Information, Advice & Guidance (IAG)

Beyond Sixth Form

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The University Application System (UCAS)

The Process

➢ Students apply online through UCAS – most time consuming part is the personal statement

➢ There is a step-by-step guide to completing the online form in the Sixth Form, Next Step section of the school website

➢ Students can apply for up to 5 courses/universities but supported by only one personal statement

The Personal Statement

➤ 4000 characters including spaces

➤ 80% (or more) on why they want to study that course/subject and how they can prove it

➤ For vocational subjects (eg; medicine, nursing, physio) the personal statement needs to demonstrate an understanding of the career and the applicant has the skills and qualities necessary

Entry Requirements

- Grades

- UCAS points

- Blend of BTEC & A Levels

Sheffield University Psychology

Entry requirements

With **Access Sheffield**, you could qualify for additional consideration or an alternative offer - **find out if you're eligible**

Standard offer	Access Sheffield offer

The A Level entry requirements for this course are:

AAB

including 1 specified science subject

A Levels + additional qualifications | ABB, including 1 specified science + B in a relevant EPQ; ABB, including 1 specified science + A in Core Maths

International Baccalaureate | 34, 5 in a Higher Level specified science subject

BTEC | DDD in Applied Science

Other requirements

- Accepted science subjects include: Biology/Human Biology, Chemistry, Environmental Science, Maths, Further/Additional Maths, Physics, Psychology and Statistics. If you are studying Marine Science, contact the Department of Psychology, as although is is not listed as an acceptable science, we would like to consider your application

- A Level in General Studies is not accepted

- GCSE Maths grade 6 or grade B

Entry Requirements

➢ Widening Participation

➢ Work experience

➢ Admissions tests

Encouraging Students to be Strategic

➢ Timing of applications

➢ Range of applications

➢ Matching applications to their profile

➢ Contact university admissions with any questions they cannot answer through open days and websites

Aspiration v Realism & Managing Expectations

How admissions works – fee status

- Three fee status groups (Scotland fee rate / Rest of the UK fee rate / Overseas-EU fee rate) governed by Education (Fees) (Scotland) Regulations 2022

- Fee status questionnaires – essential these are completed if requested

- Applications only considered within their own fee status group

- 2022 intake: Scotland fee rate = 40% / Rest of the UK = 30% / Overseas-EU = 30%

Aspiration v Realism & Managing Expectations

High demand subjects 2022 – Scotland fee rate

Subject Area	Applications	Offers	Offer Rate	UF (Proxy for Entrants)
Design and Technology	1571	117	7%	
Art	520	67	13%	
Social Work	305	47	15%	
International Business	300	59	20%	
Business	582	119	20%	
Physical Education	594	137	23%	
Law	1242	332	27%	
Sociology	325	90	28%	

Aspiration v Realism & Managing Expectations

High demand subjects 2022 – Rest of the UK

Subject Area	Applications	Offers	Offer Rate	UF (Proxy for Entrants)
Nursing	393	18	5%	
Psychology BSc	1039	69	7%	
Veterinary Medicine	782	66	8%	
Medicine	1224	104	8%	
Politics Philosophy and Economics	263	26	10%	
Design and Technology	1660	189	11%	
Law	862	105	12%	

Terminology

- Undergraduate
- BSc, BA, BEng, LLB
- Foundation years, foundation degrees and foundation courses
- 3 and 4 year courses – Sandwich, years abroad, masters
- Core and elective units
- Combined degrees

- https://www.ucas.com/ucas-terms-explained

Deferring & Gap Years

- ➤ Students can choose to apply for a deferred place
- ➤ Students who have applied for this year can ask to defer their place
- ➤ At any point, students can choose to 'park' their application and apply in later years
- ➤ Students can apply in future years – we will still support them as long as they apply early in the cycle

Information Advice and Guidance (IAG) Programme to Date

➢ Welcome to Sixth Form
➢ Freshers' Fair
➢ Assembly every week
➢ Leeds University – Making the Most of Year 12
➢ Lunchtime talks
➢ Oxford University – The importance of super-curricular for university applications
➢ Aiming for careers advice to be in place for Year 13

Our IAG Programme this Half Term

➢ Is designed to support everyone
➢ With a mix of compulsory and optional sessions
➢ Students must attend the first sessions on Thursday 4 May, at the end of the sessions students will be given the opportunity to select the optional sessions.

Thursday 4 May

Aims to encourage the students to keep an open mind but start to do some research

Prospectuses available on the day

Tuesday 16 May

Optional sessions:

Aims to encourage the students to listen to a range of careers, university degrees and use some software if they don't know where to start

Wednesday 24 May

Optional sessions:

Am - Offers generic support to help students move forward in their thinking

PM- students start their application for a course or employment or work out what the barriers are to them completing one and develop a plan

How Can You Support Your Child

➢ Sixth Form Bulletin

➢ Keep an open mind

➢ Making the most of University Open Days, taster sessions & work experience

➢ Encourage them to listen to more than one subject talk at open days

➢ Encourage them to access online tours, talks and seminar

How Can You Support Your Child

➢ Encourage them to think carefully about the progression day activities they choose

➢ Find out if they meet any criteria for widening participation schemes for the course and universities they are interested in

➢ Apply for the Sixth Form bursary if they might be eligible

➢ UCAS

Timing

- UCAS (sunshine) grades published – 10 May
- Students who are ready let us know what subject area they are applying for then:
  - Start writing the personal statement and completing their UCAS form
  - They are allocated a referee from June onwards to refine their personal statement and write their reference

Timing

➤ Students finalise their course choices based on entry requirements, predicted grades and the research they have completed

➤ Early applicants send their forms by October 15

➤ Practice interviews where applicable

➤ Equal consideration date January 31st

How to Make a UCAS Personal Statement Stand Out

UCAS Personal Statement

- It is a statement of **academic** intent:

  ➢ 4000 characters including spaces
  ➢ A statement of why a student wishes to take a course
  ➢ Demonstrate what they can offer the course / university

- As many students meet the entry requirements it is one of the key ways students can **set themselves apart from others**

Personal Statement – How to Stand Out?

What type of course are you applying for?

➢ Purely academic
  e.g. maths, English, history, business

➢ Vocational
  e.g. physiotherapy, medicine, nursing, teaching, social work

Recommendation

➢ At least 80% on why you want to study a subject and what makes you suitable

➢ **Max** one quarter on what else you can offer

How to Demonstrate an Interest in a Course

Students can refer to their Sixth Form studies in their statement but they need to consider how what they are saying is different to the other 30,000 people who might have studied that subject…
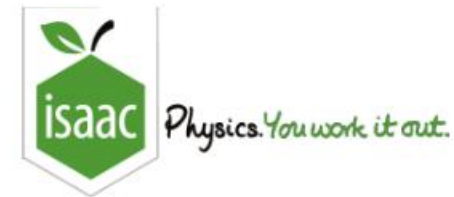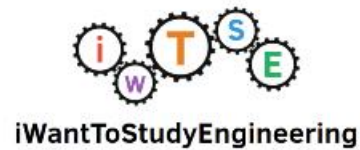
Advice from Cambridge University

At Cambridge, all admissions decisions are based solely on academic criteria (ability and potential). Therefore, in your personal statement, we'd like you to:

- ➢ explain your reasons for wanting to study the subject at university
- ➢ demonstrate enthusiasm for and commitment to your chosen course
- ➢ express any particular interests within the field
- ➢ outline how you've pursued your subject interest in your own time
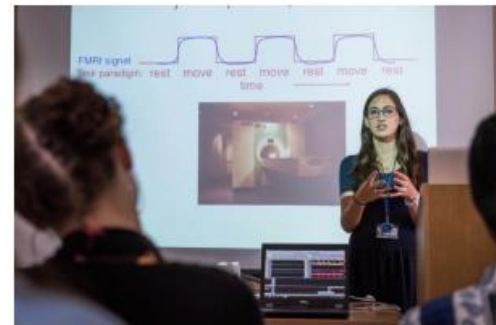
Search online courses

mooc.org

Subjects

Subjects		IT & Computer Science Topics	Featured
Business & Management	>	AI & Robotics	
Creative Arts & Media	>	AWS	
Healthcare & Medicine	>	Business Technology	
History	>	Cloud Computing	
IT & Computer Science	>	Coding & Programming	Short Course
Language	>	Cyber Security	**Introduction to Cyber Security**
Law		DevOps	
Literature		Django	
Nature & Environment	>	Ethical Hacking	
Politics & Society	>	Game Development	
Psychology & Mental Health	>	Java	Short Course
Science, Engineering & Maths	>	Network Security	**A Beginner's Guide to Becoming a Blockchain Developer with Overledger**
Study Skills			
Teaching	>	View all IT & Computer Science courses	

Relevant Evidence to Demonstrate Interest

➢ EPQ, Arts Award, HSLA

➢ Work experience and volunteering (if relevant to course)

➢ Museums, art galleries, theatre and exhibitions

➢ Hexham debates, public lectures

➢ Follow stories, cases, projects and leading practitioners in the field

➢ Active involvement in a relevant group

➢ Enter competitions, submit articles, creative writing

➢ Build a portfolio or website of work

➢ Super-curricular university activities

Exemplars

PLEASE HAND BACK IN AT THE END OF THE SESSION

Quality not Quantity

➢ We would recommend that students have four things they can write about in depth

➢ Students should avoid lists

➢ Students should be able to reflect on their experiences

Personal Statement – How to Stand Out

Reflection

"In many cases applicants describe and report on their subject-related experiences but fail to reflect and critically analyse them, for example, elaborating on what they learnt, how their view changed or what challenged them."
Durham University

Moving Forward

- ➢ Make the most of Open Days
- ➢ Read the bulletin
- ➢ Use online talks to understand the differences between courses
- ➢ Encourage super-curricular & work experience

Work Experience

➢ Only 41 students have submitted their work experience forms

➢ We are very keen students have the opportunity to develop soft skills and to learn about themselves in an environment other than school

➢ It can be a mixture of experiences

➢ Could your company/organisation help our students experience the working world, even for a day?

Social Mobility Business Partnership

➢ 24 -28th July in Newcastle

➢ Develop transferable skills

➢ Spend time with five high profile organisations

➢ Ongoing career mentoring and support with applications

➢ To be eligible students must have a GCSE average score of 5.5+ and be either:

1st generation to attend university, have received free school meals or be from an income of less than £28,300

Sixth Form Bursary

➢Vulnerable student allowance

➢Discretionary bursary