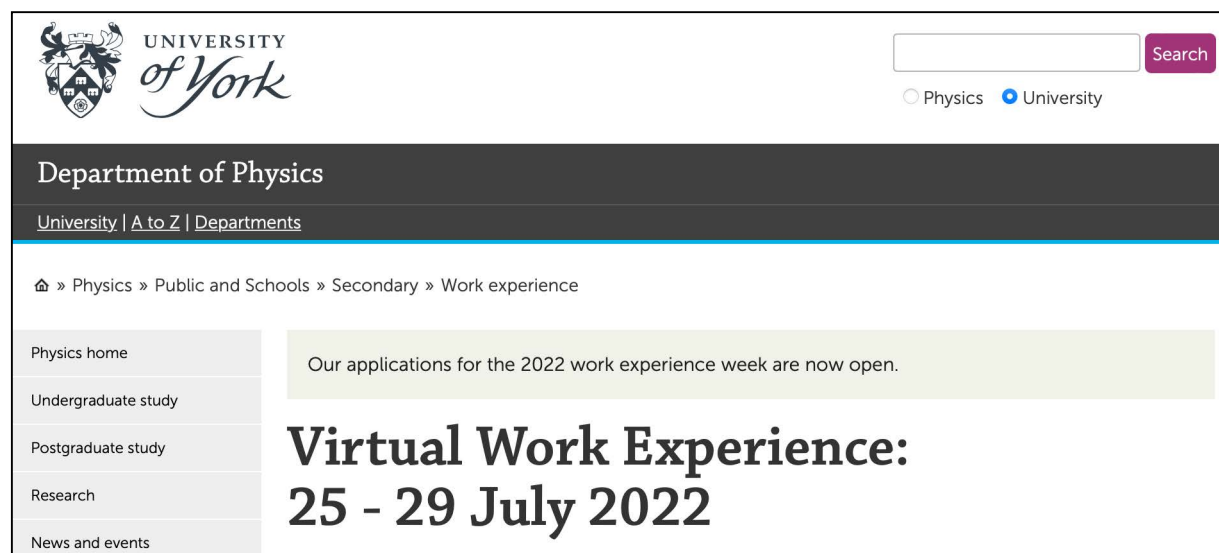
In addition to the online programme, all successful applicants will be offered the opportunity to attend an in-person day at the University of York in the week following the work experience programme (1 - 5 August 2022). This will include the opportunity to tour the campus, visit research labs, and try experimental work. Apply [here](#).



The banner features a large, stylized white rose logo centered over a background image of a modern university building. The text 'White Rose' is prominently displayed in a large, white, sans-serif font. Below the logo, a 'FIND OUT MORE' button is visible. The top navigation bar includes links for HOME, ABOUT US, COLLABORATION FUND, PROJECTS, PhD TRAINING, NEWS, and CONTACT, along with social media icons for Twitter and a search icon.

Welcome to the White Rose University Consortium

The White Rose University Consortium is a strategic partnership between the Universities of Leeds, Sheffield and York.



The banner features the University of York crest and logo on the left. On the right, there is a search bar with a 'Search' button and radio buttons for 'Physics' and 'University'. Below the navigation bar, the text 'Department of Physics' is displayed. A breadcrumb trail reads: Home » Physics » Public and Schools » Secondary » Work experience. A sidebar on the left lists: Physics home, Undergraduate study, Postgraduate study, Research, and News and events. A central message states: 'Our applications for the 2022 work experience week are now open.' Below this, the text 'Virtual Work Experience: 25 - 29 July 2022' is prominently displayed in a large, bold, black font.

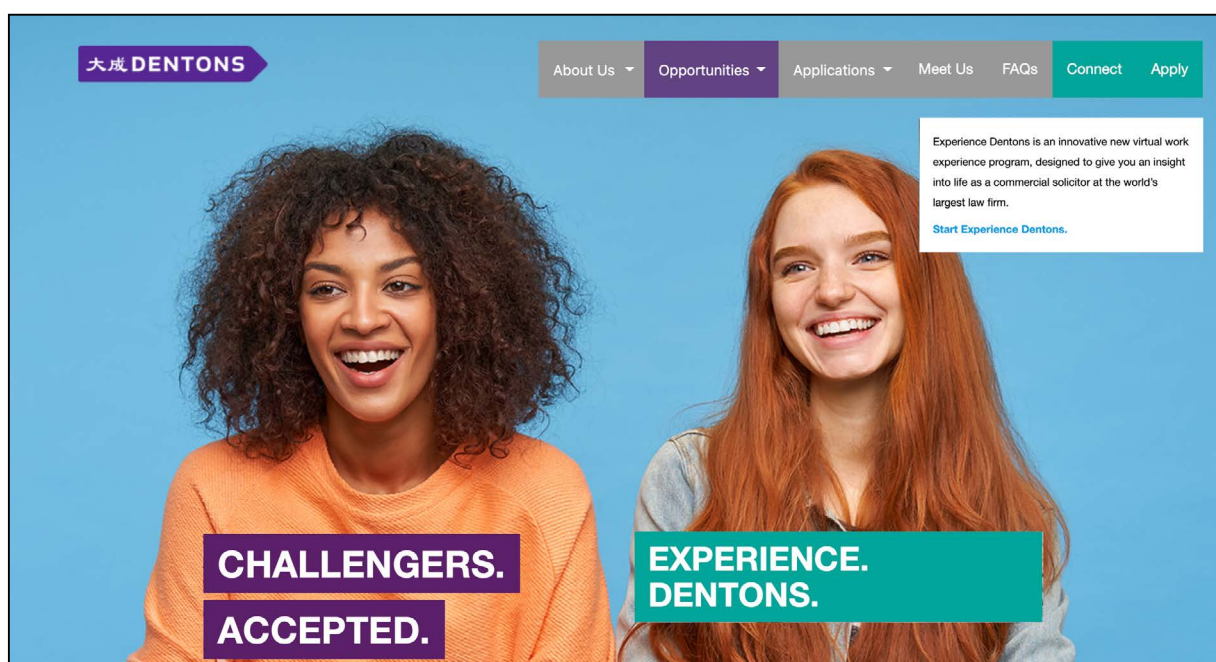
**Virtual Work Experience:
25 - 29 July 2022**

LIFE AS A COMMERCIAL SOLICITOR?

If you think this might appeal then try the Experience Dentons virtual work experience module offered by the world's largest law firm. Through the programme you will:-

- 'Unlock a wealth of information about a career in commercial law, to help spark your knowledge of the industry.
- Gain an insider understanding of the role of a commercial lawyer at Dentons.
- Discover the resources and information required to make your journey into law successful.
- Build practical skills including: Research, Drafting, Commercial Awareness and Client Communication.
- Have direct access with the Dentons team at quarterly events.'

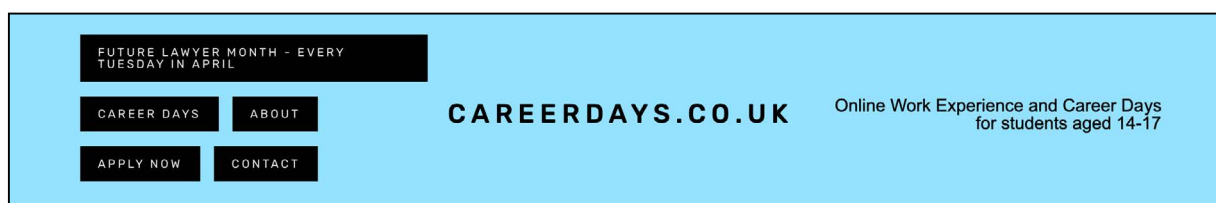
You need to be a minimum of 16 years old to access the programme. Explore further at: [Experience. Dentons. - Dentons](#)



Also, view the Springpod website for various virtual experiences [here](#).



Also, CareerDays for paid experiences [here](#).



University *news*

NUMBER OF 18-YEAR-OLDS AIMING TO GO TO UNIVERSITY CONTINUES TO RISE

The number of school-leavers applying for undergraduate courses starting in September increased by 5% at the initial January deadline, faster than the age group's demographic growth and after two successive years of steep rises in applications. 320,000 sixth formers have applied for university places so far, compared with 306,000 in 2021 and almost 50,000 more than at the same stage in 2019. The latest figures cap a decade-long increase in the proportion of school-leavers opting for higher education. In England alone, 44% of all 18yr olds applied in January, the highest on record. Ten years ago, in 2013, just 33% did so. There were also record rates of applications among students in Wales and Northern Ireland, while those in Scotland were second only to the rate recorded last year. The number of applicants from disadvantaged areas has also continued to rise, with 28% of 18yr olds from areas with the lowest educational attainment applying, compared with 18% in 2013.

Applications by international students remained flat, thanks to a continued fall in the number of students from the EU applying. However, stronger growth among non-EU applicants has led to nearly 43,000 applications. 12% more students from China applied for courses, making a total of 14,500, and another 3,000 from Hong Kong. Last year also saw a sharp increase in the number of mature students aged over 21 applying for first degree courses. But as fears around the post-pandemic labour market receded, applications have fallen this year by 17%.

The increased application rate among sixth formers suggests that the appetite for higher education remains undimmed, despite the government's efforts to stress alternatives, such as apprenticeships. Michelle Donelan has said that from next year, universities will be asked to include credit card-style smallprint on advertising for courses, including how many students go on to graduate-level jobs. She said, "Just like a credit card advertisement including information about APR, university adverts will reflect the need for students to understand where a course can take them."

THE UNIVERSITIES MOST TARGETTED BY EMPLOYERS

Every year, High Fliers Research takes an in-depth look at graduate recruitment at the UK's top universities and employers. As well as revealing which universities are the most targeted by the country's top 100 employers, its new graduate report shows that graduate starting salaries are expected to rise for the first time since 2015 to £32k, with four employers offering starting salaries of over £50k. Interestingly, St Andrews, which tops *The Times* league table, doesn't feature anywhere in the list of the top 20 unis targeted by graduate employers.



Universities Targeted by the Largest Number of Top Employers in 2021-2022

1. Manchester	23	6. Warwick	8
2. Nottingham	28	7. Cambridge	3
3. Bristol	14	8. Sheffield	22
4. Birmingham	25	9. Edinburgh	13
5. Leeds	15	10. Oxford	2

Source - The Graduate Market in 2022


* *The Times & Sunday Times Good University Guide 2022*

NO MORE 'CONDITIONAL UNCONDITIONAL' OFFERS

A new code of practice for universities aims to stop the practice of making 'conditional unconditional' offers to avoid students making choices that are not "in their best interests". After an 18-month review, UUKs has set out a code of fair admissions, designating how processes must support "student choice". The code states that universities should not make "conditional unconditional" offers, or offers with significantly lower grade requirements based on applicants making their institution a firm choice. The practice has been widely criticised over concerns that it demotivates students from working hard for their A-level grades and fulfilling their potential.

Geoff Barton welcomed the "absolute clarity with which it reinforces the message that the use of so-called 'conditional unconditional offers' is unacceptable". However, the code says that unconditional offers should still be used in limited circumstances, for example where admissions are informed by interviews or auditions, and that incentives to students should not place "undue pressure on the decisions that applicants make, or the timescales in which they should make them". Universities will be expected to sign the new code but it will not be compulsory. A cross-sector group will evaluate how effective the code is after its publication.

Prof Quintin McKellar, UUK vice-president, said: "The Fair Admissions Code of Practice allows universities and colleges to make a public commitment to prioritise applicants' interests above all else." Michelle Donelan said: "These changes really help to put university applicants' needs first. Prospective students should expect clarity from the provider and the course about quality, transparency and fair access. I have long called for these much-needed changes to the admissions process such as increased transparency in advertising and also called out the use of conditional unconditional offers which only really benefit the university or college. This code highlights the undue pressure this puts on applicants to make a decision which may not be in their best interests."


Universities
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MEDIA RELEASES

Universities UK publishes recommendations for reforms to make university admissions fairer and more transparent

Last updated on Monday 20 Sep 2021 on 10:35am



Universities UK [UUK] is today [Friday 13 November 2020] publishing its [Fair Admissions Review recommendations](#), which will build greater levels of transparency, trust, and public understanding in admissions practices.

Launched in June 2019, the 18-month review has undertaken an independent and comprehensive analysis of the evidence, involving extensive polling and consultation with students, schools, colleges, recent graduates, employers, and education sector groups.

CREATED

13 Nov 2020

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[Download the perceptions of fairness research](#)

PQA HAS BEEN ABANDONED

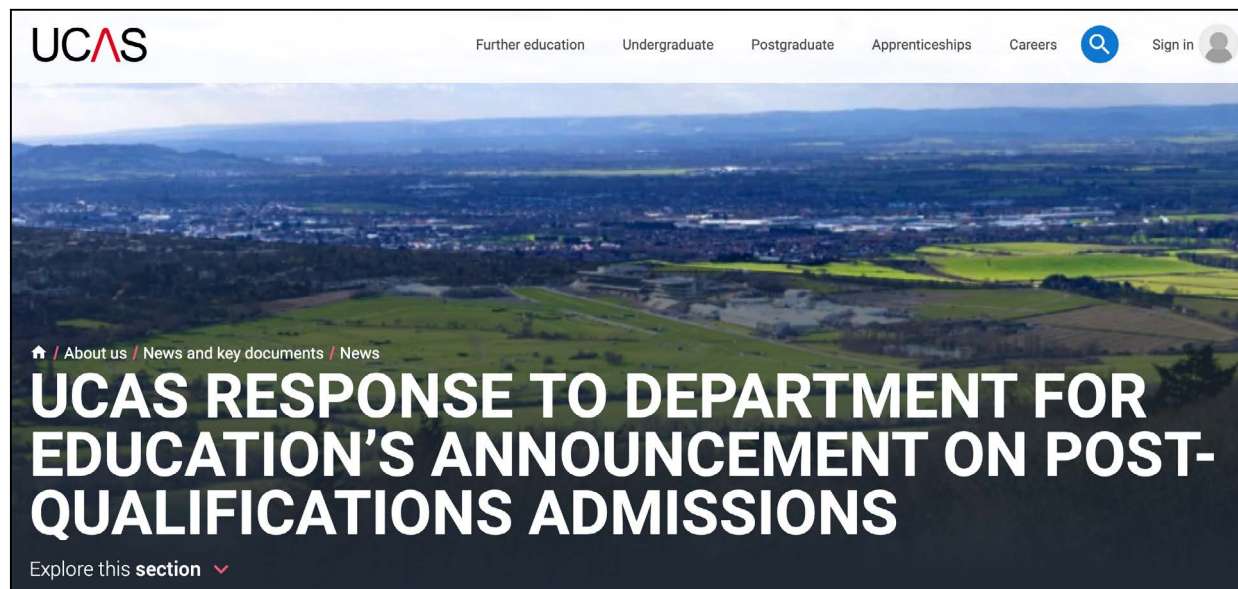
The much-vaunted intent to make students apply to university after their abandoned. The DfE said that a four-month consultation held last year found there was “some support for post-qualifications admissions, but this is not strong enough to indicate that this is the right time for such a major upheaval”. The consultation also showed that “this reform would be a significant undertaking for both the higher education and the school and college systems. Many respondents point out a need for the sector to focus on educational recovery and exam recovery as a priority, rather than wholesale system reform.”

The move was condemned as a “grave error” by Jo Grady, general secretary of the University and College Union, which has long campaigned for the reforms. She said, “Post-qualification admissions are essential for ensuring students get into the right university according to their actual achievement not predictions of potential, which are often inaccurate. Alongside the regressive changes to students’ ability to access finance this is another nail in the coffin for widening access to universities, and a clear indication this government has little concern for the aspirations of those from working-class communities.”

The push for a PQA system was championed by Gavin Williamson in his time as education secretary but it was dropped as a priority after he was sacked in September 2021. Previous efforts to move to PQA, which have included reviews in 2004 and 2011, also failed. TPQA has always faced opposition from universities, which have warned that the reform would not give institutions enough time to support students through the applications process, which would hit those from socially disadvantaged backgrounds hardest. UUK said in its response to the PQA consultation that “a form of” of post-qualification offers, with students applying prior to their exams, had the potential to increase fairness for students while still ensuring universities can continue to deliver an efficient and effective admissions process” but would nonetheless “require some fundamental adjustments to truly improve fairness and transparency for students.” However, a straight PQA system was “unworkable”, the group warned.

Clare Marchant, chief executive of UCAS (the main beneficiary of the current crazy system), said that it was already committed to a “well-developed ongoing programme of reform that has student choice, transparency, and fair access at its heart”. She said, “Being able to support all students, help them make well-informed decisions about their futures and give them more flexibility as they apply was never dependent on post-qualification admissions.” She added that its Clearing Plus system used by more than 15,000 UK students meant there was “already an element of post-qualification admissions in the system that is working well”.

Read the full response from Clare Marchant, UCAS Chief Executive to the latest announcement from the DfE, [here](#).



The screenshot shows the UCAS website interface. At the top, there is a navigation bar with links for Further education, Undergraduate, Postgraduate, Apprenticeships, Careers, a search icon, and a Sign in button. Below the navigation bar is a large banner image of a landscape. Overlaid on the bottom left of the banner is a breadcrumb trail: [Home](#) / [About us](#) / [News and key documents](#) / [News](#). The main headline of the article is **UCAS RESPONSE TO DEPARTMENT FOR EDUCATION'S ANNOUNCEMENT ON POST-QUALIFICATIONS ADMISSIONS**. Below the headline, there is a link that says [Explore this section](#) with a downward arrow icon.

BIG RISE IN APPLICATIONS FOR COMPUTER SCIENCE

The number of people applying to study computer science degrees has risen by 13% this year, the biggest increase of any university subject. Overall, there were 158,340 applications to start full-time undergraduate degrees in computing, compared to 140,420 last year. The number of UK 18yr olds hoping to take computing degrees increased by 21%. Most of the increase was driven by applicants from England (up 18%) and Wales (up 10%) with Scotland and Northern Ireland broadly unchanged. 30,700 applications were from women (19% of total applicants to UK undergraduate computing degrees) meaning the gender gap has closed only fractionally on 2021.

Julia Adamson, Director of Education at BCS, The Chartered Institute for IT said: "The demand for computer science follows the rising profile of AI, global cyber security, social media safety, and tech's role in understanding climate change and pandemic modelling. The impact of Covid-19 and lockdowns have also made us realise how important digital technologies are in our personal and professional lives. The long term challenge of closing the gender gap in computer science remains clear and starts at school level."

EDINBURGH WANTS TO BE A LEADER IN THE SPACE SECTOR

AstroAgency, a leading player in the UK space sector is running a pilot project with Edinburgh University. Kristina Tamane, Space Sector Lead at the university, said: "This partnership with AstroAgency allowed us to continue to support space entrepreneurs both within the university and the ecosystem around us, which is exciting and timely as the space sector in Scotland and the UK is rapidly expanding. This pilot is a key part of the planned Space Innovation Hub activity, which contributes to our aim to be known as a Global Space University and the Space Data Capital of Europe".

Edinburgh is developing its Space Innovation Hub internally and has partnered with the Satellite Applications Catapult, which has opened a series of Space Enterprise Labs (SEs) providing students with the latest collaborative technology, resources and expertise. One of the SEs is in the universities Bayes Centre, which is exploring topics such as the management of fire risk in space and developing clean-burn rocket fuels. Prof Iain Woodhouse, Space Research Theme Lead, said: "In the recent UK Space Strategy, central Scotland was identified as one of the key space hubs in the UK. Edinburgh is at the heart of that, and I'm continually amazed by the high-quality space innovation that occurs within the University, both from our staff and our talented students. It is exactly this kind of innovation and creative thinking that will help propel the UK space sector forward. AstroAgency's help will be invaluable in providing the first 'leg-up' for our innovators and budding entrepreneurs."

London Economics has estimated the global space market by 2030 will be worth more than £400bn, with the UK Government aiming to acquire 10% of this market, and the Scottish Government targeting £40bn. Founder of AstroAgency, space entrepreneur Daniel Smith, said, "Scotland has always been a pioneer in developing new technology, space can be the next chapter in that story. The role of academia cannot be overstated. World-class institutions across the UK, like the University of Edinburgh, underpin the growth and success of this burgeoning sector and, most importantly, support those looking to get involved in an industry that can bring a range of benefits to the environment, economy and our wider society".



ASTROAGENCY



A STRATEGY FOR
**SPACE IN
SCOTLAND**

Creation, Design & Promotion of Scottish Space...

Scottish Government, Scottish Development International, Scottish Enterprise (Aug 2021 - Nov 2021)

[READ MORE](#)

Careers and *Skills*

ONLINE INTERVIEW PRACTICE

All L6th have been invited to explore the web platform: <https://shortlist.me/> and to experience the reality of an online automated interview. Once they have completed a first interview, they have access to a range of interviews across a range of career fields, a good opportunity to develop their employability skills.

Shortlist Me | How it Works | Interview Content | Resources | Contact us

Get Your Students Interview Ready!

Shortlist.Me is an employment-readiness solution that transforms the way mock online assessments are facilitated. Working alongside Careers Services, we help better equip students for employment through practical application and developmental feedback.

Provide your students with more: working with a multitude of top graduate employers, our employer-accredited interviews give students a feel of what companies are really looking for.

[Become a Shortlist.Me Partner](#)

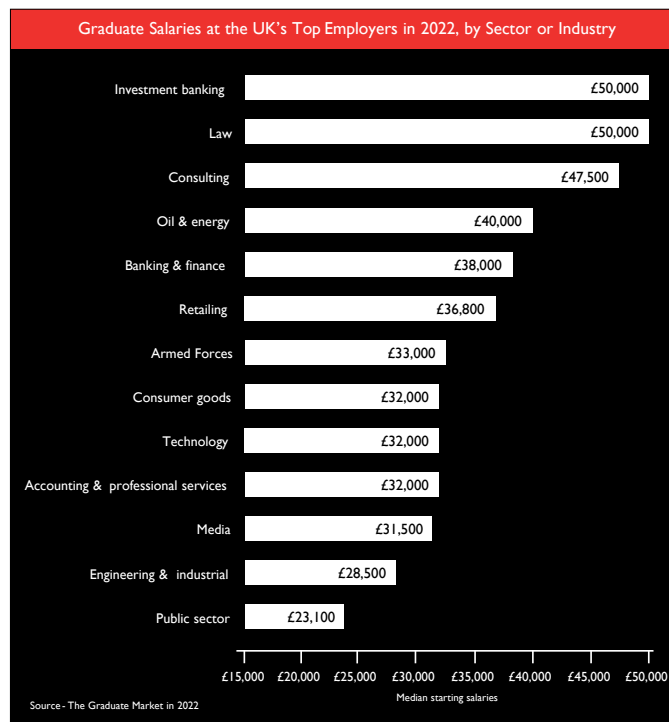
How it works

- Publish Interviews**
Send your students an invitation to access practice interviews published on your careers site.
- Practice**
Students will progress through the interview simulation to learn questions and develop their answers under interview conditions.
- Independent Review**
After recording an answer, Students watch their performance back and self-review using the detailed coaching points provided.
- Collaborative Review**
If they choose to, Students can send their answers to Careers Services to provide a feedback report using our reviewing tool.
- Get Hired**
Students feel more confident and better prepared when attending a real interview and are 33% more likely to get shortlisted.



GRADUATE SALARIES ARE SET TO RISE FOR THE FIRST TIME SINCE 2015

Every year, High Fliers Research takes an in-depth look at graduate recruitment at the UK's top universities and employers. Its latest report shows that graduate starting salaries at the UK's top 100 employers is expected to rise for the first time in eight years, by 6.6% from £30k to £32k. Four of the country's top employers are offering starting salaries over £50,000, whilst only two are offering salaries at £20k or below. 1:6 are paying £40k or more, and that's not including bonuses, subsidised facilities or other benefits.



Unsurprisingly, many of the highest starting salaries are from law firms, £52,000 at White & Case, and £50,000 at many other law firms, such as Allen & Overy, Baker McKenzie, Clifford Chance, Freshfields, Herbert Smith Freehills, Latham Watkins, Linklaters and Slaughter and May. Technology company TTP and consulting firm Newton both have grad salaries of £45k, whilst Aldi pay £44k. Law firms and investment banks both have a median starting salary of £50,000. Next comes consulting firms (£47.5k) and oil and energy companies (£40k). At the end of the scale, is the public sector, with a median salary of £23,100.

2022 graduate salaries at the UK's top employers, broken down by industry and ranked from highest to lowest.

Targetcareers have provided a Guide for Parents. Explore [here](#)



targetcareers



LUNCHTIME CAREERS WEBINARS

We host a series of lunchtime webinars with professionals in a range of career fields. This term speakers have included OEs currently in musical careers and investment banking, and a presentation by the UK ambassador to Finland. All previous webinars can be accessed by students in the U4th upwards in the careers channel in the year group Teams channel.

Next term's lunchtime webinars are:

TUESDAY 10TH MAY: CAREERS IN FILM AND ON STAGE (WITH AN ACTOR & A THEATRICAL AGENT)

THURSDAY 12TH MAY: A CAREER WITH SPORTS SCIENCE IN FOOTBALL

Future webinars for the Michaelmas Term are planned with an MP and member of government, an architect and an OE working in BioTech.

THE SKILLS GAP

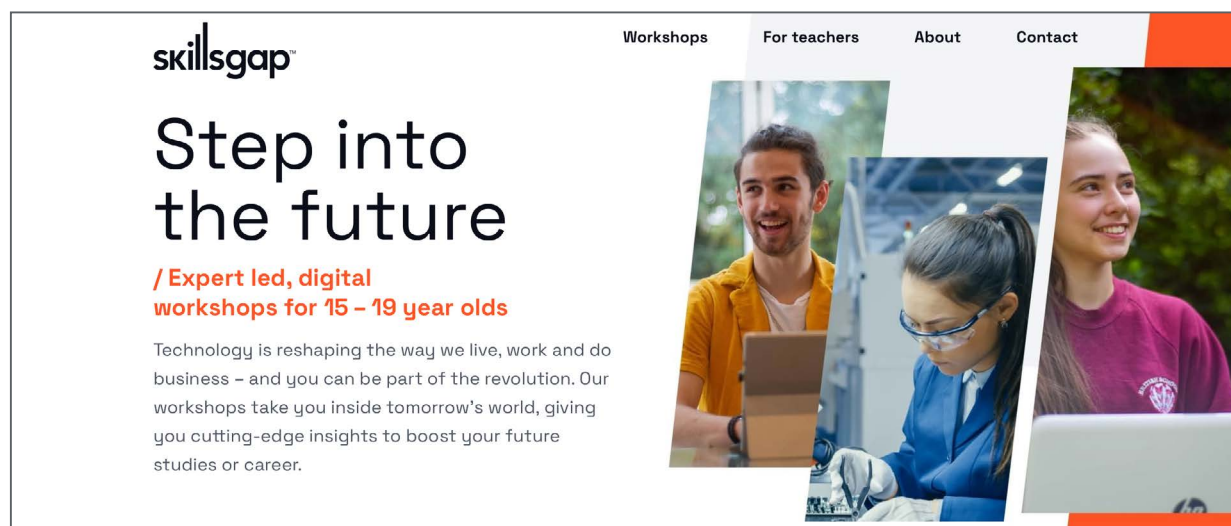
Technology is changing every field, so learning tech and data analysis skills will give you a huge advantage in your future career. Skills Gap is a careers accelerator that arranges short online workshops & courses for young people aged 15-19 in areas such as coding, data analytics and data science.

For further information and to register to attend the workshops please visit:

www.skillsgap.tech.

If you have any questions, please email ian.dodd@skillsgap.tech

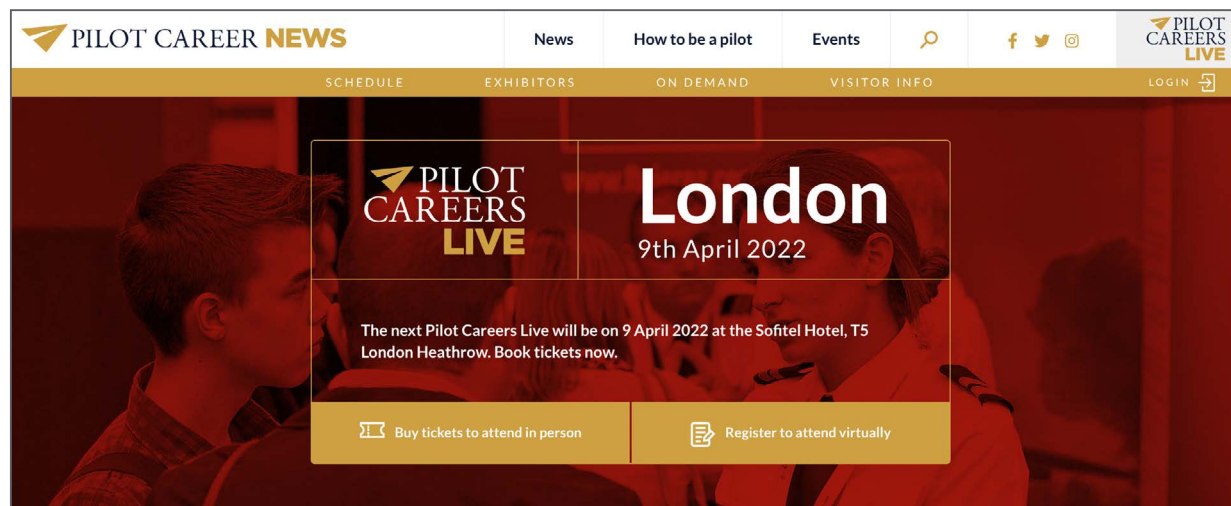
skillsgap™



The Skills Gap website banner features the Skills Gap logo at the top left. To the right of the logo are navigation links: Workshops, For teachers, About, and Contact. The main headline reads "Step into the future". Below this, it says "/ Expert led, digital workshops for 15 - 19 year olds". A paragraph of text follows: "Technology is reshaping the way we live, work and do business – and you can be part of the revolution. Our workshops take you inside tomorrow's world, giving you cutting-edge insights to boost your future studies or career." On the right side of the banner, there are three overlapping images: a young man in a yellow shirt looking at a laptop, a young woman in a blue shirt and safety glasses working on a laptop, and a young woman in a purple shirt smiling.

CAREERS IN FLYING

Following our March workshop introducing interested students to a career as a commercial pilot, consider booking into the London expo at Heathrow on 9th April. See [here](#) to book either in-person or virtual engagement.



The Pilot Careers Live website banner has a top navigation bar with "PILOT CAREER NEWS" and links for News, How to be a pilot, Events, a search icon, social media icons (Facebook, Twitter, Instagram), and a "PILOT CAREERS LIVE" logo. Below this is a secondary navigation bar with links for SCHEDULE, EXHIBITORS, ON DEMAND, VISITOR INFO, and a LOGIN button. The main banner area features a large image of two young men in flight suits. Overlaid on this is a white box containing the "PILOT CAREERS LIVE" logo, the text "London 9th April 2022", and a paragraph: "The next Pilot Careers Live will be on 9 April 2022 at the Sofitel Hotel, T5 London Heathrow. Book tickets now." At the bottom of the white box are two buttons: "Buy tickets to attend in person" and "Register to attend virtually".

Apprenticeships

'APPRENTICESHIPS MAKE YOU GROW UP FASTER THAN UNIVERSITY'

Check out this interview from Joshua Mims who has just started an apprenticeship with National Grid. Read interview [here](#).

The screenshot shows a BBC News webpage. The main article is titled "'Apprenticeships make you grow up faster than uni'" and features a video of Joshua Mims, a teenager wearing a white hard hat and safety glasses, speaking at a construction site. The article text mentions that BBC News spoke to him to mark National Apprenticeship Week in England, as he has started an apprenticeship at National Grid. To the right of the main article is a 'Related' section with three video thumbnails: 'An apprenticeship is motivating me for my future', 'How to ace a video interview', and 'Seven tips for looking for a job'. Each related video includes a duration, date, and category (Business).

NEW HIGHER AND DEGREE APPRENTICESHIP LISTINGS

In support of creating 1,000 new tech roles in Manchester over the next three years, we're expanding our Tech Degree Apprenticeship programme with a brand new offering. Students will gain a Level 6 (Degree) Apprenticeship from Ada, the National College for Digital Skills, whilst working at PwC across a variety of technology teams. Find out more, including information on our upcoming events on 12 and 20 April." See [here](#).

The screenshot shows a PwC job description page. The breadcrumb trail is: UK home > School & College Leaver Careers > Job search > Flying Start Tech Degree Apprentice, Ada, Manchester, 2022. The page title is 'Job Description' and the specific role is 'Flying Start Tech Degree Apprentice, Ada, Manchester, 2022'. There is an 'Apply Now >' button. The description states that the programme offers a chance to learn about tech and get a career off to a Flying Start. It mentions that as an apprentice at PwC, you'll work with world-class clients and study locally at Ada, National College for Digital skills. On the right side, there is a table with details about the role:

Location	Manchester
Line of service	Technology
Specialism	Technology
Start Season	Autumn
Intake year	2022
Job ID	310685WD