

**UCAS**

**SEPTEMBER**

**2023**

**ENTRY**

**TRAINING**

**PACK**

## NOTES

## UCAS APPLICATIONS 2023 Entry: Student Information

Inside this pack, you will find a step by step guide to applying for university through UCAS.

### **PERSONAL STATEMENTS –**

The most important part of your application and something that you should start working on as soon as possible. (Exemplars and help in preparing your personal statements are in this guide). You should work on it as a word document which can then be copied and pasted on to your on-line application once it is complete. You have a limit of 47 lines/4000 characters (including spaces – approx. 500 words); your personal statement must be a minimum of 1000 characters.

*Note: Regardless of your chosen font it will automatically be converted to Times New Roman 12 when posted into your UCAS form.*

### **Key Dates and Deadlines:**

**Tuesday 19 April 2022:** UCAS Undergraduates search tool goes live. This is when you can start searching for courses that will be running in 2023 - <https://digitalucas.com/search>

**Tuesday 3 May 2022:** Apply 2023 open (instructions in booklet). You will be able to register and start your UCAS application (you can't submit your application until Tuesday 6 September 2022).

**Friday 20 May 2022:** First draft of personal statement to your tutor. This will be returned with suggestions for amendments.

**Monday 27 June 2022:** Second draft of personal statement to your tutor. This should be as close to the final draft as possible.

**July 2022:** Subject Specialist appointments. Students will be allocated a 15 minute appointment with a member of the 'UCAS subject specialist team' to discuss fine-tuning of their personal statement. If it is not possible to arrange 1 to 1 appointments, we will ask subject specialists to look at your statement and provide feedback electronically.

**Friday 23 September 2022:** Oxbridge/Medicine/Dentistry/Veterinary applications MUST be completed and submitted by this date. The deadline for these is earlier than all other applications, so it is very important that you meet this deadline.

**Friday 21 October 2022:** You should aim to have completed and submitted your UCAS application by this date. Our aim is to process as many forms as possible by the October half term.

**Friday 11 November 2022:** **FINAL DEADLINE.** We would like all UCAS applications completed by this date. This ensures that we can work through all applications and get them sent off by the UCAS deadline (It also means you can concentrate on your A-levels rather than worrying about completing your application). If you submit your application after this date, we can't guarantee that it will reach UCAS by their deadline and will, therefore, be classed as late.

### **IMPORTANT**

Once you have paid and 'sent' your application, it has only been submitted to our internal admin area for processing; it has NOT yet been sent to UCAS. You must go and see Mr Balchin, in the Sixth Form Office, who will check your application through with you before adding the reference and sending it off to UCAS.

This training pack has been carefully devised to help you successfully complete your UCAS application. Please **KEEP IT SOMEWHERE SAFE** and follow the instructions closely.  
Come up to the Sixth Form Office if you have questions.

MAIN UCAS WEBSITE: <https://wwwucas.com/>

## ONLINE REGISTRATION

REGISTER

First you need to register to use 'UCAS Apply 2023'

Go to [www.ucas.com/apply](http://www.ucas.com/apply) and click on the 'Apply' button in the Undergraduate (2023 entry) section. Then click on 'Register'

Add some **personal details**, get a **username**, create a **password** and set your **security questions** (keep answers short and memorable as an exact answer will be needed if ever requested to retrieve lost password or user names at a later date!).

**IMPORTANT:** Ensure you give your **personal** email address and **NOT** your Bay House one, as once you leave this will be disabled and you may not be able to access important UCAS emails.

→ The system will initiate a user name which should be noted here and kept safe as it will not be given again ←

User Name:

### YOU WILL NOW BE ABLE TO LOG IN TO FILL IN THE REST OF YOUR APPLICATION

**How are you applying?** Make sure you click on 'Through my School/College'

Include the **buzzword** when asked - 'Bayhouse6form' (lowercase) and choose your tutor group from the drop-down list.

→ The system will initiate a personal ID number which should be noted here and kept safe as it will not be given again. ←

Personal ID:

Once you have logged in you should start to complete all the sections listed via links on left of screen. Guidance videos are available on each page, and most questions will also have additional help (click on the '?' icon next to each field). Please make sure that you read through/watch all relevant guidance **before** completing your application. Further information can also be found in this pack, on the main UCAS website or by asking your tutor or one of the Sixth Form team.

Your application does not have to be completed all at once, and you can leave a section partially completed (**but remember to save first**). Until you complete the payment process, you can return to any section and change the information that you have entered.

## STEP BY STEP APPLICATION GUIDANCE

### PERSONAL DETAILS

**Student Support** options, **residential status** and any **special needs or disabilities** – plus you can give a parent, guardian or adviser **nominated access** if you'd like them to be able to speak on your behalf.

Please note: 'Fee code' should be '02' in most circumstances if you are planning on applying for student finance. Exceptions are those eligible for NHS bursaries and students who have not lived in the UK for the past 5 years.

### ADDITIONAL INFO

*section only appears once personal details section completed*

**Equality monitoring**, any **summer schools/taster courses** you have attended, **care** and **parental education** and **occupational background**. This info isn't for selection purposes – it's helpful for producing statistics, but it's not compulsory if you'd rather not fill it in (apart from questions with an '\*').

### STUDENT FINANCE

Short information page which must be read and marked as complete before moving on.

### CHOICES

*Please see last page for useful websites which will help you choose your courses and university*

You can **choose up to five courses\*** (all now or some later) – **there's no preference order** and your universities/colleges won't see where else you've applied until after you reply to any offers you get.

*\*If applying to either medicine, dentistry, veterinary medicine or veterinary science - you can choose a maximum of four courses.*

*\*If applying to Oxbridge, you can only apply to **one** course at either the University of Oxford or the University of Cambridge.*

Please note: Carefully check that the course codes and institution codes you enter are the **correct** ones for the courses/institutions you want to apply to. **Careless mistakes in this section can be disastrous as once submitted errors CAN RARELY be rectified.**  
(course and institution codes can be found under each specific course)

**Course start dates** - Not all courses start in September or October - some start in other months between January and May. Check the start dates for the courses you are interested in on the 'Course information' screen in Course Search. For courses that start between January and May, you may need to apply before the relevant application deadline above, as the universities and colleges will need time to consider your application. Contact the university or college direct for advice about when they need your application. Although some will be happy to receive applications right up to the start of the course, be prepared to send your application early.

*You can also opt for deferred entry [here](#).*

You do not have to apply for all your choices at the same time. You can add further choices until **30 June 2023** as long as you have not used up all your choices and have not accepted a place.

## EDUCATION

**Add new school/college/centre** - you need to add the school/s you have attended since the age of 11. Make sure you put the correct dates of attendance (*please note: if you were also at Bay House in Lower School, ensure you put the end date as **2023***).

**You must enter ALL your qualifications** whether you have the result (even any that were ungraded) or you're still awaiting exams and results. These must only be actual qualifications, so not any internal exams taken. Qualifications must be entered under the school you took them at. IMPORTANT: If your application info doesn't match your results there might be a delay in the outcome of your offer on results day.

**Highest level of qualification you expect to achieve before you start your course** – this should be 'Below Honours Degree level'.

- **GCSEs** – ALL GCSEs (and any other similar qualifications) taken must be entered, even if you received an unsuccessful grade, if you are still waiting to take the final exams or if you are waiting for the results.
- **AS LEVELS** – if you have got any AS qualifications please enter these (GCE Advanced Subsidiary).
- **A LEVELS** (GCE Advanced Level) - enter the 3 (or 4) subjects you are continuing with to A2, with a date of '**June 2023**' and grade '**pending**'. If you are unsure about which subject you are going to drop, if any, then list all 4 as this can be changed before submission.

Entering unit or module details for A Levels is optional - check the Entry Profiles in Course Search to see if universities want your units or module results and add them if they do.

## EMPLOYMENT

If you've had **any paid jobs** – full-time or part-time – here's where you can enter details for up to five of them. Include company names, addresses, job descriptions and start/finish dates. Mention any unpaid or voluntary work in your personal statement.

## PERSONAL STATEMENT

Please see additional pages further on in the booklet for detailed guidance/worksheet on writing your personal statement. There is also a wealth of really helpful advice/personal statement tool available at [www.ucas.com/personalstatement](http://www.ucas.com/personalstatement)

This is your chance to **show course providers why you want to study the course and why you'd make a great student.**

Your personal statement should be completed in a separate word document. Copy and Paste into your application when finalised. **Your personal statement MUST be a minimum of 1000 characters.** You have a maximum of 47 lines/4000 characters (including spaces).

### **MAKE SURE THAT YOUR PERSONAL STATEMENT IS YOUR OWN WORK!!**

WARNING!! All applications are put through similarity detection tests by UCAS, which identify statements that have been copied from another source. **Don't be tempted to copy another person's application materials, or download your personal statement from a website. There could be serious consequences to using other people's work.** If any part of your personal statement appears to have been copied, UCAS will inform all the universities and colleges that you have applied to. They will then take the action they consider to be appropriate and will also contact you by email.

**'VIEW ALL DETAILS'**

Please check that you have included all relevant information on your application - if important details are missing, it could delay your application.

See if you need to make any edits, **mark it as complete and press save.**

**'PAY/SEND'**

The **'pay/send'** link will only become active once ALL sections of your UCAS application have been 'marked as complete' - to do this, tick the 'section completed' box at the bottom of each page and click 'save'. A red tick will then appear next to each completed section.

If the 'Pay/Send' link is not available, please check that:

- a. each section of your application has been marked as complete (a red tick will be displayed next to each section)
- b. your email address has been verified
- c. the date is on or after 6 September 2022 (*the 'submit' facility will not be live until this date*)

You will need to pay online using a debit/credit card (£22.50 - one choice/£27.00 – more than one). This must be done before your reference can be added.

**!!VERY IMPORTANT!!**

**IMPORTANT:** Once you have paid and 'sent', your application has only been submitted to the internal 'admin' area for processing; it has **NOT** yet been sent to UCAS! You **MUST** go to see Mr Balchin, in the Sixth Form Office, who will check your application through with you before adding the reference and sending it off to UCAS.

**\*\*YOUR APPLICATION WILL NOT BE SUBMITTED TO UCAS UNTIL YOU DO THIS\*\***

*After your application has been submitted to UCAS, you can see how it is progressing by logging onto the online system 'Track'.*

*You can start doing this after you've received UCAS's welcome email.*

**ANY QUESTIONS?**

*If you have any problems/questions, please come up to the Sixth Form Office*

## **ADDITIONAL INFORMATION**

### **ENTRY TESTS**

Please be aware that it is your responsibility to check whether you are required to sit any pre-admission tests e.g. STEP, BMAT, LNAT, UKCAT, ELAT, TSA etc and register yourself/ask us to register you as appropriate.

Find out more at:

[www.admissionstestingservice.org](http://www.admissionstestingservice.org) - information about Cambridge Assessment's family of admissions tests (Cambridge pre-interview assessments, University of Oxford Philosophy Test, Test of Mathematics for university admission, BMAT, CAT, ELAT, CPSQ, HAT, IMAT, MAT, MLAT, OET, OLAT, PAT, STEP and TSA)

[www.lnat.ac.uk](http://www.lnat.ac.uk) - The National Admissions Test for Law website

[www.ukcat.ac.uk](http://www.ukcat.ac.uk) – UK Clinical Aptitude Test for Medicine and Dentistry

We run some of the tests at Bay House, so please come up to the Sixth Form Office for guidance.

# PERSONAL STATEMENT

## What is a personal statement?

A UCAS personal statement is a short reflective essay you write about why you're the perfect candidate for the university course/s you're applying to. It's a chance for you to articulate why you'd like to study a particular course or subject, and what skills and experience you possess that show your passion for your chosen field. It's a key part of your UCAS application, alongside your predicted or achieved A-level grades (or equivalent) etc. For the vast majority of courses, admission officers do not interview. With many students applying with similar grades, the personal statement is one of the main tools universities use to make offers on their courses.

### STRUCTURE

#### 1. Introduction

Don't waste time trying to think of a catchy opening; it is often a complete turn-off. Your interest in the course is the biggest thing. Start with a short sentence that captures the reason why you are interested in studying the area you are applying for; what you want to study and why, should be in the first 2 sentences.

Don't waffle and say you want to study something just because it is interesting. Explain what you find interesting about it. Many students find that a good introduction will emerge from another part of their statement, so you can always do your introduction last.

#### 2. Your interest in the subject

In order to communicate your enthusiasm, tell them what excites you about the course and why do you want to learn about it more. What have you done to develop this curiosity? Have you done more than show an interest in the subject? Can you show ways in which you have started to engage and immerse yourself in the subject? What have you done outside of school or college? Why was this useful and – can you link it back to the subject?

#### 3. Wider skills

Give an account of your non-academic achievements. What have you done over the last couple of years?

- Paid employment
- Volunteering
- Travel
- Student Union
- Groups & Clubs
- Prefect

You won't be able to mention everything. Pick two or three key points and reflect on

- What did you learn?
- Does it relate to the subject in any way?
- What are the skills you gained?
- Can they be useful to you at University?

#### 4. Summary

Finish with a one- or two-line summary recapping:

- Why you want to go to university and study the course?
- Why you deserve to be offered a place?

Conclude your personal statement by briefly and concisely bringing it back to why you are a good choice for the course and university. Highlight how you are prepared both **academically** and **socially** for the challenge of Higher Education.

## WORK EXPERIENCE AND ENHANCING YOUR APPLICATION

Rather than spend two weeks in an office (probably filing and making cups of tea!) there are arguably better ways to enhance your personal statement. Don't be passive with your subject.

Draw your own conclusions, follow up stories and links, are they reliable, what's an alternative point of view? You will be expected to do this on your degree programme, so why not start now.

Consider:

- Reading outside the school and college syllabus
- University Websites – also check our calendars of events
- Newspapers – comment on stories, or write a blog
- Academics Journals – great sources of primary information
- Follow academics on twitter
- Try a MOOC – a free, massive open online course – [www.futurelearn.com](http://www.futurelearn.com) [www.unifrog.org/](http://www.unifrog.org/)

## WRITING YOUR PERSONAL STATEMENT

Redraft, redraft and redraft! It won't get written in a week or two. You will need to keep coming back to make it as good as it can possibly be. You never know who will be reading it, so it does not need to be clever, witty or funny. It should be well evidenced, have a good structure (paragraphs!) and be easy to read.

- Don't repeat information
- Don't offer undeveloped lists or use clichés
- Avoid unintentional humour, waffle or bluff!
- Do think about spelling, grammar, vocabulary
- Do add comments, views, explanations
- Do use your own experiences

### TOP TIPS

- Plan out the structure with bullet points and headings, then turn these into full sentences and paragraphs.
- Use Microsoft Word, spell checking AND proof reading it before you paste it into UCAS
- Keep a copy in case you are called to interview (many courses have informal interviews/chats as well)
- DO NOT plagiarise (copy and paste) – you should be able to come up with 500 original words that can describe with some passion, as to why you want to spend three or more years studying a subject!

### AND REMEMBER....

- This is a *personal* statement after all, it's your voice we want to hear.
- There is no such thing as a perfect personal statement
- Show an interest, give us some personal insight and use it as an opportunity to sell yourself

# DOs and

# DON'Ts

## for personal

## statements

### DOs

- Do show you know your strengths and can outline your ideas clearly.
- Do be enthusiastic – if you show you're interested in the course, it may help you get a place.
- Do expect to produce several drafts of your personal statement before being totally happy with it.
- Do ask people you trust for their feedback.

### DON'Ts

- Don't exaggerate – if you do, you may get caught out in an interview when asked to elaborate on an interesting achievement.
- Don't rely on a spellchecker, as it will not pick up everything – proofread your statement as many times as possible.
- Don't leave it to the last minute – your statement will seem rushed, and important information could be left out.
- Don't let spelling or grammatical errors spoil your statement.

### REMEMBER

You can write up to 4,000 characters of text to show why you'd make a great student.

# PERSONAL STATEMENT WORKSHEET



This worksheet is designed to help you think about information you could include in your personal statement. We've included space for you to write down any thoughts you have as you go along. More detailed advice and guidance about writing your personal statement, including our 'How-to' video, is available at [www.ucas.com/personalstatement](http://www.ucas.com/personalstatement).

## Writing about the course

Why are you applying for your chosen course(s)?

Why does this subject interest you? Include evidence that you understand what's required to study the course, e.g. if applying for psychology courses, show that you know how scientific the subject is.

Why do you think you're suitable for the course(s)? Do you have any particular skills and experience that will help you to succeed on the course(s)?

Do your current or previous studies relate to the course(s) that you have chosen? If so, how?

Have you taken part in any other activities that demonstrate your interest in the course(s)?

### Skills and achievements

Universities like to know the skills you have that will help you on the course, or generally with life at university, such as any accredited or non-accredited achievements. Write these down here.

Also think about any other achievements you're proud of, positions of responsibility that you hold or have held both in and out of school, and attributes that make you interesting, special or unique.

# PREPARING YOUR PERSONAL STATEMENT

UCAS



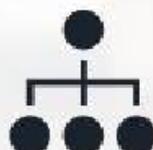
## 1. PREPARATION

- > You can only write one personal statement, so don't mention a uni or college by name.
- > Check uni and college websites to see what skills and qualities they'd like you to have.
- > Make a list of things you want to include.
- > Start drafting early.



## 2. WHAT TO INCLUDE

- > Why you're interested in the subject.
- > Your enthusiasm for the subject.
- > How your previous studies relate to the course(s).
- > Relevant aspects of jobs, placements, work experience or volunteering.
- > Activities or hobbies that show your interest in the subject.
- > Any training or achievements that show your skills.
- > Demonstrate you're a great candidate and you have skills and qualities they're looking for.



## 3. HOW TO WRITE IT

- > Introduction – start with an opening sentence that encourages the reader to read on.
- > Structure what you want to include in an order that's most relevant to what the unis and colleges are looking for.
- > Conclusion – reinforce your commitment, enthusiasm and skills suited to uni / college life.
- > Check your grammar, spelling and punctuation.
- > Leave time to get feedback and redraft.



## 4. TECHNICAL DETAILS

- > Length – up to 4,000 characters or 47 lines of text (including spaces and blank lines).
- > Make sure you don't copy – our software detects any similarities and this could jeopardise your application.

## Personal Statements

### Exemplar 1: Physics

My curiosity in planetary movement, constellations and our own moon was sparked during my formative years by my father's interest and many hours with our telescope. We would often stay up late to observe comets or lunar eclipses when the opportunity arose and from there my interest flourished. My natural interest in mathematics, coupled with my genuine enthusiasm for physics sees me targeting Astrophysics as the course that clearly taps into my academic strengths and passions. A program of wider reading has lead me further into the subject than A-level study alone ever could. Authors such as Brian Greene and Gordon Kane really opened my eyes to just how diverse the applications of physics can be. Brian Greene's 'The Elegant Universe' specifically, as the first book I read, captured my imagination by using everyday scenarios to convey really quite advanced topics, such as Heisenberg's uncertainty principle and super-symmetry.

For me, one of the main attractions of a career in physics, specifically astrophysics, is that there will always be discoveries to be made in new planets and both young and dying stars to study. This is an ever-changing landscape unparalleled by other fields and indeed CERN's recent results from experimentation with Muon neutrinos and the implications they may have on many modern physics theories has fascinated me. I recently gave a short presentation to my college's 'Gifted and Talented' group about the concepts of super-conductivity and super-fluidity and how they may be applied to our lives. This was well received even by those unfamiliar with the study of the sciences. Towards the end of the last academic year I was selected to attend a 'Pure Potential' maths seminar day at Cambridge University, this gave me great insight into the study of various subjects, specifically I enjoyed the short lecture on relativity from one of the university's physics lecturers.

Over the course of my A-levels I have enjoyed all of my subjects and also took the opportunity to engage in the self-teaching of AS chemistry. Discussions with friends into the concepts and experiments within the field of chemistry piqued my interest and subsequently my independent study enabled me to gain an A grade in the first unit and I plan to sit the remaining AS modules in January 2012. I have greatly enjoyed this process of independent learning and believe it will serve me well for further study at degree level.

As well as academic activities, music plays a great part in my life. I've played the guitar since I was 7 years old playing in many bands spanning multiple genres including playing the double bass in a jazz improv' band. I also frequently assist a local amateur film company as a producer and mixer, composing and recording soundtracks. The most prominent of my musical endeavours is our ukulele orchestra founded by myself and a fellow student it now runs seamlessly, rehearsing when I can co-ordinate times and venues and playing shows which have received great critical acclaim.

My part time job as a general labourer this year has fuelled my determination to follow a path in which I will be both intellectually engaged and realise my potential. I sometimes prefer to take my own angle, challenge the accepted, delve deeper if necessary and above all I am determined to stretch myself to achieve success. For me, success does not necessarily mean fame or remuneration but being able to apply myself fully whilst enjoying every minute of it and I feel that a degree in physics will provide me with the best opportunity to do this. I am already targeting a future with postgraduate study and possibly onto research, teaching or lecturing.

I am truly excited at the prospect of taking my interests to a higher level and look forward to doing this in university life.

## Personal Statements

### Exemplar 2: History

History is the "king of subjects". This is the view of author Simon Jenkins, and I share it with him. History encompasses all aspects of life, from social and economic to cultural and political, spanning across all time frames and geographical locations. This diversity and breadth explains my passion for the subject. My A level studies in History have been a richly rewarding experience, covering the Tudors, Stuarts, Nazis and the French Revolution, fuelling my interest and inspiring me to carry out further independent research into other facets of history. I have recently been reading Simon Jenkins' 'A Short History of England', which recounts England's history from the Saxons to the present day. Whilst reading this, I have developed a keen interest in medieval history, particularly William the Conqueror's reign, which I have never previously studied. I would love to take this interest further and investigate and debate it in more depth at university. Having only ever encountered European history, my curiosity led me to China, a country about which I knew very little. After reading 'China - From Empire to People's Republic 1900-49' and 'The People's Republic of China 1949-1976', both by Michael Lynch, I became intrigued by the country's dynamic, complex and unpredictable past. I am eager, therefore, to deepen my knowledge of this area and to discover more about societies with vastly different histories to our own.

In addition to History, I am taking A levels in Geography and Psychology. Geography shares many parallels with history, with both focusing on people, places and events, and with globalisation and civilisation being common to both. Psychology has allowed me to understand how people's minds work. This links into history and may help to explain why key individuals have come to certain decisions and taken particular actions. I can often be found reading the latest edition of History Today, and I am an avid listener of the BBC History Magazine Podcast. I enjoy visiting museums and historical sites, watching history documentaries and attending talks by historians, for example David Smith on Oliver Cromwell, Jonathan Foyle on Henry VIII and Robert Bickers on Chinese history.

I can work well under pressure and to a deadline, and I have good writing and analytical skills, with the ability to present arguments fluently and effectively. Two of my articles have been published in the school's psychology magazine. I am also a creative person with one of my GCSE art pieces being put on display in a public gallery.

Beyond my academic studies, I am fully committed and determined, particularly in sport. I helped lead my school's Third XI hockey team to achieve an impressive season in 2011, showing my ability to lead and to work well within a team. I am also interested in the RAF: I have been part of my school's Combined Cadet Force for three years, and been lucky enough to fly a light aircraft. My biggest non-academic passion, however, is cricket. I played for the school Second XI last year and I have played for a local club, Ufford Park, since I was eight: I have captained the junior teams, played for the men's teams and have coached the younger players. In July, due to hard work, concentration, and luck, I hit a double century, and I was subsequently awarded with a trophy from the Rutland League for this performance.

I would love to continue to deepen my knowledge in history; learning and debating numerous historians' interpretations of the past and developing my own, and I could see myself taking this further in the form of a PhD. I would also continue to pursue my other interests, particularly sport. My experiences have allowed me to acquire a wide range of skills and interests. Going to university would improve these and allow me to embrace new and exciting opportunities and studies. This would be an environment in which I feel I would thrive and in which I am sure that I will make a positive contribution.

## Personal Statements

### Exemplar 3: Engineering

Throughout my life I have had a fascination with how things work and I have satisfied this curiosity by building models and fixing gadgets. At school my favourite subjects have always been Maths and Science and the problem solving aspects in these have held me captivated. This has stimulated my interest in innovative solutions for the world we live in and has led me to my decision to study Engineering at University.

During Year 12 I had the opportunity to complete the Young Engineers Award run by the EDT. Our project involved making a flow meter calibration rig and it helped me develop skills in team work. We had long debates about the detailed design of the rig, but as the team leader, the decision ultimately lay with me. Initially I found this situation challenging but the final result was rewarding.

Recently, I completed some work experience at two different companies. One designs and manufactures large diesel engines and I worked in a department specialising in the design and testing of turbochargers. I helped with the strain measurements on turbine wheels during operation. This demonstrated to me both the complexity and precision of the engineering, while the speeds and temperatures of the turbines were spectacular. I saw just how important every component part in a system is and how one small flaw can cause the whole system to fail. I had used CAD previously in the Young Engineers' Project and in their technical centre it was interesting to see how this was used in a commercial setting. I also did some related CFD work, looking at how the flow path of water can be changed in an engine coolant system to increase the cooling capacity; I was impressed at how computers could be used to model such complex systems to compare designs. Contrasting with this, I spent some time in a chemical engineering company, which broadened my knowledge of this branch of engineering. As I have discovered more, the possibilities for me within the field of engineering have multiplied - from building bridges to electronics and, in the future, to sustainable forms of energy. I therefore wish to pursue a general engineering course before choosing a specific discipline.

Maths has always been my strength and I feel that with Engineering I have discovered a vocational application. Throughout my time at High School, I have done well in the UKMT Maths challenges. Physics and Chemistry have enhanced my practical skills and I represented the school in the Young Analysts' Chemistry Competition, where team work helped solve practical problems. I have completed an EPQ about paper aeroplanes, looking at the different ways they fly and the best design of a paper plane. Research into some of the engineering principles and writing a technical report was a steep learning curve for me.

I feel strongly about helping others and so I became involved in organising Science Week at school, raising money for charity. I was responsible for co-ordinating fund raising and organising the schedule of events. As a Community Prefect, I am leading a project that aims to grow organic produce in school. I have also had an insight into the teaching of younger pupils through providing regular in-class support for Science lessons, gaining skills in using the appropriate level of detail in explanations.

I play the saxophone in the School Jazz Band and recently we toured around Lake Geneva. I have been a part of the Scout movement for 11 years; I am Treasurer of an Explorer unit enjoying sailing, climbing and many other outdoor activities, including working towards my Duke of Edinburgh Gold Award. I have played water polo for Cheshire's under 18s team.

I am applying for deferred entry as I wish to gain personal and further practical engineering experience through the Year in Industry Scheme. My experiences this year, both in and outside school, have given me insight and now determination to pursue a career in Engineering - I believe I have much to offer to the University.

# Personal Statements

## Exemplar 4: English Language

Language is ubiquitous and unites us. It is humanity's largest tool and lays the foundations of society. The English Language is universal, going beyond the boundaries of its origins to form the main basis of international communication. An intonation, a gesticulation, a subtle flicker of an eye captures its nuances and a whole new meaning or interpretation is conveyed. For something that comes so naturally to us in everyday life, I feel that the power of English Language is often overlooked. It is immense and fascinating in the way it creates ideas or causes us to uphold different opinions.

This degree would enable me to further explore this concept, consolidating and extending my knowledge and awareness of the intricacies of the written and spoken word. Captivated by different language theorists such as Robin Lakoff and Brown and Levinson whose theories I observe in conversation every day, I am certain that the study of English Language and Linguistics should be the next chapter of my education. I am hungry to learn more.

Studying History has given me a strong academic foundation to analyse texts from a literary approach and expand my critical thinking. I am able to analyse written sources and see not only how the English Language has evolved over the years, but also how events in the past influence and determine the future. My love of Art and Photography has given me the initiative to be confident in the way I perceive the world at large. I enjoy a project from conception through to completion as with a piece of written prose.

I was privileged to obtain work experience with a television production company 'Indus Films', making a short film based on interviews with members of the public. I enjoyed the interface between myself, as the interviewer and the interviewee and found the spontaneous repartee particularly stimulating. The use of language is vital within the media to engage an audience. Voluntary work at 'The Children's Day Nursery' was educational and gratifying. I experienced firsthand how young children acquire their initial language skills and how they progress. It was interesting to see how children in their early years can use grammatical rules without being taught them in the first place. It is crucial that the English Language is taught accurately so that in future generations it will still be as powerful and widely used as it is today. Alongside voluntary work I maintain a part time job in retail and attend an art course in my free time. This demonstrates good time management as school studies are always my priority.

Last summer, I spent some time in South Africa, volunteering at the 'Goedgedacht Trust' - a charitable organisation working with underprivileged children. I worked alongside a team of inspiring individuals and thoroughly enjoyed helping the young develop their communication and social skills. In turn, they developed my own. I was able to observe the variations in language and dialect, the difference in taboo language and politically correct terms from a different culture. I approached my duties there with enthusiasm and the experience has enriched my outlook on life.

I enjoy music of all genres and have achieved grade five piano and music theory. I am part of a local competitive swimming team and also attended life-guard training for two years which required self discipline to train early in the mornings. In school, I am a prefect and a member of the charity, newspaper and events committee. I am proactive as a team member and have helped to organise and publicise a number of fundraisers and events and have also participated in many, for example, the annual 'Race for Life'. I look forward to being an active member of an assortment of clubs and societies in university life.

I am a dedicated, conscientious student who welcomes new challenges. I will relish the opportunity to work independently, meet and exceed the high demands of this course and embrace the university experience.

## Personal Statements

### Exemplar 5: Biomedicine

Whilst shadowing a pharmacist at a community pharmacy in Oldham, I met a vibrant and engaging 89 year old woman who needed a vast range of medication on a daily basis. This access to effective medical treatment was allowing her to live a comfortable and happy life, even approaching her 90s. This experience and others like it, continue to inspire me to pursue medical research with a view to helping those suffering from debilitating illness. This has led me to my choice of a degree in Biomedical Sciences, which would allow me to understand the diagnosis and treatment of disease. I have a specific interest in the pharmacology topic of the Biomedical Sciences course as I am fascinated by how different drugs can affect the body and cure diseases. Reading 'Advice to a Young Scientist' by P.B. Medawar has shown me the need for an inquiring mind and the ability to think critically in order to make a good research scientist. The book 'Life at the Extremes' by Frances Ashcroft has taught me about how the body copes with extreme physical conditions, such as high temperatures and pressures and how much the human body can really endure.

Success and enthusiasm at Biology and Chemistry A level have confirmed my interest in studying Biomedical Sciences. I have particularly enjoyed the organic side of chemistry, as this is used a lot when making medicines such as aspirin. I am currently completing an EPQ exploring current UK practice in chemotherapy and other methods of cancer treatment. I am interested in discovering why chemotherapy is so widely used in the UK today and why it is often chosen over other methods of cancer treatment such as hormone or gene therapy. This investigation will allow me to extend my knowledge beyond my A level science subjects and explore an area of real personal interest, whilst developing good organisational and research skills. My science and research work is securely underpinned by my ability and success in mathematics; I am taking the STEP maths qualification in addition to A level Maths to improve my ability to think logically.

My extra-curricular activities such as volunteering at a local Cancer Research charity shop have helped to develop my interest in and understanding of oncology. I volunteer every week to help raise funds for the life saving research carried out by Cancer Research UK. This volunteering provides a rewarding and valuable experience, making me a more reliable and caring person. At a practical level, experience at Lloyds Pharmacy showed me the need for concentration, precision and accuracy when checking medicines; it was an enjoyable and eye-opening experience into the management of the many different ways of treating illness. I learned that new medicines are being developed all the time as medical research never stops and is a continuous lifelong learning process.

I am used to managing many demands at one time such as participating in the Duke of Edinburgh Bronze, Silver and Gold Awards where I have gained team work and problem solving skills, useful transferable skills for any science related degree. Being a keen sports person, this year I ran the Manchester 10km to raise money for The Christie Hospital in memory of my granddad. This was a very rewarding experience and my passion for the charity helped me to complete the race. Through swimming for ten years at Royton Swimming Club, I have gained determination, stamina and enthusiasm for the sport. I also have a position of responsibility at the club as swimming teacher, an experience which has enhanced my communication and confidence, valuable skills for any medicine related career.

The fact that there are so many unanswered questions in the world of science and medicine makes me curious to find answers. Ultimately, I want to be involved in ground breaking research to help develop medicines further so that the quality of life of people affected by disease and illness can be improved.

## Personal Statements

### Exemplar 6: Politics, Philosophy and Economics

I believe the three strands of Politics, Philosophy and Economics can combine to help to explain many of the events that take place in the world today, and it is my wish to increase my understanding of these events that has drawn me to this course. While my subject choices at A-Level are mostly scientific, I believe my interest in Mathematics and Physics comes from the same wish to fully understand the world we live in, constantly requiring the asking of questions to enable this, while my study of them also provided me with the analytical approach necessary to tackle any argument thoroughly. In the scientific subjects this process tends to result in the definite derivation of an answer, however reading and thinking about the points made in Thomas Nagel's *What does it all mean?* allowed me to consider a question knowing that there can be no definitive answer, while still striving to fully examine each argument, and trying to find ways of validating or disproving any such argument, an opportunity I relished.

One area I am particularly keen to look into more is the development of Communist regimes around the world, such as in the USSR and China. Although the Communist party is in power today in the latter, internationally there is opposition to its apparent human rights abuses. However, it is also one of the emerging BRIC economies, and it would be interesting to look into its economic policies, to see if this success can be attributed to Communism. J. S. Mill said in his *Principles of Political Economy* that he thought Communism was just as valid a concept as Capitalism, but the success of either was dependent on their "futility", how they developed as time went on. Economically, the USSR often stagnated, so the weakening or abandonment of Communist economic principles in China could mean that this was an aspect that needed to change in order to preserve political Communism. I would be interested in looking in depth into the original Marxist theory, to see if alleged repression in countries such as China, Laos and Vietnam is influenced by it, while also looking into how it has developed over time in its implementations across the world.

I am a regular reader of *The Economist* and *The Times*, and often try to find out more about current events in order to try and understand the background events leading up to any such developments. My natural interest in these events led me to take the Extended Project Qualification, where I looked at whether euthanasia ought to be made legal in Britain, due to the ongoing debate in the media. The work I did allowed me to study further the ethical arguments behind the issue, and decide on my own opinion. The project helped to develop my skills when it comes to research and self-motivation. Personally, I found it all the more rewarding because I was so interested in the problem of how to provide clear legislation on ethical matters, when so often each case affected has individual circumstances that may change how moral any one example is seen to be.

Outside of lessons, I am a keen helper in several voluntary schemes. I help with Year 6 Maths lessons at a local primary school, and each weekend I volunteer at a charity shop. I find this work gratifying, and would like to continue taking part in charity work at University. I am employed as a Lunchtime Supervisor in school. I also completed Grade 4 piano a few years ago, and now continue playing contemporary music.

Overall, it is during the last two years of school that my desire to take my long-standing interest in philosophy, politics and economics to a higher level became apparent. In History I have most enjoyed studying the evolution of the schools of thought of Liberalism, Socialism and Conservatism, and it is this that has increased my aspiration to look deeper into political and economic thought and its development internationally throughout the centuries.

UCAS Tariff points are used by some universities and colleges to set their entry requirements and to make offers. Currently, one third of courses in the UCAS search tool have a Tariff entry requirement.

Instead of asking for grades, a university might express the offer as a number of points. To help understand how many points a qualification is worth, UCAS has a [Tariff calculator](#) that you can use.

Universities and colleges will not generally count the Tariff points for an AS Level qualification if you have completed an A Level in the same subject (or a Certificate if you have completed an Extended Certificate).

### UCAS Tariff points:

Extended Project Qualification	AS Level	A Level	Tariff Points
		A*	56
		A	48
		B	40
		C	32
A*			28
A		D	24
B	A		20
C	B	E	16
D	C		12
	D		10
E			8
	E		6

Technical Certificate (Health & Social Care and Applied IT)	Technical <u>Extended</u> Certificate (Health & Social Care and Applied IT)	Tariff Points
	D*	56
	D	48
		40
	M	32
D*		28
D		24
		20
M	P	16
		12
		10
P		8
		6

For more information about the UCAS Tariff visit:  
<https://www.ucas.com/ucas/tariff-calculator>

## GENERAL - COURSES, FINANCE, ADVICE:

[www.ucas.com](http://www.ucas.com) - The main UCAS website; full course search facility, student finance section and advice for parents. Wide collection of resources and information about HE and alternatives to university.

[www.unifrog.org/](http://www.unifrog.org/) - the complete destination platform.

[www.opendays.com](http://www.opendays.com) – useful website summarising open days at UK universities

[www.purepotential.org](http://www.purepotential.org) – Free university and careers advice for state school students

[www.he-parentsguide.co.uk](http://www.he-parentsguide.co.uk) - comprehensive information and time-saving links all in one place, completely free of charge

[www.theguardian.com/education](http://www.theguardian.com/education) - The Guardian's 'education' section giving a wealth of further information and access to University League tables

[www.learndirect.co.uk](http://www.learndirect.co.uk) - Impartial advice on careers and learning

[www.gov.uk/browse/education](http://www.gov.uk/browse/education) - Government website with wealth of information on higher education, finance, parents' guide etc

[www.qaa.ac.uk](http://www.qaa.ac.uk) - Quality assurance website containing reports and reviews of universities and colleges

## WHAT UNIVERSITY?:

[www.hesa.ac.uk](http://www.hesa.ac.uk) - provides the official data and statistics about UK HE.

[www.universitywhich.co.uk](http://www.universitywhich.co.uk) – search and compare degree courses

[www.whatuni.com](http://www.whatuni.com) – search for university courses/reviews

[www.discoveruni.gov.uk/](http://www.discoveruni.gov.uk/) - find and compare courses.

[www.push.co.uk](http://www.push.co.uk) – the 'ruthlessly independent guide to UK universities'

[www.hotcourses.com](http://www.hotcourses.com) - Find a course, read unbiased course and college reviews, meet others looking for similar courses.

[www.thecompleteuniversityguide.co.uk](http://www.thecompleteuniversityguide.co.uk) – A completely independent guide to where, why and how!

[www.ukcoursefinder.com](http://www.ukcoursefinder.com) - Simple questionnaire to help you find your ideal university degree course

## ENTRY TESTS:

[www.admissionstestingservice.org](http://www.admissionstestingservice.org) - information about Cambridge Assessment's family of admissions tests (Cambridge pre-interview assessments, University of Oxford Philosophy Test, BMAT, CAT, ELAT, CPSQ, HAT, IMAT, MAT, MLAT, OET, OLAT, PAT, STEP and TSA)

[www.lnat.ac.uk](http://www.lnat.ac.uk) - The National Admissions Test for Law website

[www.ukcat.ac.uk](http://www.ukcat.ac.uk) – UK Clinical Aptitude Test for Medicine and Dentistry

## NON-UNI OPTIONS

[www.ucas.com/alternatives-to-university](http://www.ucas.com/alternatives-to-university) - links to further information about Apprenticeships and Traineeships, School leaver programmes, Gap Years, Studying overseas, other career routes and more!

[gfmt.org/careers/](http://gfmt.org/careers/) - our own careers website where you will get support with your post 18 plans, including career appointments