

Which are not university courses?

Glass

Nanobio-
Technology

Tournament Golf

Human
Biosciences

Ethical Hacking &
Countermeasures

Artist
Blacksmithing

Specialist
Makeup

Viking Studies

Combat
Robotics

Viticulture
& Oenology

Genealogical
studies

Experimental
Psychology



UCAS Overview

- Online Application Form
- Personal Statement
- School Reference
- Tracking
- Offers & Replying
- UCAS Deadlines & Systems
- Finance



Online application

- Personal details
- Below Honours Degree
- Fee code
- Exam results
 - GCSE's
 - AS's
 - A2's - pending
- Other qualifications
- Employment details – [ucas tv](http://ucas.tv)



Choosing your university

- **Five choices (minimum entry requirement)**

A*	140
A	120
B	100
C	80
D	60
E	40

- **Tariff points at A2**

- **Choosing a university (UCAS course search)**



Personal Statement

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 in just 47 lines



Personal Statement

WHAT SHOULD GO IN IT?

Your personal statement needs to include the following information about:

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



Example Personal Statement

"Science is not a body of facts. Science is a state of mind. It is a way of viewing the world, of facing reality square on but taking nothing on its face." (From Angier's 'The Canon') This statement embodies why I wish to study Biology further; the science of life is so diverse and I feel compelled to understand it fully. My curious mind is excited and fascinated to comprehend the minutiae whilst also considering the wider picture. To me Biology is exploration; I would love to continue with this subject that appears endlessly engaging and of constant interest.

A realisation of my yearning to study beyond A level came on a visit to the Darwin Exhibition at the Natural History Museum in 2009. The genius of how evolution can explain so many facets of life struck me and instilled a personal interest in the subject. Since, I have indulged my curiosity. 'The Story of Science', on BBC2, was fascinating in its outlining of the advancement of our understanding. I also enjoyed 'The Cell', an examination of the development of microbiology, and 'Chemistry: A Volatile History'. A passion for reading has directed me to titles such as Goldacre's 'Bad Science'; its detailing of flaws in understanding of "how science works" throughout society made an engrossing read. Coyne's 'Why Evolution is True' and Ridley's 'The Red Queen' were compelling accounts of the "whys" behind life. I have often enjoyed reading the 'New Scientist', improving my awareness of current scientific advances and discussions, and also 'The Biological Review'.



Example Personal Statement continued

Studying A Level Biology has allowed a comprehension of the breadth of the subject and an introduction to the various fields. I have enjoyed dissections; I like that in the Life Sciences some aspects are tangible and can be physically explored. However, the comparatively abstract Biochemistry is fascinating; it is engrossing to view processes on another level. Also the carrying out of a field course at Broadhaven shore was invaluable; it cultivated my interest in Ecology. I loved carrying out practical aspects, such as the study of rockpools, and witnessing the brilliant adaptations of marine organisms. Importantly, it highlighted the significance of statistical testing for effective fieldwork, and as a keen mathematician it pleases me that not only problem solving skills can be applied to experimenting but also aspects of Statistics. Undertaking an AS Chemistry course complemented facets of Biology; it enabled full understanding of organic molecules and provided useful lab skills. Furthermore through English A level I have learnt to express myself coherently, think independently and developed analytical abilities; all qualities essential for scientific research projects and reports.



Example Personal Statement continued

Through my involvement in the school community I have cultivated many transferrable skills. For instance my role as a Peer Supporter has taught me astute listening abilities. The training process improved my teamwork; an important life skill; as have my performances in school and local plays. Orchestrating a soup kitchen with proceeds going to a homeless project as part of PSHE also required cooperation and organisational skills. I am involved in a team organising a science competition, often assist in KS3 lessons and help out weekly in the labs.

Outside of school I have always loved to dance. As a result I am self disciplined and it has shown hard work pays off; I've danced twice with the English Youth Ballet and intend to take my Intermediate ballet grade this year. Also working part time at the local pharmacy has made me independent, motivated and taught me how to manage my time. In addition bereavement compelled me to later become involved in the local child bereavement service, Chums. Through this I have volunteered at a weekend camp and the Christmas services and gained perceptive interpersonal skills.

Conclusively I look forward to studying Biology and gaining the experience university has to offer.



Sending your application

- All red boxes ticked and declaration ticked
- Pay fee
- Pressing send
- Amendments
- 3 weeks to finalise reference and for all checking



School reference

- 47 lines
- Subject staff complete academic reference for each individual students (1 paragraph per subject)
- Form tutor writes pastoral content
- Form tutor checks reference



Checking and sending of reference

- Reference read and amended by Mrs Golla
- Reference checked and read by Mrs Ambrose/Mr Barlow
- Final read and check of reference – Mrs Golla
- Full application checked by Mrs Hubble
- Reference attached and predicted grades entered, full application sent by Mrs Hubble



Student tracks progress

- The student can then track their progress on UCAS
- Invitation requests via UCAS
- Interview requests via letter
- September - March
- Student will then receive conditional or unconditional offer from university





track

main menu

choices

> LOG OUT

> HELP

make invitation reply

Select your invitation reply for the course shown below from the dropdown list.

University/College	Course	Decision	Conditions
Anglia Ruskin University	Animal Behaviour and Animal Welfare	Invitation	Please reply to this invite by 15 October 2009

The following options are available:

- Accept - You will attend on that date
- Decline - You will not be attending
- Request - You are unable to attend on that date and would like an alternative date

Select Reply... ▾

submit reply

reset reply

Replying to offers

- Firm offers
- Insurance offers
- Declining offers
- Withdrawing
- All offers made by 31 March
- All replies to offers by deadline of 5 May



Extra & Clearing

- Extra opens end February to end of June
- Available to all who have used 5 choices and not received or accepted an offer
- Apply one course at a time
- Decision within 21 days
- Preferable to Clearing
- Clearing opens A level results day at 12 noon



Timeline

- 17 Sept Applications open
- 15 Oct Tring School first deadline
- 30 Oct Tring School final deadline
- 15 Jan UCAS final deadline
- 5 May Deadline: replying to offers
- Late Feb UCAS Extra opens
- Aug Clearing opens



Additional Support in school

14 June	Personal Statement workshop
28 June	Personal Statement workshop
5 July	Herts Higher Education Day
12 July	'HE & me' interactive theatre company
14 July	Log on to UCAS
Sept – Nov	Mock interviews

- **Proof reading Personal Statements & one to one support**
 - Tutor – ongoing
 - Sixth Form Team – up until 15 September



Additional Support outside of school

- Centigrade online
- Stamford test
- UCAS course search
- UCAS TV
- UCAS parents guide
- UCAS Big Map
- OPEN DAYS!



How much will university cost?

The main costs you will have are:

- Tuition fees (amount charged each year for your course) – Tuition Fee loan
- Living costs (accommodation, food, bills and books) – Maintenance loan
- Costs will vary depending on where you study and live



Tuition Fees

- Check your university website to find out exactly how much you will pay
- The maximum a university may charge is £9000 (not all universities will charge the maximum amount)
- If you take the tuition fee loan your fees are paid directly to your university



Grants & Bursaries

- You can apply for the Maintenance Grant if your household income is £50,020 or less, this is to help with living costs
- The maximum Maintenance Grant that was available for 2011 was £2906
- The amount that you may be eligible for is dependant on your household income
- Bursaries are available through universities to help with your tuition fees
- You do not need to pay back a maintenance grant or a bursary



Paying back your loan

- You pay your Tuition Fee Loan and/or Maintenance Loan back when you leave your course and earn over £21,000 a year
- The obligation to repay any student loan lies entirely with the student not the parents



Repaying your loans

- Income less than £21,000 Monthly Repayment: £0
- Income: £21,000 Salary: £1750 Repayment: £45
- Income: £24000 Salary £2000 Repayment: £67
- Income: £27,000 Salary: £2250 Repayment: £90
- Income: £30,000 Salary: £2500 Repayment: £112



What you should be doing now!

- UCAS course search
- Research
- Open days
- Personal Statement
- UCAS Higher Education day
- Talking, talking, talking!



Any questions?



Early applicants

Oxbridge, Medicine, Veterinary,
Law & Dentistry



Academic profile

- 4 subjects
- A*
- EPQ
- Work experience
- Passion



Admissions tests

- A timed unseen paper or online test
- Taken in the academic year before admission to an HEI
- Often taken in a 'high street' test centre



What tests?

- BMAT
Biomedical Admissions Test
- ELAT
English Literature Admissions Test
- GAMSAT
Graduate Medical School Admissions Test
- HAT
History Aptitude Test
- HPAT
Health Professional Admissions Test
- LNAT
The National Admissions Test for Law
- MML
Modern & Medieval Languages Test
- STEP
Sixth Term Examination Papers
- TSA Cambridge
Thinking Skills Assessment
- TSA Oxford
Thinking Skills Assessment
- TSA UCL
Thinking Skills Assessment
- UKCAT
UK Clinical Aptitude Test



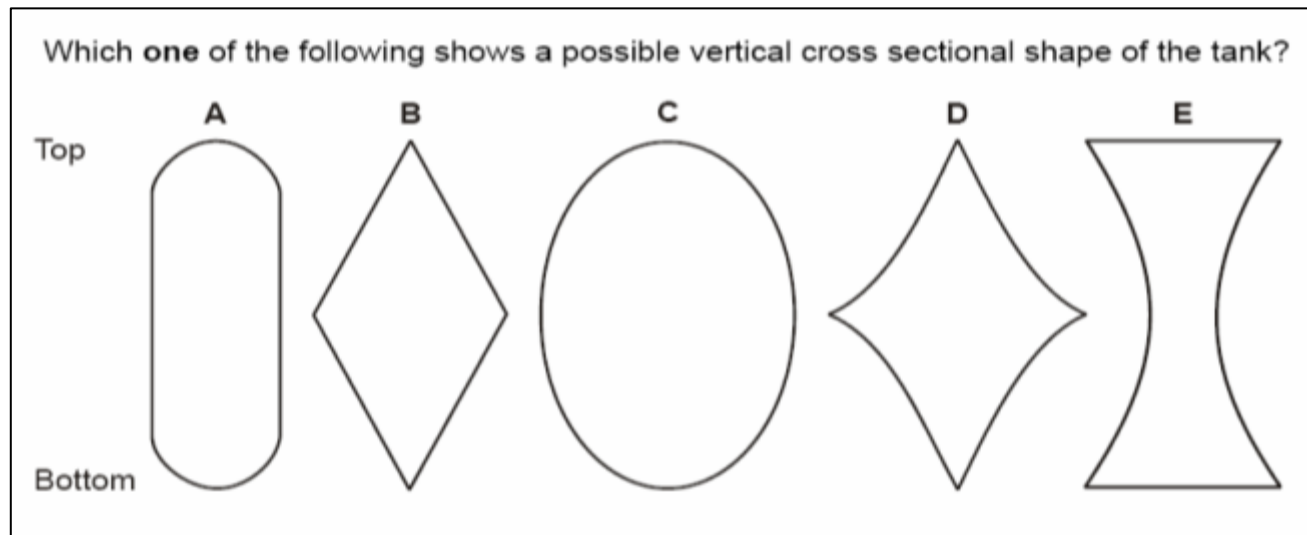
Why are they used?

- Differentiate between the most able applicants gaining high grades
- Managing application numbers for high demand courses
- Allows focus on skills & aptitudes not assessed through academic attainment
- Promotes widening access in HE as they measure academic potential without being influenced by educational background



BMAT Question

A farmer has an underground water tank which he decided to calibrate by adding known volumes of water and measuring the depth using a dip-stick. His calibration graph is shown below. The horizontal cross section of the tank is circular at all points.



Where to find information

- UCAS Apply
- UCAS website
 - Informational links
 - Course Search / Entry Profiles
 - UCAS Publications



SAQ

- The purpose of the SAQ is to ensure that universities have complete and consistent information about all applicants. It also enables them to collect information that's not part of the UCAS application but is helpful when assessing applications, such as the topics you've covered as part of your AS/A Level (or equivalent) courses (which helps interviewers decide which questions to ask).
- SAQ's generally completed by 22 October



What does a SAQ look like?

The SAQ is divided into eight sections:

- Photograph
- Application Type
- Personal Details
- Course Details
- Education
- Qualifications
- Additional Information
- Submit



Interviews

Subject: Biological Sciences – Oxford

Interviewer: Martin Speight, St Anne's College

Question: Here's a cactus. Tell me about it

We give the student a cactus in a pot and a close-up photo of the cactus's surface structure and ask them to describe the object in as much detail as possible using the plant and the photo. We are looking for observation, attention to detail, both at the large and micro scale. We ask them to account for what they see – this means they don't have to use memory or knowledge about cacti (even if they have it) but to deduce the uses and functions of the shapes, sizes, structures that they have just described



Timeline

- 30 Sept Tring early applicant deadline
- 15 Oct UCAS early applicant deadline

Opportunities for support

- Sixth Form Team available for one to ones
- Mock interviews (PS ready for Sept)
- Reading Personal Statements



What you should be doing now!

- UCAS course search
- Research
- Open days before September
- Personal Statement
- UCAS Higher Education day
- Talking, talking, talking!

