

South Dartmoor

UNIVERSITY APPLICATION PACK



UCAS

UCAS BUZZWORD: placehouse1718

2017/2018

CONTENTS

1 - 2	Instructions for Application to Higher Education 2017
3	Thinking of University after 6th Form? - a time line
4	University Jargon
5	Completing your UCAS Application Flowchart
6	Info for UCAS Application
7 - 8	UCAS Application Dos & Don'ts
9 - 15	Student Personal Statement Examples/Hints & Tips <ul style="list-style-type: none">- Be careful though - institutions can check for originality, so under no circumstances copy any of these examples
16 - 17	UCAS Application Checking Form & Logging Sheet

Application to Higher Education for 2017/18

The earlier you can submit your UCAS Application for entrance to Higher Education, the better. The internal deadline for Oxford or Cambridge, Medicine, Veterinary or Dentistry candidates is **22nd September (UCAS deadline 15th October)**. For all other universities and colleges, the college deadline is 31st October, with the ABSOLUTE deadline being the end of the autumn term (**Xmas**); the official UCAS deadline is **15th January** - if you leave it this late, it is unlikely we will be able to process your application in time, and it will be stamped 'LATE' by UCAS. Failure to meet the Xmas deadline is not an option.

Applications will be processed by Penny Clark, Neil Whitelaw & Kirsty Matthews. This will involve a number of checks, and therefore will require some 'back & forth' movement before your application will be ready to finally send off.

Gap Year

If you are taking a Gap Year you may apply now for deferred entry or you can wait to apply next September. The advantages of applying now are that you will be secure during the Gap Year that you have a place at university with booked accommodation and you will be able to go travelling for the whole year. The disadvantages are that we will be predicting your grades rather than having real results and you may not be ready to decide which university you wish to attend yet. Some courses do not accept deferred entry. If you wait until next year to apply you must be available in September to complete your application form but you will have the advantage of knowing your final results and so will only apply to institutions that you have the entry grades for. Whichever you decide, you must tell your form tutor and CLK, WLW or MTW.

Instructions for University & College Entrance

We use the UCAS facility to apply online, which is accessed through the UCAS website (www.ucas.com).

1. Go to the UCAS website www.ucas.com to create an application. You will need the buzzword (placehouse1718); **keep your user ID and password safe**. Double check the grades required for all of your chosen courses. This is a very useful site. You can search for courses and it has links to all UK universities and colleges websites. It also has a calendar of events with Open Days and HE Fairs. We also have very helpful books in Quiet Work Area 3 at Place House.
2. In September ask your subject teachers for your predicted A Level grades - these may be different from your AS results. Your form tutor and MTW or WLW will also be able to tell you these at the end of September. **Be wary if applying for courses where you are predicted lower grades than those required**. This will often (but not always, if you can bring a lot more to the university) waste a choice and lead to depressing letters of rejection. Seek advice from MTW or WLW if you have just missed the requirement.
3. The UCAS website can be searched for all course details. For most entries you need to make your final choice of **five** university courses.
4. Prepare your personal statement before starting to complete your application. This must be approved and worked through in collaboration with your form tutor (see flowchart on next page plus additional guidance in this booklet).
5. Please note: You must put **all** of your achieved AS results **and** module results on the form.

6. The final approved, completed, printed form must be handed in to CLK by **22nd September** this year at the latest for Oxford or Cambridge applicants and any Medicine, Veterinary or Dentistry applicants and **the end of October** for all other students. The sooner your UCAS applications are sent off, the better your chances of receiving an offer. This deadline must be strictly adhered to or you may lose a chance of a place on the best course for you.
7. You should begin to hear from the universities and colleges from the end of November onwards, and should have heard from all of them by the end of April. Be prepared for some rejections. They will not be your fault - it's just that some courses are very popular and not everyone can be chosen. You must inform CLK, WLW or MTW of all communication you have with the institutions. If you are called for interview, see WLW or MTW and your tutor BEFORE and AFTER your interview. We can give you help with interview questions and we will ask you to complete a report to help future students. You can look through reports from previous years.
8. When the institutions have made you 'offers', you should consult your tutor and WLW or MTW before making any decision. The 'offers system' can be complicated and an incorrect move on your part could lead to disaster. You don't want to reject an offer that you may need. Therefore, consultation throughout the process is essential.
9. By next April or May you should have heard from all the institutions that you have applied to. You will then be expected to make a final decision as regards your 'offers'.
10. You will be allowed one 'Firm' choice and one 'Insurance' choice. Your Insurance choice should be an offer with lower grades or points than your Firm choice - but still somewhere that you would really like to study. Be absolutely certain about your decision. It is extremely difficult to pull out of your Firm or Insurance choice and you may have to wait another year before being able to change this decision.
11. **ucasextra** enables applicants who find themselves without an offer, for whatever reason, and who have used all five choices already, to have an additional choice through UCAS. This will mean that applicants who do not have an offer at an early stage in the cycle do not have to wait until 'Clearing' to continue to find a place. The **ucasextra** procedure operates from the end of February to the end of June.
12. The next stage comes in August next year. The institutions will receive your examination results direct from the Examination Boards and proceed to either accept or reject you. It is important that you come to College on 'results day' **in August** so that any problems arising can be sorted out then.
13. During August and September the situation is likely to be fluid if you have not finally been fixed up with a course. It is at this stage that unsuccessful candidates put themselves into 'Clearing'. In this way the institutions can give consideration to the unsuccessful candidates for places still vacant in Higher Education.
14. The important thing to remember is to remain in contact with WLW or MTW for the purpose of advice. MTW can be contacted during this time at College, and in urgent cases at home.
15. **INFORM WLW, MTW or CLK OF YOUR FINAL POSITION ON RESULTS DAY IN AUGUST NEXT YEAR.**

(Keep these instructions in a safe place for reference purposes.)

THINKING OF UNIVERSITY AFTER 6th FORM?

It is never too early to start thinking about your future. If you are thinking of going to university you will need to start applying at the beginning of the Upper Sixth and it is essential that you investigate options well before this. The timetable and notes below will give you an idea of how to approach this important process.

Date	Event	Notes
Mar- June	Further research (following Futures Day + UCAS Convention)	Find out further about courses through the internet and by obtaining subject specific prospectuses. Use the UCAS website (UCAS.com) to get answers to all those questions you have about applying and going to university. Use the links to individual university sites. Look particularly at course details and entry requirements. Talk to your subject teachers and tutors about your suitability for courses. Be aware of your potential (likely) grades – Performance Reviews (reports) can help here. Explore websites which will help you to find out more about university life, courses, finance, accommodation, gap years etc.
Apr - Oct	Open Days	Take the opportunity to visit a range of possible unis. These open days, organised by individual universities, are mostly in late June, July and September. Use www.opendays.com which includes dates and contact details (phones, e-mails + websites). Although we encourage you to attend open days, do remember to tell your tutor and subject teachers when planning a visit – absence must be agreed in advance.
	Work Experience Extra Curricular & Voluntary Activities	Consider getting some work experience especially if you are applying for a vocational course. Some courses require work experience. Work experience, extra curricular activities or voluntary work are excellent extras for your personal statement.
June- July	Personal Statement	Start planning your personal statement at this stage. It is the most important part of you application. Use the sample statements and advice in this pack to help you structure your statements. Seek support from your personal tutor.
Aug- Sept	AS results	Review university options in light of AS results. Again, seek advice from subject teachers and personal tutors.
Sept	Oxbridge, Medicine, Veterinary & Dentistry	Your form tutor will help you especially with your personal statement and will prepare your college reference (based on Yr12 final PR pastoral statement) The deadline is Friday 22 September
Sept- Oct	All other UCAS entries	Your form tutor will help you especially with your personal statement and will prepare your college reference (based on Yr12 final PR pastoral statement). The earlier you get your application in the better. Completion before the end of October

University Jargon - Keeping it Simple!

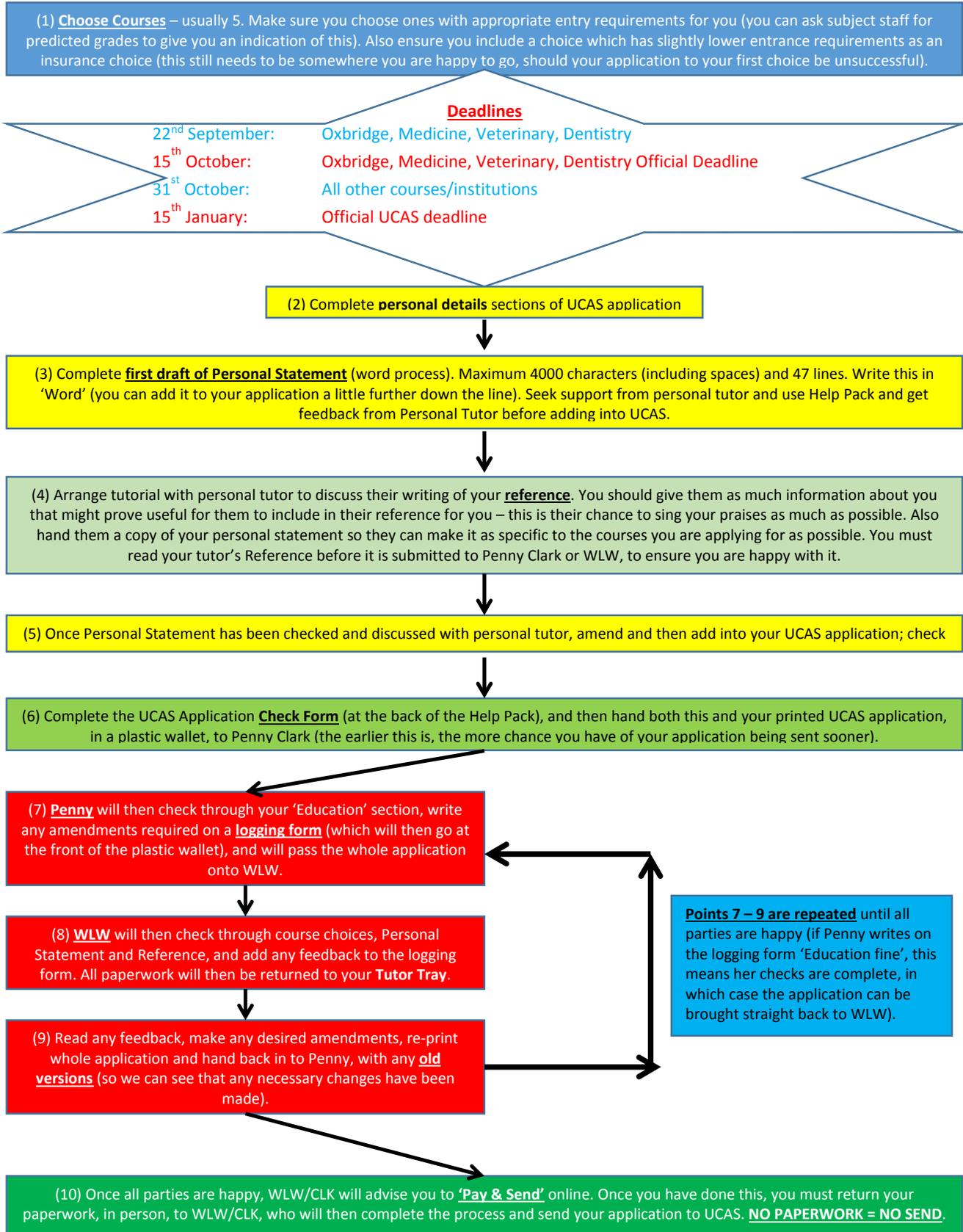
As you work on your application you may come across a number of new and unfamiliar terms. We have compiled a list of commonly used terms and their meanings, to help you quickly grasp the lingo used. After reading this list you could probably teach staff a few things!

UCAS	University and Colleges Admission Service - The organisation responsible for processing applications to UK universities for undergraduate courses.
UCAS Apply	An online application system to apply to university
UCAS Tariff	A points system for different qualifications gained at college. Universities require certain number of UCAS points as entry requirements for a course.
Undergraduate Course	A degree or higher education qualification studied at university following college such as a BA (Bachelor of Arts) degree or BSc (Bachelor of Science) degree. This also includes other qualifications such as Higher National Diplomas & Certificates, Foundation Studies and Foundation Degrees
Clearing	The system through which an applicant who has not secured a university place can apply for any course places that are still available. Clearing begins on A-Level results day in August.
Sandwich Course	An undergraduate course including a one-year work placement
Track	The online system that allows applicants to track the progress of their application and respond to university offers.
LEA	This stands Local Education Authority and every area has one.
UCAS Extra	The opportunity to apply for another course if a student has used all five choices on their UCAS application and has not secured a university place.
Means-Tested	An assessment of the applicant's household income which is made in order to decide whether they are entitled to financial support. Some university scholarships are means tested.
Unconditional Offer	An offer of a place on a university course, where the applicant has met all of the entry requirements
Conditional Offer	An offer dependent upon the applicant fulfilling certain criteria, such as obtaining certain grades or UCAS points. Most applicants receive this type of offer

Once you have received all of your offers of university places, you will need to decide on your **Firm Acceptance** which means that applicant accepts a university offer as their first choice. In addition you can make an **Insurance Acceptance** (your second choice), in case you don't get the grades needed for your first choice. Or finally, you can send a **Decline** which means that the applicant declines the offer made by the university.

Once you have done all of this, you have made it through the hardest part and can sit back and relax until the exams start!!!

Completing Your UCAS Application



INFO FOR UCAS APPLICATION

You will need to have gathered the following information **BEFORE** you start your online UCAS application

- Buzzword: *see Front Cover*
- Education history and dates.
- For student support: Fee code is 02, LEA: Devon
- Course and institution choices.
- Exam boards grades and dates for all GCSE subjects.
(these will be on your certificates)
- Exam boards grades & dates for all AS subjects.
(these will be on your results slips which you will have kept safely!)
- Module numbers, grades & dates for each AS unit.
(these will be on your results slips which you will have kept safely!)
- Module numbers & dates for each A2 units and subjects which are pending.

Keep results slips received in a safe place for UCAS
application

UCAS Information for Personal Statements & References

Student Application

- Email address used must be a sensible one, e.g. not funnybunny99@hotmail.com, but jobloggs5@hotmail.com; be careful of your usage of social media websites
- Ensure you are on top of your courses – i.e. Predicted grades are important
- Enrich your subjects with ‘super-curricular’ experiences (different to extra-curricular) – Oxford term for anything extra you have done to develop specific aspects to do with your course – e.g. trips, wider reading, etc.
- EPQ is held in high regard, as is work experience (which some courses specify if essential)
- Ensure you have completed broader research into the course you are applying for, including Open Days → then talk about this in your personal statement, e.g. use specific, correct terminology, e.g. in nursing, use the term ‘fields’, not an equivalent, such as ‘branches’ or ‘sectors’

Personal Statement

- At least 2/3 of statement should relate to the course you are applying for and why you are a suitable candidate – most universities will not interview, so it is the only chance to sell yourself – it is a marketing document → BUT, be truthful, as it may form the basis of an interview
- Consider writing your opening sentence once you have written the rest of the document
- Consider your tone of voice – don’t ‘posh’ it up unnecessarily – it has to reflect you
- Get to the point – do not waffle/repeat!
- Avoid ‘hanging claims’ e.g. ‘I have excellent communication skills’ – what proof do you have of this? e.g. as demonstrated by...
- Avoid ‘Hanging Evidence’ e.g. ‘I have completed my Duke of Edinburgh Award’ → ‘which highlights my ability to work effectively both as part of a team and as an individual’
- You don’t need to include information that is already in the application, e.g. GCSE results/A Level predicted grades
- Do not assume people will know things, e.g. Ten Tors – you need to explain what it is as people outside of our area will not necessarily have heard of it!
- Don’t forget the ‘quieter’ things, e.g. if you have a job at Tesco – this can still be used to demonstrate some positive attributes that can be related to your course application
- Quality, not necessarily quantity – but you should be able to fill the word limit

- Make sure there is no spelling or grammar errors – shows a lack of care
- Take your time and get it right – usually will require a minimum of 4-5 redrafts
- Key Questions to address:
 - Why this course?
 - How much do you know about this subject?
 - Why do you want to study this subject further?
 - Do you have experience in this field?
 - What are your career aspirations for after this course?

Basic Structure:

- **First part** – a punchy opening paragraph showing their excitement for and understanding of the course.
- **Middle part** – evidence to support their interest in the course. Relevant skills, work experience, and inspirational moments will all sit here.
- **Final part** – this is where they write about themselves, what they're interested in, and how well they will fit into university life.
- **Closing paragraph** – a concise statement which leaves the reader with a clear understanding of why your son or daughter is perfect for the course.

Key Attributes Universities Want (obviously course specific):

- Students who can demonstrate they can think about issues to do with their course
- Interested in course
- Challenge ideas
- Discuss what they have read
- Good attendance
- Ability to follow instructions
- High standard of written communication
- Able to reference in work, support arguments with evidence, express opinion, read effectively

Buzzwords worth Mentioning in Personal Statements/References:

• Curiosity	• Practical	• Working under pressure
• Independence	• Problem Solving	• Motivated
• Critical	• Caring	• Empathetic
• Thoughtful	• Enthusiastic	• Work to deadlines
• Self-driven	• Teamwork	• Organised
• Well-read	• Communication	• Leadership
• Hard working	• Initiative	• Creative

Student Statement Example 1

Throughout my college life, I have really enjoyed English as a subject, because I find the intricacies of language fascinating, as well as the way in which language can be manipulated to achieve whatever effect the linguist desires. I managed to get full marks in English AS level and I achieved A grades in my coursework. I particularly enjoyed the research into sales language that I have undertaken at A2, because it allowed me to study English in a lot more depth and it gave me the freedom to study what I see as the most interesting aspects of the English language. I have always been described as having a flair for writing and it is something I enjoy greatly, so the opportunity to study English at university would allow me to pursue a challenging career in journalism, media or advertising.

Whilst I have greatly enjoyed studying English, it is not the only option that I am considering because at university there are many new and exciting courses on offer. I greatly enjoy both history, philosophy and I take a keen interest in current affairs. Although an English related career is one option, an environmental career also appeals to me because of the wealth of alternative jobs it will open up. My reason for applying for such a range of courses is that it is my wish to take up a career which will be fulfilling, and will help me to make a difference to real individuals, rather than working for a faceless corporation.

I recently enjoyed a history trip to Berlin which was a really exciting experience because it helped widen my understanding of Germany's history and it allowed me to visit many famous locations that I had only previously seen in photographs. I am keen to see a lot more of the world and I am currently considering taking a gap year in which I hope to travel overseas and do some volunteer work. The current state of the environment is something that concerns me greatly so I am looking into doing some work which would improve local environments for people around the world. Furthermore, it is my ambition to one day work abroad so at university I would welcome any opportunity to go further afield and experience what other countries have to offer.

I have learnt a lot about working with colleagues and the public from the varied jobs I have had and my attendance records in both school and work show that I am a reliable, conscientious worker. Other than working, I have quite a variety of interests during my spare time. Although I enjoy football and skateboarding, which are quite physical sports, I also enjoy playing golf and snooker regularly because I find they help me to relax and get away from my work for a while. I also enjoy non-physical forms of recreation, such as painting and reading, and anything technical, be it computers, television or film. I'm keen to study at university for several reasons; firstly, it will enable me to continue to study a course which involves the subjects and interests I'm passionate about. Secondly, by moving to a new area it will not only help me gain independence and a whole new experience, but it will allow me to explore and enjoy a whole new area, getting new friends and interests.

*Enthusiasm for course.
Academic strengths =
convincing and interesting.*

*Thoughtful and engaged
reflection, clear evidence of
thinking through
course/cover options.*

*Explains relevance of extra-
curricular events – make
him sound interesting and
'alive'.*

*Thoughtfully explained
reasons for use of time and
future ambitions. Doesn't
just list what he does.*

*Conclusion is positive and
well focused.*

Student Statement Example 2

I felt that it was a sensible idea to take an academic range of A levels so that I would gain a variety of transferable skills that could be applied in higher education and the world of work but also prove my ability to study at a higher level. History has given me the ability to collect source data and combine different accounts of the same event in an unbiased way but more recently has given me the chance to state my own beliefs and opinions on many historical matters. I feel that History would be a very beneficial subject in terms of journalism. Biology is a far more rigid subject that can prove my ability to retain large amounts of information and also my commitment as this year it has been very challenging. My English Language A level is by far the one I enjoy the most. From a very early age I have derived much pleasure from reading and exploring the way the English Language is used. This pleasure has increased and developed as my formal education has progressed. I think it fair to say that because of my passion for English as a subject I have developed a flair for it. Although at times I have doubted my ability to grasp some concepts, I have never lost my commitment in wanting to achieve my very best at all times.

It is of great importance to me to achieve success in my life from an academic stance and this is why I wish to further my education and prove my efforts by getting to university. I feel that I will benefit a great deal from university life as I intend to throw myself in to all aspects. I am looking forward to the whole experience incredibly as I can continue to satisfy my thirst for learning.

I have just started reading some classic texts and plays of Oscar Wilde and find him an amazing and influential figure. In my spare time I love to read and find it a great form of escapism and enjoyment as well as a form of education. I have always been surrounded by books and enjoy almost every genre.

I am also intrigued by Fergal Keane's combination of honesty and heartfelt emotion that is clearly evident in his book 'Letter to Daniel: Despatches from the Heart'. It brings an understanding to various conflicts and situations that seem to never be understood in a way that has moved me incredibly.

My enjoyment of Language gives me an understanding of the way to manipulate and construct many forms of text, because of this I feel that I am a competent writer and take pride in many of the pieces I have, written, not only through college but in my spare time. I thoroughly enjoyed every part of my English Language AS level but especially the freedom we were given in our coursework to be creative and develop our own style of writing. I also enjoyed the fact that it had to be suitable as a text for the real world. This reflects my interest in journalism, especially of the investigative nature, something that I am gaining an interest in whilst studying for my editorial writing exam.

Academic – good detail about academic learning

Specific area of interest that invites questions at interview. It is enthusiastic and passionate but could have more detail.

Relevant and specific example relating to the course applied for.

Some detail revealing engagement and passion for the course applied for.

Student Statement Example 3

Personal and cultural communications led me to study Drama & Theatre Studies, Psychology, Dance and at AS Level Music. These subjects have not only developed my communicative, analytical and evaluative skills but have fuelled my determination to study them in greater depth. I apply myself diligently to my studies in order to reach new understandings, which I integrate into the whole.

Drama & Theatre Studies underpin my future aspirations for a career steeped in the arts/social interaction. My fascination with the subject arises through their creative and imaginative aspects, which reflect my personality but through their theoretical basis keep me academically centred. I really push myself in my studies; I seek to achieve excellence by welcoming criticism as an objective view for self-improvement. For me theatre is not just entertainment but also offers the audience a chance to explore and understand personal, social and political ideas/issues. I know that there is more to theatre than I have been allowed to access by following an A Level course and I want to experience that. What is the nature of an actor? It's a question I can't answer but one that I desperately want to explore.

I have recently returned from a World Challenge Expedition to Northern Peru. The experience was unforgettable and undoubtedly life changing. Eighteen months planning and preparing for this expedition helped channel my focus and has given me determination to follow my dreams. To see life from a different perspective especially one from a poverty stricken area gives you an invaluable sense of awareness and gratefulness. The expedition matured me both physically, trekking in the cloud rainforest and mentally, building/teaching for a school community project in Cantu Alto, Huaraz.

I previously worked at Canonteign Falls in the position of Children's Activity Assistant, which included delivering drama activities such as face painting whilst simultaneously assessing Health & Safety matters. This built upon my creative, communicative, organisational and management skills, which with constant social interaction, links and develops my studies.

My upbringing has been centred on travelling. To see and experience the world can only build character which is what I hope to achieve. I have skied since I could walk and have snowboarded for 5 years. I'm a qualified scuba diver after gaining my Jr. Open Water Padi Diver and have reached level 10 in trampolining. In September 2003 I was accepted straight into the senior company of Devon Youth Dance and have been a senior member for the past two years touring dance productions all over Devon. I have attended regular evening classes and gained my Bronze Level RADA Shakespeare Qualification and I'm currently studying for the Silver/Gold Awards. Presently I'm studying a year long course in BSL level 1 sign language, which will give me BSL communication skills plus help me understand issues facing the hearing impaired community.

I believe university will be the most enjoyable and renewing period of my life and studying Drama & Theatre Studies is fundamental to that.

Explains and evidences academic qualities. Enthusiastic, dynamic vocabulary helps student to sound interested, interesting and well motivated.

Explains relevance of extra-curricular activities with specific details.

Good detailed explanation of positive impact of part time job. This is important, failing to do this can make your job sound irrelevant and dull! Ask your Tutor for help if you're struggling to find a positive effect way of unpacking the skills related to your employment.

Positive explanation of impact of travel, revealing a dynamic personality.

Student Statement Example 4

Medicine has always attracted me due to the varied challenges and rewards inherent in the profession. I believe I will get a lot of job satisfaction from being a doctor. I like the fact that medicine is always progressing and so through this and the specialisations that you as a doctor choose there is a constant learning curve. I have discussed my aim to train as a doctor with a family member who is a G.P. She has told me about the work load, pressures and Training but also of the high job satisfaction medicine offers.

Another main factor that made me choose medicine as a career is my interest in biology; I thoroughly enjoy the subject and I find it fascinating learning more about how our bodies work. At the end of my GCSEs there was a presentation evening at my school in which for each subject one certificate was awarded; I received the award for biology. I find chemistry and biology very absorbing as they educate me about how the world around us works. I feel biology has provided me with a much clearer understanding of the way our bodies work. I particularly enjoyed the human health and disease module, which focuses on disease such as malaria and TB and the ways they can be treated. Chemistry has supported this, especially organic chemistry and studying amino acids. I have an analytical mind and maths focuses my problem solving skills. English has improved both my spoken and written communication skills and broadened my horizons by encouraging me to read more varied literature.

Last summer I worked as a general cleaner at my local hospital, this helped me gain an insight into what it is like to work in a hospital. I also attended the tilled link course for potential medics this summer and through talking to the students I learnt more about the way medicine is taught and about university life. The lectures were interesting as they presented the realities of life as a medic, describing the rewarding aspects of the job but also the downsides (the long hours alongside the more difficult aspects such as talking to the families of the terminally ill). After the course I still felt extremely motivated to be a doctor and also believed that I had a much better idea of what I was going to be applying for.

I am currently arranging volunteer work at a home for abandoned children who suffer from Downs syndrome, the reasons for this are twofold. I feel it would be a productive and rewarding way to use my spare time and because it will give me valuable experience of working in a caring profession. Last year at college I participated in the APAUSE (Added Power and Understanding through Sex Education) scheme. It involves a group of 3-4 students teaching a class of year 9 students sex education. The principle behind this is that the year 9 students are more likely to trust a peer than a teacher. I believe it was a very worthwhile use of time. As well as teaching the year 9 students I feel I improved my communication skills. I enjoyed working as part of a team and I now feel more confident about speaking in front of large numbers of people.

Outside of academic work I am a keen reader, I particularly enjoy studying English Literature, some of my favourite authors are Don DeLillo, Charles Bukowski and Jack Kerouac. I love music as well; I am a regular gig goer and record buyer. I have been playing guitar for many years. I have played in many bands over the years and enjoy jamming with friends and recording music on my 4 track. I see music as an excellent counter weight to the pressures of academic study. I am greatly looking forward to University life, I am self motivated and focused towards my goal of becoming a doctor I do not expect to be intimidated by the workload and I am also looking forward to meeting new people and making new friends.

Very specific and detailed exploration of what has been gained from studying different subjects = analytical and intelligent.

Sounds well motivated and enthusiastic.

*Very specific examples makes it very clear what he's learned/
Gained from activities*

Sounds thoughtful, interesting, intelligent and sensitive. Has obviously reflected upon experience.

Varied lifestyle makes him sound interesting and motivated. Clear explanation of gains from activities.

Conclusion focuses reader on career choice.

Student Statement Example 5

I am a motivated, caring, conscientious, student who enjoys communicating and working alongside a variety of people. I am committed to every task I undertake and I take pride in myself and all that I do.

I found that my A-levels subjects compliment each other well and many links can be made between Media and Sociology, for example world Sociology links tremendously well to my independent study on poverty in Africa. Although I did not achieve a grade for Human Biology last year, I have decided to retake the year as I find the subject fascinating and believe that having a subject that slightly differs allows me to have an insight to a subject which 'could allow me to enter another career. I have also taken up English Language as an AS, as I believe it to be essential to improve my written appreciation, analysis and understanding of the English Language.

Throughout secondary school, I have also tried to be active and participate in after school activities. I have been involved on three major school productions and I have had significant roles in all of them. I found that it was an exciting and challenging experience allowing me to integrate with students from other years and make loads of new friends, I also found the dedication and team spirit of all cast members inspiring. As well as the productions I've been involved in musical clubs such as choir and the college band, this helped me gain confidence and allowed me to perform at several major events including a performance in London.

Before work experience in year 10 I was fortunate enough to be selected to go on a weeks work experience in the local NHS hospital. It allowed me to attend seminars about all aspects of the NHS, look around the wards, and ask the professionals for guidance about careers in the NHS. Although it's not a career I wish to pursue it was an amazing experience and I feel privileged to have been given the opportunity to see how our NHS works.

During my final year I chose to stand for chair of the student council and was delighted to be accepted by my peers and staff members. Throughout my year as chair I endeavoured to improve the school by listening to my council members and other students who wished to put their views across. As chair, I was invited along to a local city council meeting to improve recycling in schools, because of this meeting and funding by the council and local companies we have been able to create suitable recycling bins around the school, which council members empty everyday. During year 12 I was invited to be trained as a peer mentor by a team of researchers from the University of Exeter. I found this to be a challenging and rewarding experience as it demanded a great deal of sensitivity and confidence as the topic was young peoples sexual health. The APAUSE scheme is now running in many colleges around the country.

I am very much looking forward to University as an opportunity to widen my knowledge and experience I am keen to learn more about the history of media and how it influences today's society and how different cultures relate to today's media. I am sure I will love the new responsibilities and opportunities university will have to offer me, and that my dedication and commitment to my studies will hold me in good stead for a future career in media.

Simple but detailed and positive

Clear explanation of subjects studied and reasons interested in them.

Humble, but positive about self – tone is positive and thoughtful

Detailed evidence of extra-curricular activities makes her sound interesting and well motivated. Sounds intelligent as she's reflected on what she's gained from activities.

Closing paragraph is positive, focused and enthusiastic.

Student Statement Example 6

My determination, to do nothing but my best has resulted in gaining high grades across all my subjects. The most rewarding opportunity I have had the pleasure of doing in my sport filled life is leading, teaching and developing sporting skills of children in Thailand

My passion lies in Physical Education and Sports Science, I am constantly amazed by processes that occur in the body to enhance sporting performances, in comparison to everyday life. It has opened my eyes to many new aspects; topics like respiration and sport psychology continue to fascinate me, and show just how complicated everyday life is. Human Biology has enabled me to view the body from a non-sporting angle, allowing the comparison to be made between the effectiveness of vital processes, such as ATP synthesis. Maths has allowed me to logically solve problems and question solutions; this is beneficial as I like to find out why things happen. History has developed my comparison skills allowing me to deeply analyse and draw conclusions from many sources. My communication skills have been developed across all my subjects, as I have delivered many presentations, from Fascism to sport in tribal cultures: my independent study has also been incredibly valuable to me.

I am a member of the gifted and talented programme at South Dartmoor, going to regular sessions to develop my fitness and skills in both athletics and gymnastics. This year I completed both The Community Sports Leader Ship and Community Volunteers awards, supporting the schools sports partnership by coaching at primary schools and assisting with the running of festivals throughout the year, taking the roles of activity leader, central timer and referee. The most valuable experiences have come from Dreams and Teams; this has enabled me to visit our link school Satriwithaya in Thailand in 2006 and 2007 as an ambassador for my school. Whilst there I organised and ran different sports festivals, each having over 200 participants, taught lessons, mainly English and Sports, delivered assemblies to 4000 girls and hosted a farewell ceremony, a challenging and emotional public speech. Within Human Biology I completed the Heart Start First Aid course. I have played the lead violin in the college orchestra for 3 years, attending various concerts throughout the year including carol services every Christmas. I travelled to Holland in 2005 with our school's music tour, meeting many new people and having the chance to perform abroad. I developed friendships across the world, improved my teamwork, organisational and communication skills as well as learning never to let a good opportunity pass by.

From a young age gymnastics has been a big factor in my life; highlights for me have been regularly competing for Devon and reaching the British Team Gym finals in 2002. Now at Plymouth Swallows School of Gymnastics I am a Level 1 coach and an experienced judge. I work with children aged from 5 to 17 years, whose abilities range from recreation to competitive level. Gymnastics has further supported my recent successes in Pole Vault, becoming Devon Champion in 2006 in only my second competitive season; injury has prevented any further success, however having recovered I now intend to rebuild and improve for future performances. I have been the school and house captain in athletics, competing in many interschool meetings and developing my leadership skills..

In the summer of 2006 I achieved a special music commendation. Within sport I received the year 7, 9, and 10 girl sports day awards, along with the GCSE Physical Education award in year 11. In December 2004 I gained a principal's commendation for continued high standards across all my subjects and college life.

I am a conscientious, self-motivated student and I won't let myself do anything but my best in all that I do. My unique opportunities and academic commitments have provided me with insight to the knowledge and traits that characterise university life.

Wow paragraph about you to grab the reader

Know your course you are applying for and link aspects of you're A' Levels to the course and how it will support your degree studies.

Tutors are aware of the time available while at college and they want to know what else other than A' Levels have you done during you're time at College. This is a good time to highlight key sporting and leadership achievements. The tutor is looking for potential scholarship students, Students who will be passed onto Sports Directors etc

This paragraph tells the tutor something about you as a person. What do you do outside College. This indicates potential to mix and get involved in University activities

Finishing with key overall achievements to really make you look a good candidate

Brief summary paragraph on key qualities that a University would want

Student Statement Example 7

Practising as a paramedic continues to be my ultimate aspiration. Within the context of the NHS undergoing considerable change, the Darzi report makes crucial points. Patient choice and care in the community are vital, and the paramedic plays a key role in both. Paramedics are highly trained to provide rapid assessment and triage at the point of first contact in a crisis situation. Hospital admissions and associated distress can thus be minimised. Although the work can be profoundly challenging due to the unpredictable emotional and physical demands, I feel that I can demonstrate its qualities to succeed as a paramedic. I believe that the outcome of any medical intervention is strongly influenced by the relationship between the patient and the health care professional. Appropriate reassurance, calm and efficient care by a paramedic at a time of emergency could make a major difference to recovery.

Human Biology at A-Level developed my fascination with physiology and pathology. Alongside this, AS-Level World Development provided an insight to the complexities and challenges of culturally and ethnically diverse populations. It is becoming apparent that paramedics have to be even more sensitive to these issues. A-Level French gave me the opportunity to undertake a personally challenging extended exchange due to the constant emotional and intellectual demands of communicating with new people in a second language

I work at two hospitals as a Healthcare Assistant (HCA) on a mix of medical and surgical wards. I am passionate about my job as I have the opportunity to contribute a human touch to patients' personal care. My most profound experience was holding the hand of a dying man. I feel it is vital to treat every person as an individual and with respect.

My work at a residential home, specialising in dementia, is highly physically demanding. As well as distributing medication I am responsible for clients' personal care, often across 12-hour shifts. Due to staffing shortages I have also worked a period of 24-hours which included a 'sleep shift'. I have been able to demonstrate responsibility when a routine blood sugar level check that I undertook was dangerously high. As the most experienced member of staff on duty I immediately called an ambulance while delegating responsibility for the other 13 clients to my colleague.

I have recently been accepted for voluntary work as a Community First Responder with the South West Ambulance Service. My training will include call-out on the rapid response vehicle and the ambulances. I have had invaluable insight into the demands of this work through meeting with paramedics at our local station. I have also arranged experience as a HCA in A&E which I have been informed can include experience as a '3rd man' on the ambulance crew. As I am aware that excellent driving skills are essential, I have arranged a two-day driving course with the Institute of Advanced Motorists.

I maintain a high level of fitness through my interest in sports. I continue to play netball and volleyball having achieved England squad selection and regularly played at county level. I went on a one-month World Challenge expedition to Borneo when I was only just 16 years old. This included demanding treks through rainforest and an ascent of Mount Kinabalu (4095m). We undertook two community projects, one of which required laying water pipes in extremely hot and unpleasant conditions. These enabled the supply of fresh water for the first time to an elderly population. I also greatly enjoyed my community sports leadership award that included organising and running sports festivals for primary school children in England, Thailand and Malaysia. I was honoured to be presented with an award from the British Council acknowledging my excellent communication skills whilst working with the foreign students.

I truly hope this application will enable me to fulfil my long-held ambition of becoming a paramedic.

An excellent NHS example with good details of work experience (not purely a list – but full of examples of valuable learning encounters)

UCAS APPLICATION CHECKING FORM

As part of our process of checking for errors and suitability of your courses, can you please complete the tables below about your subjects and course choices and return with a print out of your UCAS application to MTW as soon as possible.

NAME _____ TUTOR GROUP _____

A LEVEL SUBJECTS	PREDICTED GRADE

AS SUBJECTS (not continued to A2)	GRADE (if aggregated)	PREDICTED GRADE (AS not yet completed)

UCAS CHOICES

Institution code	Institution Name	Course Code	Course Title	Entry requirements (grades or tariff points)

Confirmed, form completed and ready to send to UCAS

.....K. Matthews (Head of Sixth Form) Date.....

NOTE: YOUR FORM WILL NOT BE SENT TO UCAS UNTIL THIS IS SIGNED BY MTW or FXX

UCAS Application Checking Log

Name: _____

Tutor: _____

Date	Staff	Comments

Please note, every time you make an amendment, you must reprint relevant pages before handing the whole form back into CLK for further checking. Do feel free to add any of your own comments to the sheet in order to inform us of what you have/have not done since it was last handed in.

Also note that your form will not be submitted to UCAS until signed by MTW/WLW/SUT