



WELLINGTON COLLEGE INTERNATIONAL SHANGHAI APPLYING TO UNIVERSITY

2021-22





WELLINGTON COLLEGE
INTERNATIONAL
SHANGHAI

INTRODUCTION

FROM THE HEAD OF SENIOR SCHOOL



Making the decision about where to pursue higher education is an exciting one, perhaps the first real adult decision many of us ever make. Selecting the right course at the right university is important, a decision that has the potential to significantly shape the course of our pupils' careers and the life they will lead. Guiding pupils through this process is a responsibility we take extremely seriously. We are unashamedly proud of the outstanding destinations our Old Wellingtonians have elected to study in pursuit of their undergraduate degrees, and excited to be a part of the journey of all of our pupils to come.

Pupils undertaking the International Baccalaureate (IB) Diploma at Wellington thrive, each year achieving outstanding point scores which 'opens the door' to the world's finest higher education institutions. However, as the world of higher education is becoming an increasingly larger one, Wellington pupils have a huge number of options and choices at their disposal, including courses, university, or indeed countries that they may not have even considered.

The demands of the IB Diploma Programme are significant; it is a challenging and rigorous course, and arguably the best possible preparation for the demands of an undergraduate degree. Our academic expectations of our pupils are high, and rightly so, as they mirror the institutions our pupils aspire to attend.

However, outstanding academic achievement is simply not enough. The world's best institutions seek applicants who can offer more than an excellent academic record. From leadership skills and qualities, to participation in sport and on stage, and wider academic pursuits, universities seek well-rounded pupils with a breadth of knowledge and interests gained outside of the conventional classroom setting. Not only do we offer an abundance of these opportunities at Wellington, we help our pupils frame their experiences in a manner that allows them to make applications with confidence, successfully showcasing their talents and skills.

Wellington pupils are supported by a considerable team of people as they begin their journey towards higher education. Through offering pupils and their parents bespoke, one-to-one support, creating opportunities to meet representatives from the world's leading universities, and drawing on the experiences of our talented teaching faculty, we enable our pupils to explore what is possible.

Ewan McCallum
Head of Senior School



FROM THE DIRECTOR OF HIGHER EDUCATION AND CAREERS

Navigating the world of university admissions is becoming an increasingly complicated process which requires careful research and considerable planning. This booklet sets out some information about how we support Wellington's sixth form pupils through this exciting and challenging part of their academic life. It is not intended to be a comprehensive manual. Admissions processes are constantly changing, and no one written guide can hope to provide all the detail that pupils and parents require. The basic information contained here is supplemented by a comprehensive programme of advice, support and guidance which all pupils receive during their time at Wellington. Aside from attending a series of dedicated workshops and tutorials, each pupil is offered individual, one-to-one, guidance to help them fully consider their options and to ensure that their application has the greatest chance of success. The school also organises

a number of additional events, for pupils and parents, giving them the opportunity to meet representatives from the world's leading universities while providing timely advice at every stage of the application process. Further information about all of these elements of the application process can be found on the school's website - www.wellingtoncollege.cn/shanghai/academic/university-and-beyond/.

We do hope that you find the contents of this guide useful. We very much look forward to supporting you and your daughter/son over the coming years as they make plans for life beyond Wellington.

Steve Tippen
Director of Higher Education and Careers



APPLYING TO UNIVERSITY

HIGHER EDUCATION PATHWAY

Pupils at Wellington College International Shanghai follow a clear higher education pathway to ensure that they receive the most appropriate advice and guidance that will help them fully consider all their higher education options. This begins long before they reach the sixth form, with younger pupils encouraged to assess their academic strengths, explore potential career paths and build a portfolio of activities. All of this helps them to build the foundations for future applications. Pupils also receive advice at key transition periods - particularly in year 9, when they choose their IGCSE options, and in year 11, when they choose the subjects that comprise their IB Diploma Programme. In year 12, a formal programme of workshops and seminars encourages pupils to carefully research their university options, using a variety of sources of information, such as university rankings and statistics, to help plan their applications before making the most informed choices regarding course and college applications. Before the end of year 12, pupils are required to submit a list of potential university options and to have completed at least one draft of a relevant university application.

Most university applications will need to be made in the first term of year 13. Applications to Oxford or Cambridge, or any medical course in the UK, must be submitted by early October, while early applications to the US generally need to be completed in November. The school will publish deadlines indicating when pupils need to complete various different stages of their application. These will differ from the official deadlines and are designed to maximise the chances of a pupil's application being successful. Most universities now operate a rolling admission programme which means that applications are processed and offers are made as they are received. This gives an added incentive for pupils to make their submissions early. An added and significant bonus to this approach is that once their applications are made, pupils can fully concentrate on achieving the highest possible outcomes in their IB programme.

At Wellington, pupils are given guidance that not only helps them decide what they wish to study and where, but also how to ensure they make a successful application. We guide pupils through the nuances of applying to the United Kingdom through UCAS, the United States through the Common Application, and

state-specific processes, as well as the specific requirements for applying to Canada, Hong Kong, Singapore, Europe, and Australia. We also ensure that pupils receive targeted guidance relating specifically to their application. Pupils wishing to apply to Oxford or Cambridge will get extra support for subject admissions tests, advice on subject extension activities and will undertake mock interview training. For those looking to apply to the elite US colleges, such as the Ivy League, specific advice will be given on the crafting of college essays. Furthermore, as Wellington is a registered test centre, pupils are able to take the required SAT/ACT tests in a familiar environment. All of this support is further supplemented through the school's CCA programme. Activities such as the Medicine Society ensure pupils can develop the subject-specific knowledge and awareness necessary to excel throughout the admissions process.

UNIVERSITY REQUIREMENTS

When it comes to university requirements the most important consideration, although not the only one, is academic performance. In this regard, Wellington pupils are in the best possible position to apply to the most prestigious universities around in the world. The IB Diploma Programme is understood and very highly regarded by universities worldwide. It is a challenging and rigorous course, and arguably the best possible preparation for the demands of an undergraduate degree. Pupils at Wellington undertaking the IB Diploma thrive, achieving outstanding point scores that 'open the doors' to the world's finest higher education institutions.

In general terms, elite universities are expecting very good IGCSE results (mainly A*s / 8 and 9s) and an IB predicted score of 40+ points with Higher Level subjects at 6 and 7. Good universities in most countries will expect IB final scores of 36 points and above, with some variance depending on the course.

More specifically, there are subject requirements for many degree courses. For example, applicants for any medical degree will need to study chemistry and may be expected to study biology and mathematics (or physics) at Higher Level (HL). For any physical science, engineering or computer science programme, mathematics and physics at HL would be necessary. Courses in economics and economics-related subjects, such as business or finance, often require a high standard of mathematics as well. Many universities will set a 6 at HL or a 7 at Standard Level (SL) as an entry requirement.

Whatever the course, the relevant subject requirements will be explained clearly on an individual university's online publications. It is important that the subject requirements for possible degree choices are carefully checked before any IB options are chosen. Pupils are encouraged to check with their teachers and the higher education guidance team if they are uncertain about these requirements. It should also be remembered that universities will change these requirements from time to time, so it is important to check and ensure that you have an up-to-date appreciation of what a specific university is now tending to expect or require in relation to a specific course.

The IBDP provides the gold standard of international education qualifications as they are respected by all universities for providing a level of academic rigour that sufficiently tests all prospective undergraduates. However, as previously stated, top-ranking universities may demand more than just high grades to help them differentiate between the many very able applicants. Additional requirements might take the form of an admissions test (necessary for Oxbridge and medicine-based courses in the UK and most US universities), an interview (required by a range of different universities), some kind of short work experience or internship (required by vocational degrees such as law, medicine/ veterinary science or engineering), evidence of study outside school (currently a standard requirement for almost any good university) or an artistic portfolio of work (often required for art school courses).

A FOCUSED STRATEGY

Given the range of excellent university options around the world it is tempting for pupils to make multiple applications. However, with university admissions becoming more competitive it is important that pupils adopt a focused strategy. The demands of elite universities, particularly those in the US and UK, are considerable and it is becoming more difficult for pupils to balance the varying competing demands. Pupils are strongly advised to limit the number of applications to 8-10. This is not intended to be an arbitrary restriction but a useful guide to allow pupils to channel their efforts. Making too many applications shows a lack of focus and, ultimately, reduces the chances of individual success. It is also time-consuming and can have a negative impact on a pupil's IB grades, which are the single most important factor in determining success.

Pupils should focus their application strategy to ensure that they channel their efforts and maximise their chances of success. Group applications through UCAS (UK applications) the University of California (UC) system or Ontario can count as one application, so a judicious mixture of group and independent applications will give pupils a very wide range of options. For example, five applications to North America using the UC and Ontario systems can cover up to 10 to 12 universities.

Pupils should also make sure that they apply to a sensible range of universities, including at least one of the following:

A 'reach' option: A very competitive course or university

A 'target' option: One which realistically reflects the applicant's current academic position and future potential

A 'safety' option: A course or university with requirements which should be easily attainable by the applicant.

What constitutes a reach, target or safety option for any given pupil will be largely determined by their performance in year 12, since their grades from this year will determine the predicted grades they receive in year 13.

FINANCE AND SCHOLARSHIPS

Going to university is certainly not cheap and many pupils will be eager to secure scholarships and bursaries to help them pay for their studies. Pupils are encouraged to research and explore scholarship opportunities at the earliest possible stage. The most generous scholarships are provided by US universities but, unfortunately, the majority of these are only available to US citizens. There is a range of US scholarships which are open to international pupils, but these are limited in number and the options will vary widely between universities. US universities' scholarship applications, as well as other forms of financial aid, tend to be made alongside applications to the university itself.

It is more common in the UK and Europe for bursaries and scholarships to be available to pupils once they've been offered a place. However, there is wide variation between the approach taken by respective universities, even those in the same country. This, unfortunately, provides a confusing picture for the uninitiated. Luckily, an increasing number of electronic sources of information have recently become available to help pupils and their parents with the search for scholarship opportunities. Further information and links to relevant sites are available on the school website or by contacting the higher education guidance team.

RANKINGS

University rankings can be a useful means of determining the status of a university but should be approached with caution. The best-known world rankings are provided by Quacquarelli Symonds (QS), Times Higher Education and US News and World report, whereas other university rankings are country specific (e.g. in the UK, those run by The Guardian and The Times newspapers). Many of the organisations provide rankings not just for universities as a whole but also rankings which focus on particular subject areas – allowing pupils to see the subject strengths of each individual institution. The ranking lists published by all of these outlets are available online and links are available on the school website.

Ranking lists provide an informative if subjective view of how specific universities match up against one another. The results they produce will vary widely because they use and deploy criteria in different ways. For example, some rankings may give a particular weight to the quality of a university's published research. While this clearly has some indicative value in terms of understanding the overall academic standing of a university, how that relates to the day-to-day experience an undergraduate student might have is more difficult to assess.

While providing a useful 'snapshot', rankings should not be used alone to assess a university's quality and suitability for any individual pupil. In particular, pupils should consider the wider reputation of the university as this is a firmer 'guarantee' that the degree they gain will maintain its value. While reputation is harder to quantify, it tends to be a more long-lasting judgement about the worth of a university. Looking at the formal and informal groups that a university belongs to (e.g. The Russell Group in the UK), and asking for an informed opinion on university choices, in addition to viewing university rankings, are good ways of determining which universities offer the best prospects.

GETTING TO KNOW UNIVERSITIES

It is important for pupils to really get to know the range of different universities open to them. This should involve visiting the university itself where possible, however, pupils must also ensure that they make full use of the opportunities available to them here at school. Many university representatives visit the College throughout the year, as well as other venues around Shanghai, providing invaluable insights into the university application process at their institution. These opportunities are regularly advertised in the school calendar and in communications to both parents and pupils.

In addition, pupils and parents should make maximum use of the school's annual Global University Fair in March. This event will provide excellent access to a wide selection of university representatives from a range of top institutions. As well as representatives being available to answer queries, a number of breakout sessions will be run giving pupils' and parents' advice on a number of admissions topics.

Meeting university representatives on a personal level is particularly important for those considering a US-style admissions pathway. Pupils applying to these universities will need the support of a representative to argue their case before an admissions committee. For this reason alone, it is vital that pupils attend sessions and give the best possible impression when these representatives visit the school. Attending a meeting with a university representative allows pupils and families to form a relationship with a personal contact who can guide them through the application process and advocate for them if necessary. Meeting and interacting positively with the university admissions faculty is viewed as exhibiting '*demonstrated interest*' and is considered favourably in the admissions procedures of many universities.



COUNTRY-SPECIFIC INFORMATION

The following information is intended to provide a general guide to the application processes of the major university destinations of our pupils. Increasingly, universities are adopting their own individual approaches to admissions procedures and, therefore, more extensive research is strongly advised. However, the following should serve as a good overview of the general demands of each different country's approach.

UCAS

All UK applications go through the **Universities and Colleges Application System** (UCAS) which is an online application site for the UK as a whole. Applicants are limited to five options only and will need to write a personal statement of not more than 4000 characters to explain their suitability for their chosen programme. This statement is almost entirely academic in nature, and the school provides a confidential reference to support the application. Offers can be made by universities as soon as applications are received, so applying early is always an advantage.

RANGE OF UK UNIVERSITIES

The best-known UK universities belong to an association called the Russell Group. They are large, comprehensive universities that offer the widest range of degree programmes. Scottish universities offer degree options that are significantly different from English universities. Scottish undergraduate degrees last four years (not three years, as is generally the case in England) and the first year can include more general courses. UK universities range from the ancient (Oxford, Cambridge, St Andrews) to the very modern (Surrey and Heriot Watt), from city centre locations in the heart of former industrial cities (Manchester, Liverpool) to green field sites on the fringes of a small town (Bath, Warwick).

EUROPE

In Europe, the university application process can vary considerably from country to country and may require a motivation letter (similar to a personal statement) and even SAT scores. However, applications to most European universities are very straightforward and can be made online to the individual institution. The EUNICAS site now offers a convenient platform to research and apply to university options in Europe.

An increasing number of European universities now offer degrees taught in English offering prospective pupils an attractive and realistic alternative to studying in the US or the UK. A lot of English language courses will focus on areas such as business, international relations or hospitality, but the number of other options is increasing each year. The widest range of English language degree programmes in Europe can be found in the Netherlands. Options can be explored through one central website at 'Study in Holland' and there is a centralised application system administered through Studielink. Dutch university tuition fees for international pupils are some of the lowest on the continent while in some cases universities in Germany and Scandinavia still offer free tuition for international pupils.

ACHIEVING LOCAL STATUS

Pupils with a UK passport can gain entry to UK universities as local pupils even though they are studying in China and have been doing so for some time. The pupil's family will need to persuade the university in question that their residence in China is temporary and only for the purposes of work. They will also need to prove that they have strong links back to the UK. Links of this nature might include regular visits, the maintenance of property, or payment of past taxes. Unfortunately, this process must be conducted on an individual basis with each university; there is no general rule that covers all cases. As Britain has now officially made the decision to leave the EU it is, unfortunately, no longer possible for EU passport holders to claim local fee status.

RESEARCHING US COLLEGES

Most US universities are part of the **Common Application** system, which means that one online application can reach many different universities. Applications need to be accompanied by counsellor and teacher recommendations, and pupils need to write one 500-word essay which will be almost entirely personal in its nature.

However, in addition to these general requirements, all US universities will set their own college essay subjects and many will require extra teacher recommendations, which means that making multiple applications can be very intensive and time-consuming. There are advantages in applying early for US-based courses: applying Early Action (EA) or Early Decision (ED) guarantees that a decision and response will be made before Christmas. Pupils should bear in mind that ED applications can only be made to one university and are **legally binding**: pupils sign a contract to confirm that they will attend that university if their application is successful.

Although most American universities use the Common App, some will use different systems. For example, the state of California has its own system which allows one application to access all UC state universities. This does not require essays or recommendations - pupils self-report their performance, which Wellington College supports through providing a transcript of their academic grades.

Pupils often need help to research the bewildering array of US higher education options. One popular method is to sort them by geographic region. California has a number of excellent universities, while the North East has the highest concentration of well-known and established universities in the country, based around Washington, D.C., New York and Boston.

An alternative way to think about US universities is by type: top-ranking US universities – such as those in the Ivy League – tend to be comprehensive private institutions that can offer a full range of degree programmes. Some pupils might be better suited to the smaller and more specialised liberal arts colleges, such as Swarthmore or Middlebury, while another alternative is the state system which has colleges that can match the quality of the private sector (Virginia, Michigan) and tend to offer better value for money.

The US is also home to many superb specialised technical universities, such as MIT, CalTech and the Georgia Institute of Technology, which regularly feature at the top of the world university rankings lists. A further option would be the large number of women's colleges, including Smith and Wellesley.

CLASS RANK / GPA

When researching US universities, it is inevitable that pupils and parents will come across the terms GPA (Grade Point Average) and Class Rank. Wellington College, along with most other international schools, does **not** rank pupils in the way typically done by US schools or provide GPA. As our classes are small and made up of high-achieving individuals, providing class rankings becomes meaningless and against each pupil's interests. In addition, the IB programme does not really fit with the concept of GPA. US universities are very familiar with the IB programme and will, if necessary, convert the grades reported on the school transcript to a GPA, allowing them to compare pupils across different examination systems.

ASSESSMENT TESTS

A final factor to take into consideration when choosing a US university is the role that standardised tests such as SAT and ACT play in the admissions process. Indeed, other university systems, such as those in Korea, Singapore, and Hong Kong, may also require SAT scores. Careful research will enable pupils to understand the requirements and typical expectations of different universities allowing them to target institutions accordingly. Pupils are encouraged to prepare for these tests in a way that does not detract from their main academic programme. As stated above, the school utilises the services of an external provider to help year 12 pupils prepare for these tests in an appropriate way during the school day. Further information about this service is available on request. Pupils typically plan to take tests in the spring of year 12, whereas year 11 and year 12 pupils who are interested in applying to the US may also take the Preliminary SAT (PSAT) at school in October.

It is also worth noting that there are a number of 'Fair Test' schools, that place less emphasis on test results, and a growing number of universities that do not require IB pupils to undertake any extra assessment tests.

THE IMPORTANCE OF 'FIT'

US colleges tend to stress the importance of the 'fit' between pupil and university and it is one of the key considerations when making an application. One useful guide to what any given college wants is its college essay. Required essays will vary widely, from the highly academic to the very personal, so pupils must carefully read and understand exactly what is being asked of them. Generally speaking, however, many US universities will place greater value on extra-curricular activities than their British equivalents. They particularly prize evidence of a long-term commitment to a particular activity, which could be sporting, social, service-related or academic. Most colleges prefer to see evidence of qualities such as commitment, dedication and perseverance, rather than short-term interest in a broader variety of activities.

HONG KONG AND SINGAPORE

Applications to Canada, Australia, Hong Kong and Singapore offer an increasingly attractive alternative to the typical US or European destinations. Applications are often very straightforward, only requiring one online application supported by a transcript from Wellington College. However, pupils should research their options thoroughly to ensure that they meet the relevant requirements.

Both Hong Kong and Singapore are home to very well-known universities that can increasingly compete with the best higher education institutions from around the world. These include: Hong Kong University, Hong Kong University of Science and Technology, the Chinese University of Hong Kong, the National University of Singapore, Singapore Management University and the National Technical University. Singapore is also now the home of Yale-NUS, Asia's first liberal arts college based on the US model.

However, applications to Hong Kong and Singapore do follow different processes. Applications to Hong Kong are similar to those for UK universities, requiring an academically focused personal statement. Applications to Singapore, on the other hand, reflect the American approach and pupils will need to write college essays and include SAT scores if they are not a Singapore passport holder.

CANADA AND AUSTRALIA

Canada has three world-class universities: British Columbia (UBC) based in Vancouver, Toronto (UT) and McGill, based in Montreal. All Canadian universities are public universities, similar to the UK model, and, therefore, high standards are guaranteed. The Ontario state system allows a group application to UT and other universities in that state and is therefore an efficient way to apply to several well-known Canadian universities at once.

The best-known Australian universities belong to the Group of Eight and they include: Sydney, New South Wales, Melbourne, Monash and the Australian National University (ANU) in Canberra. These are the only applications that can be made at the end of year 13. Most applicants will wait until they receive their IB results in July and then apply in August or September for the following February semester.

CHINA

In addition to highly ranked Chinese universities such as Peking and Tsinghua, there is a growing trend for UK and US universities to set up campuses in China. NYU Shanghai is now established in Century Avenue and its intake is 50% international. NYU now has three campuses (New York, Dubai and Shanghai) and pupils rank campuses on their application in order of preference. Pupils are expected to spend at least one semester in a partner campus.

Duke University has opened an undergraduate campus in Kunshan and aims to offer a wide range of degree options. Nottingham University has a campus in Ningbo, Liverpool has a joint campus with Jiao Tong University in Suzhou and Sino British College in Puxi has links with a range of northern UK universities, including Sheffield and Leeds. All of these links offer pupils the opportunity to study partly in China and partly in the UK.

MEDICINE

Medical degree programmes have always been the most demanding and competitive of all potential higher education pathways. Applicants will have to achieve consistently excellent grades, have evidence of relevant work experience, undertake specialist tests and undergo a highly competitive interview process. The issue becomes even more complicated when you take into consideration that most medical schools prefer to take on their own nationals over international applicants, since their parent country will always want to develop new medical professionals who are going to remain in the country. International applicants will always be at a disadvantage when applying for medicine – in the UK only 7.5% of places are available for international pupils and most places offering undergraduate degrees impose similar restrictions. Anyone considering a medical application therefore needs to cultivate a range of viable options.

Other centres of excellence for studying medicine at undergraduate level include Europe and Australia. Hong Kong and Singapore also have excellent medical schools but are highly competitive. Hong Kong universities also require spoken Cantonese. International pupils can also apply to a number of new medical schools in Malaysia: NewMed (a partnership with Newcastle University) or to the Penang campus of the Royal College of Surgeons in Dublin. International Medical University (IMU) is a viable local option based in Kuala Lumpur.

Regardless of concerns surrounding their international status, given the mathematical chances of success, pupils should also consider alternative courses. Pupils may wish to consider degree courses in other health-related fields, such as: radiography, pharmacy, physiotherapy or a biomedical sciences degree that will lead into medical research.

HOTEL MANAGEMENT

The best training for hospitality and hotel management careers can still be found in Switzerland, at centres such as EHL (Ecole Hotelier Lausanne) or Les Roches and Glion, though there are interesting options in places such as Australia (Blue Mountains), Thailand (Dusit Thani), Dubai (Emirates Academy) and Chicago (Kendall College). Entry is very competitive and is often via a rolling admissions process that requires a motivation letter and evidence of sustained interest, such as work experience, in this sector.

ART SCHOOLS

The US has the widest range of well-known art schools, including Parsons in New York, SAIC in Chicago, RISDE in Rhode Island and SCAD in Savannah. Parsons has a campus in Paris and SCAD has a campus in Hong Kong. Emily Carr in Canada has an excellent reputation and UAL and UCA located in various locations in the South East of England are currently two of the best-known UK art schools. Most of these institutions will send representatives to China annually to visit schools and advise pupils on portfolio creation and management. Entry to an art school is largely determined by portfolio and pupils may be required to take a foundation year before they decide upon their area of major interest. Many art schools are now offering courses in business linked to a career in the arts (such as courses in the business of fashion) to reassure pupils and parents of the employability of their graduates.

MUSIC, FILM AND DRAMA

Pupils wishing to follow a career in music, film or drama need to make a decision as to whether they wish for their studies to be academic and/or technical and creative in nature. This decision will help them decide between types of institutions: film school or university film department, conservatoire or university music department, theatre studies or drama school. Some university departments will allow a creative or technical element within their degree programmes, but they remain largely academic (i.e. you will study music or drama more than you perform it). Entry onto a creative degree programme will be largely determined by audition or portfolio - with their academic performance in other subjects being a secondary consideration.

TYPICAL
APPLICATION
TIMELINES /
REQUIREMENTS

TIMELINES

	UK	US	HK	Canada	Singapore	Europe	Korea	Australia
August				Rolling Admission	Rolling Admission	Rolling Admission	Rolling Admission	
September				Rolling Admission	Rolling Admission	Rolling Admission	Rolling Admission	
October	15th October Oxbridge & Medicine			Rolling Admission	Rolling Admission	Rolling Admission	Rolling Admission	
November		1-15 November Most Early Action/ Early Decision	November Early Applications	Rolling Admission	Rolling Admission	Rolling Admission	Rolling Admission	
December				Rolling Admission	Rolling Admission	Rolling Admission	Rolling Admission	
January	15th January Final UCAS deadline	1-15 January Most Regular Decision	January Regular Applications	1-15 January Most Applications	Rolling Admission	Rolling Admission	Rolling Admission	
February					Rolling Admission	Rolling Admission	Rolling Admission	
March					March All Applications	Rolling Admission	Rolling Admission	
April						Rolling Admission	Rolling Admission	Application Winter Semester
May						All Applications	Rolling Admission	
June							All Applications	
July								
August								Application Summer Semester

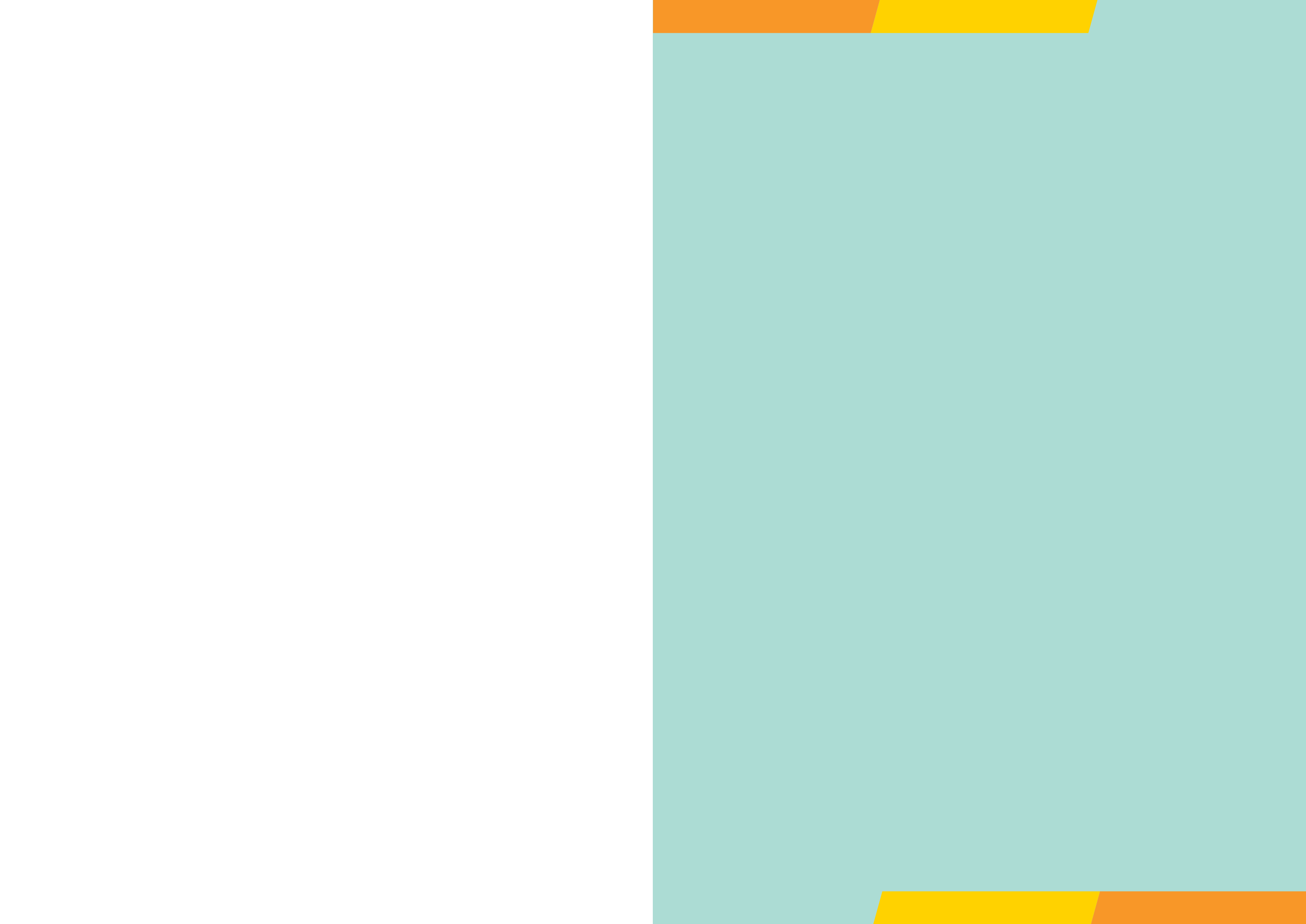
REQUIREMENTS

	Online App	Personal Statement	Counsellor Reference	Teacher Recommendation	College Essay(s)	Interview	Transcripts	Proof of English	Proof of Mother Tongue
UK	•	•	•			For Medicine & Oxbridge		IGCSE and IBDP *	
USA	•		•	•	•		•	IGCSE and IBDP *	
HK	•	•	•				•	IGCSE and IBDP *	
Canada	•						•	IGCSE and IBDP *	
Singapore	•				For International Pupils		•	IGCSE and IBDP *	
Europe	•						•	IGCSE and IBDP *	•
Korea	•						•		•
Australia	•		For Accommodation					IGCSE and IBDP *	

* For universities in many countries, completing examinations in an English medium school is sufficient evidence of English proficiency. However, some universities may require further proof which can be obtained by completing IELTS or TOEFL qualifications. Pupils should ensure that they research the individual requirements of each university.

These tables provide a useful overview of the general admissions requirements typically found in the most popular higher education destinations of our pupils. However, there are substantial differences between the requirements of universities within the same country and these policies are constantly being updated and refined. Consequently, it is vital that pupils research the individual requirements of each university choice thoroughly before planning their application. It is also worth noting that the deadlines provided for each country are for the completed application, including any school references. In many cases, a significant amount of work still needs to be done by the higher education guidance team and teachers once a pupil has completed their parts of the application. A separate set of school deadlines will be provided which will ensure that pupils complete their application in the appropriate time to maximise their chances of making a successful application.







WELLINGTON COLLEGE
INTERNATIONAL
SHANGHAI



A PROUD TRADITION. EDUCATING FOR THE FUTURE.