

# Tring School Sixth Form Guide



## **The Sixth Form Guide – An Introduction**

Welcome to the Sixth Form Guide! This has been compiled with the aim of providing parents and staff with all the information that they need to support students through Sixth Form.

When students join the Sixth Form they are very much treated like adults. And as a result have a number of additional roles, responsibilities and privileges. Many of the systems, procedures and challenges that the students face are very different to that of the lower school. This guide aims to fill the gaps that the students leave and ensure that parents are in the loop.

We have taken into account questions that parents have raised over the past couple of years but would welcome any additional information parents would like to see added. Alongside our parents guide we also have a half-termly Sixth Form Newsletter which gives feedback on events and also highlights important information.

We operate an open door policy and welcome both students and parents views and suggestions.

We very much look forward to working with your son/daughter during their time with us in Sixth Form.

Mrs Heather Golla and Mrs Nicky Hubble  
September 2011

## **Contents**

- Key Dates
- Life in Sixth Form
- Subject Information
- Life in the Sixth Form
- Sixth Form Systems
- University Information
- Careers Information

- Gap Years

### Key Dates for Sixth Form Students

<b>September 2011</b>	
Tuesday 6 September	Year 13 assembly and start of academic year interviews
Wednesday 7 September	Year 13 lessons start Year 12 assembly and start of academic year interviews
Thursday 8 September	Post 16 Partnership visit Year 13 issues resolved (picking up additional subjects)
Friday 9 September	Year 12 lessons start Year 12 and Year 13 Partnership lessons start Late Year 12 applications
Tuesday 13 September	Year 12 Introduction to Sixth Form Evening – Desborough Hall 7pm
W/C 19 September	ALIS testing – Year 12
Friday 30 September	Final Year 13 reference amendment deadline for Form Tutors and Subject Teachers Final deadline for UCAS applications to be sent to school for students applying to Oxbridge/Dentistry/Medicine/Veterinary and other early applications – Year 13
<b>October</b>	
Saturday 15 October	Second deadline for UCAS applications to be sent to school for students
Sunday 30 October	Final deadline for UCAS applications to be sent to school for students – Year 13
<b>November</b>	
Friday 4 November	Presentation Evening – Year 14 – A2 certificates – Desborough Hall – 7.30pm for 8.00pm
Friday 11 November	Year 12 & Year 13 Trackers issued
Wednesday 16 November	Year 12 Parents Evening
Tuesday 22 November	Year 12 GCSE Certificate and awards presentation
Wednesday 23 November	Year 13 Parents Evening
Tuesday 29 November	Post 16 Information Evening for Year 11 students
<b>December</b>	
Thursday 1 December	Ashlyns Post 16 Information Evening
<b>January</b>	
Tuesday 9 January	AS & A2 modules commence – Year 12 & Year 13
<b>February</b>	
Friday 10 February	AS & A2 modules finish – Year 12 & Year 13
w/c Monday 6 February	Head Boy/Girl, Deputies, House Captains & Peer Mentors application process begins – Year 12
<b>March</b>	
Thursday 8 March TBC	AS/A2 January Module results – Year 12 & Year 13
Thursday 22 March	Year 12 Higher Education & Finance Evening – Desborough Hall 7pm
Friday 30 March	Year 12 Written reports published Year 13 Trackers issued
<b>April</b>	
Monday 23 April	Year 12 Active Citizenship and Year 13 Community Help Presentation Evening 7pm – Venue TBC

<b>May</b>	
Monday 14 May TBC	Year 12 Study Leave begins References open for input from Year 12 Subject teachers
Thursday 31 May	Year 13 Final teaching day
Friday 1 June	Year 13 Leavers assembly (Desborough Hall) & Champagne Reception (Desborough Hall ) followed by May Ball
<b>June</b>	
Monday 18 June TBC	Year 12 return to timetabled lessons
Friday 22 June	Deadline for reference input from Year 12 Subject teachers
Thursday 28 June	Year 11 into Year 12 Induction Day
<b>July</b>	
Date TBC	Year 12 Higher Education Convention
Friday 6 July	Deadline for reference input from Year 12 Form Tutors
<b>Other</b>	
Date TBC	Year 12 Careers Day in partnership with Ashlyns

*Please be aware that some dates may be subject to change*

## Life in the Sixth Form

# The Six Expectations

1. Students are to be punctual and attend all registrations and lessons, with a minimum attendance of 90% to all taught lessons. Students who are to be out of school for valid reasons must ensure that they notify all staff in advance and complete work missed. All students must adhere to the Home Study policy.  
*Failure to meet the minimum 90% attendance to individual subjects will result in paying for exams in this subject ( with the exception of extenuating circumstances) This will be applied to both January and summer modules. Students off site outside Home Study hours will be given a lunchtime detention*
2. Students arrive fully prepared for lessons.  
*Students are **not** allowed to join the lesson if homework / preparation work is not completed to the required standard, or just not completed. Students will be sent away to complete the work and must return as soon as they have completed the work, at which point they can be readmitted to the lesson.*
3. Students are to take responsibility for their own learning and be proactive in seeking help.

*This includes seeing teachers outside of lessons if they are struggling with any work, organising 1:1's as necessary and managing the demands of Sixth Form study.*

4. Students are to adhere to the Sixth Form dress code, including wearing the Sixth Form badge.  
*Failure to dress appropriately will result in students being sent home.*
5. Students are not allowed to use mobile phones within lessons unless instructed by the teacher, and only for the purpose of recording homework / work related to lesson.  
*On any occasion a student uses their mobile phone it will be confiscated as per the following.*
  - *First offence – 1 day confiscation*
  - *Second offence – 2 day confiscation*
  - *Third offence – 3 day confiscation etc, etc*
6. Students are required to check emails daily

## **Subject Information**

### **Working in the Sixth Form**

In the Sixth Form the level and intensity of the student workload increases dramatically; this requires students to have a different approach. Good organisation is crucial, and also the ability to work independently whilst seeking advice from teaching staff. Use of free time, both in and out of school, is part of the Post 16 learning curve; all students should expect to do between 12 and 18 hours of additional study outside of lessons.

Sixth Form students are treated like adults and as such we expect them to take ownership of their own Education. It is expected that students will regularly see the teaching staff outside of lessons for assistance, this should be driven by the students and should be the 'norm' rather than the exception.

### **Target Grades**

Target grades for students are set using prior data (GCSE results) married with a simple test (Alis) carried out at the start of Year 12. The Alis test takes into account the student's date of birth, sex and is a nationally recognised test supported by Durham University.

As a result each student will be given a final predicted grade for each of their subjects. These grades will appear on all student Achievement Trackers and is the measure that teaching staff and the Sixth Form Team use for Tracking and Monitoring students throughout their time in Sixth Form (see further on in booklet).

If, at any time, students or parents feel that these grades are not challenging enough or demotivating then please, do let us know. For the majority they are a good guide, however, there are always exceptions and we want all students to feel that the targets are purposeful to them

### **Additional Study**

Independent study is an essential part of Sixth Form life. Students are expected to carry out homework, coursework, wider reading and research as part of this additional study. As a general rule of thumb there is 4 -5 hours work per week, per subject.

As a guide students should use approximately 75% of their non teaching periods in school time for independent study, supplemented by time outside of school hours to meet this requirement.

The table below details the hours of study, as advised by individual departments that Sixth Form students are expected to do outside of timetabled lessons.

<b>SUBJECT</b>	<b>YEAR 12</b>	<b>YEAR 13</b>
Applied ICT		5-6 hours
Art	5 hours	5 hours
Biology	5 hours	5 hours
Business Studies	3 hours (minimum)	4 hours (minimum)
Chemistry	5 hours	5 hours
D & T – R.M	3-5 hours	3-5 hours
D & T – G.P	3-5 hours	3-5 hours
D & T – Food Tech	3-5 hours	3-5 hours
Drama	4-6 hours	4-6 hours
Economics	5 hours	5 hours
English	4-5 hours + hotspots	5-6 hours + hotspots
French	4 hours	4 hours
Further Maths	5 hours	5 hours
Geography	4 hours	4 hours
German	4 hours	4 hours
Government & Politics		5 hours
History	5 hours	6 hours
Law		7-8 hours
Leisure Studies	3-4 hours	3-4 hours
Mathematics	5 hours	5 hours
Media BTEC	6 hours + hotspots	6 hours + hotspots
Music	6 hours	6 hours
Music BTEC	8 guided learning hours	8 guided learning hours
Philosophy & Ethics		5 hours
Photography	4 – 5 hours	
Physical Education	3 hours	4 hours
PE Btec	4 hours	5 hours
Physics	5 hours	5 hours
Psychology	4 hours	5 hours
Sociology	4 hours	5 hours
Textiles	4 hours	4 hours
Travel & Tourism	3-4 hours	3-4 hours

### **Time Management**

We are very aware that 16-18 year olds have much to balance at this stage in their lives – part-time work, driving lessons, relationships, study and of course their social life! We work with the students to run time management sessions to create both an 'in school' and 'out of school' study timetable.

### **Paid Work**

Many Sixth Form students take on paid work for the obvious benefits and to gain other skills. However, there must be a balance between paid work and school work with the priority being academic attainment. Recent research has shown that students under perform to the level of one grade in each subject as soon as paid employment reaches 15 hours a week.

### **Examinations**

AS and A2 examinations take place in January and May/June each year for Sixth Form students. Not all subjects will be examined at these times and it is the responsibility of the students to check their exam timetables and liaise with Mr Freeman, the Examinations Officer, should there be any queries on examination modules.

January module results are issued in March and May/June modules are issued in August. Please be mindful that students in Year 12 should not go into AS exams thinking 'if I don't do well I will resit'. There is additional pressure in Year 13 and re-sitting modules will add to that pressure. Indeed, students are required to enter re-sits on their UCAS applications and it may be that this does not show the student to their advantage.

Please be aware that the AS result generally is 50% of the final A2 result.

### **Exam Study Leave**

During January modules, if a student has an exam in the afternoon, they are allowed to take study leave in the morning, if they have gained permission from the staff who would otherwise be teaching them.

Full exam study leave is only granted from May. For Year 13's this is immediately after their Leavers Day and for Year 12 they are not required in lessons for the month of the exam season, unless requested by their subject teachers. In July, immediately after Year 12 AS exams finish, students will begin the A2 syllabus of their subjects.

### **EPQ**

The Extended Project is a Level 3 qualification introduced from September 2010. At Tring it is offered as a free-standing qualification. Students may choose to take the Extended Project Qualification as an extension from studies for other qualifications at Level 3 – e.g. a history student may wish to explore other historical areas from those taught at AS/A2 level. Alternatively the Extended Project Qualification may explore an area of personal interest or activity outside the main programme of study.

Delivery of the Extended Project Qualification involves some teaching of the relevant skills plus mentoring and supervision of the learner's progress. It will also involve extended independent work by the learner and will require in total up to **120** guided learning hours. Students will have at least one hour a fortnight timetabled lessons and a minimum of one hour a fortnight meeting with their supervisor.

Students will be required to:

- choose an area of interest
- draft a project title
- draft aims of the project
- plan, research and carry out the project
- provide evidence of all stages of project production
- deliver a presentation to a specified audience.

Students will:

- identify, design, plan and complete an individual project (or task within a group project), applying organisational skills and strategies to meet stated objectives;
- obtain and select information from a range of sources, analyse data, apply relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic;
- select and use a range of skills, including new technologies where appropriate, to solve problems, to take decisions critically, creatively and flexibly, and to achieve planned outcomes
- evaluate outcomes including own learning and performance and select and use a range of communication skills and media to convey and present evidenced outcomes and conclusions

Assessment will comprise of the following:

- the completed Production Log including the Project Proposal Form;
- a written report between 1000 and 5000 words, depending on the evidence which can be submitted in support of the research;
- evidence, as appropriate, depending on the topic or subject area chosen e.g. an artefact or recording of a performance;
- the presentation

## **Life in the Sixth Form**

### **Sixth Form Areas**

Life for the Sixth Form student centres around the Sixth Form office and Common Room. The Sixth Form Team have an open door policy and are accessible for student help at any time. Students can congregate in the Common Room before registration, when they have no timetabled lessons, at break, lunch and after school. The Common Room can be used for individual and group work as well as relaxation.

For quiet study and with more access to computers we have a dedicated area in the Learning Centre for Sixth Form students.

### **Home Study**

Home study is a privilege for all Sixth Form students and is in place to encourage independent study in preparation for life after Tring School.

Home study can only be taken during period 5 if students are free. This means that students may leave school from 1.20pm if they are free period 5. It is **essential** that all students sign out at reception if they are taking Home Study. **Home Study may not be taken at any other time.** Students off site without permission at other times will have their Home Study privilege removed.

Year 13 students will follow an extended Home Study programme as the academic year progresses and will be advised accordingly. Students can leave the school premises without permission, and without signing in or out at break time and lunchtime only.

Students **cannot**, therefore, leave school during lesson time (p1-4) time, unless it is for an appointment that cannot be avoided and a note from parents is required and a completed slip from your form tutor. Students will still be required to sign out on the yellow book at reception.

### **Lates**

Under the House system, students from all years follow the same late procedure. All Sixth Form students should lead by example and be in their tutor group promptly for registration. If students turn up to registration after the last name in the register has been called, they will be marked late.

Form Tutors will ask students as to why they are late and write a comment on the register. At 1.20pm that day students will be required to attend a 30 minute House detention. Students who have a valid excuse shall be dismissed; however, failure to turn up will result in a detention the following day. Non attendance a second detention will result in an after school detention. If a student has more than one late detention outstanding then they shall automatically go into an after school detention.

### **Dress Code**

The Sixth Form operate a smart business dress code as detailed below

<b>Girls Sixth Form Dress Code</b>	<b>Boys Sixth Form Dress Code</b>
Smart trousers, smart skirt or a dress	Smart trousers
Shirt or blouse	Collared shirts: Plain or patterned
Plain cardigan, jumper or blazer	Plain or patterned jumper
Smart shoes or boots	Smart shoes
<b>Not acceptable for Girls</b>	<b>Not acceptable for Boys</b>
No hoodies	No hoodies
No denim	No denim
No logos or pictures on tops	No logos
No mini skirts or lycra skirts	No T-shirts or polo shirts

No trainers or canvas shoes	No trainers or canvas shoes
No uggs or flipflops	No sandals or flipflops
No Joggers	No Joggers
No hats	No hats
No leggings or jeggings	No cardigans
No strappy tops	
No scarves in lessons or when moving between lessons	No scarves in lessons or when moving between lessons

No extremes of style in terms of hair, jewellery and make up. The only visible piercings are to be for earrings.

Students who fail to adhere to the Dress code will be sent to the Sixth Form office and they will be sent home to change.

### **Sixth Form Committee**

The Sixth Form Committee are key in organising the various social activities that take place throughout the year. They also liaise with the Sixth Form Team regarding the needs of Year 12 and 13 students and the facilities that we provide. The committee is made up of seven Year 13 students and three Year 12. These posts are positions of responsibility and should not be undertaken lightly. Year 12 students are recruited in September and Year 13 students recruited in April.

### **Sixth Form Social Life**

The Sixth Form committee endeavour to arrange a number of social activities throughout the year, to offer a break from study and enhance the Sixth Form community. There is an annual Holly Ball and the highlight of Year 13 is the Leavers Ball including a champagne reception and limousine transport to the venue.

### **Year 12 Prefects**

In Year 12, all students will act as Prefects; this duty must be carried out once every two weeks. As senior students they are expected to help ensure that younger students abide by school rules

- Every Year 12 has only one duty once a fortnight
- Students sign in at reception and collect a florescent bib
- Whilst on duty, Year 12 prefects should ensure no younger students are inside the building, there is no silly behaviour and be on hand to help younger years
- Once students finish a duty they return to reception to highlight their name to say that they have returned their bib.

This is a post of responsibility and if students carry out this duty in a responsible mature way, it is referred to on their reference either for university, further education or employment.

### **Year 13 Community Help & Year 12 Active Citizenship**

All students in Year 13 are required to complete at least 20 hours of community help within the school and/or the wider community

It is our aim as a school that students use their skills to contribute to the wider school community, and that they will gain valuable experience that will also benefit them. Students will log their community help and at the end of the year be rewarded with a bronze, silver or gold award for their contributions.

It is the students' responsibility to arrange their Community Help and there are many opportunities that are available throughout the year. Opportunities are highlighted at the launch assembly in July and throughout the following academic year

Help lessons, where students may assist in younger classes, will run for the whole year and many different options are available in order to meet the 20 hours. At the end of the year students completing the minimum 20 hours will receive a certificate for their commitment.

Bronze	20 Hours
Silver	35 Hours
Gold	50 Hours

All help lessons MUST be logged on the appropriate Community Help card, a record must be kept in order to receive the certificate. Help lessons will be checked throughout the year and monitored by the Sixth Form Team.

If students are not completing help lessons and we are short of helpers we will call upon those who are short of community help hours to help where needed!

We will always refer to any community help that a student has participated in in their final reference.

With the success of the Year 13 Community Help programme, last year we introduced a Year 12 'Active Citizenship' project. This is a five week project which takes place in 'Cool' time. Students form their own working groups and devise a project to work on. All students also have a link tutor to assist them throughout the project. Over the five week period, students plan and implement the project which culminates in a final display of all of the year groups' projects.

This year we were really blown away with the projects and the size and scale of work that our students had taken on; we were extremely impressed. The whole year group took part and there were a wide range of ideas from individual local projects to large group projects for national charities.

Students from both schemes are recognised at a presentation evening towards the end of the academic year.

We are very proud of both schemes, which continue to grow every year. Again this is an opportunity for students to 'shine' and put something back into the school and/or wider community which has supported them over the years.

# Sixth Form Systems

## Tracking and Monitoring

Alongside developing as an individual, the primary aim of most students is to leave the Sixth Form having reached their full academic potential. It is our aim to assist students in this process, and therefore we have a comprehensive tracking and monitoring system. Our colour coded student photo board and individual files allow us to provide the necessary intervention for each individual student.

Students who are underachieving in just one subject will work with the relevant subject teacher

Students who are 'red' i.e: 3 or more grades below their potential across 3 or 4 subjects, will automatically become part of the Tracking and Monitoring group; meeting regularly with Mrs Golla who will work closely with them to try to ensure that the student reaches their full potential.

The Sixth Form Team are always on hand to help in any student issue be it pastoral or academic.

## Attendance

It is our expectation for students to attend all lessons and registrations. Any attendance that falls below 90% is a concern due to the impact this has on both job and university applications.

All students are expected to attend and be punctual to all tutorials and all lessons.

- If students are going to be absent from school due to illness, parents are expected to notify the school by phone on the morning of the absence. Students should ensure that they catch up on any work missed.
- If students are going to be absent from school as they are visiting a university or attending an interview they should notify their Form Tutor or the Sixth Form Office in advance of the visit. Ensure that you see your subject teachers beforehand to get any work set.
- Any absences should be explained by a note written in the students planner signed by the students parents
- Holidays should not be arranged in term time
- Driving lesson should not be arranged during school hours. Driving lessons may be taken after 1.20pm if the student has Home Study that day for period 5
- Doctor/dental appointments should be avoided during lesson times. If this is not possible, students must obtain a signed slip from their Form Tutor or the Sixth Form Office in order to sign out at reception
- All COOL, PE lessons and RE conferences must be attended

**Attendance is monitored very closely throughout the year and has a direct effect on academic achievement.** Absences from school or lessons are monitored and parents contacted if necessary. All absences during the students time in Sixth Form must be validated by parents.

Poor absence will reflect negatively on any references written by the school

### **Senior Roles of Responsibility**

Within the Sixth Form we provide over 50 positions of responsibility, these give students the opportunity to give something back to the school community and will also help them develop as an individual. Such roles of responsibility are also noteworthy for university and job applications. The positions include: Head Boy Head Girl and Deputies, Sixth Form Committee, House Captains and Peer Mentors

**The Head Boy and Head Girl and their Deputies** are the senior students of the school. As such they are looked up to by younger students, are regarded as ambassadors of the school by staff, governors and parents. The Head Boy and Head Girl should set exemplary standards at all times. They have a number of specific areas of responsibility, as set out below:

- Upholding the aims and objectives of Tring School and of the Sixth Form
- Representing the school and students at events,
- Public speaking at a variety of school events, e.g. open evenings
- Chairing the School Council and promoting student voice
- Attending Governor meetings
- Regular meetings with Mrs Collings and the Sixth Form Team

**House, Art, Sport and Publicity Captains** total eight for each of the four houses. Each House will have two House Captains. They will form an integral link between the Head Boy and Head Girl, the Art, Sport, Publicity and Charity Captains and ultimately the rest of the students in the House.

House Captains will be responsible for:

- Meeting regularly with their Head of House to update/feedback/share ideas
- Leading house assemblies with the Head of House
- Coordinating the Art, Sport, Charity and Publicity Captains
- Leading the House Council, organising elections and meeting with form representative on a regular basis
- Representing the House, and School, during high profile events, e.g. Open Evening, transition events for Year 6, Post-16 information evening etc.
- Ensuring that Tring School continues with Fairtrade status
- Continue to develop the recycling project within school
- Continue to develop the twinning project with the school in South Africa
- Work with FoTS to help raise money for school projects
- Support the Head Boy and Girl with School Council matters

- Organising refreshments at after-school events including arranging other students to assist.
- Leading and developing charity work within the House and across the school.
- Leading and publicising the Six2Seven newsletter to Year 6 students (half- termly)
- **Peer mentoring** is an extremely valuable role within the school, and one in which specialist training is given. There are 12 positions available: 3 within each House. The position involves offering practical and emotional support to younger students, meeting them on a weekly basis. Full training is provided by Linda Bowers, the School Counsellor, who oversees the team of Peer Mentors. Skills gained include:
  - improving own self esteem
  - gaining excellent inter-personal skills
  - an ability to deal with conflict

### **Assemblies for Sixth Form students**

The Sixth Form Team contact with our students is invaluable throughout the year. Much support and guidance is needed by the students during their time with us and in preparing them for life after Sixth Form. Year 12 and 13 students will all be expected to attend the House assemblies which run during Tutor time each week, but in addition they are also expected to attend all bi-weekly Sixth Form assemblies for their year group which take place at the following times:

Year 12: Week 1 Thursday 8.40am in the Dining Hall

Year 13: Week 2 Thursday 8.40am in the Dining Hall

This programme is also supplemented one half termly morning assembly for each year group, including our renowned Celebration Assemblies!

### **COOL – Careers, Opportunities, Organisation and Life Lessons**

This programme has been put together to directly target our Sixth Form students with information and guidance that is very relevant to them, both now and for the future.

### **Sixth Form COOL Time 2011-2012**

<b>Year 12 Monday Week 2 Period 1</b>		<b>Year 13 Thursday Week 1 Period 5</b>	
12 Sept	Welcome to Sixth Form	22 Sept	UCAS & Personal Statements plus workshops for non uni students
26 Sept	Speed dating	6 Oct	UCAS & Personal Statements plus workshops for non uni students

10 Oct	Relationships with Chris Matthewman	20 Oct	UCAS & Personal Statements plus workshops for non uni students
Half Term			
31 Oct	Drink Driving	10 Nov	Chlamydia
14 Nov	Herts Aid	24 Nov	Driving with Grace
28 Nov	Time management, Organisation & Revision	8 Dec	TBC
12 Dec	Chlamydia		
Christmas Break			
9 Jan	Active Citizenship	5 Jan	TBC
23 Jan	Active Citizenship	19 Jan	Prisoner
6 Feb	Active Citizenship	2 Feb	Replying to offers
Half Term			
27 Feb	Active Citizenship	23 Feb	Future Ready – Money talk
12 March	Active Citizenship	8 March	R.A.T.S – Road awareness training scheme
26 March	Active Citizenship	22 March	Personal safety
Easter			
23 April	University – UCAS and the process	19 April	Year 13 Business
		3 May	Year 13 Business
		17 May	
Study Leave			
June 1	Welcome back to Year 13 / Community Help 13 & Higher Education preparation		
June 2	Personal statements		
July 3	UCAS Log on		

Please note that those students who choose not to pursue the pathway to university will be given additional support and guidance at key times throughout the academic year. Provision will be made for them to work in smaller workshops with sessions tailored to suit their needs. We are very fortunate to work closely with Sue Atherton who provides comprehensive support for all our non university students.

### **Student Communication**

As we have already mentioned, we operate an open door policy in the Sixth Form Office and are always delighted to talk to our students individually. With our office being based in the Common Room we are very accessible.

In addition this contact is supplemented with our assemblies, COOL and our working with groups of students throughout the year.

A key tool for both the Sixth Form Team and subject teachers is student email. Important information, deadlines and work is often emailed out, along with the Sixth Form Newsletter, and students should ensure that they check their school email regularly. Email can be accessed in school through the school Intranet and when out of school through the school website.

## **Key University Dates**

### **Year 12**

#### **April onwards**

- Focus on Higher Education, Higher Education and Personal Statements

#### **April**

- Higher Education, Careers and Gap Year Fair – Berkhamsted School

#### **June**

- Higher Education Convention for all Year 12 and log on to UCAS website to start application

#### **August**

- Results Day – These grades are the best predictors of what A2 grade you are likely to achieve and therefore good guidance as to the university courses you should apply to

### **Year 13**

#### **September**

- Personal Statements and UCAS applications to be completed
- Year 13 Information, Higher Education and Finance Evening
- Mock interviews for university/ job applications begin
- Log on to [www.studentfinanceengland.co.uk](http://www.studentfinanceengland.co.uk)
- **Oxbridge/Medicine/Dentists/ Vets and early applications** submitted to UCAS via Sixth Form Office by 30 September

#### **October**

- Remainder submitted to UCAS via Sixth Form Office by 30 October

#### **February**

- UCAS Extra opens

#### **April**

- Make Firm and Insurance choices and notify UCAS

#### **August**

- Results
- Clearing opens

Final deadline for UCAS to receive applications to  
Oxbridge/Medicine/Dentists/ Vets - October 15

Final deadline for UCAS to receive all other applications – January 15

**Please remember that it takes at least 3 weeks to check your application  
and complete your reference**

## **UCAS: The Process**

**Step One: Student** Key information (*My computer /shared docs /sixth form*)

1. Complete the online application (*UCAS, Apply, 2011 -2012, log in details as per individual*) Fee code 02 for most (except nursing / midwifery).
2. Write personal statement using school pro-forma and guidelines given (*My computer /shared documents /sixth form* )
3. Attach personal statement to online application (cut and paste) It is helpful if tutors can check students statements, time permitting.
4. Send application (this sends the application to the Sixth Form team at school – not to UCAS) Students need to pay via Debit /credit card.
5. Once the student has sent their application, the Sixth Form Office begins checking your application. They will notify you of any mistakes that you may need to amend, electronically.
6. If necessary make amendments and return application to the Sixth Form Office, electronically

**Tutor & Subject teachers:**

Your Form Tutor will write the pastoral comments on your reference and your individual subject teachers will be writing your academic reference. This is all placed onto one document

**Step Three: Sixth Form Team**

The Sixth Form Office Mrs Ambrose and Mr Barlow will check the reference. It will then be attached to your online application and submitted to UCAS

**Step Four: Student Tracks progress**

- The student can then, using UCAS, track their progress
- Student will then receive conditional or unconditional offers.
- They then choose one as their 'Firm' choice and one as 'Insurance Choice'
- Students await results...

## **How to Make University Choices**

It is important you decide on the type of course you intend to do – before the University.

You are strongly advised to do **Centigrade** online which costs £15 – by answering over 100 questions; this suggests suitable courses, institutions etc, providing a good starting point.

Centigrade also provides background reading; especially for courses like psychology, law etc.

Many institutions offer taster courses or weekend conferences for example at Nottingham; physiotherapy, business and management, forensics, nursing, criminal law, medicine, and vets.

If you log onto the UCAS website you can do the Stamford test for free – a scaled down version of Centigrade

### **Things to consider:**

Look to pick courses that suit your strengths, interests and career intentions.

**Type of qualification;** BA, BSc, BEng, BEd, MA, HND (two years), HNC, Diploma

Sandwich courses – with a work placements in industry as part of the course

Are they largely theoretical, practical or vocational?

What **kind of teaching** and the balance between them; lectures, seminars, practicals.

**Type of assessment** – balance between examinations and continuous assessment and in which years do they contribute to your final grade.

What flexibility of choice is there in the **options** you take – often it increases after the first year.

### **What type of Qualification.**

Single Honours (one subject), Joint Honours (two separate but equal subjects), Combined Honours (several subjects), Interdisciplinary Courses (e.g. American Studies, Environmental Science, Media Studies), Modular Courses, Foundation Course (e.g. Art & Design)

Look very carefully at the wording of courses; Business Studies and German (both equal) is different to Business Studies with German (Business Studies is the major subject)

**Length of Course:** Whether it is a two, three year or four year course (the latter include Scottish Universities and courses with a year abroad, work places etc).

**Size of Course:** Find out how many places there are on each course – it is not a good idea to have all your choices with very small departments.

**Entry Requirements:** You can also get these on the University websites – Check out subject requirements carefully and also any GCSE requirements.

It is unwise to pick courses that demand higher grades than those you have achieved at AS. Do take account of retakes – but do be realistic.

Do not presume high grade offers indicate the best courses and vice versa – they partly reflect popularity.

A guideline would be for two of your choices to be in line with predictions, one above and two below.– this includes the most able students – often the highest proportion of rejections are from students predicted grade A's and B's, particularly for courses in great demand like Medicine, Law, Physiotherapy, Psychology

### University admissions tests

Some Universities now have separate Admissions Tests for certain courses so check carefully. Details of some of these are on school website. They apply in particular to Medicine and to Law and if you are applying to Oxford or Cambridge. But there are more Universities introducing such tests. It is your responsibility to sign up for these and also advise Mr Freeman as some can be taken in school.

**UCAS tariff system**

	<b>AS</b>	<b>A2</b>
<b>140</b>		<b>A*</b>
<b>120</b>		<b>A</b>
<b>100</b>		<b>B</b>
<b>80</b>		<b>C</b>
<b>60</b>	<b>A</b>	<b>D</b>
<b>50</b>	<b>B</b>	
<b>40</b>	<b>C</b>	<b>E</b>
<b>30</b>	<b>D</b>	
<b>20</b>	<b>E</b>	

So for example, grades B, C, D at A2 level plus a grade D in a subject you dropped after AS  $100 + 80 + 60 + 30 = 270$

Some courses and Universities will also count in things like music qualifications

Speak to subject teachers particularly those closely linked to the course you are applying for. Take on board their predicted grades

### Art & Design Foundation:

Students wishing to follow a Foundation course in Art & Design normally need to apply directly to individual institutions. Once they start a year studying a Diploma in Foundation studies they can then apply for further courses via UCAS the following year. Please refer to the UCAS website for more information.

### Careers Information on the web:

The best links are on Tring School Website >Post 16>Careers/Higher Education

**More information on choosing universities, writing Personal Statements, key tips and Gap Years can be found on: [Tring School Website](#)>Post 16>Tring University Advice**

## **Student Instructions for UCAS Applications**

There is increasing evidence that Universities are dealing with applications on a first come first serve basis – so it is to your advantage to get this sorted as quickly as possible.

Tring School expects everybody to apply online – we will log you on at school but then you can continue at home

- Website [www.ucas.co.uk](http://www.ucas.co.uk) – register/login to use Apply 2012 – apply
- Ignore username and password
- Click on register and complete each page of the registration making sure that you click on Next at the bottom of each page
- Complete all the compulsory fields, until you reach the page on choosing a password
- Then choose a password and confirm it
- **Write password here.....** We suggest **surname1**. (It must have a number)
- Then fill in the 4 security questions and answers
- You will then be given a User Name (this should be your first initial, surname1) **make a note of this.....**
- How are you applying – click school or college – next
- Buzzword – **mortimer1** – next
- Tring School – Yes – next
- Application group – scroll to your house – next
- **Ensure that you make a note of your user ID.....**
- You can then start completing your application form by clicking the headings under ‘Welcome’ on the Left hand side

If anything comes up in red you have made an error or missed something out

**Personal Details** – You should be able to fill all this in straightaway.  
**Student Support Arrangements – the County you live in Fee Code 02.**

**Courses.** List by institution in alphabetical order.- you will probably want to come back to this

**Qualifications.** (Over one third of students get this wrong)

First put in your GCSE's – make sure you know the awarding body – Date usually June .

In September put in your AS (Advanced Subsidiary) subjects and grades Date January or June and year. It is your choice if you identify individual module grades. If you are going to resit you need to identify the individual modules and date January or June of year you are taking them.

Then put in your A2 ( Advanced Level) – the date in all likelihood is **June of the following year** and the grade will be **pending**

**Personal Statement.** Look at the guidance sheet on the school website. Seek help in tutorial time. At least half should be about why you have chosen that course and why you are suited to it.

There is generally no need to refer to grades as these go elsewhere on your application. You might want to refer to individual papers at AS where you got particularly high grades and even give the UMS scores and perhaps explain why you have declined grades and how you hope to improve.

**Demonstrate genuine passion – what you have read, articles, topics that interest you.**

Once the application is completed you will need to make a payment and send the application, it will then arrive at the school. The Sixth Form Office can then collect your reference and begin the necessary checks. This process is lengthy and you must allow at least 3 weeks from pressing the send button until the school sends it onto UCAS. You will be able to track the process of your application online.

**Method of Payment.** You will need to pay by debit or credit card.

You will only be able to put your credit card details once you press “send” which sends it to the Referee (the Sixth Form Office) not to UCAS.

## **Personal Statement**

**About two thirds of your statement should be taken up with reasons for your choice of course and your aptitude for this.** There are guidance booklets about writing personal statements in the Learning Centre, Sixth Form resources area and Connexions, plus guidance on the school website and other websites, BUT all personal statements are now screened electronically for plagiarism (copying of model statements or parts of them) so please make sure your statement is your own.

**State your reasons for your choice of course:**

Why you enjoy the subject - what particular aspects you enjoy - looking forward to studying it in greater depth - work experience confirmed interest - look forward to putting theory into practice - possess skills required for the course - post degree aim e.g. particular career in mind and why

I have chosen a .....degree because it will enable me to study (*state areas which interest you and you know which will be covered in the course*) in more depth. In addition to my lessons, extra reading (*state titles/authors*) has confirmed my interest in studying ..... . With my practical experience in (*state work experience etc*) and my academic achievements (*particular results, modules, topics you have done well in*) I believe I am well suited to a degree in ..... Investigate the different course profiles and the qualities they are looking for – hopefully your match these.

**Any relevant skills you have gained through work experience:**

Listening - speaking - working independently - computer literacy - team work - managing others - meeting deadlines - diplomacy - problem solving - using initiative.

My work experience (or suitable part time or voluntary work) in ..... was an enjoyable and challenging experience, enabled me to be involved in a wide range of areas such as ..... which developed my skills in ..... and gave me a better understanding of ..... . I believe this would be helpful to me for a degree course in ..... because .....

**Remember by now you should have filled at least half the space you are going to**

**State the experiences you have gained within school:** Write out your (more recent) experiences and responsibilities.

Drama - music - sports - voluntary work - help lessons - responsibilities in house - organising charities etc - sixth form committee etc. Where relevant emphasise what skills you have acquired and your level of commitment.

Possible skills independence - empathy - self expression - responsible - communication - efficiency - confidence - trustworthy - diplomacy - self motivation -team work - sensitivity - helpful - public speaking - being organised - solving problems - approachable.

Playing a musical instrument ..... at grade ....., (*being in the school hockey team/speaking as part of the school debating team etc*) has been extremely rewarding and also developed my skills of ....., which I believe will be helpful on my chosen degree course. I would look forward to continuing these activities at university. Taking responsibility for (*you could mention help lessons here*) has benefited me by ..... and I enjoyed being able to .....

**Identify and outline the key activities or experiences which you have gained in a non educational environment:**

Hobbies - holidays - reading (be specific) - music - using computers/Internet - part time work

For sports you are interested in playing in - provide details about the level of your involvement - e.g. County player - captain and how this has helped you.

I particularly enjoy ..... and it has given me the opportunity to (skills developed, become more independent, accepted the challenge of, broadened my interest). My part time job as ..... has provided an opportunity to .....

### **Choose one or two areas to link your degree course to general university life:**

e.g. how work experience, a holiday, conference attended, skills acquired - out of school activity - career aspiration - personal reason have confirmed that this is the degree course you want to do. It is because of my experience with ... that I believe I will make a successful student on ....I am looking forward to building on my existing experiences of studying .... and the chance to further my knowledge in.....

- Do not just stick to these sentences - adapt and personalise them.
- Show that you will benefit from university; its range of activities. - You are there primarily to study but they want to see you as rounded person with something to contribute to the university.
- Show yourself to be an interesting personality - but you are only 18 - do not try to make out that you have done everything, been everywhere and have every quality fully developed.
- Don't lie or tell half truths or something that applied years ago but not now - an Interview will catch you out!!

You will need to explain in your Personal Statement brief details of any Gap Year proposals and the benefits that you hope to get out of your Gap Year.

## **Writing Personal Statements**

### **WHAT IS IT?**

A Personal Statement is an opportunity to sell yourself in a well ordered way. It is a very important section of the UCAS form as a university may not want to interview you but may make an offer based solely on the basis of your application. Your personal statement gives you a chance to sell yourself.

### **WHAT SHOULD GO IN IT?**

Your personal statement needs to include the following information about:

- Why you want to study this subject(s)
- What you have done so far(in terms of things experienced and skills gained) and how this has led you to this choice.
- What you hope the course will do for you (you will learn about, experience, it will help you make a career in)
- What you are like as a person – your likes, interests, hobbies, personal qualities, positions of responsibility held, challenges undertaken.

### **SOME DO'S AND DON'TS**

**Do** give reasons why you want to study the course – more than just enjoying the subject(s). Remember that there will be competition for places so you need to be convincing.

**Do** make a reference to your current studies – what you enjoy and why and the skills that you have gained

**Do** try to make a reference to your long term career plans and make a link to your course choice. You can do this even if you are not studying a vocational degree by talking about the skills that you hope to gain while at university.

**Do** mention positions of responsibility with some examples of duty

**Do** aim to present an image of yourself as an active and well rounded individual – not just an academic

**Do** be reflective. If you make a point like 'I like reading, I travelled abroad' say why and what you get (got) from doing this.

**Do** show your statement to other people – parents, friends, family, teachers, careers advisers, Sixth Form Team so that they can check the spelling and grammar and see if they can think of things to include that you may have forgotten.

**Do** make sure that your statement is neat, well written with a concluding paragraph or statement.

**Don't** mention activities or responsibilities without referring to skills and experience gained. Admission tutors have hundreds of forms to read – they won't have time to read between the lines

**Don't** refer to experiences that are too long ago (eg: Year 9) particularly if you have more recent experience

**Don't** mention interests without being more specific eg: for reading mention authors and genres, likewise with music or art – mention particular artists

**Don't** mention too many likes, interests and hobbies as it might be assumed that you are not very interested in any of them

**Don't** exaggerate or lie!

**Don't** apply for too many very different courses, making it difficult to write a convincing personal statement which supports the application

**Don't** write a statement which makes your choices look random and unthought-out.

## **Analysing a Personal Statement**

### **Application for Archaeology**

I have always been interested in studying the past. As a child I loved visiting hill forts and ancient monuments. This interest was further developed when I travelled to Australia and New Zealand and was able to study the ancient cultures of the Aboriginal and Maori peoples. I was fascinated by how their art and spiritual beliefs still influence many aspects of modern life in areas

such as architecture and creative arts. I have also been working as a volunteer on a local dig and this has further confirmed my interest in archaeology. *This part clearly shows why this person wants to study archaeology and briefly describes the experiences that have stimulated their interests in this subject.*

I feel that this course would give me the opportunity to broaden my knowledge and understanding of ancient civilisations and their influences on the way the world has developed. *Now saying what they hope to learn from the course. If you are hoping to go into a particular career after the course you need to mention that too.*

My A levels in History, Geography and Information Technology have helped me to develop skills in research, analysis and problem solving. I am a keen user of ICT and am also interested in the role that new technologies can play in helping us to make sense of the past. Throughout my studies I have had to work in teams with other students on a range of projects and make group and individual presentations. These activities have helped me to develop my communication skills and strengthen my ability to work with people. *Although they mention their studies they use them to show the skills gained. You do not need to talk about what you have been studying as this is shown in the rest of the application form.*

I work part time in a bookshop which has also helped me to develop my skills of dealing with people, handling money and sorting, categorising and displaying stock. I really enjoy this as I love working with books. At school I set up and run a thriving chess club, and I was elected to represent the school at a city wide tournament in which I came second. I play in the schools football and cricket teams and also enjoy swimming, cycling and aikido. *Now showing that they are a good all rounder that likes to get involved in a range of activities, and has been elected into positions of responsibility.*

I am an active, motivated and conscientious student keen to take up the challenge of higher education.

Admissions tutors read lots of these forms, looking for the students they want to teach the following year. They will not want dull people who struggle to express themselves, who might not get actively involved in university life and who might drop out part way through the course. They will want good all rounders, who are really interested in the course they have chosen to study and who will be a positive asset to the university.

## **Sample Statements**

### **Application for Business Studies**

**Reasons for choosing the course and career plan:** I wish to study business and management to degree level as I feel that the skills and knowledge I will gain will prepare me for a wide range of careers in the business field. I am particularly interested in the financial and marketing aspects of business studies as sound finances and positive customer perceptions are, in my opinion, vital for any successful organisation. Taking a business related degree at university will give me the opportunity to develop

further my knowledge in business studies, maths accounting and law which I have enjoyed studying at 'A' level.

**Work experience:** As well as my studies I have organised my time so that I can have a part time job. I work in a clothes shop and have developed my communication skills through working with the public. The management value ideas from staff and I regularly contribute ideas at the team meetings. I almost always reach my sales targets and have, on numerous occasions, exceeded them.

**Achievements and interests:** In my final year I received 3 awards, one of which was for excellence in business studies and during 5 years I received many attendance awards. I was part of a team that produced a yearbook for the school. I enjoyed this activity and was responsible for finding the funding for the publication. This involved contacting companies offering advertising space in the book. I am a keen sportsman participating in football, tennis, rugby and snooker. I am a member of the Students Union, and recently set up a 5-a-side football team. I enjoy going out, mixing with and meeting people and having a good time. I am honest, personable and find it easy to make friends. I believe that I have a lot to offer and I am looking forward to getting involved in university life.

### **Application for German**

I am interested in applying for this course because I want to further develop my German speaking skills and increase my knowledge of the language, people and culture of a country for which I have developed a very strong affinity. Since taking up the language I have participated in two German exchanges when I spent time studying and working abroad. Both these experiences opened my eyes to the warmth and generosity of the German people and I fell in love with them and their language. Winning the prize for top student in German at the end of my GCSE course further fuelled my enthusiasm for the subject. During one summer holiday I also travelled to Switzerland to look after the young daughter of a relative. I gained immense satisfaction from managing my daily life by communicating in 'high' German. I am still unsure about my career goal but know that I want to travel and possibly live abroad after my degree and seek bi-lingual employment of some kind.

I have always enjoyed working with people and my part time jobs as a shop assistant and a waitress have allowed me to develop skills in dealing with people as well as working as part of a team. I have also, on occasion, had to take responsibility for managing the shop and this has taught me how to handle responsibility, staff, stock and visiting sales reps! In new situations I am quietly confident and quickly establish friendships.

I enjoy socialising with friends, dancing, listening to music especially progressive pop and jazz, reading character novels and contemporary fiction, and arts and crafts. I am an intelligent and enthusiastic student with a genuine love of this subject and I would welcome the opportunity to study it further.

Although laid out slightly differently, these statements do try to portray the candidates as good all rounders, with a real interest in the subjects they are applying to study,

## What to Include in a Personal Statement

Before you start to put together your Personal Statement, jot down some notes under the following headings. This is to help you keep your target courses and institutions in mind when thinking about what to include in your statement:

Which universities are you thinking of applying to?

Which courses are you thinking of applying for?

Now use the boxes below to jot down notes and ideas for things you could include in your personal statement.

What are the reasons for wanting to go to university to study this particular subject or subjects?

*Suggestions:*

- *Love of subject and reasons why*
- *To build on previous study and/or experiences and what they were*
- *Work towards a particular career or career area*
- *Social reasons like wanting to stay local or other commitments*

What are your career plans/ambitions?

*Suggestions:*

- *Specific career*
- *Area of work but not career specific*
- *Want to broaden knowledge and learning before deciding*

Do you have any relevant past study or experiences?

*Suggestions:*

- *Links between subjects studied in the past and courses applied for*
- *Links between past experiences like work, hobbies or sports etc (skills and insights gained) and courses applied for*

Do you have hobbies or interests?

*Suggestions:*

- *Part time work, sport, music, travel*
- *Show that you are healthy and active and like to take part in things*
- *Focus on skills gained*

Any positions of responsibility, awards gained or achievements recognised?

*Suggestions:*

- *Elected to represent*
- *Had the position of*
- *Given responsibility for*
- *Won/was awarded*

**Your Personal Statement is a key part of your UCAS application so make sure it's a good one!**

**CHECKLIST OF 11 THINGS A PERSONAL STATEMENT SHOULD HAVE**

1. How many I's have you got – no more than 8
2. How many sections of white space – at least 4
3. How impressive is your opening – score out of 10
4. How impressive is your ending (for instance what are you going to contribute to Uni and what will you get out of it) – score out of 10
5. Have you made a convincing case of why you have chosen that particular course
6. At least one piece of evidence of wider reading
7. At least one piece of evidence that researched what the course entails – careers it leads to
8. At least two pieces of evidence of skills picked up in you're a level studies
9. At least one piece of evidence of skills you picked up elsewhere

10. Have you suggested what you might do after University
11. No more than 47 lines (including spacing)

## **Taking a GAP Year**

Ensure your reason for taking a gap year is constructive.

You can apply to Universities in September/October and **defer your entry for a year** – this is probably a good idea if you have a firm idea of what course you want to do.

Or you can apply the following year – but then you will not be in school with the back up of our help.

You do need to check if the course and Universities you are going to approve of gap years. Most do – but for certain subjects like mathematics and some of the sciences it might not be so highly thought of because there is a feeling that you will have got “out of the swing” of that particular style of learning.

Most students gap years comprise of different things; travelling, earning money, work experience and shadowing, voluntary work.

If at least part of your gap year is related to your chosen course – improving your foreign language, work related skills etc – then this is more likely to be favoured by Universities.

Certainly gap years should increase your maturity, independence and self reliance and broaden your experience of life.

They do cost – and so part of the 15 months is likely to need to be in paid employment

If you are travelling – then you need to decide whether you are going to do this independently or with an organisation – the latter does mean you have the organisations support, you will be part of a group with new people and you will be doing some form of work.

You will need to explain in your Personal Statement brief details of your gap year proposals and the benefits you hope to get from it.

There are many organisations that organise gap year travel or volunteer projects abroad and in the UK.

Both Connexions and the dedicated resources area in the Common Room has plenty of information and literature to refer to.

Make sure that you do your research and organise it well.

# Not Going to University

## Careers and Higher Education

Though many choose to go to university it's not right for everyone. Some students elect to follow Higher Education via colleges. Others go straight into employment or take a gap year.

Resources to find out more about all of these options can be found in the Resources area in the Sixth Form Common Room, Connexions or through the internet. Whilst the Sixth Form Team and Form Tutors will provide as much support and advice as possible students need to take responsibility to research and make decisions about their future to ensure that they have a plan.

If students need additional help or advice appointments can be made with a Connexions advisor at Tring School or at the One Stop Shop in Hemel Hempstead.

## Higher Education – useful websites:

[www.hotcourses.com](http://www.hotcourses.com) – a directory of UK courses

[www.hertschoices.org.uk](http://www.hertschoices.org.uk) – a directory of full time Hertfordshire courses and apprenticeships

[www.direct.gov.uk](http://www.direct.gov.uk) - go to young people>Learning

## Other useful websites:

[www.channelmogo.org](http://www.channelmogo.org) – wide range of information including jobs & training opportunities

[www.hertsdirect.org](http://www.hertsdirect.org) – Go to Young People section – Information, advice and activities

[www.connexions-direct.com](http://www.connexions-direct.com) – Advice on careers, work & learning

<http://careersadvice.direct.gov.uk> – Careers & courses

[www.eclips-nline.co.uk](http://www.eclips-nline.co.uk) – leaflets on a wide range of careers and other areas

## Careers – useful websites:

[www.hertsahead.org](http://www.hertsahead.org) – Information about employment in Hertfordshire

[www.apprenticeships.org.uk](http://www.apprenticeships.org.uk) – go to Young People

[www.careers.civil-service.gov.uk](http://www.careers.civil-service.gov.uk) – Careers in the Civil Service

[www.lgcareers.com](http://www.lgcareers.com) – local government careers

[www.csskills.org](http://www.csskills.org) – Go to Working in construction

[www.springboarduk.org.uk/careers/](http://www.springboarduk.org.uk/careers/) - careers in hospitality, leisure, travel & tourism

[www.cache.org.uk](http://www.cache.org.uk) careers in the care and education of children

[www.tda.gov.uk](http://www.tda.gov.uk) – careers in teaching & education

[www.ingenuity.org.uk](http://www.ingenuity.org.uk) – engineering & technology careers

[www.autocity.org.uk](http://www.autocity.org.uk) – careers in the motor industry

[www.lantra.co.uk](http://www.lantra.co.uk) – go to Young people & parents – careers in land based industries

<http://careers.fssc.org.uk/en/> - careers in financial services

[www.nhscareers.nhs.uk/](http://www.nhscareers.nhs.uk/) - careers in the National Health Service

[www.languageswork.org.uk](http://www.languageswork.org.uk) – careers in language

[www.skillsforjustice.com/careers/](http://www.skillsforjustice.com/careers/) - go to Careers choices – working in prisons, probation, courts, policing & prosecution

[www.careersinfoodanddrink.co.uk](http://www.careersinfoodanddrink.co.uk) – careers in the food and drink industry

[www.canucutit.co.uk](http://www.canucutit.co.uk) – careers in fashion & marketing

[www.skillsactive.com/careers/](http://www.skillsactive.com/careers/) - careers in active leisure, sport & recreation

[www.skillset.org/careers/](http://www.skillset.org/careers/) - careers in creative media, broadcast, film and video  
[www.habia.org](http://www.habia.org) – careers in hair & beauty  
[www.skillsmartretail.com](http://www.skillsmartretail.com) – careers in retail  
[www.forensic.gov.uk](http://www.forensic.gov.uk) – go to Careers – careers in forensic science  
[www.armyjobs.mod.uk](http://www.armyjobs.mod.uk) – Army jobs  
[www.royal-navy.mod.uk](http://www.royal-navy.mod.uk) – Royal Navy & Royal Marines website  
[www.raf.mod.uk](http://www.raf.mod.uk) – Royal Air Force website  
[www.policecouldyou.co.uk](http://www.policecouldyou.co.uk) – Police Force website  
[www.fireservice.co.uk/recruitment/](http://www.fireservice.co.uk/recruitment/) - Fire Service website  
[www.socialworkandcare.co.uk](http://www.socialworkandcare.co.uk) – careers in social work & social care

**One of the best websites is Tring School website>Post 16>Careers & Higher Education. This also provides information on writing CV's etc**

## Useful Websites

### Search Engines

[www.yahoo.co.uk](http://www.yahoo.co.uk)  
[www.google.co.uk](http://www.google.co.uk)  
[www.ask.co.uk](http://www.ask.co.uk)  
[www.lycos.co.uk](http://www.lycos.co.uk)  
[www.excite.co.uk](http://www.excite.co.uk)

### Arts and Culture

[www.tate.org.uk](http://www.tate.org.uk)  
[www.24hourmuseum.org.uk](http://www.24hourmuseum.org.uk)  
[www.nationaltrust.org.uk](http://www.nationaltrust.org.uk)  
[www.english-heritage.org.uk](http://www.english-heritage.org.uk)

### Careers

[www.channelmogo.org](http://www.channelmogo.org)  
[www.connexions.gov.uk](http://www.connexions.gov.uk)  
[www.jobcentrepplus.gov.uk](http://www.jobcentrepplus.gov.uk)  
[www.careersbox.co.uk](http://www.careersbox.co.uk)

### Education

[www.bbc.co.uk/education/gcsebitesize](http://www.bbc.co.uk/education/gcsebitesize)  
[www.bbc.co.uk/education/revision](http://www.bbc.co.uk/education/revision)  
[www.schoolscience.co.uk](http://www.schoolscience.co.uk)  
[www.projectsgcse.co.uk](http://www.projectsgcse.co.uk)  
[www.gcse.com](http://www.gcse.com)  
[www.schoolzone.com](http://www.schoolzone.com)  
[www.learn.co.uk/learnthingsuk](http://www.learn.co.uk/learnthingsuk)  
[www.geography.about.com](http://www.geography.about.com)  
[www.rgs.org](http://www.rgs.org)  
[www.nationalgeographic.com](http://www.nationalgeographic.com)  
[www.french.about.com](http://www.french.about.com)  
[www.yourdictionary.com](http://www.yourdictionary.com)  
[www.english-zone.com](http://www.english-zone.com)  
[www.dictionary.com](http://www.dictionary.com)  
[www.chem4kids.com](http://www.chem4kids.com)  
[www.nhm.ac.uk](http://www.nhm.ac.uk)

### Higher Education

[www.coa2.co.uk](http://www.coa2.co.uk)  
[www.ucas.co.uk](http://www.ucas.co.uk)  
[www.universityoptions.co.uk](http://www.universityoptions.co.uk)  
[www.yougo.co.uk](http://www.yougo.co.uk)

### PSHE

[www.childline.org.uk](http://www.childline.org.uk)  
[www.netdoctor.co.uk](http://www.netdoctor.co.uk)  
[www.surgerydoor.co.uk](http://www.surgerydoor.co.uk)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)  
[www.bullying.co.uk](http://www.bullying.co.uk)  
[www.mindbodysoul.gov.uk](http://www.mindbodysoul.gov.uk)  
[www.teenagehealthfreak.org](http://www.teenagehealthfreak.org)  
[www.helplines.org.uk](http://www.helplines.org.uk)  
[www.samaritans.org.uk](http://www.samaritans.org.uk)

### Research

[www.encarta.msn.com](http://www.encarta.msn.com)  
[www.britannica.com](http://www.britannica.com)  
[www.school.discovery.com](http://www.school.discovery.com)  
[www.bl.uk](http://www.bl.uk)  
[www.infoplease.com](http://www.infoplease.com)

### Skills Audit

[www.prospects.ac.uk](http://www.prospects.ac.uk)  
[www.channel4.com/brilliantcareers](http://www.channel4.com/brilliantcareers)

### Sports

[www.skysports.com](http://www.skysports.com)  
[www.cricket4.com](http://www.cricket4.com)  
[www.footballunlimited.co.uk](http://www.footballunlimited.co.uk)  
[www.bbc.co.uk/sports](http://www.bbc.co.uk/sports)  
[www.soccernet.com](http://www.soccernet.com)  
[www.extreme.com](http://www.extreme.com)

**Employability**

[www.skillsbase.dfes.gov.uk](http://www.skillsbase.dfes.gov.uk)  
[www.uce.ac.uk/crq](http://www.uce.ac.uk/crq)

**Entertainment**

[www.dotmusic.com](http://www.dotmusic.com)  
[www.filmnews.com](http://www.filmnews.com)  
[www.film.com](http://www.film.com)  
[www.mtv.com](http://www.mtv.com)  
[www.virgin.net](http://www.virgin.net)  
[www.trouble.co.uk](http://www.trouble.co.uk)

**Work Experience**

[www.workexperience.org](http://www.workexperience.org)  
[www.nwstudentandgraduate.ac.uk](http://www.nwstudentandgraduate.ac.uk)