

# Preparation for the day...

In preparation for this event, I need you all to sign up to UCAS Hub in advance...

You can then use the same log ins to start your application during one of the sessions.

I need you to do this in advance as you **MUST NOT** use your school email and the school security measures do not allow easy access to personal mail servers sometimes!

Make sure you make a clear note of your log in details so you can access your account tomorrow when I will talk you through the application and common errors.

Sign up at [WWW.UCAS.COM](http://WWW.UCAS.COM) For 2023 entry.  
Click Sign in > Register



THE NORTON  
KNATCHBULL  
SCHOOL

**SIXTH FORM**

**Focus Day 5: Post 18**

# Focus for the Day...

1. How the UCAS Process works and key deadlines.
2. Alternate pathways, post 18 including Employment, Apprenticeships and Gap Years.
3. What finance options are available to you in Higher Education.
4. How to create Personal Statements.
5. Ensuring you select the right choice for you.

**Be informed & know your options**

ASSEMBLY 8.45- 9.10am	Introduction Main Hall (JRB & NT)					
1 9.10-10.05	UCAS Applications Process Sign up in assigned computer rooms with Tutors and Sixth Form Team member.				Apprenticeships- Speakers, searching and applying in assigned room.	
	UCAS D14 12B 12A(8)	UCAS D15 12BU & 12A(5)	UCAS G13 12K & 12A (6)	UCAS M24 12H	Apprenticeship 12 L + 12A(6) 12W	
2 10.10 -11.10	UCAS G15 12W	UCAS G13 12L + 12A(6)			Apprenticeship 12B (12A 8), 12BU (12A 5), 12K (12A 6), 12H	
Break 11.10-11.30						
3A 11.30-12.00	Student Finance- Kent University					Main School Hall
3B 12.00 -12.30	Personal Statement- Kent University					Main School Hall
4 12.35-13.35	Personal statement plan 12B + 12A (8) Front study room	Personal statement plan 12BU + 12A (5) R1	Personal statement plan 12K + 12A(6) G13	Personal statement plan 12H M24	Personal statement plan 12L + 12A(6) B36	Personal statement plan 12 W M12
LUNCH 13.35-14.10	B12 will be available for any Questions to our guest speakers.					
5 14.15- 15.15	Finding the right choice for me- SM in Hall to start session Uni Frog& post 18 Destinations Exhibition Sign Up					
	D14 12B +(8) 12A	D15 12BU + (5) 12A	G13 12K+(6) 12A	M24 (23) 12H	G14 12L +(6) 12A	D16 12W

# 1.0 UCAS

## Applying through UCAS

For courses starting in 2023

Updated: 12 May 2022

UCAS



# When to Apply: please write these down in the notes section at the back of your booklet

- 6<sup>th</sup> September – completed applications can be submitted to UCAS.
- 15 October 2022 (18:00 UK time) – deadline for Oxford or Cambridge, and most courses in Medicine, Dentistry, or Veterinary Medicine/Science.  
**Internal deadline is 30<sup>th</sup> September 2022**
- 25<sup>th</sup> January 2023 (18:00 UK time) – deadline for the majority of undergraduate courses. **Internal deadline is 17<sup>th</sup> November 2022**
- 24 March 2023 (18:00 UK time) – deadline for some Art and Design courses.
- 4 July 2023 (18:00 UK time) – last date to submit a late application before Clearing.

# Application overview

The application form is responsive to make it easier to complete.

Once you've completed 'Contact & residency details' if your permanent residence is in the UK, you'll also see the 'Diversity and inclusion' and 'Extra activities' sections to complete.


All sections must be marked as '**Complete**' to send to your school or college that you may be linked to for review. You must complete all mandatory questions to mark a section as complete (they have a \*).

The screenshot displays the 'Profile' section of the UCAS application form. It features a grid of section cards, each with a title, a brief description, and a status indicator. The 'Contact & residency details' section is highlighted with a green bar and a checkmark, indicating it is complete. Other sections like 'Personal details' and 'Nationality details' are marked as 'Section in progress' with a blue bar and an exclamation mark. The 'Experience' section is also visible at the bottom, containing 'Education', 'Employment', and 'Extra activities' cards.

Profile		
<b>Personal details</b> > Name, age, title and gender Section in progress	<b>Contact &amp; residency details</b> > Address, email, telephone and where you live Section complete	<b>Nationality details</b> > Birthplace and nationalities Start this section
<b>Supporting information</b> > So that providers know how to support you during your studies Start this section	<b>English language skills</b> > Is English your first language? Start this section	<b>Finance &amp; funding</b> > Tell us how you'll fund your study Start this section
<b>Diversity &amp; inclusion</b> > Only shared with a provider once you have a place or your application is archived Start this section	<b>More about you</b> > Tell us about any circumstances that you might need support for during your studies. Start this section	
Experience		
<b>Education</b> > Qualifications and periods of study Start this section	<b>Employment</b> > Paid employment Start this section	<b>Extra activities</b> > Taken part in any activities to prepare you for higher education? Start this section

# Application overview

The list on the left of each section will show which sections are completed (with a tick), which are in progress (with a half-moon) and which have yet to be started (no icon).

Click on the  throughout for help text to provide advice about what to put.

UCAS application / Nationality details

[Return to application overview](#)

✓ Personal details

✓ Contact and residency details

✓ Nationality details

Supporting information

English language skills

Finance and funding

Diversity and inclusion

More about you

Education

✓ Employment

Extra activities

Personal statement

**What is your country of birth? \***  
For the purpose of this question the UK includes the Channel Islands and the Isle of Man.

United Kingdom


**What is your nationality? \***  
If you're applying from outside the UK choose your nationality as it appears in your passport. If you have dual nationality and you need a visa to enter the UK, enter your first nationality as it is shown on the passport you intend to use when travelling to the UK for your course.

UK national

**Dual nationality**  
If you have dual nationality, select your first nationality in the previous field and your second nationality here.

☒ **Mark this section as complete \***  
You must complete all mandatory fields in this section before you can mark it as complete. All sections must be marked as complete before you can send your application.

Save this section





Your email will be used by both UCAS and your choices to update you. If you're using a school/college email address make sure you can access it at all times so you don't miss anything important. We would advise using a personal email address.

You'll only see the fields to add the nominated contact details if you answer **Yes** to the question.

This means someone else can speak to us about your application.

Contact details

Contact telephone number  
You must provide a contact telephone number.

Other telephone number

Email address \*  
You can update your email address in your UCAS profile.

Postal address  
Address type\*  

UK address

Post Code lookup  

Search

Enter address manually

Nominated access

Do you want someone else to act, or speak on your behalf, about your application guardian. If you are using an agent, you can choose to enter their details.

You're able to enter details of someone you're happy to help manage your application - this is called nominated access.

☒ Yes

☐ No

Full name of nominee \*

The first and last name of your nominee. They will be asked this information when speaking to UCAS on your behalf.

Relationship to you \*

How you know your nominee. They will be asked this information when speaking to UCAS on your behalf.

Residency details

Is your home address the same as your postal address? \*

☒ Yes

☐ No

Please select your area of permanent residence \*

Your area of permanent residence refers to the area in which you normally live.

Residential category \*

Please choose the option that most closely applies to you.

☐ Mark this section as complete \*

You must complete all mandatory fields in this section before you can mark it as complete. All sections must be marked as complete before you can send your application.

Save this section

Nominated access

Do you want someone else to act, or speak on your behalf, about your application? e.g. A parent, other relative or guardian. If you are using an agent, you can choose to enter their details.

You're able to enter details of someone you're happy to help manage your application - this is called nominated access.

☒ Yes

☐ No

Full name of nominee \*

The first and last name of your nominee. They will be asked this information when speaking to UCAS on your behalf.

Relationship to you \*

How you know your nominee. They will be asked this information when speaking to UCAS on your behalf.



You will only be asked further questions in finance and funding if you select UK, ChI, IoM or EU Student Finance Services.

We'll ask you for your local authority under 'Student support arrangements'.

For more information head to: [ucas.com/finance](https://ucas.com/finance)

- ✓ Personal details
- ✓ Contact and residency details
- ✓ Nationality details
- ✓ Supporting information
- ✓ English language skills
- 📄 Finance and funding**
  - Diversity and inclusion
- 📄 More about you**
  - Education
- ✓ Employment
  - Extra activities
  - Personal statement

#### What will be your main source of funding for your studies? \*

Select an option from the drop-down list to tell us how you expect to pay for your tuition fees. Most applicants from the UK, Channel Islands, Isle of Man, and the EU will be in the category UK, ChI, IoM, or EU student finance.

This guidance has been created in the absence of full Brexit arrangements being available and you should give your answer as guided. Universities and colleges are aware that EU applicants will be selecting the UK, ChI, IoM or EU student finance option.

UK, ChI, IoM or EU student finance services ▾

#### Student support arrangements

Tell us who will assess you for tuition fees, or how you will pay for your course. Please select the option which best describes your situation.

Gloucestershire ▾

☐ Mark this section as complete \*

You must complete all mandatory fields in this section before you can mark it as complete. All sections must be marked as complete before you can send your application.

Save this section

Security marking: **PUBLIC**

You can select *I prefer not to say* for the parental education question.

For the occupational background, you must type at least 3 letters into the response field, and then select an option from the menu that appears below it.

If you prefer not to give this information, please enter '*I prefer not to say*'.

#### Parental education

Do any of your parents, step-parents or guardians have any higher education qualification, such as a degree, diploma, or certificate of higher education?

#### Occupational background \*

Please give the job title of your parent, step-parent, or guardian who earns the most, if you are under 21. If she or he is retired or unemployed, give their most recent job title. If you prefer not to give this information, please enter 'I prefer not to say'. If you are 21 or over, please give your own job title. If you can't find a match for the job title you want to enter, please choose the one closest to it.

Education.

You must enter all your qualifications from secondary education onwards – whether you have the result (even any that were ungraded) or you’re still awaiting exams and results.

First you need to add details of where you’ve studied, or are studying, then add qualifications.

Start by clicking **Add place of education**.

You’ll be asked for a Unique Learner Number – if you don’t have one leave the question blank.

The screenshot shows a sidebar on the left with a list of sections: Personal details, Contact and residency details, Nationality details, Supporting information, English language skills, Finance and funding, Diversity and inclusion, More about you, Education (highlighted in blue), Employment, Extra activities, Personal statement, and Reference. The main content area is titled 'Add place of education' with a plus icon. It contains a text input field for the 'Unique Learner Number (ULN)' with a description: 'The Unique Learner Number (ULN) is a 10-digit reference number which is used alongside and to access the Personal Learning Record of anyone over the age of 13 involved in UK education or training. If you don't have one, or don't know yours, leave this blank.' Below this is a dropdown menu for 'Please state the highest level of qualification you expect to have before you start your course \*'. There is a checkbox for 'Mark this section as complete \*' and a 'Save this section' button at the bottom.

✓ Personal details

✓ Contact and residency details

✓ Nationality details

✓ Supporting information

✓ English language skills

✓ Finance and funding

✓ Diversity and inclusion

✓ More about you

Education

✓ Employment

Extra activities

Personal statement

Reference

+  
Add place of education

**Unique Learner Number (ULN)**  
The Unique Learner Number (ULN) is a 10-digit reference number which is used alongside and to access the Personal Learning Record of anyone over the age of 13 involved in UK education or training. If you don't have one, or don't know yours, leave this blank.

Please state the highest level of qualification you expect to have before you start your course \*

☐ Mark this section as complete \*

You must complete all mandatory fields in this section before you can mark it as complete. All sections must be marked as complete before you can send your application.

Save this section

Security marking: **PUBLIC**

The qualification dates you can select are based on those you entered when you entered your place of education.

You need to enter the awarding organisation – speak to your teacher or adviser if you're not sure.

If you haven't finished the qualification or had your result, then you must choose **Pending**.

It's entirely up to you whether you include module information. However, some courses may state in their entry requirements that they'd like to see module results – in which case make sure you include them on the application.

Security marking: **PUBLIC**

**GCE Advanced Level**  
If you don't find a match you can manually add one

**Title \***  
Type and select the subject you studied

**Qualification date \***  

Month Year

**Awarding organisation \***

**Result \***

---

Add the modules for this qualification. You may add up to 6

---

**Module / Unit 1**

**Subject**  
Type and select the subject you studied

**Result**

When you've paid and submitted your application, it will go to your school/college to check.

They will submit the application to UCAS.

If you log in you will see a read only version.

The screenshot shows a web interface for a UCAS application. At the top, a teal header bar contains a back arrow and the text 'Return to your Hub'. Below this, a message states: 'This is a read only version of your application which is with an adviser at UCAS Test and training centre. Contact' followed by a 'Download as PDF' button. A left-hand sidebar lists application sections: Personal details, Contact and residency details, Employment, Education, Nationality details, Supporting information, English language skills, Finance and funding, Diversity and inclusion, and Personal statement. The main content area displays two sections: 'Personal details' and 'Contact and residency details'. The 'Personal details' section contains a table with the following information:

Title	Ms
First name	Rose
Last name	HS
Previous name(s)	Not provided
Preferred name	Not provided
Date of birth	08/02/1996
Gender	Female

The 'Contact and residency details' section contains a table with the following information:

Mobile telephone number	01234567890
Other telephone number	Not provided

# 4.0 Personal Statements

**Task 1:** In the space below create a mind map of all the aspects you'd like to be included in your personal statement.

Include:

Extra- curricular activities

Interests

Transferable skills

Jobs

Sports

Music

Personal achievements

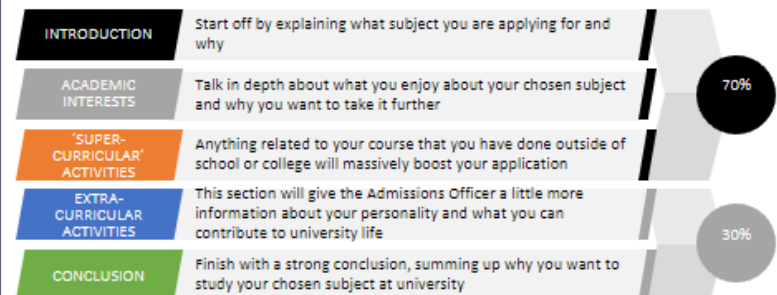
## SIXTH FORM FOCUS DAY 5 POST 18

### Personal Statement

**Task 1:** In the space below create a mind map of all the aspects you'd like to include in your personal statement. Include extra-curricular activities, interests, transferable skills, jobs, sports, music, achievements. You will be using this to help you draft your personal statement:

About Me

**Task 2:** On the next page using the structure provided create a draft for your personal statement. This will need to be typed up on Uni Frog before the 1st July. Support is available from the Sixth form Team, careers advisor, subject teachers and your tutors.





# 4.0 Personal Statement examples

**Task 2:** These would have been referred to in the session but for reference if needed.



# REVIEW: PERSONAL STATEMENT 1

## PERSONAL STATEMENT ONE

Ever since I was a child I would create wild, creative and fascinating drawings of my dream home; a home which would spell comfort and luxury. A reality? Most probably not. However, that will and desire to create a building which is architecturally beautiful, has continued to run through my veins. I have without a doubt been influenced by programmes such as Grand Designs on Channel 4 or Mega-structures on Channel 5. One has taught me how delicate yet strong a structure can be, whilst the other has shown me that in this world there is a continuous desire to go one step further into the impossible. The Millau Viaduct, created by Sir Norman Foster, is a structure which continues to fascinate me, for these very same reasons. My fascination for architecture has thus driven my desire to become an architect. I often find myself enticed by Architectural Review, a journal which reveals the latest news and headlines in the architectural world. One article which sets itself out from the rest was one about South Africa and the issues surrounding poverty and prejudice among the black community. Although South Africa has emerged from the shadow of apartheid, still a huge number of people live in poverty in townships. The article reviewed how architects have set about improving the lives of those who live in the townships. One construction was that of the Usasazo School in the Khayelitsha Township. This is already delivering improvements to the education system the route to a better future for many. Another construction is the Police Station which covers the cape Peninsula's local rail network has set about reducing the crime rates, which are considerably high in South Africa with around 20 murders per 1000 people. These two examples have shown me that architecture can not only improve the environment which we live in but also society as well.

Having this desire to study architecture at university, has led me to take work experience opportunities at architectural firms. During the summer term of 2009 I was accepted for a week's work experience at Rogers Stirk Harbour & Partners in London, where I was invited to create a small sanctuary for architects who worked late into the night, somewhere where they could relax, unwind and sleep. That week was without a doubt one of the most interesting and fascinating experiences I have had, not only because of an intriguing and enjoyable topic, but also the kindness and helpfulness of everyone who I worked with. I have also worked in the retailing business for a week, at a golf shop, and I have had experience working in a charity shop (once a week for a year). These have also been experiences that I will never forget.

I have played for the highest teams in rugby and football and I also enjoy more individual sports such as squash, skiing, and scuba diving (reaching the level of Dive Leader in the BSAC branch), and am the secretary of the Scuba club. I also enjoy playing music. In the past I've played the Bassoon to grade 4, and I still play the Alto and Baritone Saxophone. I hope to complete grade 8 at the end of the year. Because of my love for the Saxophone, I have thrown myself into a various groups such as the School wind band, swing band, and the schools saxophone quartet. I have also enjoyed playing music outside the school at my church. I also enjoy art and frequently attend Life Drawing sessions to try and improve my drawing skills. It is because of these skills that I have been appointed head of house music and art. I have also taken part in school plays, and have achieved my Silver Duke of Edinburgh Award.

My childhood ambition of building my luxurious home will never completely leave me, but as I have matured I have realised that the creation of affordable homes of every description for people in all parts of the world, made with sustainable resources, is infinitely more important. I wish to study Architecture so as to be able to part of the future of the world's buildings.



10 MINUTES

Look for:

- Correct grammar and punctuation
- Relevant content
- Skills
- Links to the course
- Relevant experience
- Good structure
- Positive comments

## Personal Statement One Architecture

Ever since I was a child I would create wild, creative and fascinating drawings of my dream home; a home which would spell comfort and luxury. A reality? Most probably not. However, that will and desire to create a building which is architecturally beautiful, has continued to run through my veins. I have without a doubt been influenced by programmes such as Grand Designs on Channel 4 or Mega-structures on Channel 5. One has taught me how delicate yet strong a structure can be, whilst the other has shown me that in this world there is a continuous desire to go one step further into the impossible. The Millau Viaduct, created by Sir Norman Foster, is a structure which continues to fascinate me, for these very same reasons. My fascination for architecture has thus driven my desire to become an architect.

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Names of TV shows  
– not academic

Additional reading taking  
up a large percentage of  
the word count

Uses "I" a lot

Grammar incorrect

Complicated and  
unclear conclusion,  
phrasing should be  
simpler

Long Introduction

Doesn't list any of the  
skills and benefits of  
these experiences

Unnecessary  
information

Extra –curricular  
slightly too detailed

# REVIEW: PERSONAL STATEMENT 2

## PERSONAL STATEMENT TWO

Computing can at times be very maddening but when I solve a problem the feeling of satisfaction reinforces my desire to build upon my knowledge of this intriguing subject. It's an exciting time to be studying computing in our rapidly increasing technological world and I'm keen to take a role. I am studying C and Java while for my year 13 project I am enjoying analysing a company's situation, identifying the solution and writing a program. Furthermore the units on arrays and data representation have held a particular interest. Each lesson has given me fresh ideas to contemplate, developing my scientific knowledge, while testing my problem-solving abilities. I am looking forward to learning much more about programming, databases and operating systems. Mathematics has been an absorbing choice of A level and my logical mind has found the modules on algebra, statistics and integration particularly appealing. I think I would enjoy studying topics on calculus and probability.

Computers touch almost every aspect of our daily lives and are invaluable in mathematical research, while mathematics forms the basis of our understanding of science and technology. I was very pleased when I realised I could study a degree that allowed me develop both my passions.

In Psychology A level I especially liked the modules on memory and have conducted research in these areas. I am a member of the British Psychological Society. Creativity is important in the study of all these subjects and I hope I can apply the skills learnt to my degree course.

At weekends and during school holidays I work in a thriving public library which has a comprehensive range of IT facilities. My interpersonal and communication skills have been greatly developed while working there. Working with other members of staff has helped me understand the meaning of team work and flexibility. I have found helping the public with a varied range of enquiries challenging and stimulating. Work experience at an estate agent first helped me learn the value of how to organise and manage my time efficiently, and the ability to work independently when required.

In the sixth form I am the student representative for the School council. My main role is organising extra-curricular activities. I am proud that I have been awarded numerous Head Teacher commendations, certificates for attendance and just recently my form award for outstanding effort and achievement. Community Service in the sixth form gives me the opportunity to work with a Year 7 mathematics class which I have found very rewarding. Furthermore I am involved in a buddy system assisting newcomers to the school. For many years I have been a member of local sports clubs and have experienced many sporting activities including gymnastics, tennis and swimming. Badminton is important to me and my involvement with a junior badminton team taught me the values of patience, leadership and delegation. I am interested in family history and have enjoyed the methodical research this past time requires. My musical abilities focus on my electronic keyboard.

My career path is yet unplanned but I know that I have a desire to be further challenged. I am dedicated to my A level studies so I can take a degree course that I know will be stimulating. I know that university life is full of possibilities with the opportunity to try fresh activities, meet different people and the chance to be involved with another community. It's an exciting time and I'm enthusiastic about my future.



10 MINUTES

Look for:

- Correct grammar and punctuation
- Relevant content
- Skills
- Links to the course
- Relevant experience
- Good structure
- Positive comments

## Personal Statement Two

## Computer Science

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This information is already available from the UCAS form.

"I" used 28 times in total.

Shorter paragraphs give a fragmented structure and doesn't always flow.

Shows development of key skills but could be improved by mentioning how this would be useful to the degree.

Good start to the conclusion. It is okay to not have everything planned out.

# REVIEW: PERSONAL STATEMENT 3

## PERSONAL STATEMENT THREE

A beautiful smile is infectious. A smile of one who suffers from periodontitis may be infectious for different reasons. My keen interest in dentistry stems from an early age. I believe I possess the necessary skills and attributes for such a career; I am a diligent and motivated individual who is fascinated by the ever-expanding field of dentistry. Having always been meticulous, it is my attention to detail and precision in my work that makes me such a fitting candidate for the vocation of dentistry.

My desire to pursue dentistry was confirmed when I spent time at two different dental practices, one in the NHS and the other private. During my placement at the private clinic, I learnt a great deal, including dental vocabulary, how to conduct a thorough check-up and also the principles of more complex procedures. I was fortunate enough to be allowed to use the facilities to perform fillings myself, on old dentures, and was praised for the competency I displayed. Spending a morning at the labs, I observed how bridges, crowns and other fittings are produced. I was intrigued by the innovative dental materials and instruments used, and how the technology continues to advance. Time at my NHS placement highlighted to me the considerable differences between the two practices in terms of workload and expectations, allowing me to appreciate the varying demands of the profession. I will also be undertaking a placement shadowing an orthodontist at a local NHS hospital to further my experience.

Additionally, I have completed placements both at a care home for the elderly and disabled, and a primary school where I was involved with the reception class. These helped me improve my interpersonal skills, learning to evaluate and adapt when dealing with people of different ages and abilities. I gained a better insight into palliative care and the importance of patience in a healthcare profession. Having the responsibility of other peoples' safety taught me to be circumspect at all times. All these qualities will aid me in my chosen career.

Working on the pharmacy team at Boots the Chemist, I have enjoyed customer interactions, where being attentive and empathetic is essential in providing excellent customer care. I am currently training on a Healthcare Advisors Course to broaden my understanding of the medicines I sell.

My A-level choices of Biology, Chemistry and Physics reflect my avid interest in the sciences. Product Design has helped me build on manual dexterity, precision and accuracy – abilities I know are fundamental for such a profession as dentistry.

Throughout my school life I have participated in a number of activities and taken on roles of responsibility. For two years I have been a school prefect, where responsibilities include organising events and acting as an ambassador for the school. In Year 9 I was a School Council representative, and I am currently an active member of the Sixth Form Working Party. Holding such positions has developed my communication skills and sense of diplomacy. Moreover, I am a mentor for a Year 10 form, providing counsel and guidance. I was awarded Student of the Year 2009 for my efforts and dedication in the Dorset Enterprise and Skills Challenge – an exciting contest in which we formed a company and competed against others. Teamwork and cooperation were vital, along with organisation and the ability to work under pressure to meet deadlines. My role as backstage crew director for my participating team in "Rock Challenge," a global dance competition, enabled me to establish strong leadership skills.

Outside of school, my hobbies lie in the arts: I hold LAMDA certificates up to grade 5 in drama; I have played the guitar for six years and have recently taken up piano; I am creative and enjoy designing. I believe I have the qualities, skills and attitude necessary to succeed. I am adamant that dentistry is the career I wish to pursue.



10 MINUTES

Look for:

- Correct grammar and punctuation
- Relevant content
- Skills
- Links to the course
- Relevant experience
- Good structure
- Positive comments

### Personal Statement Three

### Dentistry

A beautiful smile is infectious. A smile of one who suffers from periodontitis may be infectious for different reasons. My keen interest in dentistry stems from an early age. I believe I possess the necessary skills and attributes for such a career; I am a diligent and motivated individual who is fascinated by the ever-expanding field of dentistry. Having always been meticulous, it is my attention to detail and precision in my work that makes me such a fitting candidate for the vocation of dentistry.

My desire to pursue dentistry was confirmed when I spent time at two different dental practices, one in the NHS and the other private. During my placement at the private clinic, I learnt a great deal, including dental vocabulary, how to conduct a thorough check-up and also the principles of more complex procedures. I was fortunate enough to be allowed to use the facilities to perform fillings myself, on old dentures, and was praised for the competency I displayed. Spending a morning at the labs, I observed how bridges, crowns and other fittings are produced. I was intrigued by the innovative dental materials and instruments used, and how the technology continues to advance. Time at my NHS placement highlighted to me the considerable differences between the two practices in terms of workload and expectations, allowing me to appreciate the varying demands of the profession. I will also be undertaking a placement shadowing an orthodontist at a local NHS hospital to further my experience.

Additionally, I have completed placements both at a care home for the elderly and disabled, and a primary school where I was involved with the reception class. These helped me improve my interpersonal skills, learning to evaluate and adapt when dealing with people of different ages and abilities. I gained a better insight into palliative care and the importance of patience in a healthcare profession. Having the responsibility of other peoples' safety taught me to be circumspect at all times. All these qualities will aid me in my chosen career.

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Creative introduction

Links interest and super curricular activities well and shows experience in the subject.

Information is already included on the UCAS form.

Weak concluding statement compared to the beginning.

Incorrect grammar "one in the NHS..."

Could add further details as to what particular aspects of the chosen career these skills will be useful for.

Good range of examples to demonstrate positions of responsibility.



# 4.0 Personal Statements

**Task 3:** On the next page using the structure provided create a draft for your personal statement. This will need to be typed up on Uni Frog before the 1st July. Support is available from the Sixth Form Team, careers advisor, subject teachers and your tutors. You will have time in session 5 to continue working on this.

SIXTH FORM FOCUS DAY 5 POST 18 Personal Statement
Why do you want to study this subject?
How will a degree in this subject help you with your future career?
What skills have you developed from voluntary activities or work experience?
What skills have you developed from voluntary activities or work experience?

7

SIXTH FORM FOCUS DAY 5 POST 18 Personal Statement
What have you done outside of school or college to further your interest in your subject?
Think of the academic skills you already have. How will these be used in your degree?
Why should you be accepted on to the course?

Show enthusiasm and wider experience of the subject	Keep the tone formal and official (no abbreviations or a 'gotta' sentence)	Varry sentence structure and openings
Encourage a coherent, consistent narrative	Back up points with relevant, real life examples	Focus on skills and qualities, not narrative
DO NOT Mention a specific university	DO NOT Use negative comments about yourself or your abilities	DO NOT Use cliches, long quotes or lists
DO NOT Try to be funny	DO NOT Use irrelevant comments, facts or experiences	DO NOT Use language or misquoting

**Your checklist:**

- ☐ Keep it relevant
- ☐ Make a list of the skills you would benefit from gaining and think of an extra-curricular activity to improve these
- ☐ Link it to your chosen course
- ☐ Include lots of positive comments
- ☐ Include relevant experience. Sign up to a few hours of volunteering or work experience!
- ☐ Check your structure, spelling and grammar, but also ask someone else to read it through (parent/supporter or teacher)
- ☐ Personal Statements drafts due; **1st July** to be submitted via Uni Frog.



# 4.0 Personal Statements

## Your checklist

- ☐ Make a list of your relevant achievements
- ☐ Make a list of the skills you would benefit from gaining and think of an extra- curricular activity to improve these
- ☐ Sign up to a few hours of volunteering or work experience!
- ☐ Check your spelling and grammar, but also ask someone else to read it through (parent/supporter or teacher)
- ☐ Personal Statements drafts due: **1st July**- to be submitted via Uni Frog.

Support: Sixth form team, tutor times, SSR's and asking subject teachers. You must be proactive. For example, you can use Wednesday afternoon enrichment times to work on this and dedicate 1 SSR a week to complete and request support. The Sixth Form team, Tutors and Mrs Vernon are on hand for support.

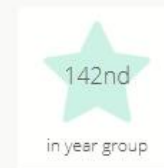
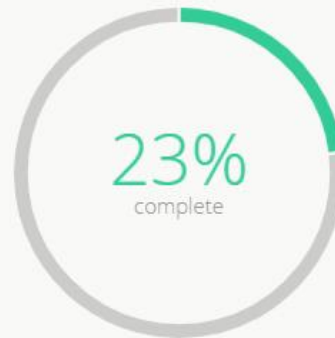
# 5. Finding the right choice for me?

unifrog

unifrog

[HOME](#)[FAVOURITES](#)[LOCKER](#)[APPLY](#)[HELP](#)[TEACHER >](#)

Hello Sam, here's a summary of your progress so far...



Want to move things forward? We recommend you...

Complete the [Interests quiz](#)

3.9%

[See all your tasks](#) ▼

# 5. Finding the right choice for me?

unifrog



**Some  
apprenticeships  
even provide a  
bachelor's or  
master's  
degree**

# 5. Finding the right choice for me?

The percentage of students /  
apprentices that reported they  
were 'happy' with their course...



## 5. Post 18 Destination Exhibition- 9th June

- To attend you should have completed and returned your reply slip otherwise you will be remaining in school for the day in supervised study.
- You must be prompt for 8.45am to leave at 9am on the coaches
- You will return to school for 1.00pm, in which you will then be able to leave site. The whole school will be closing at 2pm to prepare for Open Evening.
- You are not required to wear the school dress code on this day but remember you will be meeting prospective Universities and Employers so ensure it is appropriate.
- **Using your booklet please follow the steps to do the following**
  - ☐ 1) Sign Up- You must sign up to the event online TODAY - click attend, then join group booking and add booking reference UCAS BKN640341. The link is attached below
  - ☐ [UCAS Discovery exhibition Kent 2022: Registration](#)
  - ☐ 2) Pin your favourite stalls to visit
  - ☐ 3) Complete the list in your booklet of your top 10, make note of the stall number- you will receive a Map on the day.
  - ☐ 4) Plan questions to ask.

# Coach Lists

## Coach 1: **JRB** & **AC** & **MH**

- 1 x 65 Seater
- 12A (25)
- 12B (20)
- **12BU (17)**

## Coach 2: **NT** & **TWB**

- 1 x 49 Seater
- **12BU (1)**
- 12H (23)
- 12W (23)

## Coach 3: **HV** & **JBS**

- 1 x 49 Seater
- 12L (23)
- 12K (24)

please write this down in the notes section at the back of your booklet

Also, please add the sixth form mobile number into your phone so you have an emergency contact 07747 827134

# 4.0 Personal Statements

**Task 3:** On the next page using the structure provided create a draft for your personal statement. This will need to be typed up on Uni Frog before the 1st July. Support is available from the Sixth Form Team, careers advisor, subject teachers and your tutors.

SIXTH FORM FOCUS DAY 5 POST 18

SIXTH FORM FOCUS DAY 5 POST 18

Continue using the remainder of this time to write out your draft personal statement on paper.  
Done? Start to digitalise it on Uni Frog

How will a degree in this subject help you with your future career?

What skills have you developed from voluntary activities or work experience?

What skills have you developed from voluntary activities or work experience?

7

Think of the academic skills you already have. How will these be used in your degree?

Why should you be accepted on to the course?

## Your checklist

- ☐ Make a list of your relevant achievements
- ☐ Make a list of the skills you would benefit from gaining and think of an extra-curricular activity to improve these
- ☐ Sign up to a few hours of volunteering or work experience!
- ☐ Check your spelling and grammar, but also ask someone else to read it through (parent/supporter or teacher)

8

## UK Personal Statement

✕ Subject added

[Go to tool >](#)

# FINAL REMINDERS

- Ensure you complete your draft Personal statement **by 1st July** for Feedback. This can be adapted should you change your mind etc or used for job/ Apprenticeship applications.
- Take advantage of the support on offer- but you need to be proactive. Speak with the Sixth Form Team, subject teachers, tutors, people at home!
- Still unsure on what choice- book in to see Mrs Vernon and action any tasks she provides.
- Ensure you have printed out your UCAS Discovery Exhibition Barcode Ticket and bring this tomorrow (9th)
- Ensure you arrive at school tomorrow for 8.45am and line up in tutor groups in the fire drill area to be registered and put on the coaches. If you are late, you will be left behind.
- Parents UCAS information evening is tonight 6-7pm in the main hall.



# When to Apply: please write these down in the notes section at the back of your booklet

- 6<sup>th</sup> September 2022 – completed applications can be submitted to UCAS.
- 15 October 2022 (18:00 UK time) – deadline for Oxford or Cambridge, and most courses in Medicine, Dentistry, or Veterinary Medicine/Science.  
**Internal deadline is 30<sup>th</sup> September 2022**
- 25<sup>th</sup> January 2023 (18:00 UK time) – deadline for the majority of undergraduate courses. **Internal deadline is 17<sup>th</sup> November 2022**
- 24 March 2023 (18:00 UK time) – deadline for some Art and Design courses.
- 4 July 2023 (18:00 UK time) – last date to submit a late application before Clearing.

# Complete the feedback form:

- <https://forms.office.com/r/qvL1cg7a8A>
- You have been emailed this directly.