

Asian Education Yearbook 1999

INTERNATIONAL STUDY GUIDE



海外升学常年指南

**AUSTRALIA, USA,
UK, CANADA,
NEW ZEALAND,
AND OTHER
MAJOR REGIONS**

**UNDERGRADUATE
POSTGRADUATE
DIPLOMAS
LANGUAGES
SECONDARY SCHOOLS**

NEXUS

World of Study



**INCLUDING A
SPECIAL FOCUS ON
MBA PROGRAMMES
WORLDWIDE**

HOW TO USE THIS BOOK

To make the best use of this book, we suggest that you spend some time looking at its structure. You can find the information you require to make a decision on your future college if you do the following:

1 Courses Guide

For undergraduate, postgraduate and pre-degree courses, look for the course you wish to study, then find the appropriate institution.

課程指南

關於大學、研究生和大學準備課程，找到你希望就讀得課程，然後查閱適當的院校。

コース案内

学部、大学院、および学位取得前の
コースを見つけるには、まず希望す
る専攻分野の欄を見て、そこから該
当する学校名を見つけてください。

[illegible]

③ Advertisement

The institutions' advertisements give you key information to help you decide where to study.

廣告

院校所登廣告提供了這些院校最重要資訊，可幫助你決定前往那所院校就讀。

廣告

各学校の広告は、志望校を決めるのに役立つ主要な情報を提供してくれます。

[illegible]

5 Reader Enquiry Card

To find out more about the courses advertised in this book, either complete and mail the individual cards supplied by individual advertisers or circle the code number of the institution on the reader enquiry card.

讀者諮詢卡

欲知本年鑒登載課程的更多資訊，請填寫由登載這些廣告之院校提供的卡片並郵寄給這些院校，或者在讀者諮詢卡上圈划相應院校的編號。

虎者照会ハ力キ

この本に広告の掲載されているコースについて、
もっと知りたい場合には、各広告掲載校が用意し
ている個別のハガキに記入して郵送するか、もし
くは、読者照会ハガキ中の該当学校のコード番号
を、丸でかこんでください。

如何使用本書

為了最佳地利用年鑒，我們建議你花費一定時間瀏覽年鑒的結構。按照下述步驟，你會得到你所需要的資訊，以便決定你想就讀的院校。

126 UNITED STATES MAJOR HIGHER & FURTHER EDUCATION INSTITUTIONS		
STANFORD UNIVERSITY Stanford University 400 Serra Mall Stanford, California 94305 Tel: 415/495-5000 Fax: 415/495-5000 E-mail: admission@stanford.edu Web site: http://www.stanford.edu	<p>Admission requirements: SAT or ACT (with SAT/ACT optional) and TOEFL (with TOEFL optional) for international students</p> <p>Number of students: 1,000</p> <p>Number of international students: 100</p> <p>Number of international students accepted: 100</p>	CALIFORNIA
UNITED STATES INTERNATIONAL UNIVERSITY United States International University 1000 University Blvd. San Francisco, CA 94133, USA Contact: Director of Admissions Tel: 415/398-2200 Fax: 415/398-2200 E-mail: admissions@usiu.edu Web site: http://www.usiu.edu	<p>Admission requirements: SAT or ACT (with SAT/ACT optional) and TOEFL (with TOEFL optional) for international students</p> <p>Number of students: 1,000</p> <p>Number of international students: 100</p> <p>Number of international students accepted: 100</p>	CALIFORNIA
UNIVERSITY OF CALIFORNIA, BERKELEY. UNIVERSITY EXTENSION University of California, Berkeley 1000 University Blvd. Berkeley, CA 94720, USA Contact: Director of Admissions Tel: 415/495-5000 Fax: 415/495-5000 E-mail: admissions@ucberkeley.edu Web site: http://www.berkeley.edu	<p>Admission requirements: SAT or ACT (with SAT/ACT optional) and TOEFL (with TOEFL optional) for international students</p> <p>Number of students: 1,000</p> <p>Number of international students: 100</p> <p>Number of international students accepted: 100</p>	CALIFORNIA
UNIVERSITY OF CALIFORNIA, RIVERSIDE. ENGLISH PROFESSIONAL PROGRAM FOR INTERNATIONAL STUDENTS University of California, Riverside 900 University Blvd. Riverside, CA 92521, USA Contact: The English Program Tel: 951/941-2000 Fax: 951/941-2000 E-mail: admissions@ucr.edu Web site: http://www.ucr.edu	<p>Admission requirements: SAT or ACT (with SAT/ACT optional) and TOEFL (with TOEFL optional) for international students</p> <p>Number of students: 1,000</p> <p>Number of international students: 100</p> <p>Number of international students accepted: 100</p>	CALIFORNIA
UNIVERSITY OF CALIFORNIA, LOS ANGELES, OLA INSTITUTE University of California, Los Angeles 1000 University Blvd. Los Angeles, CA 90024, USA Contact: Director of Admissions Tel: 213/825-2000 Fax: 213/825-2000 E-mail: admissions@ucla.edu Web site: http://www.ucla.edu	<p>Admission requirements: SAT or ACT (with SAT/ACT optional) and TOEFL (with TOEFL optional) for international students</p> <p>Number of students: 1,000</p> <p>Number of international students: 100</p> <p>Number of international students accepted: 100</p>	CALIFORNIA
UNIVERSITY OF SOUTHERN CALIFORNIA University of Southern California 1000 University Blvd. Los Angeles, CA 90024, USA Contact: Director of Admissions Tel: 213/825-2000 Fax: 213/825-2000 E-mail: admissions@usc.edu Web site: http://www.usc.edu	<p>Admission requirements: SAT or ACT (with SAT/ACT optional) and TOEFL (with TOEFL optional) for international students</p> <p>Number of students: 1,000</p> <p>Number of international students: 100</p> <p>Number of international students accepted: 100</p>	CALIFORNIA
UNIVERSITY OF SOUTHERN CALIFORNIA University of Southern California 1000 University Blvd. Los Angeles, CA 90024, USA Contact: Director of Admissions Tel: 213/825-2000 Fax: 213/825-2000 E-mail: admissions@usc.edu Web site: http://www.usc.edu	<p>Admission requirements: SAT or ACT (with SAT/ACT optional) and TOEFL (with TOEFL optional) for international students</p> <p>Number of students: 1,000</p> <p>Number of international students: 100</p> <p>Number of international students accepted: 100</p>	CALIFORNIA
UNIVERSITY OF SOUTHERN COLORADO University of Southern Colorado 1000 University Blvd. Colorado Springs, CO 80902, USA Contact: Director of Admissions Tel: 719/520-2000 Fax: 719/520-2000 E-mail: admissions@uscolorado.edu Web site: http://www.uscolorado.edu	<p>Admission requirements: SAT or ACT (with SAT/ACT optional) and TOEFL (with TOEFL optional) for international students</p> <p>Number of students: 1,000</p> <p>Number of international students: 100</p> <p>Number of international students accepted: 100</p>	COLORADO
UNIVERSITY OF CONNECTICUT University of Connecticut 1000 University Blvd. Storrs, CT 06269, USA Contact: Director of Admissions Tel: 860/405-2000 Fax: 860/405-2000 E-mail: admissions@uconn.edu Web site: http://www.uconn.edu	<p>Admission requirements: SAT or ACT (with SAT/ACT optional) and TOEFL (with TOEFL optional) for international students</p> <p>Number of students: 1,000</p> <p>Number of international students: 100</p> <p>Number of international students accepted: 100</p>	CONNECTICUT
UNIVERSITY OF HARTFORD University of Hartford 1000 University Blvd. Hartford, CT 06103, USA Contact: Director of Admissions Tel: 860/405-2000 Fax: 860/405-2000 E-mail: admissions@hartford.edu Web site: http://www.hartford.edu	<p>Admission requirements: SAT or ACT (with SAT/ACT optional) and TOEFL (with TOEFL optional) for international students</p> <p>Number of students: 1,000</p> <p>Number of international students: 100</p> <p>Number of international students accepted: 100</p>	CONNECTICUT
YALE UNIVERSITY Yale University 1000 University Blvd. New Haven, CT 06510, USA Contact: Director of Admissions Tel: 203/437-2000 Fax: 203/437-2000 E-mail: admissions@yale.edu Web site: http://www.yale.edu	<p>Admission requirements: SAT or ACT (with SAT/ACT optional) and TOEFL (with TOEFL optional) for international students</p> <p>Number of students: 1,000</p> <p>Number of international students: 100</p> <p>Number of international students accepted: 100</p>	CONNECTICUT

この本の使い方

この本を最大限に活用するには、ご面倒でも少しこの本の構成をご覧ください。ようお勧めします。次の手順に従えば、あなたの志望校を決めるのに必要な情報を見つけることができます。

Listings (2)

Find the institutions' listings in the appropriate section for more details. Follow the highlighted cross reference for the fuller information offered by advertisers.

名單表

從相應的科目部分，獲得進一步資訊。按照特別划定的參考指向，查找登載這些廣告的學校的更詳實資訊。

内容一覽

志望校についての、より詳しい内容は、該当する
内容一覧の部門に出ています。広告掲載校の、さ
らに完全な情報については、ハイライトのついた
相互参照項目をたどってください。

Profile (4)

The editorial profile allows you a more detailed insight into the institution

簡介

編者的簡介使你對某所院校有更深刻的了解。

プロフィール

編者執筆によるプロフィールから、志望校についての、より詳細な深い知識が得られます。

ADELPHI INSTITUTE OF TAIE

To fill out this form, attach the current affidavit, credit ratings of all reporting firms, and **NAEP** reading score (see instructions)

McKendallville: _____ State: _____ Zip: _____

Year and Season: _____
Year Reported: _____
Term: _____

County: _____

Elementary: _____
Intermediate: _____
Highway: _____
Primary: _____
Subtotal: _____
Subtotal: _____
Subtotal: _____

Year: April to Year: _____ Year: May to June of Year: _____

State Assessment: _____
Page: 20

Direct Response: _____
Card No.: 32

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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McKendallville: _____ State: _____ Zip: _____

Year and Season: _____
Year Reported: _____
Term: _____

County: _____

Elementary: _____
Intermediate: _____
Highway: _____
Primary: _____
Subtotal: _____
Subtotal: _____
Subtotal: _____

Year: April to Year: _____ Year: May to June of Year: _____

State Assessment: _____
Page: 14

Direct Response: _____
Card No.: 40

INTERNATIONAL INSTITUTE, USDA

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Year and Season: _____
Year Reported: _____
Term: _____

County: _____

Elementary: _____
Intermediate: _____
Highway: _____
Primary: _____
Subtotal: _____
Subtotal: _____
Subtotal: _____

Year: April to Year: _____ Year: May to June of Year: _____

State Assessment: _____
Page: 122

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FOREWORD

Welcome to the 8th edition of the Asian Education Yearbook.

The Asian Education Yearbook 1999 is the most important and effective guide to study abroad for students from Asian countries. This edition provides a single volume where students and their advisors can examine an intensive selection of quality higher & further education and language courses in the USA, UK, Canada, Australia, and New Zealand. We also include institutions in European countries.

Part 1 of this edition comprises a section showing details of universities, colleges and institutions worldwide offering higher and further education study.

MBA courses are shown in Part 2.

Part 3 offers an introduction to Distance Learning for those unable to travel for their studies.

Independent and Boarding Schools of interest to those looking for overseas education from kindergarten through to senior years are included in Part 4.

Colour profiles providing an editorial review of all the institutions advertising in this book make up Part 5.

Finally, but in some cases most important to those for whom English is not the first language, Part 6 details English as a Foreign Language programmes.

Future editions of this Yearbook, together with its companion volumes, the Middle East & African Education Yearbook, the European Education Yearbook and the South American Education Yearbook will follow the development of higher and further education and language learning as details of further courses and new institutions become available.

We would like to thank institutions that have contributed information for these pages and hope that students wishing to study in another country will find the information they need here. We would welcome comments, corrections and suggestions for further editions.

前言

欢迎阅读第八版的亚洲教育年鉴。

1999亚洲教育年鉴(1999 Asian Education Yearbook)是对来自亚洲国家的外国留学生最重要最有效力的指南。本版提供了单册书,使学生与其指导教师能检阅位于美国、英国、加拿大、澳大利亚和新西兰一些广泛精选出的优质的高等教育和语言课程。

本版的第一部分构成一个章节,列出全世界提供高等教育学习的大学、学院和组织机构的详情。

MBA商业管理课程列在第二部分。

第三部分为交通不方便的学生提供远距离的学习课程。

寻求幼儿园至中学海外留学教育,并对独立与住宿学校有兴趣的人,其相关信息列于第四部分。

第五部分为所有本书所刊列广告的机构提供编辑性的彩色简介一览表。

最后,但对英语非其母语者却是重要的,第六部分详列了以英语为外国语的学习计划。

本年鉴的未来版,连同其附册中东与非洲教育年鉴(Middle East & Africa Education Yearbook)、欧洲教育年鉴(European Education)和南美教育年鉴(South American Education Yearbook),将于获得进一步的课程与新机构的信息时,跟随着高等与更进一步的教育和语言学习的发展脚步进行。

我们仅向为本年鉴提供信息资料的所有机构致谢,并期望计划出国学习的学生能在此找到所需要的信息资料。我们诚挚地欢迎您来函,为更深入的详情细节给予意见、更正与建议。

はじめに

Asian Education Yearbook 第8版へようこそ。

1999年版Asian Education Yearbookは、アジアの国々からの学生の海外留学のための最も重要で実用的なガイドです。この年鑑では学生とその指導者が、アメリカ、イギリス、カナダ、オーストラリア、そしてニュージーランドから選び抜かれた高等教育、継続教育と語学コースを一覧できるようになっています。また、ヨーロッパ各国の教育機関もこの年鑑に含まれています。

この年鑑の第1部は、継続教育や大学教育コースを持つ世界各国の大学やその他の教育機関の詳細からなります。MBA(経営管理修士)コースは第2部に載っています。

第3部では学習のための旅行をすることのできない学生のための通信教育が紹介されています。幼稚園から高等教育までの海外教育を探している方のための私立学校と寄宿学校が第4部に含まれています。

第5部は、この年鑑の中に広告を出している教育機関すべてに関する編集部の意見です。最後に、英語が母国語でない方々に一番重要な事ですが、第6部は外国人向けの英語コースの詳細な情報からなります。

将来のこの年鑑の改訂版は、姉妹編であるMiddle East & African Education Yearbook, European Education Yearbook, そしてSouth American Education Yearbookと同様に、これからの継続・高等教育、英語教育の発展の様子を新たなコース、教育機関の詳細が入るにしたがって更新して行きます。

ここでこの年鑑作成のための情報を提供していただいた教育機関の方々にお礼を申し上げます。また、海外留学を志している学生達がこの年鑑で必要な情報を見つけられる事を願います。ご意見やご要望、訂正事項がありましたら編集部までご連絡ください。

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A special focus on MBA opportunities worldwide.

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Listed alphabetically by type and by country.

THE READER ENQUIRY SERVICE IS AT THE BACK OF THIS BOOK

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PART 1 HIGHER & FURTHER EDUCATION AROUND THE WORLD

Personal recommendation from someone who knows an institution well and has studied there can be very helpful. However, you may also wish to carry out your own research - and this ASIAN EDUCATION YEARBOOK is designed to help you do just that.

The following Higher Education section represents an important selection of education institutions.

Part I is divided into seven sections dealing with the UK, Australia, New Zealand, the USA, Canada, Europe and the rest of the world.

At the beginning of each of the national sections there is an **introductory article**

outlining the main features and benefits of studying in that country and providing practical information about application procedures.

Each of these articles is followed by a **subject guide**, and **listings** of individual institutions which have confirmed their interest in attracting students from Asian countries by supplying this data. The information was gathered by submitting a carefully structured questionnaire to leading universities, colleges and other tertiary institutions in each country.

The **subject guide** shows you which of the key fifty-four subjects, identified by the **ASIAN EDUCATION YEARBOOK** as being universally the most common, are offered at the institutions listed in this part and whether these subjects may be studied at undergraduate, postgraduate or pre-degree level, or any combination of these. The institutions in the courses guides are listed alphabetically.

The **listings** are designed to give readers a brief depiction of the institution, complete with essential contact information.

Size, location, environment and special characteristics of each institution are included and many listings highlight the main study areas, minimum language proficiency level required and if language instruction is offered.

You will often see 'TOEFL' and 'IELTS' scores required for level of English. These are standard international tests which are administered throughout the world.

Application procedures, deadlines and accommodation facilities are all covered.

College and Programme Profiles

Finally, in full colour we present several pages of short articles or profiles, depicting Higher and Further Education institutions, along with MBA Programmes and Language Learning schools.

If you want to find out more about any institution, use the special Reader Enquiry Service or the Direct Response Cards supplied by some advertisers at the end of the book. You may also phone, fax, e-mail or write direct to the institutions listed. Supply as much information as possible and state that you have seen their listing in the **ASIAN EDUCATION YEARBOOK 1999**.

More details from advertisers may be obtained through our Web Site on **www.worldofstudy.com**

QUESTIONS TO ASK WHEN CONSIDERING STUDYING OVERSEAS

- Do I want to be located in or near a big city, in the suburbs, in a small town or in the country?
- What kind of campus am I looking for? Large or small with residential or apartment accommodation nearby?
- How much help and support will I need?
- Does this school offer the exact degree program that I am interested in?
- What are other students like at this institution? Will I be able to compete with them?
- Will I be able to make use of my degree at home?
- Are the weather conditions important to me?
- How much does it cost? Can I afford it? Is there financial aid available?
- Is my level of English high enough?



Photo supplied by Preston College

RECENT DEVELOPMENTS

British higher education was transformed from an elite to a mass system between the mid-1980s and the mid-1990s. Whereas in 1985 the total number of full time students in higher education was 583,000, by 1993 the number was well in excess of one million. For home students 18-19 years of age, this expansion represented more than a doubling in the participation rate so that by 1993 almost 30% of this age group was enrolled on full time courses. Overseas students also benefited from this expansion, their absolute number almost doubling from 53,000 in 1985 to over 100,000 in 1993, thereby reflecting an even faster rate of growth than the home student population.

But the growth in the student population was not the only – or indeed, the most important – change that occurred during the last decade. Other changes included the elevation of polytechnics to university status which in turn resulted in changes in the admissions system. In addition, the whole basis of funding the universities has been transformed, with much greater emphasis now placed on research ratings and teaching quality assessments, both of which are carried out by the Funding Council on a department by department basis. When university status was conferred on the polytechnics in 1992, this meant that they were freed from the control of the Council for National Academic Awards and empowered to offer their own degrees rather than those of the Council.

Although the size of the higher education sector was unaffected by this change, the number of universities almost doubled, the old polytechnics becoming the 'new universities', thereby replacing those universities which had come into being in the 1960s. Although the British higher education system dates back almost 800 years, the majority of the institutions were founded in the 19th and early 20th centuries. The origin of the polytechnics has been different, developing as they have out of local institutions and gearing themselves to local and regional needs. However, over the years they have developed a reputation for flexibility, innovation and adaptability to changing market needs.

The new British university system therefore represents a balance between relatively new and innovative institutions

and the more traditional universities. However, as a result of changes in funding policy, they are all now funded according to the same criteria for both teaching and research, although it remains true that because of the preferential treatment they received under earlier funding regimes the traditional universities have a comparative advantage in research, particularly scientific research.

HIGH QUALITY

British higher education is renowned throughout the world for its high quality and the high quality of its graduates. This is because the emphasis in teaching and learning is not just on the acquisition of a specialist body of knowledge, but also on developing a student's analytical powers and critical skills irrespective of his/her area of study. Students are expected and encouraged to challenge traditional assumptions that underpin theory, to examine carefully the methodology on which research findings are based and to examine critically any predictions or recommendations that flow from these findings.

Such an approach can best be pursued if teaching is carried out in small groups in which questioning and dialogue are both encouraged. Small group teaching, in addition to formal lectures, is an important feature of the British system of higher education. Students are expected to prepare for these small group meetings, or seminars as they are called, by undertaking prescribed reading on a particular topic. During the seminars themselves all students are expected to participate in discussion, by raising queries about matters which concern them and by contributing generally to the exchange of ideas. Thus, through participation, discussion and debate, students develop their critical faculties as well as their personal skills.

The requirement to produce regular written work is also a distinguishing feature of British undergraduate education. On most courses students

HIGHER EDUCATION IN THE UK

Article supplied by Professor James J Hughes of the University of Kent at Canterbury, former Chairman of British Universities International Liaison Association (BUILA)

are required to do a specified number of pieces of written work which is marked by teachers and often counts towards coursework assessments. However, its main purpose is educational. It teaches students to obtain information from various sources, to organise that



Photo supplied by The University of Salford

information, distil it and select that which is relevant to the topic or question on which they are writing.

ENGLISH LANGUAGE

Given that the medium of instruction in British universities is English, all students who seek admission have therefore to demonstrate their competence in the English language. For international students such competence is often judged by reference to an IELTS or TOEFL score. Sometimes applicants feel frustrated if they just fail to reach the minimum score that a university has asked for in one of these tests, particularly if their academic qualifications are otherwise acceptable. But it is always in their own interests to attain at least the minimum score, because if they were to be admitted without doing so their ability to follow their chosen

Art+Design + the Famous Five



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**Central Saint Martins College
of Art and Design**

Chelsea College of Art and Design

London College of Fashion

London College of Printing

The London Institute brings together in a single federated structure five famous Colleges for art and design and related activities.

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courses – and to get as much out of them as they should – would be impaired.

Thus, in standing firm and demanding a minimum level of competence in the English language, a university is not only protecting its own reputation for the maintenance of standards, it is also protecting the interests of the student. Although students don't always see it like this at the time, they reap the rewards at the end of their studies because they not only graduate with a degree that is recognised and accepted throughout the world, but their employability is further enhanced by having studied in English, the universal business language.

OVERSEAS PROMOTIONS

It is not surprising, therefore, that British universities have traditionally attracted a large number of students from overseas. Although engineering and technology courses are most popular with overseas students, social sciences and business studies are also very popular.

Another development that has occurred over the last decade has been the tendency for British institutions to promote themselves and their courses, both at home and abroad.

This often takes the form of officially sponsored educational fairs in large centres of population. Abroad, that sponsorship has often been by the British Council and has been organised by the Educational Counselling Service. However, other organisations such as Nexus are also involved in promoting British higher education through such fairs. These promotion missions provide a unique opportunity for prospective students to learn at first hand about UK universities and colleges. Whenever possible, prospective students should attend such fairs in order to obtain as much information as they can glean about as many institutions as possible before they make final decisions on applications.

LEAGUE TABLES

It is fashionable these days to compare universities according to how they perform in relation to certain criteria. Provided the criterion is explicit and the performance of each university is measurable in relation to it, there can be no objection to this. However, problems do arise when a number of criteria – of varying degrees of objectivity – are employed and performance is assessed by aggregating performance across these

various criteria, the final result being summarised in the form of a league table.

Students need to be wary in their interpretation of such league tables. Notwithstanding this however, there are two performance indicators that students ought to check out before deciding which universities they are going to apply to. These are the research and teaching assessments that are awarded to individual departments. They are based on peer review and are carried out under the auspices of the Funding Councils. The research assessments indicate the national and international standing of the research undertaken in individual departments. For those intending to pursue higher degrees by research, these research assessments are an obvious starting point to the process of choosing. Likewise, the quality assessments for teaching should be used as a guide for those students intending to pursue undergraduate degrees and postgraduate degrees by coursework.

Over the last few years a number of UK universities have established Graduate Schools to help promote high-quality graduate education and to co-ordinate the administration of graduate education.

A Graduate School is intended to act as a champion for the interests of the graduate community. In most UK universities the clear majority of students are undergraduates and an increasing number of universities have found it an advantage to establish a powerful university body to campaign on behalf of graduate students to ensure that their interests are clearly represented in all policy-making and resource-allocating bodies within the university.

There are a number of different organisational models for Graduate Schools. Some are responsible for all graduate work within an institution, others are based on particular Faculties or Departments. Typically, Graduate Schools are responsible for

admissions, student progress, award of degrees, approval of degree programmes and review of such programmes. They act as information centres for students and support the work of Departmental supervisors and course leaders. They can develop and promote best practices and common policies for graduate education.

Some Graduate Schools have responsibility for oversight of an institution's research activity and special responsibility for the promotion and co-ordination of inter-disciplinary research. In such universities a Graduate School can exercise a powerful influence in the decision-making structures and help to develop a research and teaching environment which is conducive to successful graduate study.

Institutions known to have, or who are about to establish, a Graduate School are the universities of: Abertay; Birmingham; Bristol; Cranfield; De Montfort; Durham;

BRITISH GRADUATE SCHOOLS

East Anglia; Edinburgh; Glasgow; Kent; Lancaster; Leicester; Liverpool; Manchester; Nottingham; Paisley; Portsmouth; Salford; Sheffield; St Andrews; Wales, Swansea; Strathclyde; Sussex; Ulster; Institute of Education, London; London Business School; London School of Economics; Royal College of Art; Royal Holloway & Bedford New College; School of Oriental & African Studies; Southampton Institute of Higher Education; UMIST; University College London.



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Postgraduate study in Britain has something for everyone and is attractive to many students because of its location as the gateway to Europe. Postgraduate study in the UK has recently become even more attractive – when all the polytechnics were granted university status at the beginning of the academic year 1992/3. The addition of these new universities effectively meant an additional £43 million funding became available for research.

Graduate teaching in the UK is conducted through seminars and tutorials as well as lectures, allowing close contact between students and academic staff – a feature which attracts many students from countries with more impersonal mass teaching. Many UK universities also have access to excellent research facilities such as specialist library holdings and laboratory and computing facilities.

When choosing what postgraduate programme to apply for, not only the subject area and approach are important, but also the type of degree. Postgraduate programmes in Britain can be divided into two main categories: taught programmes and research degrees.

Taught programmes are usually Masters' degrees or postgraduate diplomas. The difference between postgraduate diploma programmes and Masters' degrees is that the former are primarily taught courses and the latter

usually combine taught elements with small scale research or project work.

Some offer an opportunity to specialise further in a subject studied at undergraduate level. Some provide you with an opportunity to extend your knowledge by looking at a particular topic through a range of disciplines, some of which may be new to you. Others are conversion courses for you to learn a subject different to that of your first degree. Other programmes are intended as research training, to prepare you to progress to a research degree. Of course, some programmes will provide a mixture of these different elements.

The British doctorate (PhD or DPhil) is world renowned. In many countries it is a necessary prerequisite for an academic career. It is a research degree which takes three to four years to complete, the subject of which should make an original contribution to knowledge. A doctoral programme will provide training in research methods and skills, and may involve participation in small amounts of taught coursework. However, for the most part, the time is spent working on the research project under the supervision of one or more academics who are specialists in your subject area. Your supervisor will advise on how to conduct the research, will comment on draft chapters of your thesis and will monitor your progress.

Shorter, smaller scale research degrees lasting one to two years are offered by many universities. These have a variety of titles including MPhil or BPhil. Alternatively, if you wish to spend a short period as a researcher at a UK university, you may be accepted as a visiting student by some institutions.

All universities set their own entry requirements to make their own assessments of overseas qualifications. Remember that the differences between the UK education system and those elsewhere will affect an institution's decision about your suitability for different types of degree. UK universities provide intensive and specialised first degree courses, so Masters' students are often expected already to have a sound background in their

POST-GRADUATE STUDY IN THE UK

Article by Emma Marshall, Postgraduate Admissions, University of Sussex at Brighton

subject. If your first degree was more wide-ranging, therefore, you may need to take a post-graduate diploma before progressing to a Masters' degree, or a UK Master's degree before progressing to research.

Whatever your academic background, it is important that you have a good grasp of the English language to enable you to cope with the academic, social and practical aspects of studying in Britain. Many universities offer pre-sessional or in-sessional courses in English language to help overseas students familiarise themselves with academic conventions and study skills, and to improve their English language skills.

You can contact universities directly for the prospectuses which give details of the programmes they offer, faculty research interests, university facilities and information about how to apply for a place.

The academic year in the UK runs from October to September. Most institutions begin to consider applications for the next academic year up to a year in advance. Some programmes have closing dates for applications. Others will consider applications throughout the year, but it is advisable to leave several weeks to allow time for the application to be considered, to arrange funding and to apply for visas, if necessary.

The British higher education system is one of the most well developed and wide-ranging. It also has the advantage of providing the opportunity to study in an English-speaking environment.

These factors, together with the high standard of the education system itself, make postgraduate study in the UK a very attractive option.

Photo supplied by The Prince of Wales's Institute of Architecture



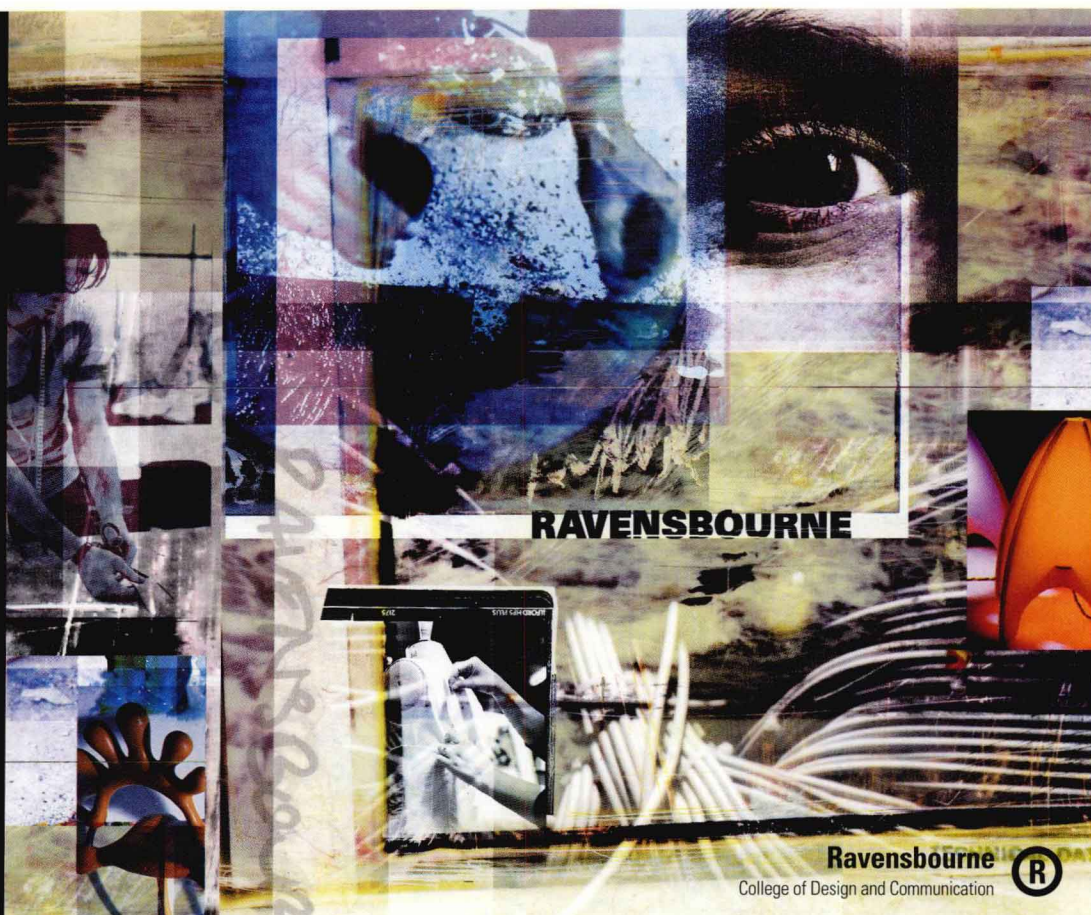
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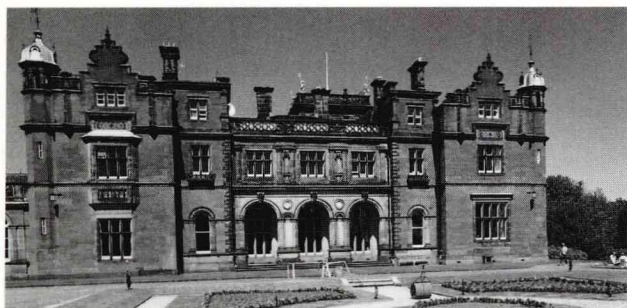
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Email: mna09@cc.keele.ac.uk Web: <http://www.keele.ac.uk>

The distinction in British educational jargon between 'further' and 'higher' education is often misunderstood but it is very important. While 'higher' education consists of degrees and high level diplomas, 'further' education is normally provided at a lower age and at a lower, but more immediately practical, level.

University degrees are very academic and theoretical. The alternative for students who wish to study on a more vocational course is the BTEC (Business Technician Education Council) Higher National Diploma (HND).

Further and/or Higher Education Colleges in the UK (excluding Scotland which has a slightly different system) are split broadly into two categories, both of which offer courses accepted by universities for direct entry:

- Further Education (FE) Colleges which offer craft courses, GNVQs, National Diplomas and 'A' Levels
- Further & Higher Education Colleges (FEHE) which generally offer HNDs in addition to the above. Some offer university access or foundation courses as well.

An alternative to 'A' levels is the GNVQ (awarded by the examination bodies BTEC, City and Guilds and the Royal Society of Arts) or a BTEC National Diploma. BTEC, founded by the British Government, is a national body which issues National

Diplomas as well as GNVQs. The main difference between these and 'A' levels is that they are much more practically orientated and less specialised. As with 'A' levels the courses are two years in duration and are completed at the age of 18 ready for university entry. GNVQs and NDs are studied in approximately 600 UK colleges. These colleges, like universities, are funded by the Government.

GNVQs and National Diplomas are similar in that they are both made up of a number of units, typically 15-16. In order to obtain a GNVQ or a National Diploma a student must pass all the units which are spread over the two year course. Unlike 'A' levels, passing each unit does not just involve passing an end-of-course examination. In addition to the final examination throughout the year, there will be a number of integrated class-based assessments that the students must pass. Marks from both the examination and assignments count towards the final mark for each unit. In some subjects there are no final examinations and all the marks are derived from assignment work.

After completing the required number of units for the award of a GNVQ or National Diploma, students have three choices: to commence full-time employment, enter a university to study for a degree, or study for a Higher National Diploma at a College of Further & Higher Education.

courses at a time, but it is advisable to apply for broadly related courses at different institutions. Only one UCAS application is allowed per applicant and extreme care has to be taken when completing the UCAS form.

For further information, write to:
Universities and Colleges Admissions Service, Fulton House, Jessop Avenue, Cheltenham, Glos GL50 3SH, UK.

POSTGRADUATE CERTIFICATES IN EDUCATION

Check the admissions policy of the institution of your choice before completing the Graduate Teacher Training Registry's form. Application forms and the Guide to Applicants are available from the GTTR in early September each year.

For further information, write to:
Graduate Teacher Training Registry, Fulton House, Jessop Avenue, Cheltenham, Gloucestershire GL50 3SH, UK.

FURTHER EDUCATION IN THE UK

Article supplied by Paul Higham, Director, International Business Bromley College of Further & Higher Education

The Higher National Diploma is a natural choice for students if they feel that a university degree, which would be very theoretical, would be too academic for them.

On completion of the HND, the student can either enter full-time employment, or enter directly into the second and sometimes third year of a degree course.

To summarise, GNVQs and BTEC Diplomas at both National and Higher National level are offered at colleges where students receive a very practically-based education which can either lead to a university degree entry, or to employment in a related industry.

FEHE colleges offer overseas students an excellent opportunity to study vocationally orientated courses in preparation for their future work for university entry.

Such is the scale of the Higher Education system in the UK that a national, centralised admissions system, the Universities and Colleges Admissions Service (UCAS), exists for processing Undergraduate degree and diploma applications.

Applications for first degrees, Higher National Diplomas (HNDs) and Diplomas of Higher Education (Dip HEs) at all universities and most colleges of higher education are cleared by UCAS.

The application cycle takes about a year to complete. Applications for entry into programs the following October can be made from 1 September the year before. The closing date for applications which includes Oxford or Cambridge universities is 15 October. Applications for all other universities and colleges should be received by 16 December. Candidates are allowed to apply for up to six university or college

For more information visit the **Nexus Education website** on www.worldofstudy.com

UK CENTRAL ADMISSIONS SYSTEMS

Article updated by M A Higgins, Universities and Colleges Admissions Service

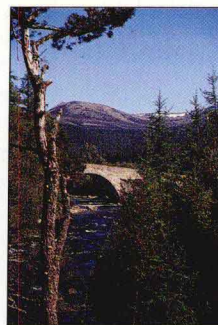


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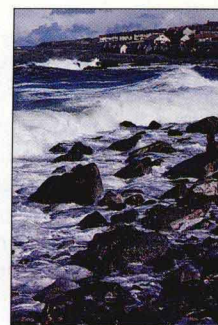
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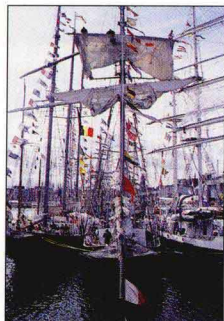
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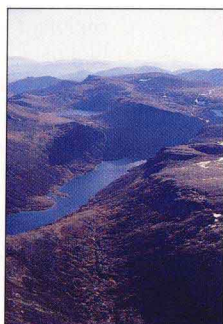
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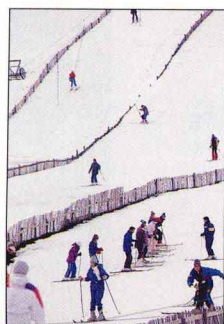
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HIGHER EDUCATION

For centuries Scotland has had an international reputation for the quality of its higher education. The nation's first university was founded as long ago as 1411 and soon there were five Scottish universities, at a time when England had only two, Oxford and Cambridge. That commitment to higher learning and research enabled Scotland to produce an extraordinarily large number of outstanding scientists, doctors, engineers and scholars entirely out of proportion to the small size of the country's population. This great heritage helps to give the Scottish universities world-wide recognition for the quality of their teaching and research and ensures that a Scottish degree qualification has a global attraction to employers.

Even today the Scottish commitment to higher education is above the UK average. Despite having only 9 per cent of the UK population, 15 per cent of the country's higher education students study in Scotland. In recent years Scottish higher education has been transformed. The eight 'older' universities, some of which can trace their origin to medieval times, were joined in 1992 by five 'new' institutions, former central-institutions (not unlike the polytechnics in England) which were granted full university status in that year. In addition, there are a further nine higher education colleges with specialist courses in art, design and teacher training. The Scottish system is autonomous within the overall framework of the United Kingdom, and has its own separate funding body, the Scottish Higher Education Funding Council. Among other important functions, the Funding Council seeks to enhance and develop the distinctively Scottish characteristics of higher education while ensuring at the same time Scotland maintains its world-class position as one of the leaders in key areas of teaching and research.

DISTINGUISHING FEATURES

In many ways Scottish universities share many of the quality characteristics of British higher education in general. Entry standards are high, staff-student ratios are favourable, drop-out rates are low by comparison with most overseas countries and students graduate with reputable qualifications which are accepted in all parts of the world. In addition, Scottish like English universities have a long tradition of teaching overseas students. Some of the larger institutions attract students from over 100 countries and the universities value them as adding to the cosmopolitan nature of student life. In addition, however, there are some significant differences between the Scottish university system and that elsewhere in the UK which help to make it distinctive.

To some extent these differences stem from the nature of the Scottish schooling system which contrasts with school education in England. In Scotland, pupils can attend school for twelve years at the end of which they sit Scottish Certificate of Education Higher Education examinations in usually four or five subjects. This system is very similar to that in many overseas countries – broad based and spanning the arts and sciences – unlike the more specialist 'A' level curriculum in England. The latter lasts at least a year longer than in Scotland. One result is that a Scottish Honours degree is a year longer than the English equivalent. Apart from professional disciplines such as medicine, accountancy and engineering, the course includes several subjects, allowing students to keep options open and permitting choice after first year. Moreover, the Scottish Higher Grade exams are about midway between SCE 'O' and 'A' levels in difficulty and the emphasis is on breadth. Thus it is often easier for foreign students to enter the Scottish HE system than elsewhere in the UK.

FURTHER EDUCATION

Colleges provide education and training for 200,000 people yearly. They vary in size and the range of courses on offer.

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- Offers a wide range of study options including day and evening study and distance and open learning
- Provides each student with a high level of support through guidance and learning support services.
- Has a good range of learning, social and recreational facilities
- Provides student services including accommodation and child care
- Offers support services for students with disabilities or learning difficulties.

VOCATIONAL QUALIFICATIONS

Most courses offered by Scottish colleges are accredited and awarded by the Scottish Vocational Education Council (SCOTVEC). SCOTVEC works with all sectors of industry and commerce, and the government to ensure its qualifications are relevant and recognised nationally and internationally.

All SCOTVEC qualifications are based on a flexible system of units of study. Each unit covers a particular subject area, and requires the student to demonstrate a number of practical skills. There are three types of unit: National Certificate Modules; Higher National Units and Workplace Assessed Units.

HIGHER EDUCATION IN SCOTLAND

Higher Education article supplied by Prof. T M Devine of the University of Strathclyde

Further Education article compiled with information from the Guide to Education and Training in Scotland, issued by the British Council & Scottish Office Education Department

Developments in course structure, teaching and assessment include the introduction of Scottish Vocational Qualifications (SVQs) - competence based awards that meet the needs of industry.

LINKS WITH INDUSTRY AND HIGHER EDUCATION

This increased choice and access to vocational training has developed in line with stronger links with the academic and business community. These involve industrial funding for projects, tailoring training programmes for employers and student placements.

Further information can be obtained by writing or telephoning the colleges directly. A full list of FE colleges can be found in the listings section.

The Guide to Education and Training in Scotland is now available on the World Wide Web at <http://www.ed.ac.uk/~riv/gets>

THE 'OLD' AND THE 'NEW' UNIVERSITIES

In 1992, a number of leading Scottish higher education establishments were upgraded to universities. In time, distinctions between the 'old' and the 'new' are likely to fade, but it is perhaps helpful to identify those founded some time ago and those which have been recently upgraded.

The new universities derive from institutions which generally specialised in vocational orientated subjects while the old universities pursued more traditional subjects and have long-established research programmes.

There are eight 'old' Scottish universities: Aberdeen, Dundee, Edinburgh, Glasgow, Heriot-Watt, St Andrews, Stirling and Strathclyde. The 'new' universities are: Abertay, Glasgow Caledonian, Napier, Paisley, Robert Gordon's.

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For more information, circle 5 on the Reader Enquiry Card

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4 =	Pre-degree
5 =	Pre-degree and Postgraduate
6 =	Pre-degree and Undergraduate
7 =	Pre-degree, Undergraduate and Postgraduate

PRE-DEGREE studies are those which do not lead to a degree, for example vocational and diploma courses taken at colleges.

UNDERGRADUATE studies are those leading to a degree qualification.

POSTGRADUATE studies are for those scholars who have earned their degree qualification and wish to continue study above and beyond degree level.

Course Levels Offered	PRE-DEGREE studies are those which do not lead to a degree, for example vocational and diploma courses taken at colleges.																														
	UNDERGRADUATE studies are those leading to a degree qualification.																														
POSTGRADUATE studies are for those scholars who have earned their degree qualification and wish to continue study above and beyond degree level.																															
	The University of Aberdeen	University of Aberdeen	Anglia Polytechnic University	Aston University	Birkbeck College	The University of Birmingham	Bournemouth and Poole College of Further Education	Bradford University	The University of Bristol	Brighton College	Regents College London	Bromley College*	Brunel University	University of Cambridge	University of Central England	City University	Coventry University	Cranfield University	University of Derby	University of Dundee	University of Durham	University of East Anglia	The University of Edinburgh	The University of Essex	Regents College**	Falmouth College	University of Exeter	Glasgow Caledonian University			
Accountancy	2	7	3	2	3	2	4	2	6	2	4	3	4	6	3	7	3	3	1	7	2	7	2	2	2	7	3	7	7	2	
Agriculture / Forestry / Horticulture	2	3					3		4	1				2	6		2	3	1	7	2	2		1	2						
Applied Science	2	7	7	2	7	2	4	4	2	6		4	2	2	2	2	2	2	2	7	7	2	7	7	7	7	7	7	7	2	
Architecture		3				4	1		6				2	2			3	2		7	7	2							1		
Art & Design	3	6				4	2	7	6			2		7	7	2	7	2		7	4	7	3	7	3						
Banking & Finance	3		1	2	2	4	2	6	4		4	1	3	2			3	2				7	3	5					2		
Biochem'y / Biophysics / Biotech'y	2	2	6	1	2	2	4		2	6	2	6	2	2	6	3	1	2	2	7	7	2	2	7	7	3	2				
Biology / Physiology / Genetics	2	7	6	2	7	2	4	4	2	6	2	6	2	2	6	2	1	2	2	2	7	7	2	2	7	7	6	2			
Business Studies	2	2	7	2	5	2	5	7	7	2	4	2	4	7	2	1	6	2	2	2	2	7	2	1	7	2	2	7	2	2	
Chemical Engineering			2	2		2							2							2	2		1								
Chemistry	2	7	7	2	7	2	4	4	2	4	2	4	5	2	7	2	2	2	2	7	2	2	7	7	6	2					
Civil & Structural Engineering	2	7	3	2	2	4	6	2	3	2				2		7	2	3	6	2	2	7	2	2	7	7	3				
Communications		3		2	5	1	4	2	6	3	4		2	2	2	2	2	3	2	7	2	7				2	2	2			
Computer Aided Engineering	2	2	3	2	2	4	2	6	2	6		4	7	2	7	6	2	3	2	3	2	1	7			1	3	2			
Computer Studies	2	7	7	2	7	2	4	7	4	2	6	2	4	2	2	6	6	2	2	1	6	2	2	7	7	2	7	7	2		
Economics / Statistics	2	2	7	2	7	2	4	6	2	4	2	3	4	2	2	7	3	2	3	3	2	2	7	2	2	2	7	3	7	2	
Education / Teacher Training	1	2			2	1	7		1			4	2	2	2	2			2	1	2	2	1	2			2	1			
Electric / Electronic Engineering	2	7	6	2	2	4	6	2	6	2		2	2	7	7	7	2	2	6	2	2	7	2	2	7	7	2				
English as a Foreign Language		6	1	1		4	4		4				3				7		4		7	7	6								
English Language Studies (not EFL)		3		2		4						2	2				2			3	7										
Environmental Studies	2	2	7	2	7	2	6	7	2	6		4	7	1	2	2	2	1	2	2	2	7	7	2	1	7	2				
Ethnic Regional Studies				5			2						2	3					2	2			5								
Food Science / Technology						4	2		4								2	2	2								3	2			
Geography / Geology	2	2		7	2	4	4	2	4	2		2	2	3	2	3	2	2	7	7	2		7	3							
Health Studies	2	7	7	2	2	4	2	4	7	6	2	6	2	4	2	1	2	2	7	2	2	1	2	2	7	2	1	2			
History	2	2		1	7	2	4	4	2	4	2		2	2	2	2	3	3	2	2	7	3	7	2	7	2	3				
Hotel & Catering Management						4	7	6	6			2	7	2			6	2										2			
Information Systems / Librarianship	2	7		2	2	4	7	4	2	6		4	2	2	7	2	2	2	2	3	2	2	7	7	7	7	2	2	2		
Information Technology	2	1	3	2	4	2	4	7	6	2	6	3	4	7	3	7	2	2	2	2	3	2	2	7	7	7	2	7	2		
Law	2	6	2	3	6	2	4	2	6	2	4	4	2	2	2	2	2	3	2	2	2	7	2	2	7	7	2	3			
Leisure / Sports Studies		2		2		6	4		4			4			3					3		7	2	3	1						
Linguistics / Literature		2		1	7	2		4		2			7	2					2	2	3	7	2								
Management Studies	2	2	7	2	7	2	7	2	7	2	4	3	4	2	2	7	2	2	2	2	2	1	7	2	2	3	7	2	5	2	2
Materials Science / Tech'y, Gen'l Eng'g	2	6		2	1	2	4	3	6	2		2	4	2			1	2	1	1	2		2	3		7		1			
Mathematics	2	3	3	2	6	2	4		4	4	2	4	2		3	2	2	1	3	2	2	7	3	2	2	7	7	2			
Mechanical / Production Engineering	2	7	3	2	2	4	6	6	2	6	2	4	7	2	7	6	2	2	7	2	2		2	2		7	7	2			
Media Studies / Marketing	2	3		2	4		7	1	4		4			2	2					2			1	2	2						
Medicine	2				2				2			2	3					2			2	2	1								
Mining / Mineral Resources																							2								
Modern Languages	2	2	7	2	2	2	4	3	4	2	4	2	3	4	3	2	3	2	3	6	3	2	2	3	7	2	7	3	2	3	
Music	3	7		4	2		4	4	2				2		2				2			3	3	2							
Nautical / Maritime Studies																															
Performing Arts				4	2		4	4	2		6		3										2								
Pharmacy / Pharmacology	2		2		4		2	2				2					1	2		3	1										
Philosophy	2	3		2	7	2	4	4	3	4	2	4		2	3			2	2	7	7	2	7			3					
Physics	2	1	3	1	2	4		4	4	2		4	1	2	2			3	2	2	5	2	5	7	3	2					
Politics	2	3		1	7	2		4	2	4	2	1	2	2	2	3	2		2	2	7	3	7	2	7	7					
Psychology	2	2	3		7		4	2	4	2	4		2	2	2			2	2		2	3	7	7	2	2					
Public / Social Administration		3		2	1	2		6	4	2		5		2	1		1		1			1		5	2	2					
Sociology	2	2	3	2	1	2	4	4	2	4	2	4	2	2	3	3	2	3	3	2	7	2	7	2	7	7	3	2			
Systems Engineering	2	2	3	2		6	2	4	6		4	7	2	2	3	2	1	2	2	2	3	2				3	1				
Theology	2			4	2			2				2							2			3	1	2							
Travel and Tourism		3	2			2	4	7	6	4		4	2	3	2	3	2										3	2			
Veterinary Science / Zoology	2											2		2				2	2		3										

Regents College* comprises the British American College London and Webster Graduate Studies Center
 Regents College** comprises the European Business School London, Regents Business School London

Course Levels Offered

- 1 = Postgraduate
- 2 = Undergraduate and Postgraduate
- 3 = Undergraduate
- 4 = Pre-degree
- 5 = Pre-degree and Postgraduate
- 6 = Pre-degree and Undergraduate
- 7 = Pre-degree, Undergraduate and Postgraduate

PRE-DEGREE studies are those which do not lead to a degree, for example vocational and diploma courses taken at colleges.

UNDERGRADUATE studies are those leading to a degree qualification.

POSTGRADUATE studies are for those scholars who have earned their degree qualification and wish to continue study above and beyond degree level.

University of Glasgow
Goldsmiths College, University of London
Harper Adams University
Heriot-Watt University
University of Hertfordshire
The University of Hull
Huron University of London
Institute of Advanced Legal Studies, University of London
Institute of Education, University of London
Jewel and Latin American Studies, University of London
Keele University
The University of Kent
Kent Institute of Art & Design
Kingston University
Leeds Metropolitan University
University of Leeds
Liverpool Hope University
Liverpool John Moores University

Accountancy	2	2	6	6	2	7	3	7	2	7	7	7
Agriculture / Forestry / Horticulture	1	7	3						1			
Applied Science			2	7	7	7	1	2	2	2	7	7
Architecture	2		7	7				2	7			7
Art & Design	2	7	7	7	7	7	1	7	7	2	3	7
Banking & Finance	1	2			7			2	2	2	1	2
Biochem'y / Biophysics / Biotech'y	2		2	7	6	2		2	7	2	7	7
Biology / Physiology / Genetics	2		2	7	6	7		2	7	2	3	7
Business Studies	2	3	7	7	7	2	7	3	2	7	7	7
Chemical Engineering			2	7	6					7		
Chemistry	2		7	7	7	7		2	7	2	7	7
Civil & Structural Engineering	2		2	7						7	7	7
Communications		7		6	7	7		5	3	2	7	6
Computer Aided Engineering	2		7	7	7	6		7		2	1	7
Computer Studies	2	7	2	7	7	7	7	1	2	7	7	7
Economics / Statistics	2	3	2	7	7	2	7	1	1	2	7	7
Education / Teacher Training	2	7		7	7	1	2	2		2	2	1
Electric / Electronic Engineering	2		2	7	7			3	2	2	6	7
English as a Foreign Language	4		6		4		1	1		7	2	4
English Language Studies (not EFL)				7				2	2	2		4
Environmental Studies	3	3	2	7	7	2	1	1	2	7	2	2
Ethnic Regional Studies							1		1			
Food Science / Technology		3	1		7					7	7	3
Geography / Geology	2			7	7	2	1	1	2	2	7	7
Health Studies				7	7	2	1		1	1	2	2
History	2	2		7	6	2	3	1	1	1	2	7
Hotel & Catering Management					7	3		3				
Information Systems / Librarianship	7		7	7	7	7	7		2		7	7
Information Technology	1	7		7	7	7	7	1	3	2	2	2
Law	2			7	7	2	1		2	7	2	2
Leisure / Sports Studies					6	3					7	1
Linguistics / Literature					7	6			2	1	7	7
Management Studies	2	1		7	7	7	2	7	1	3	2	7
Materials Science / Tech'y, Gen'l Eng'g				6	7		1				7	7
Mathematics	2	7		7	7	6	7	1	2	7	2	7
Mechanical / Production Engineering	2	3		7	7	7	7		3		2	3
Media Studies / Marketing				7	3	7			1		2	4
Medicine	2								1	1		2
Mining / Mineral Resources				7			3					7
Modern Languages	2	7		2	7		2	3	1	2	2	2
Music				7	7	2			2		2	2
Nautical / Maritime Studies												
Performing Arts				6	7				2		2	3
Pharmacy / Pharmacology									1			7
Philosophy	2	1		7	2	2	3	1	2	7	2	7
Physics	2			2	7		7		2	7	7	7
Politics	2	3		6	6	2		1	1	1	2	7
Psychology	2			6	7	6	7		1	2	7	2
Public / Social Administration	2			7			2			7		2
Sociology	2	7		7	7	2	3	1	2	7	2	3
Systems Engineering				7	7	7	7			2	2	7
Theology	2				2	7				2	7	7
Travel and Tourism				7	7				1		1	6
Veterinary Science / Zoology	2											7