

Fees hike ignites overseas interest

Alternative Routes, the theme of COA's 2011 conference, accurately forecast a surge of interest in higher education beyond the UK, as students and their advisers face up to the prospect of £9,000 a year tuition fees.

Speakers covered issues relating to study in mainland Europe, the United States, Australia and New Zealand.

If you haven't seen it already, you can read the full conference report at: <http://tinyurl.com/coa2011>

Many universities in mainland Europe - particularly in the Scandinavian countries, Switzerland and the Netherlands - now offer degrees taught entirely in English. Tuition is frequently free or - if there is a charge - rarely rises to more than 25% of what the UK rate will be from 2012 onwards. Moreover, once you exclude Oxford, Cambridge and the top London colleges, several institutions are as highly placed in the various global rankings as UK universities.

While, for example, debating alternative routes at Queen Mary London (ranked at 147 in the QS top universities), we featured the University of Maastricht (placed at 111). There are many other possible choices, among them the top five from the Daily Telegraph:

- Ranked 52nd in the world, above the likes of LSE, St Andrews and Durham, the University of Copenhagen, Denmark's oldest and largest university, will cost UK students absolutely nothing in tuition fees. Many of the university's courses are taught in English
- Switzerland's second largest university, the University of Geneva was ranked 69th in the world and counts Ian Fleming and Kofi Annan as notable foreign



Fount of knowledge – and free tuition – in Lund

alumni. It is rated above York, Trinity College Dublin and Birmingham University, and UK students will be expected to pay no more than £650 a year in tuition fees

- UK students wishing to study at Utrecht University must pay between £1,500 and £2,500 per year in fees. The Dutch university is ranked 80th in the world and offers three undergraduate programmes and 89 postgraduate programmes in English
- Sweden's Uppsala University is a public research university with approximately 20,000 students. The medieval university is ranked 83rd in the world, above Liverpool and Newcastle, and charges EU students nothing

- Lund University in southern Sweden has approximately 20,000 students and was ranked 86th in global university rankings. UK students studying at Lund are not charged tuition fees.

To help students become aware of study options in mainland Europe, we have now revised **Centigrade** to include relevant courses taught in English.

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Kis and tell!

What is going on in higher education? See our exclusive interview with Anthony McClaran on page 4

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Developments in Education

... from page 1

The programming work is almost complete and some further adjustments to the Centigrade workbook are being finalised.

We are working in this development alongside the new European Universities Central Application Support service (Eunicas). With Eunicas, UK and Irish students can apply for up to eight degree programmes, taught through English, in universities in Europe. Eunicas will guide and support them through the application process in the very different and occasionally confusing national systems.

The Eunicas website features details of 689 programmes at 226 universities. Visit it at:

www.eunicas.ie

To request a brochure on the new, revised version of Centigrade, which includes courses taught in English throughout Europe, email: centigrade@coa.co.uk

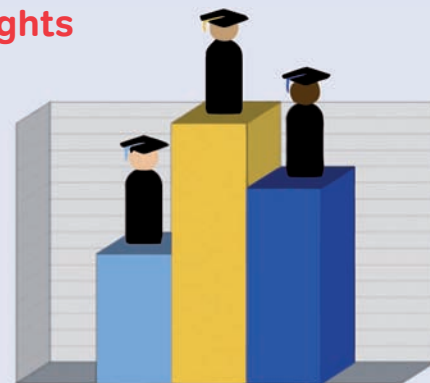
Sparring with the heavyweights

Is there really any such thing as the world's best university?

With so many competing league tables, the international university ranking scene is starting to look, says Richard Holmes, like the heavyweight boxing division. Titles are proliferating and there is no longer an undisputed champion of the world.

Richard teaches at Universiti Teknologi MARA Malaysia, and is the author of the University Ranking Watch blog.

Caltech, he notes, has just been crowned top university by *Times Higher Education* and Thomson Reuters, their data collectors and analysts, while QS have put Cambridge in first place. The Webometrics chart, meanwhile, gives MIT the number one spot. Harvard has to cling to the consolation of remaining the top university in the Scimago and HEEACT rankings as



well as the Academic Ranking of World Universities, ARWU, published by Shanghai Jiao Tong University.

Does this discredit the entire idea of rankings? Not necessarily. We all have different ideas of what a university is about and there is no reason why university rankings should be unanimous about what makes a great or even a good university.

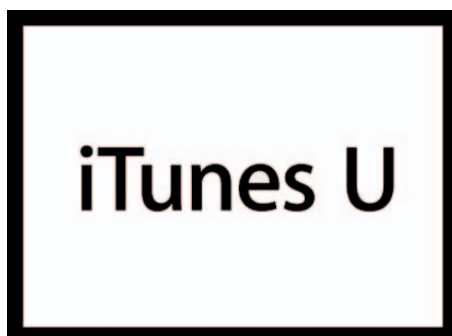
Readers can follow Richard's analysis of the global rankings by visiting: <http://rankingwatch.blogspot.com>

Download free video and audio recordings of university lectures

The Open University (OU) has become a global leader in the number of downloads on the iTunes U service, which allows internet users to access free lectures and teaching materials from leading academic institutions around the world. Mobile devices such as iPads and smartphones have driven a huge surge in demand for the service.

Figures from Apple say that the OU has reached 40 million downloads, placing it alongside Stanford for the most downloads in the world. Other highly popular providers are Oxford (with 10 million downloads), Yale, Massachusetts Institute of Technology, University of California Berkeley and South Florida.

With its strong background in distance learning, the OU says its popularity shows that people want to be able to 'study on the move'. We could add that iTunes U offers a superb means for young people to sample real higher education



provision as they consider whether university is right for them.

Launched four years ago, the iTunes U online service is now running at the rate of 300 million downloads a year, with 350,000 lectures offered by more than 1,000 universities around the world. It works as a non-charging higher education version of the commercial iTunes service for selling music and films.

The current list of most popular individual downloads includes lectures and course materials from Harvard, Stanford, Oxford and the

Nasa Space Academy. The OU is at number two with 'English grammar in context'.

For further details on how some UK universities are making materials available on iTunes U, try exploring the following websites:

iTunes U:
www.apple.com/uk/education/itunes-u

Oxford:
<http://itunes.ox.ac.uk>

Cambridge:
www.cam.ac.uk/video/itunesu.html

UCL:
<http://itunes.ucl.ac.uk>

Open University:
<http://open.edu/itunes>

Nottingham:
www.nottingham.ac.uk/itunesu/index.aspx

Warwick:
<http://www2.warwick.ac.uk/itunesu>



Helping teachers to inspire the next generation of engineers

Teachers will be able to give students a better understanding of Science, Technology, Engineering and Maths (STEM) career options and build stronger connections with business thanks to an innovative Masters level course, which has been launched officially at the House of Lords.

The new course has been developed by the University of Wolverhampton, in partnership with the Institute for Education Business Excellence and The Royal Academy of Engineering.

Primarily aimed at teachers of STEM subjects, the course provides formal recognition of professional development placements, taken as

part of the Royal Academy of Engineering's 'STEPS at Work' programme. By helping teachers to maximise the benefit of their placements and the contribution businesses make to classroom teaching, they will be better placed to inspire their students to pursue STEM careers.

An initial pilot cohort of teachers will be recruited to pursue the course from January to March 2012, with the finalised course available from mid-2012.

For full details, visit the website at: www.wlv.ac.uk/steps

Seven UK universities at risk of closure?

Some students may be embarking on courses at UK Universities which have low prospects of financial survival in the short term.

Amid media claims that students and their advisers are being left in the dark, the government accepts that the Higher Education Funding Council for England does indeed have a list of imperilled institutions but it is resisting pressure to make the list public.

The National Audit Office review panel into higher education recommends publication.

"The Funding Council is not transparent enough about its risk assessments of individual institutions," says panel chairman Margaret Hodge. "Students deserve to know if the place they choose to study at has a high risk of failing."

We do not wish to speculate on the possible identity of the seven institutions but readers can download the panel's *Regulating financial sustainability in higher education* report from the website at: www.publications.parliament.uk/pa/cm201012/cmselect/cmpubacc/914/914.pdf

Admissions bar raised for IB students, school heads claim

Universities are failing to 'value or even understand' the International Baccalaureate Diploma Programme (IB) and prospective students taking the qualification are being unfairly treated as a result, according to two leading school heads.

Writing in the Times Higher Education, Anthony Seldon, master of Wellington College, and John Oakes, head of Dartford Grammar School, say they are constantly surprised at the unreasonably high offers being made to students taking the IB as an alternative to A levels.

The IB has been claimed by politicians and experts over the past 10 years to be a better model than A levels for post-16 education. Indeed, the authors state that recent research by the Higher Education Statistics Agency, carried out on behalf of the International Baccalaureate Organisation, shows compelling evidence that those taking the IB are more likely to go on to achieve first-class honours degrees at university.

"Universities in the UK should be trumpeting the IB diploma," they write. "Our experience, however, is that not all of them value or even understand it. University staff all too rarely visit schools beyond 'introduction to higher education' events and talks. Thus, they do not appreciate quite how hard the IB students work over two years; nor do they really grasp how much more intrinsically challenging the courses are than A levels."

In particular, they protest that students are being asked for the highest grades at IB, which are more difficult to achieve than A grades at A level.



KIS and tell!

What do you know about student-centredness, risk-based assessment and Key Information Sets? Read all about them in our exclusive interview with Anthony McClaran, Chief Executive of the Quality Assurance Agency for Higher Education (QAA). Ken Reynolds talks to Anthony about his work since leaving UCAS just over two years ago.

KR - Your appointment at QAA followed some well publicised criticism of the agency by the House of Commons Select Committee on Universities. Indeed, the Chairman condemned the organisation as 'a toothless old dog'. Have you now turned QAA into a young dog with a full set of teeth?

AMcC - I cannot comment on things that happened at QAA before my time. Once the word watchdog is used, of course, various canine images are likely to follow! I think that we are an effective watchdog, we publish reports that are open to the public, and whenever we find things we think are wrong or might be improved we make a set of recommendations, which universities and colleges are very keen to implement. We are able to investigate concerns rapidly and in a very precise way.

KR - Shortly after taking up your post, you told the all-party parliamentary university group: "There are three priority areas that QAA will focus on in the future: the student; investigating complaints; and finally becoming more public facing and providing better quality information." Are these still your top priorities and are you happy with progress to date?

AMcC - How terrible to be confronted with something you said you'd do two years ago! Fortunately, I'm pleased to say that those three areas of focus are still extremely important to us and that a lot of progress has been made. Regarding the involvement of students, our new review method for England and Northern Ireland



Anthony McClaran

incorporates students at every level, leading us to recruit over 80 student reviewers. We also have a student representative in every institution to be reviewed. Whenever a report recommends particular action, the institution involved must agree its action plan with students. The recent White Paper *Students at the Heart of the System* praises our work in this area and stresses that universities must become more accountable to students than ever before.

When it comes to investigating complaints, we have made our procedures more responsive and more visible. We publish all our investigations, regardless of the outcome, and we work closely with the Office of the Independent Adjudicator. All of this will develop further as we move towards risk-based quality assurance in the coming years.

There remains work to be done in publicising our information but our redesigned website is already making our material much more accessible. We're also actively engaged in social media, including Twitter and YouTube, as we seek new avenues for communication. What's more, in the new review method, we will be required to reach a formal judgement on the quality of the public information provided by the institutions we're reviewing.

KR - You mentioned the risk-based approach. As I understand it, this means that you will cut back on your practice to date of an institutional review every six years in order to free up more time to assess new providers and institutions where problems have been flagged up through complaints. Is that right?

AMcC - We welcome the government's vision of a more diverse and potentially larger higher education sector, open to new providers delivering education in new ways. In such a sector, it is right that quality assurance effort should focus on areas of greater risk to standards and quality. Every institution offering UK higher education qualifications should be part of a common quality assurance framework. This means they should work to the same UK Quality Code for Higher Education, within the same qualifications framework, and be subject to external reviews by QAA. How frequently those reviews happen, and the intensity of the form they take, is something that is still under discussion as part of the consultation process.

It is also important not to lose sight of the key role that external quality assurance plays in identifying and communicating excellence and supporting improvements to students'

experiences, as well as identifying problems and evaluating risk.

KR - In the same address to the all-party parliamentary group, you mentioned the sort of information students said they would like to see. This includes employability data, retention rates, contact hours and so on. Was this just a fanciful wish list or are you striving to meet these needs?

AMcC - At the time, it was just a wish list but there is a lot more solidity about it now. That kind of approach has now led to the requirement that, from September 2012, prospective higher education students in England will be able to access Key Information Sets (KIS) to help them choose what and where to study. Universities and colleges will be required to publish a KIS for each undergraduate course they offer. It will take the form of an online summary of information about student satisfaction with the course, learning and assessment activities, financial costs and support, employment outcomes, average salaries and professional body recognition. This is a very significant development.

KR - It is clear that the new fees regime changes the relationship between student and institution. As you have said, the student should be entitled to the best available information about his or her chosen course and institution. There are, however, still some apparent gaps. Should paying customers, for example,

- (a) Be told in advance if a university is known to be in financial difficulties?**
- (b) Be made aware if undergraduate teaching is carried out mainly by postgraduate students?**
- (c) Be entitled to know if new private providers are subject to the same scrutiny as existing institutions?**

AMcC - Our commitment at QAA is clear: to make our reports public. At the same time, it is important to understand both sides of the debate. If an institution is targeted as at risk, there might be a flight away from that

institution. You have to ask whether, in every case, that would be an appropriate reaction. On the other hand, students are making a very significant investment – not just in terms of fees but three or four years of their lives and their future aspirations – and they have a right to know what is going on. This is a debate we are currently having, and it will come more into the public arena early next year.

It is certainly a fundamental issue in the risk-based assessment regime we discussed earlier. Given that HEFC and QAA will be consulting on this, I can say no more at the moment, although I hope I have indicated both the tensions that exist and the highly sensitive nature of information about risk and performance.

As for who actually carries out undergraduate teaching, KIS will not go into that level of detail. However, I very much hope that the entire culture of making such information available will prompt candidates to probe deeper. It is certainly a legitimate concern and the onus is on the institution to explain how it provides its teaching.

Regarding the final part of your question, new providers seeking degree-awarding powers must go through scrutiny by QAA and must continue to subscribe. The White Paper envisages a situation in which all institutions wishing to access public money – for example by enrolling people with student loans – must be registered through HEFCE and be covered by a single quality assurance framework.

KR - Yes...but the HE Policy Institute drew attention in May this year to anomalies in the granting of degree-awarding powers to private providers. In recent weeks, some of its fears seem to have been realised, with sub-contracting scandals leading to the abolition of the University of Wales and with the sudden closure of the TASMACH School of Business in London leaving up to 1,000 international students high and dry. Are you saying that such things won't happen in future?

AMcC - The general issue of course closure is one of great concern. It becomes more acute, of course, when an institution closes. We don't have a complete answer yet but we are working on it. One suggestion is that institutions should contribute to a bond scheme, offering some security to students who suddenly find themselves stranded. This is being explored further.

KR - Finally, we are witnessing a surge of interest by UK students in degrees taught in English in other parts of the world, especially in mainland Europe. There are often no tuition fees to worry about, the cost of living is no greater than in the UK and quality assurance appears comparable. Are you optimistic that UK higher education provision will be able to maintain its appeal to future generations of applicants?

AMcC - Higher education has a long tradition of crossing national frontiers, going right back to mediaeval times, and I think we should celebrate this. We are active members of ENQA (the European Association for Quality Assurance in Higher Education), which is currently mapping quality standards across Europe and will produce a full report next April. We have to be alert to UK students going overseas and there is no doubt that teaching in English presents new challenges. However, we are well placed because we are used to competition: we have long had competitive entry to our institutions and we compete extremely successfully in the international student market.

We cannot be complacent but it is clear that demand for higher education will continue to grow all over the world. We may see some turbulence in the pattern of UK applications we have known in the past but we have to keep this in proportion. So, yes, I do retain a fundamental optimism about the quality, relevance and continuing appeal of our higher education provision.

Profile: Jeremy Hutchinson, Head of Careers at Dauntsey's, retiring this term

Bob Lee reports:

As a member of the interviewing team at Dauntsey's for the past eight years, I would like to start by saying that Jeremy has always been the perfect host, carrying out his duties with great charm and humour. Dauntsey's will be losing a very talented head of careers.

How long have you spent at Dauntsey's? How much of this time in careers?

Twelve years, all as head of careers. I did start with half a timetable of maths, but this was whittled down to zero because I couldn't remember what differential meant.

You came from Wellington, where I believe you were a housemaster. Is this where you acquired your taste for careers work?

Yes, 25 years at Wellington, including 17 as a housemaster, gave me an appreciation of career choice and the increasing importance of careers education and guidance. As in most schools at that time, careers work was given scant regard. We did a psychometric test battery, which I found really useful as a start to discussion.

What has been most enjoyable about your careers work?

I've enjoyed the ever changing kaleidoscope of requests for help from pupils. You never know what's coming up. It is the most wonderful thing to be able to help a young



person find answers to their queries about the future, be it a university course, a gap year challenge or a possible career. It's the best job in the world.

You have been a great supporter of COA products. What have you liked about them?

COA is such a friendly organisation and I've felt part of a very special team, both with the Sparham workforce and with the interviewing team who visit Dauntsey's every year. It has been fun. I like the way everyone is so relaxed and helpful and yet so totally professional. I think Preview, Cambridge Profile and Centigrade are excellent, but it is the support that I've received from COA in their delivery and interpretation which makes all the difference.

Any chance that you might consider joining us at COA?

I'd love to join the COA staff but I'm still not sure where I'll be retiring to, which makes me reluctant to commit just at the moment.

Bath Students Clean Up

Congratulations to students at King Edward's School, Bath, winners of the ifs Student Investor Challenge 2010/11.

The winning team, rather improbably called 'We're only doing this for UCAS!', beat over 27,000 other teenagers to take first place in a hard fought final. They will now go to New York on an all expenses paid educational trip, with £2,000 for their school and £200 each.

The ifs Student Investor Challenge is open to all school and college students aged between 14 and 19. It starts with students receiving a



Alice Hamer, Conor Thomas, Oliver Schofield and Robert Wilcox, otherwise known as 'We're only doing this for UCAS!'

fantasy £100,000 to invest in the stock market over three months. The winning King Edward's team increased their stock value by 12%, easily outperforming the FTSE 100.

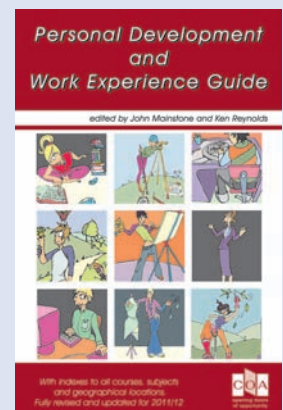
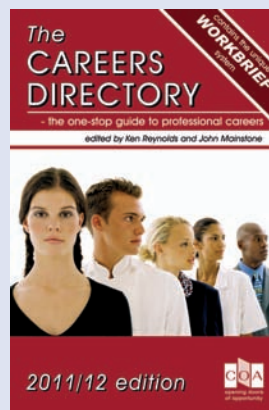
For full details of the 2011/12 Investor Challenge, visit the website at: www.studentinvestor.org

New editions of COA books

Look out for fully revised 2011/12 editions of our books:

- *The Careers Directory*
- *Degree Course Descriptions*
- *Personal Development and Work Experience Guide*

To order your copies, visit: www.careersbooks.co.uk



COA SW Regional Group

Some 45 delegates met at Dauntsey's last May for the COA South Western Regional Meeting.

The keynote speaker was Dr Charlie Ball, Deputy Director of Research at the Higher Education Careers Services Unit (HECSU), which supplies university careers services with data on graduate and postgraduate progression routes.

Last year, said Dr Ball, was the worst for graduate employment since 1983, especially for graduates in IT, Media, Civil Engineering and Architecture. Law graduates are also struggling, with training contracts available for only a small fraction of those successfully completing the postgraduate Legal Practice Course. He feared that employment levels would fall further during 2011, given that unemployment usually peaks two to three years after a recession.

Despite this, studies suggest that it is still worth going to university, with some observers claiming that graduates can earn £12,000 more per year than non-graduates. There is evidence, on the other hand, that some arts graduates may never make enough money to pay off their student debt. Whatever the



Left to right – Host Jeremy Hutchinson with guest speaker Charlie Ball and COA Regional Director Jasper Selwyn

temporary state of the economy, it is clear that every developed country must invest in higher education in order to maintain a highly skilled workforce.

Discount retailer Aldi is currently setting the pace in the graduate employment market, offering a starting salary of £40,000 plus an Audi A4 car. The store last year

received 12,000 applications for 50 places.

The second part of the meeting was devoted to a discussion of issues of concern amongst delegates.

For more information on COA regional group meetings, contact Tim Mainstone: tim@coa.co.uk

World of Work

10,000 Advanced and Higher Apprenticeships available

One of the 'alternative routes' explored at the COA annual conference 2011, the national apprenticeship programme can provide a debt-free path to professional qualification.

To support the growth of the programme, the government has announced £25million of additional funding to support the creation of up to 10,000 Advanced and Higher Apprenticeships, giving firms in sectors such as advanced manufacturing, information technology and engineering the chance to help young people develop hi-tech skills.

Currently, Higher Apprenticeships are available in the areas shown on the right.

Higher Apprenticeships involve working towards work-based learning qualifications such as a Level 4 Competence Qualification, Functional Skills and, in some cases, a knowledge-based qualification such as a Foundation Degree.

For further information, visit the website at: www.apprenticeships.org.uk

Higher Apprenticeship	Level
Accounting	4
Business and Administration	4
Contact Centre Operations	4
Engineering Technology	4
Food and Drink	4
IT, Software, Web & Telecoms Professionals	4
Providing Financial Advice	4
Leadership and Management	5

The Truth About Fiction

It's not part of the national apprenticeships programme but the **Apprenticeships In Fiction** scheme offers valuable support to first time writers. In its first five years, it has resulted in four publications and referred a further ten writers to literary agents.

The scheme takes on no more than five talented emerging novelists each year, with subsidised placements available to first-time writers of commercial or literary fiction in all genres, including crime and fiction for young people.

The placements are available at a

subsidised rate of £2,975 to five apprentices selected from open competition.

The scheme is suitable for writers who have already produced a complete or almost complete draft of a novel. Apprentices will be expected to aim towards concluding the programme with a novel in final draft. The deadline for next year is 31 May 2012.

Full details of the programme and the application process are available from: www.adventuresinfiction.co.uk/apprenticeships/apprentice-intro.html

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Medicine in Eastern Europe

Bob Hill and his new wife Maureen are on honeymoon in Romania...as it happens, near Transylvania. They are driving a rental car along a deserted road. It is late and raining very hard. So hard that Bob can barely see the road in front of him. Suddenly, the car skids out of control! It swerves and smashes into a tree.

Moments later, Bob shakes his head to clear the fog. Dazed, he looks over at the passenger seat and sees his wife unconscious, blood pouring from her head. Despite the rain and unfamiliar countryside, Bob knows he has to get her medical assistance.

He carefully picks up his wife and begins trudging down the road. After a short while, he sees a light. He heads towards the light, which is coming from a large, old house. He approaches the door and knocks.

A minute passes. A small, hunched man opens the door. Bob immediately blurts: "Hello, my name is Bob Hill and this is my wife Maureen. We've been in a terrible accident and my wife has been seriously hurt. Can I please use your phone?"



"I'm sorry," he replies, "but we don't have a phone. My master is a doctor; come in, and I will get him!"

Bob brings his wife in.

An older man comes down the stairs. "I'm afraid my assistant may have misled you. I am not a medical doctor; I am a scientist. However, it is many miles to the nearest clinic, and I have had a basic medical training. I will see what I can do. Igor, bring them down to the laboratory."

With that, Igor picks up Maureen and carries her downstairs, with Bob following closely. Igor places Maureen on a table in the lab. Bob collapses from exhaustion and his own injuries,

so Igor places him on an adjoining table.

After a brief examination, Igor's master looks worried. "Things are serious, Igor. Prepare a transfusion." Igor and his master work feverishly, but to no avail. Bob and Maureen Hill are no more.

The Hills' deaths upset Igor's master greatly. Warily, he climbs the steps to his conservatory, which houses his grand piano. For it is here that he has always found solace. He begins to play, and a haunting melody fills the house.

Meanwhile, Igor is still in the lab tidying up. His eyes catch movement, and he notices the fingers on Maureen's hand twitch, keeping time to the haunting piano music. Stunned, he watches as Bob's arm begins to rise, marking the beat. He is further amazed as Maureen and Bob both sit up straight!

Unable to contain himself, he dashes up the stairs to the conservatory. He bursts in and shouts:

"Master, Master...the Hills are alive with the sound of music!"

COA Publications Order Form

60 Personal Statements for UCAS Application

The most dreaded section of the UCAS application form is usually the personal statement, and institutions are finding it increasingly important as a means of differentiating between applicants.

“How do you write a personal statement?” is the inevitable question from all applicants. This book answers the question with a wide range of examples taken from a variety of subjects.

Unlike any other guide, 60 Successful Personal Statements bases itself upon genuine personal statements.

RRP £11.99 / €14.00

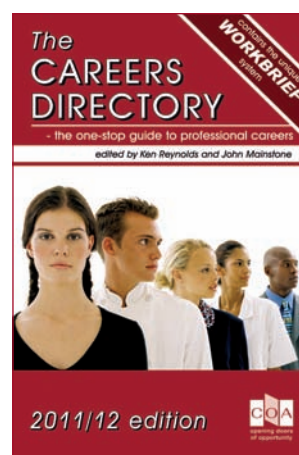


The Careers Directory 2011/12

The Careers Directory encourages readers to take hold of their own career destiny by uncovering the truth about what it takes to get into, and succeed in, some 425 professional careers.

Researched, written and edited by COA advisers, and compiled by leading careers writers, Ken Reynolds and John Mainstone, The Careers Directory presents up-to-date information in its innovative double-page format.

RRP £14.99 / €18.00

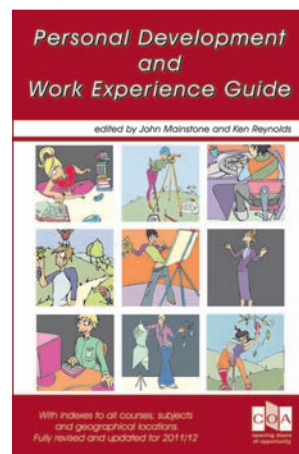


Personal Development and Work Experience Guide 2011/12

This book is about helping students develop their abilities in ways that will help them succeed in their future career. They may be starting to research possible courses in higher education or perhaps contemplating a Gap Year before going to university.

Our goal is to present students with a series of suggestions and exercises that will give them an idea of the many opportunities available.

RRP £9.99 / €12.00

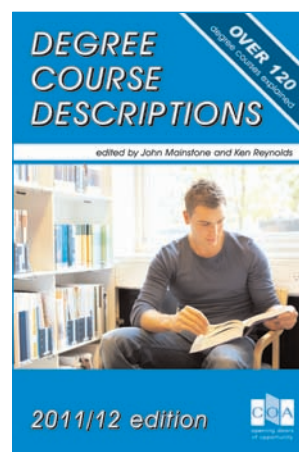


Degree Course Descriptions 2011/12

The descriptions cover more than 120 of the most popular degree course areas. They give information and guidance not easily available elsewhere.

The descriptions are written by heads of departments and senior lecturers at major universities. These people know the courses from the inside and understand the difficulties facing students who are about to make choices that will affect their whole lives.

RRP £12.99 / €15.00



Howson of Holt

George Howson, who became Headmaster of Gresham's in 1900, created a new kind of school and an individually challenging education for its pupils. Under Howson himself from 1900-1919 and then under his successor, J. R. Eccles, pupils were given responsibility for their own behaviour and the freedom to develop their own ideas.

Contemporary photographs from the school's archive bring the story to life. Ninety years after Howson's death his radical ideas about what makes a good school still challenge and provoke.

RRP £12.00 / €14.00



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