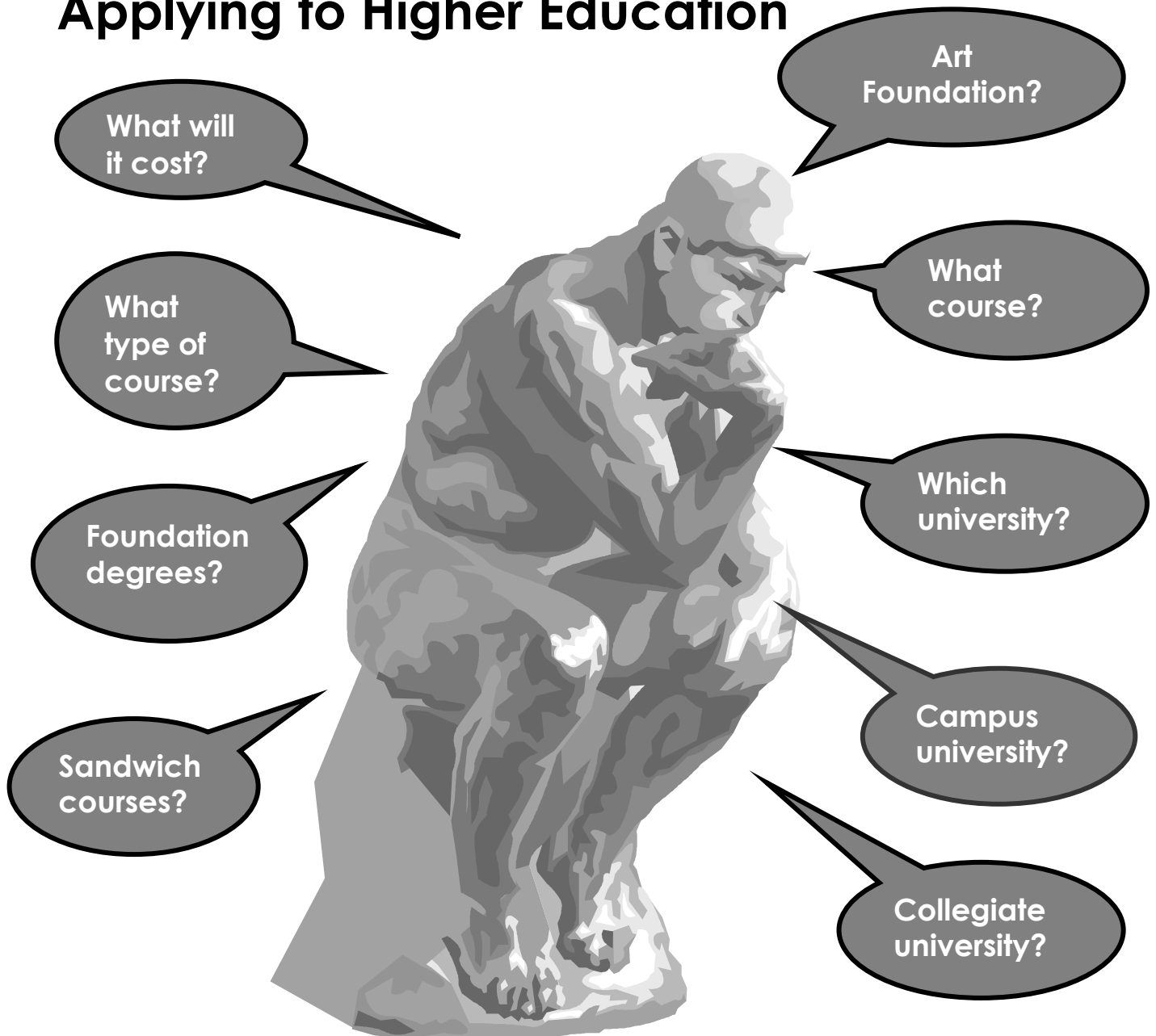


PROGRESSION EVENT

Monday 13th June and
Tuesday 14th June 2011

Applying to Higher Education



WHAT YOU NEED TO KNOW ABOUT APPLYING FOR HIGHER EDUCATION.
PLEASE DO NOT LOSE THIS PACK IT CONTAINS VITAL INFORMATION.

Name _____ Tutor group _____

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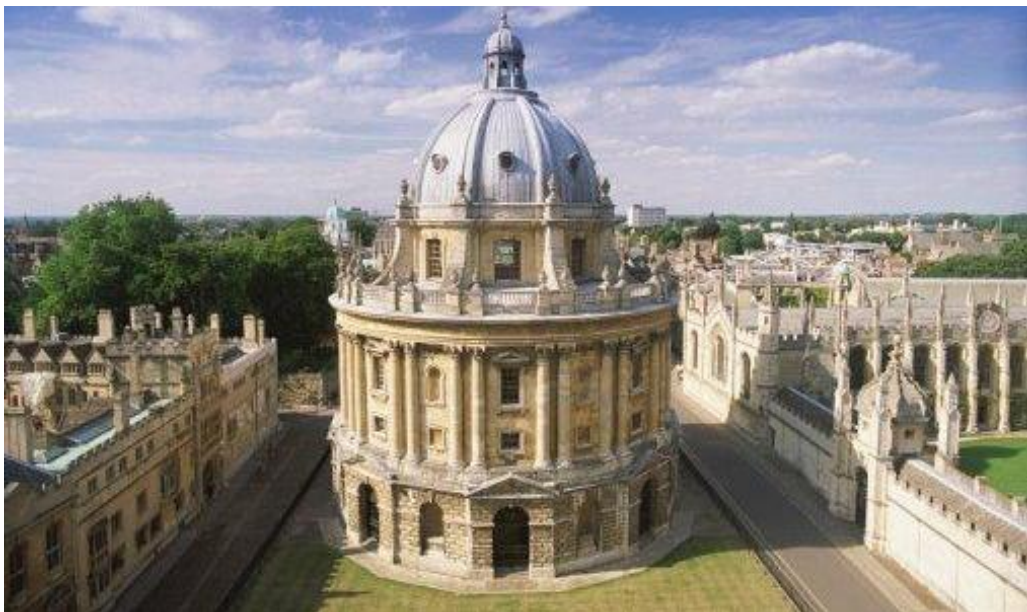
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INTRODUCTION

This pack is designed to help you

- decide which courses and which universities might be suitable for you
- write a Personal Statement
- start your application for Higher Education

Going to university can be a wonderful life changing experience. However, it will cost in excess of £40,000. Whilst you do not have to pay any money back until you are earning more than £21,000 per year, you shouldn't think of spending this amount of money on anything without doing some vital research.



Applications for UCAS courses

15 October 2010

Deadline for receipt at UCAS of all applications, including the reference, for all medicine, dentistry, veterinary medicine and veterinary science courses and for all courses at the universities of Oxford and Cambridge.

15 January 2011

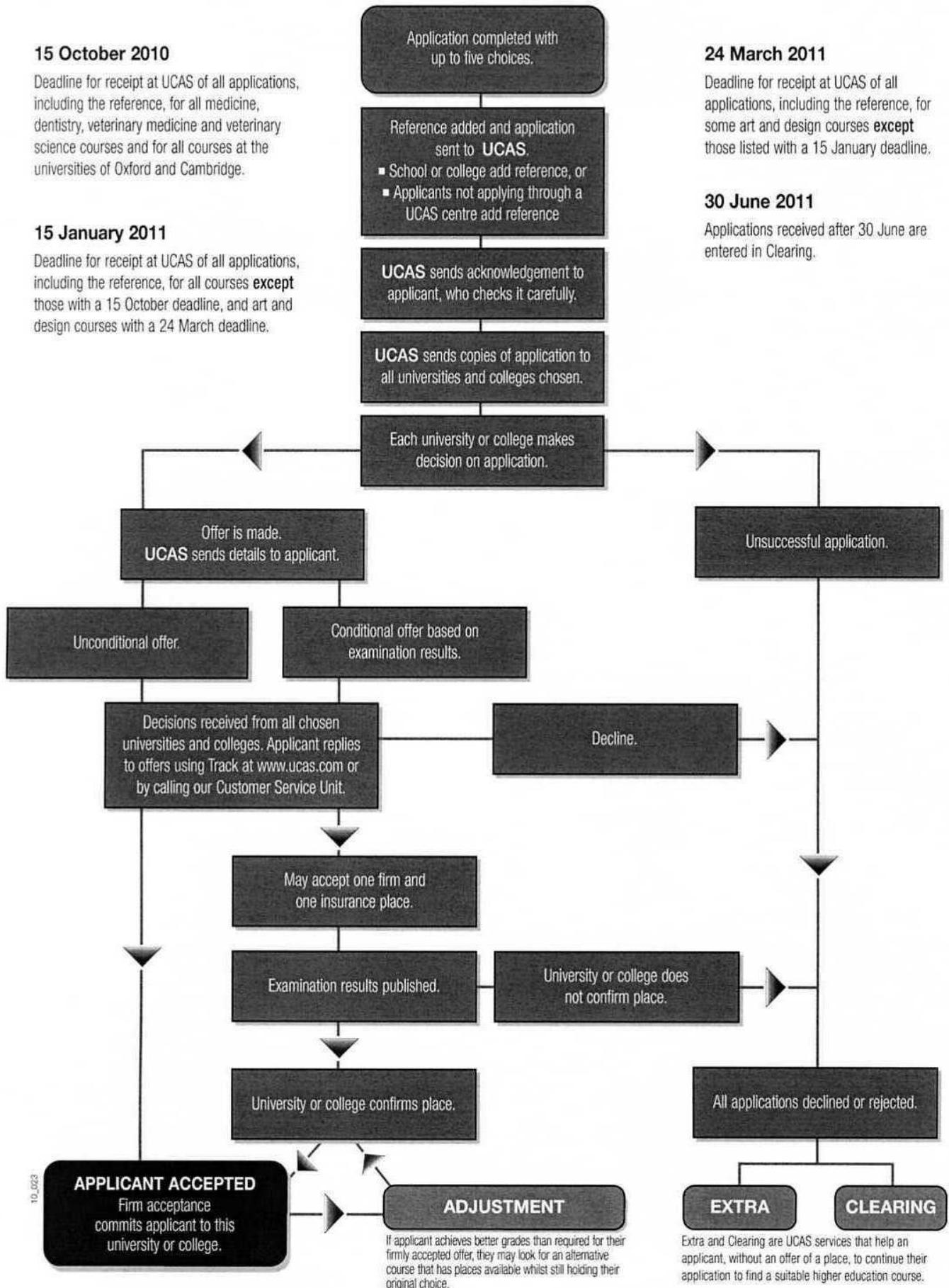
Deadline for receipt at UCAS of all applications, including the reference, for all courses **except** those with a 15 October deadline, and art and design courses with a 24 March deadline.

24 March 2011

Deadline for receipt at UCAS of all applications, including the reference, for some art and design courses **except** those listed with a 15 January deadline.

30 June 2011

Applications received after 30 June are entered in Clearing.



KEY DATES FOR YOUR DIARY

RESEARCH

JUNE TO AUGUST

1. Undertake research into possible courses and universities.

Refer to:

- university prospectuses
- www.ucas.com and take the Stamford Test
- [www.bhasvic.ac.uk/student life](http://www.bhasvic.ac.uk/student%20life) and select university feedback
- The Times Good University Guide
- Brian Heap Degree Course offers

Talk to:

- subject teachers
- tutors
- friends
- parents
- siblings

Visit:

- universities on open days
- the Student Services Centre

2. Start writing your Personal Statement

3. If you are applying for OXBRIDGE or to study Medicine, Dentistry, Veterinary Science or Music at a Conservatoire, **you will need to have completed your Personal Statement and research earlier than other students**, so that your application can be checked thoroughly as your deadline for submission is 16th September.

4. If you are interested in taking a degree where you can spend some of your time studying/working abroad go to www.britishcouncil.org/erasmus.

5. If you are interested in taking a degree in the USA visit www.fulbright.co.uk

EXAM RESULTS PUBLISHED

DECIDE

AUGUST

RESULTS. Your results can often influence your applications to higher education. Be careful not to switch your interests simply because you got a higher grade in one subject. Use your AS grades to help you choose potential courses, for these grades will very likely be used by your teachers to give the universities your predicted grades. Most students select one university which is asking for grades slightly higher than their AS grades, three which match their predicted grades and one which is their 'insurance offer' if they do not meet their predicted or required grades. You can choose FIVE courses unless you are applying for Medicine/Veterinary Science in which case you only choose **FOUR**.

If you have been predicted CCD and apply for courses which are asking for AAB you will not be offered a place.

ACT

**SEPTEMBER/
OCTOBER**

- Attend drop in UCAS tutorial extensions to gain further help with your personal statement and UCAS application
- Discuss final choices and final personal statement with your tutor
- When you think your application is complete, collect a UCAS cover sheet from Student Services and fill in your user name and password
- Print out your application and take this together with your cover sheet to the General Office (Room 19) where it will be checked
- You will be informed by your tutor/General Office when you can press 'pay and send'. This involves adding your credit/debit card details to the form and then pressing **SEND**
- The sooner you send your application form off the better, for many admissions' tutors offer a large proportion of places to well organised students who apply early.

NB: • Music students applying to Conservatoires will need to have their application completed to meet the **1st October deadline** for CUKAS. Please see Michael James for further information.

• Similarly, students applying to OXBRIDGE and students applying to study Medicine, Dentistry, Veterinary Medicine and Veterinary Science will need to have completed their forms and submitted them to their tutor to meet the **15th October deadline**.

The **internal deadline** for these students is **16th September**.

REMEMBER IT CAN TAKE UP TO TWO TO THREE WEEKS FOR COLLEGE TO PROCESS YOUR FORM

Your form needs to be completed before 18th November to get it checked and sent to UCAS before the end of term. ***If you do not meet this deadline, there is no guarantee that it will reach UCAS by the deadline date in January.***

Beginning of OCTOBER

Students applying for art related courses will receive a Guide to Art College applications and attend a meeting designed to help with their applications.

JANUARY

Advisory closing date for UCAS applications from the UK / EU.

**FEBRUARY/
MARCH**

If you have not been offered a conditional place anywhere, UCAS Extra (see page 45) starts which gives you the opportunity to apply for university courses which are still available.

APRIL/MAY

You need to decide which offers to accept.

JUNE

Last date that UCAS can accept additional choices to be added to the application form.

MID-AUGUST

Exam results come out. If you haven't met your grades **DON'T PANIC** but use the Clearing Service. If you have exceeded your grades you can use **ADJUSTMENT**. This means you may have five days in which to apply to another university which requested higher grades than you thought you would get, **BUT** there is no guarantee they will offer you a place.

SEPTEMBER

Last date for Clearing Applications

OCTOBER

Start your higher education course. *Good luck!!*

CHOOSING A COURSE AND UNIVERSITY

Once you start doing research into courses and universities you will realise that there are over 300 universities and institutions of Higher Education and tens of thousands of courses.



So how do you decide what to do and where to study?

HOW TO CHOOSE THE RIGHT COURSE

This is really crucial, for not only will you be spending three or four years studying the subject, your financial commitment will be high.

Useful Resources

The following resources are excellent and can help you narrow down your choice. All of these resources or information about them are available in the Student Services Centre.

- **UCAS Website:** this contains lists of degree courses within the UCAS system. It can search for subjects, types of courses (e.g., degree or HND), and locations in the UK. The address of the website is www.ucas.com and is available to all students on computers in the OLC, computer rooms and the Student Services Centre. The website can be accessed from home. **Take the Stamford test** on this site if you really are unsure about what to study.
- **Higher Ideas:** this programme is ideal for people starting to think about subjects at degree level, and suggests degrees appropriate to A levels or AVCEs studied. It is available on the College Intranet or Student Services Centre.
- **The Big UCAS Guide:** this lists information (as a guideline) on entry requirements for different courses at university. Particularly easy to use for A level students as it lists points required for courses. Available in the Student Services Centre.
- **College Intranet:** this site provides up to date information on Higher Education applications and links to other sites.
- **University Prospectuses:** these are the main way to obtain information about specific courses, and universities are happy to send out copies to individuals. They are also available on the Internet on each university's website. Read the prospectuses carefully and always bear in mind that they are trying to promote their institutions in the best possible light.
- **Open Days:** Most universities offer Open Days and these are advertised on the university web sites or by going to www.opendays.com. You can also phone the university for details of their Open Days. It is really important to visit the university for it allows you to ask the key question of "can I see myself here?"
- **The Times Good University Guide:** this gives information on the quality of university departments. Also the information can be assessed by visiting www.qaa.ac.uk (Quality Assurance Agency for Higher Education).
- **Brian Heap Degree Course Offers:** this is an excellent book which gives detailed information about universities, courses and course requirements.
- <http://bursarymap.direct.gov.uk/> - gives details of all bursaries offered by English universities.

HOW TO CHOOSE THE RIGHT UNIVERSITY

Several factors need to be taken into account when choosing which university to go to.

Relying on other people's views can be risky, especially if they went to university several years ago, for Higher Education has changed dramatically.

University league tables rarely tell the whole story, for a university which is excellent for post-graduate research might not provide undergraduate students with a great deal of support.

Keep the following points in mind when thinking about which university to apply to.

- Do not dismiss the 'new universities' out of hand. The older universities tend to have a strong balance between research and teaching, but, for some, the links with industry were not a priority. The new universities have historically been more responsive to industrial and commercial needs and may have established excellent contacts with local and national employers particularly in connection with their vocational provision.
- Some universities will concentrate on developing a reputation in particular subjects; others spread their resources more widely. It is important to look at the particular departments and subject areas within the institution and not just at the reputation of the university as a whole – the most modest institution may have a centre of excellence and the famous may have less established departments.
- Do not assume that high entry grade requirements indicate excellence; they reflect the competitiveness of the courses which can be a comment on the popularity of the location of an institution. However, do remember that courses with high entry requirements (for whatever reason) do get filled by "high calibre" students which, in turn, may indicate a more challenging learning experience.
- Do look at the range of courses on offer in a department. For instance, if an institution only offers French, their language department may not be as well-resourced as an institution offering a wide range of languages.
- Do not assume that the content of courses across Higher Education institutions is the same; courses with the same title can vary enormously reflecting the approach of the university and/or the interests of the department.
- If appropriate, look at the bursaries and scholarships available to you. They vary between universities.
- For statistical data about types of students, employment post degrees go to www.push.co.uk and www.unistats.com

THE UCAS TARIFF

Points

Universities might ask an applicant to achieve a certain number of points rather than specific grades. The point tariff is listed below:

Score	Key Skills	GCE A/AS Level		Extended Project	Advanced Diploma+	OCR National Certificate++	BTEC National+++	
		2 or 3 Unit Award i.e. AS level	4 or 6 Unit Award i.e. A level				Subsidiary Diploma	Diploma
350					A*			
300					A			
250					B			
240								DD
200					C			DM
160								MM
150					D			
140			A*					
120			A			D	D	MP
100			B		E			
80			C			M	M	PP
70				A*				
60		A	D	A				
50		B		B				
40		C	E	C		P	P	
30		D		D				
20	Level 3	E		E				
10	Level 2							

So, using this chart, if you need to get 240 points, you could get 3 grade Cs at A2 level (80 points for each grade C) or a grade A (120 points) + a grade C (80 points) + a grade E (40 points) at A2 level.

For OCR and BTEC National, D = Distinction, M = Merit, P = Pass

+ Society, Health and Development

++ Business and ICT

+++ Business, ICT, Sport and Exercise Science and Music Technology

For further information on tariff scores go to www.ucas.co.uk/students/ucas_tariff

QUESTIONS TO CONSIDER WHEN MAKING DECISIONS

The following checklist will help you come to some decisions about what type of course and what university you would like to apply for.

1. AS and A level Results and OCR Nationals/BTECS

- | | | |
|---|---------------------------------|--------------------------------|
| ▪ Am I likely to come near the grades / points they are asking for? | yes
<input type="checkbox"/> | no
<input type="checkbox"/> |
| ▪ Do I meet the specific subject requirements for the course? | yes
<input type="checkbox"/> | no
<input type="checkbox"/> |

If you've answered NO to both these questions you need to rethink your course. There is no point in applying to universities which require 2 As and a B at A level if you have been predicted 2 Cs and a D or applying for somewhere wanting 300 points if you can get a maximum of 250. The table on the previous page shows you the UCAS Tariff, since some universities ask for a number of points rather than grades.

However, if you answered YES to the above questions the following checklist will help you narrow down your choices.

2. The Course

- Does the course contain those aspects of the subject I definitely want to study and avoid those I do not want? Courses with the same course title at different universities often have very different course contents.
- Is the course taught and assessed in a way which suits me? Do I prefer lots of contact with the lecturers to being left largely to my own devices? Do I prefer more course work assessment to almost total dependence on written examination assessment?
- What is the length of the course?
- How flexible is the course and how much choice do I have in what I study?
- Is there an opportunity for work placement as part of the course? If there is, will I have to find the placement myself *or* will the university find it?
- If I want sponsorship, can I get help from the university?
- Does the course lead to any professional qualifications which are recognised by the relevant professional bodies?
- What are the job prospects with a degree from this university?
- If I want to learn a foreign language do I have the opportunity?
- Are there opportunities to study part of the course abroad?

3. The University Environment

- Do I want to be in a city, on the outskirts of a town or in the countryside?
- Do I require certain facilities such as a cinema, theatre, art gallery, concert hall, football club, etc., nearby?
- How far is the university from my home? I'll need to get home sometimes for family events such as birthdays.
- How easy is it to get to the university by road or by public transport?
- Does it have a good shopping centre?
- Is there a good Union Bar?

4. Accommodation

- Most universities guarantee first year accommodation but what do they mean by university accommodation and where exactly is it?
- If the accommodation is some way from the academic centre, how do I travel and how long does it take?
- What help is there with accommodation after the first year?
- What form does the accommodation take? It can be in the 'in hall' system where meals are provided but will I find this restricting? If it is self-catering, will I starve?
- Will I have to share accommodation?
- What about cooking and laundry facilities?

5. Costs and financial support

- What is the cost of accommodation and what does it include? Do not assume that it is cheap to live in the North and expensive in the South.
- Will I be able to get a Saturday job if I want one to help with the finances?
- How much is it going to cost me to travel home?
- What are costs like in the Students' Union?
- What bursaries or scholarships does the university offer?

6. Leisure

- If I'm interested in certain sports, what facilities have the university to offer and are they within walking distance or ten miles away?
- Do I need to be near the sea or close to mountains to pursue my particular sporting interests?
- If I'm interested in music, can I join the orchestra or sing in the choir without being a music student?
- If I'm interested in radio broadcasting or journalism, will I be able to work on the student radio or magazine?

Once you start doing your research these questions will become easier to answer. Don't forget to ask your subject teachers and your tutors and senior tutors if you need help.

Use the course analysis form (overleaf) to allow you to compare courses once you've narrowed down your choice.

COURSE ANALYSIS FORM

Course title _____

Name of institution _____

Degree/Award _____ Duration of Course _____

Course requirements _____ Grades/Points _____

Number of places available _____ Number of applicants _____

FULL DESCRIPTION OF COURSE AND ANALYSIS	
MODE OF ASSESSMENT	FACILITIES OF DEPARTMENT
ACCOMMODATION, HALLS OF RESIDENCE, TRAVEL, COSTS	
RECREATIONAL, SOCIAL, CULTURAL OPPORTUNITIES	
MONEY AVAILABLE IN BURSARIES OR SCHOLARSHIPS	
Open Days	
<ul style="list-style-type: none">• When are they?• What questions do you need to know the answers to?	

THE ACCORD SCHEME

The Sussex Progression Accords offers links between BHASVIC and

- The University of Brighton
- The University of Sussex
- University of Chichester

The Accord scheme aims to improve links between the students in participating schools and colleges with advice about higher education and university life.

As part of this scheme, students are given either a GUARANTEED OFFER or INTERVIEW for MANY COURSES AT THE UNIVERSITIES IF THEY MEET THE ADMISSIONS CRITERIA. However there are different guarantees and requirements for each subject offered at each of the three universities; please see the website for more information: **www.progressionaccord.org.uk** , and some courses, e.g. Medicine, Architecture are not included in the scheme.

AIMHIGHER

Although Aimhigher will not be continued after 2011, universities will still want to know if you were an Aimhigher student in your first year of College.

If you were involved in Aimhigher at college in your first year you should write 'Aimhigher' in the Further Details' boxes in the 'choices' box. Universities are more likely to make you an offer as you are in one of their 'target groups' for widening participation in higher Education. In additional information section you have the opportunity to enter two activities in preparation for higher education. You can enter two Aimhigher events such as visits or talks you have attended or similar, which you may include in your personal statement.

WRITING YOUR PERSONAL STATEMENT

This is both difficult and time consuming. How can you “sell yourself” to the university in 47 lines? What can you say about yourself that shows your enthusiasm, ability and aptitude for studying at a higher level?

In many cases you will need to redraft your personal statement several times until you feel it does you justice and will convince the admissions tutors that they would love to have you as one of their students.

The following pages are designed to help you write your personal statement.



- i) “I want to go to university because it has a good social life”
- ii) “I think a university education would broaden my social and intellectual horizons”

X
✓



- i) “I love dancing and clubbing”
- ii) “In addition to my academic interests, I have recently taken up Salsa dancing”

X
✓



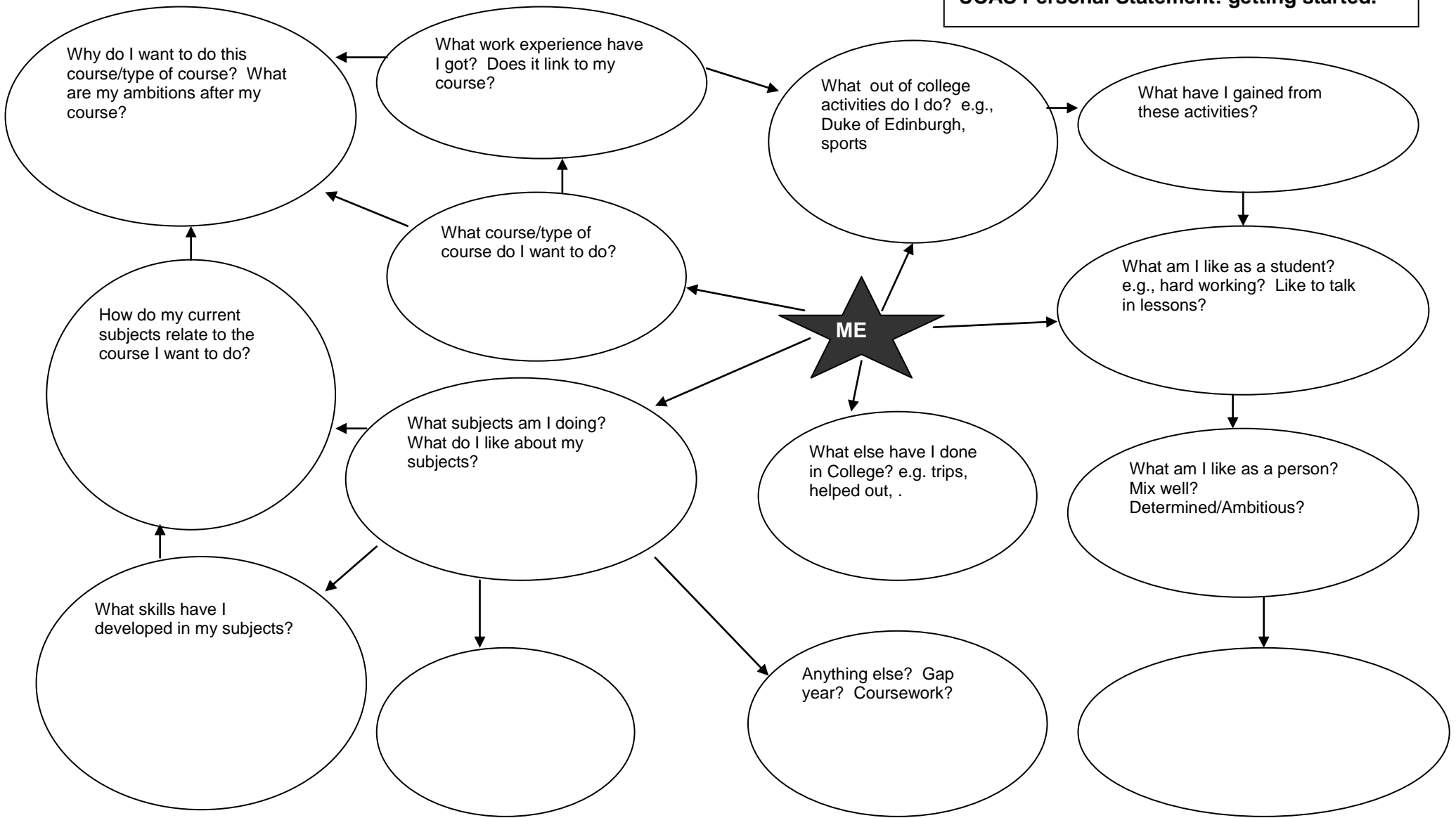
- i) “I play in a band which leaves little time to study”
- ii) “For relaxation, I play saxophone and clarinet”

X
✓

Writing the Personal Statement – Inside Information from a University
Queen Mary Westfield College.

<p>The dreaded Personal Statement looms! A nervous breakdown is imminent. Don't panic – read on for some calming advice.</p> <p>Firstly, unless you are applying for courses which will involve contact with people, you might not be interviewed – meaning that the UCAS form, especially the Personal Statement, is your only chance to impress. However, before you think about stretching the facts (or inventing new ones), just imagine your dilemma if you are interviewed and are questioned about that incredibly unusual (and completely made-up) hobby.</p> <p>Remember, never include anything in the Personal Statement that you wouldn't be happy to discuss at an interview. And never attempt to write a Personal Statement when you feel low; a positive frame of mind is essential.</p> <p>The Personal Statement is your opportunity to get across your own unique personality to the admissions tutor. You might only command a few minutes of his or her time, so make it interesting: avoid stock, bland-sounding phrases, as you will come across as dull and one-dimensional. Interesting details, in contrast, liven things up, so mention particular books, A level topics or projects you have enjoyed. Expand on statements of fact; rather than telling the admissions tutor that you undertook 2 weeks' work experience, say what you did, what you enjoyed, what you learnt and how it changed you. This is particularly important for vocational courses such as medicine, dentistry, teaching, nursing and so on, where tutors want to know that you have a realistic idea of what's involved, and that you have the right personal qualities and the enthusiasm to succeed.</p>	<p>There is no one 'right' way of approaching the Personal Statement, but most admissions tutors expect to see the reasons for your subject choice at or very near the top. A long list of everything you've done since you were born, with one sentence about your course at the bottom will not impress.</p> <p>If you intend to carry on with your favourite A level subject then say why: What fascinates you so much about it that you wish to devote 3 or more years of your life to it? If you want to try something new you need to show that you have done some research and know exactly what you are letting yourself in for. Every year students drop out because they joined the bandwagon and didn't bother to check what the subject actually was.</p> <p>Any career ideas can also be included, particularly if your course is not vocational: a long-term plan to study English and go into journalism or teaching shows you have to have direction and purpose, rather than a tendency to drift unthinkingly into things.</p>  <p>Having established your reasons for choosing the subject, your next task is to show that you have an academic side: you like studying, enjoy intellectual discussions, and have an enquiring mind. Devote a paragraph or so to your current studies, saying what you find especially interesting; it is OK to prefer one subject over the others; the codeword for 'impossibly difficult' is 'challenging', as in 'I find physics a challenge'.</p>	<p>Try to include things which demonstrate your mature outlook, as the freedom of university life can lead to the less adult student becoming unstuck.</p> <p>Students are often shocked to discover that their tutors do not notice whether they attend lectures, or constantly nag them to get on with their work. This, combined with the holiday camp aspects of student life, can result in some people leaving under a cloud before the end of the course having done no work whatsoever. Positions of responsibility in or out of school, part-time jobs, voluntary work sixth form committeesall of these are impressive, especially if you describe what they entail.</p> <p>Finally, try to give some idea of what you are actually like; mention your particular skills and attributes: whether you are a good team member, are very well organised, have excellent IT skills, or whatever. Devote some space to your non-study side, including extra-curricular activities in school and college, hobbies and interests (shopping and watching TV do not count, unfortunately!). Mention any recent major achievement, such as music, debating competitions, sporting successes, Duke of Edinburgh Awards, as these show you to be the sort of person who will see things through.</p> <p>If you are an Aimhigher student mention it and what you have got from it.</p>
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UCAS Personal Statement: getting started.



Who would you choose as a degree student?

Read the following Personal Statements and fill in the checklist. Using a scale of 1–5 with 5 being “definite” and 1 being “not at all”, what score would you give the statements if you were an admissions tutor rating these students for an offer at your institution?

	Statement 1	Statement 2	Statement 3	Statement 4
Has the student given a good reason why they want to study the subject?				
Have they managed to get their enthusiasm for the subject across?				
Have they mentioned any relevant work experience that might show their enthusiasm for their chosen subject?				
Have they included a comment about each of their current subjects demonstrating what skills they have gained and why it would make them a suitable student?				
Do they sound enthusiastic about their subjects?				
Do they demonstrate any knowledge that they have gained about their subjects?				
Do they have a range of outside interests?				
Have they discussed how their work adds to their experience?				
Have they stressed their strengths in terms of personality and commitment?				
Is the statement well-written and constructed?				

Personal Statement 1

I have chosen to study sociology because I like it. I really like talking about what is going on in the world and what I see on TV and we do a lot of this.

I even read newspapers sometimes, so I do know what is going on in the world.

I don't like my other A levels so much and found psychology really hard, although I have stuck with it. I do like some of the things we have done but the statistics side of things is really boring.

My history teacher says that I could do quite well in history if I worked harder, but because I have job on Thursdays, which starts at 5.00pm it is sometimes hard to concentrate in the last lesson. I did like it when we did the French revolution, but maybe that's because I went to Paris last year.

I'm finding geography really difficult but that's because of my teacher, but I do like travelling a lot, and in my gap year I want to go round Australia, and maybe visit my aunt in America. I think this will help me do a sociology degree.

Apart from my academic work, I like socialising. I go to the Zap a lot and play in a band. I really want to go to university, for I think I would really like the social side of things.

Personal Statement 2

My love of economics stems from my naturally inquisitive nature and desire to learn. Economic concepts fascinate me – both in their own right and in their explanation of historical change and current affairs. I find the unique combination of mathematical expertise, analytical skills and moral judgement required to solve economic problems both demanding and stimulating. I particularly enjoy the application of microeconomics such as my coursework investigation into the profitability of Sussex County Cricket Club. The work of E F Schumacher has kindled an interest in development economics, upon which I have read several books and am attending the Colchester Debate on whether “Globalisation aggravates poverty” with a representative of ITDG.

I enjoy playing badminton, swimming, playing the piano and reading Alice Walker and Jane Austin. I am also a keen, if not particularly talented, hockey player having captained my school team and played for Brighton women's 4th and 3rd XI's. As a member of Friends of the Earth, Amnesty and a local animal sanctuary, I am concerned about environmental and humanitarian issues. Another interest in 20th century history has been furthered by a recent visit to Berlin and Auschwitz. I am both responsible and trustworthy, as shown by my appointments as a Prefect and Head Girl at secondary school, which I represented on a Brighton Council sub-committee.

Personal Statement 3

Despite the increasing complexity of the mathematics I have studied throughout my academic career, it is the simple, fundamental laws that continue to attract me to the subject; the extension of the basic truths of addition and multiplication to highly sophisticated calculus and physical applications render mathematics uniquely fascinating. At A level, the introduction of topics that can be employed practically has furthered my interest:

the basic models I have learnt from the mechanics module have shown me the framework for many real situations and the problem-solving nature of optimisation is one that appeals to me greatly.

Novels such as 'Chaos' have introduced me to higher level mathematics; I have seen animated representations of Newton's method and the Mandelbrot set and the link between mathematics and nature-like images continues to impress me. I have also read 'Fermat's Last Theorem', which presented the basis of much number theory to me; the pure logic of this area of mathematics is what, for me, raises the subject above others. The manipulation of prime and perfect numbers is a valued study on its own but the surprising practical significance that arises from topics such as complex numbers takes mathematics one stage further.

At school, I played the trumpet in the jazz band and orchestra for a period that included many live performances and some recording. I enjoyed some local success on the basketball, rugby and athletics teams and sat on the student council that contributed to the constructional redevelopment of the school. A personal highlight was a student-organised performance arts evening that was based on one I had seen at a local theatre. I helped to arrange and present the event, in addition to performing a reading of some of my own work – a piece of English coursework concerning the character of Hamlet.

Personal Statement 4

Reading Rosamund Lehmann's 'Invitation To The Waltz', I share Alan Bennett's Hector's belief that the best moments in reading are when one feels as if "a hand has come out and taken yours". It is easy to understand why the rise of the study of English Literature occurred primarily after World War 1, when texts like T. S. Eliot's 'The Waste Land' and, more controversially, D. H. Lawrence's 'Lady Chatterley's Lover' attempted to make sense of their shell-shocked society. For me, this "hand" continues to reach out to another shocked society though Tony Kushner's 'Angels in America', as it examines America's social and political values following the AIDS crisis.

The interconnection of ideas is central to my courses. My study of James I provided an insight to my reading of 'The Tempest' and its concerns with the right to rule, through an understanding of James' uncertain claims to the throne. Machiavelli's 'The Prince' helped me understand Prospero as a ruler: maintaining the illusion of morality in public, contradicting it in private. The issues of race and identity explored in Toni Morrison's 'Jazz' have illuminated for me Obama's bid for the presidency: though a step towards healing slavery's scar on America, it simultaneously highlights how much further there is to go. Literature's "hand" helps me see my world in new ways.

When reading 'Madame Bovary' I was struck by the parallels between the experiences of the protagonist and Sylvia Plath, presented in both 'The Bell Jar' and poems such as 'Ariel'. This link illustrates my belief that literature provides a bridge between people and experience – it is remarkable to me that a nineteenth century French novelist can describe the same feeling as Sylvia Plath's heroine in 'The Bell Jar'. I have resolved to rediscover French this year through evening classes and work experience in French this summer, and hope to be able to read 'Madame Bovary' in its original language by the end of my degree.

My interest in drama also opens windows into literature. My attitude to the characters in the original 'Noughts and Crosses' changed as I watched the RSC production, and this experience reinforced how theatre compels the actor and audience to consider the reality of the characters, and in this way examine the enigmas of human behaviour. My theatre company, 'Shake Shake Shake Your Shakespeare', tried several approaches before coming to a believable dynamic between Benedick and Beatrice in our production of 'Much Ado About Nothing', which I later saw to be very different to Nicholas Hytner's choice in his National Theatre production, emphasising literature's capacity for a diversity of readings. As well as my directorial work with the Shakespeare Youth Festival, I have performed in 'The Taming of the Shrew' as part of the Shakespeare Schools Festival and am also a peer mentor for the National Youth Theatre. This led to my job with Intrepid Theatre Company as a teaching assistant, when I undertook a production of 'The Wind in the Willows' with 4-12 year olds. Working in different areas of theatre has made me appreciate how performance can bring a text

to life, something I found particularly during my work experience on Peter Eotvos' 'Love and Other Demons' at Glyndebourne. The minimalist music of the opera, the light symbolism of the staging and the shared scenes capture some of the magic realism of Gabriel Garcia Marquez's novel.

My experiences as editor of the student magazine at BHASVIC and creative director of my previous school's magazine 'DiSH' have enabled me to develop my writing style, and further appreciate others' writing. My role as lyricist and singer for my band 'The Nigels' has increased my desire to know more about poetry, and its importance within literature. I long to be at university, I see it as somewhere I can become utterly absorbed in literature, and amongst similarly enthused people. I crave the encouragement and impetus this atmosphere would give me.

IMPROVING A PERSONAL STATEMENT

THE “BEFORE” VERSION

The following student has written a Personal Statement to support an application to read history. It is an early draft which needs improving.

I enjoy History lessons so I have decided to pursue the subject at degree level. At university I look forward to examining a range of historical sources. I am particularly interested in French history and trips to France have broadened my historical awareness.

As a student union member, I hold many responsibilities: organising and attending college functions, delivering speeches to the college body, being an active member of the college student union, working effectively with other students. Having played in school concerts with the keyboard orchestra when I was in year nine, I have recently taken up piano lessons.

I am a keen sports player and I am a member of the college hockey team, netball team, the athletics squad and the volleyball team, earning me the ‘Sports Personality of the Year’ award. I have taught information technology skills to younger students and helped a particular student to overcome language difficulties. I have organised sports days and Christmas parties for the elderly; and written, directed and performed a series of short plays.

I have always enjoyed reading but more recently my A level studies have enabled me to explore foreign literature.

Currently, I am involved in the European Youth Parliament Competition in which I will be representing my school at a residential debating conference. The winner will represent the United Kingdom in Cyprus. This venture enhanced my general knowledge (specifically of genetic engineering and drug legislation).

IMPROVING A PERSONAL STATEMENT

The paragraph-by-paragraph analysis

The Personal Statement to read History has been broken down into a series of paragraphs with the 'Before' paragraph and the 'After' (or improved) paragraph. Between these two paragraphs is an analysis of the strengths and weaknesses.

PARAGRAPH 1

BEFORE

I enjoy History lessons so I have decided to pursue the subject at degree level. At university I look forward to examining a range of historical sources. I am particularly interested in French history and trips to France have broadened my historical awareness.

EVALUATION

Strengths

- Does attempt to start with a reason about the choice of degree
- Each sentence tries to offer a different point

Weaknesses

- A more insightful reason might be used to explain the choice of course
- Could state what the student wants out of the degree
- Could mention which areas of history are of interest
- Words such as history are used twice in one sentence
- The last sentence does not make sense as it does not link the two separate points

AFTER

I have always been fascinated by the past, beginning with childhood interests in time-travel and mythology. This interest continued with student exchanges to France and Germany which gave me the opportunity to study 18th century French history and dictatorship and to widen my historical scope. A trip to France, where I studied issues relating to the World Wars, confirmed my interest in history and my decision to pursue the subject at degree level. In history A level I have particularly enjoyed analysing the varied interpretations of history and the original sources upon which they are based. I look forward to developing these skills at university.

PARAGRAPH 2

BEFORE

As a student union member, I hold many responsibilities: organising and attending college functions, delivering speeches to the college body, being an active member of the college student union, working effectively with other students. Having played in school concerts with the keyboard orchestra when I was in year nine, I have recently taken up piano lessons.

EVALUATION

Strengths

- Being in a position of responsibility is useful to mention (i.e., school prefect)
- Examples are provided about the prefect duties
- Provides an image of a student with varied interests, e.g., music
- Quite concise about the musical experience

Weaknesses

- No mention of the skills gained from being a school prefect
- Problem in relating school prefect to musical experience; it needs a phrase to link the two together
- Omit the reference to year nine as it seems that the experience was too long ago to be relevant given the more recent responsibilities and experiences
- Has learning the piano really sold the student?

AFTER

I have held many responsibilities such as organising college events, delivering speeches and participating actively on the college council. This experience has taught me to use my own initiative, and developed my skills of public speaking and diplomacy. I also involve myself fully with the college music performances. Having played in concerts with the keyboard orchestra, I have recently taken up piano lessons and gained a wider awareness of music, especially of Debussy and romanticism.

PARAGRAPH 3

BEFORE

I am a keen sports player and I am a member of the college hockey team, netball team, the athletics squad and the volleyball team, earning me the 'Sports Personality of the Year' award. I have taught information technology skills to younger students and helped a particular student to overcome language difficulties. I have organised sports days and Christmas parties for the elderly; and written, directed and performed a series of short plays.

EVALUATION

Strengths

- Presents an image of an active and well-rounded individual not just academic
- Valuable to include a reference to IT at some stage
- Assisting other people presents another aspect of the student's personality

Weaknesses

- Too many sentences begin the same way: they nearly all start with "I"
- Useful to mention the skills gained from participating in team sports
- Student is unlikely to have helped a child to completely overcome language difficulties
- Could be more concise about work in the theatre

AFTER

Playing in various college sports teams has earned me several awards including that of 'Sports Personality of the Year', and taught me the importance of communication, teamwork and self-reliance. Organising a series of plays and other events for the elderly was a fulfilling challenge. I also found that the experience of assisting younger pupils with IT and language development was extremely rewarding.

PARAGRAPH 4

BEFORE

I have always enjoyed reading but more recently my A level studies have enabled me to explore foreign literature.

EVALUATION

Strengths

- If reading is enjoyable then it is useful to state this in the Personal Statement

Weaknesses

- There is a need to state what particular areas the student enjoys and why

AFTER

I have always enjoyed reading, but more recently my A level studies have enabled me to explore foreign literature. Brecht is particularly absorbing for his insight into the way people attempt to overcome the horrors of war.

PARAGRAPH 5

Currently, I am involved in the European Youth Parliament Competition in which I will be representing my school at a residential debating conference. The winner will represent the United Kingdom in Cyprus. This venture enhanced my general knowledge (specifically of genetic engineering and drug legislation).

EVALUATION

Strengths

- Excellent to include role in an academic competition which involved public speaking
- Useful to be specific, stating the issue discussed in the competition

Weaknesses

- The competition is important to mention but the prize is perhaps not so useful
- No mention of the skills gained from having taken part in the competition
- No link to the degree is made at the end of the paragraph, i.e., no concluding statement

AFTER

Currently, I am helping to produce a film for the European Student Travel Company concerning the career opportunities for young people in Europe. Also, I represented my school at a national selection conference for the European Youth Parliament. This venture not only enhanced my general knowledge, but improved my teamwork, language and debating skills, which will be particularly useful for my course at university.

IMPROVING A PERSONAL STATEMENT

THE “AFTER” VERSION

The following student has improved their Personal Statement from the earlier draft.

I have always been fascinated by the past, beginning with childhood interests in time-travel and mythology. This interest continued with student exchanges to France and Germany which gave me the opportunity to study 18th century French history and dictatorship and to widen my historical scope. A trip to France, where I studied issues relating the World Wars, confirmed my interest in History and my decision to pursue the subject at degree level. In History A level I have particularly enjoyed analysing the varied interpretations of History and the original sources upon which they are based. I look forward to developing these skills at university.

I have held many responsibilities such as organising college events, delivering speeches and participating actively on the college council. This experience has taught me to use my own initiative, and developed my skills of public speaking and diplomacy. I also involve myself fully with the college music performances. Having played in concerts with the keyboard orchestra, I have recently taken up piano lessons and gained a wider awareness of music, especially of Debussy and romanticism.

Playing in various college sports teams has earned me several awards including that of “Sports Personality of the Year”, and taught me the importance of communication, teamwork and self-reliance. Organising a series of plays and other events for the elderly was a fulfilling challenge. I also found that the experience of assisting younger pupils with IT and language development was extremely rewarding.

I have always enjoyed reading, but more recently my A level studies have enabled me to explore foreign literature. Brecht is particularly absorbing for his insight into the way people attempt to overcome the horrors of war.

Currently, I am helping to produce a film for the European Student Travel Company concerning the career opportunities for young people in Europe. Also, I represented my school at a national selection conference for the European Youth Parliament. This venture not only enhanced my general knowledge, but improved my teamwork, language and debating skills, which will be particularly useful for my course at university.

Whilst this is a great improvement, remember admissions’ tutors’ advice that two thirds of your statement should focus on academic aspects of why you chose your course and what you have already gained academically from your A-level subjects (specific interests, enthusiasms and intellectual skills)

A final piece of advice:

**DON'T USE THE INTERNET FOR YOUR PERSONAL STATEMENT.
IT IS MEANT TO BE ABOUT YOU.**

➤ Universities spot internet plagiarists

➤ Statements copied from same website

Alexandra Freaan
Education Editor

University admissions officers may have been amused and impressed with the bright young spark who began his medical school application with an entertaining yet thoughtful anecdote about setting fire to his pyjamas when he was a boy.

But that was before they read 233 other applications telling exactly the same story.

They experienced a similar sense of déjà vu when they read all 370 applications from would-be doctors who opened their personal statements with “a fascination for how the human body works ...” and the 175 who referred to their “elderly or infirm grandfather”.

A creative imagination may not be the first thing universities were looking for from our future GPs, dentists or brain surgeons, but they might reasonably expect applicants to tell the truth.

But a survey of 50,000 applications, many for places on medical sciences courses and at Oxbridge, found that a significant minority of students had resorted to plagiarism when writing the personal statements that are designed to shed light on them as individuals.

Advice from studential.com

Don't copy chunks from them or plagiarise them directly.

Apart from possibly losing your place at university, it's just nasty.

If you are having problems writing yours, use the personal statement guide rather than ripping off somebody else's work

Source: www.studential.com

Unwise words

“Ever since I accidentally burnt holes in my pyjamas after experimenting with a chemistry set on my 8th birthday, I have always had a passion for science”.

“From an early age I have been fascinated by the workings of life. The human body is a remarkable machine”.

“Living with my 100-year-old grandfather has allowed me to appreciate the frailties of the human body”.

HOW TO USE UCAS APPLY



HOW TO USE UCAS APPLY

1. REGISTRATION

Go to www.ucas.com to register and select “apply”

Then select “student login 2012 entry”

Then select “register” and continue to follow the on-screen prompts.

To register you will need a buzzword – which is BHASVIC12

After you have registered you’ll be given a login and a password

DO NOT FORGET YOUR LOGIN AND PASSWORD – ENTER IT ON YOUR MOBILE PHONE AND GIVE A COPY OF THE LOGIN AND PASSWORD TO YOUR TUTOR

<u>User Name</u>		<u>Password</u>	
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You can now log-on to UCAS Apply anywhere you have access to the web.

To navigate through UCAS Apply screen use the next and previous buttons on the screen.

To access any section, click on the appropriate section name at the top of the screen. In each section, follow the on-screen instructions to complete the information requested.

Online help

Help can be accessed by selecting help from any screen in **ucasapply**. The help text displayed will relate directly to the task you are completing at the time and will help you to complete your application successfully.

2. COMPLETING YOUR APPLICATION

- To access any section, click on the section name at the top of the screen and follow the on-screen instructions. It is possible to leave a section partially completed and return to it later. The status of each section is displayed on the main menu as **not started, in progress** or **complete**. After completing a section, **you will need to mark the section finished** to change the status of the section to **completed**. Any inaccurate or compulsory data left out **will be highlighted in red** to indicate that it needs completing.

- **Personal details**

- **Additional information** – includes the chance to mention activities in Preparation for Higher Education

- **Choices**

If you know the institution, course and, if applicable, the campus codes, these can be entered directly into the relevant boxes. Alternatively, course details can be selected from lists of institutions and course names. You can also indicate if you plan to live at home whilst studying, if you wish to defer your entry and if the point of entry (year of entry) you wish to start the course differs from the normal year of entry. If appropriate you may need to add ACCORD or Aimhigher (see page 15).

There is a course search facility called **ucascourse** to help you search for courses, universities and colleges. It has information about all the courses you can apply for through UCAS.

- **Education**

You are required to enter the three most recent secondary schools, colleges and universities you have attended (or are attending). Make sure you write BHASVIC in full as Brighton, Hove and Sussex Sixth Form College. Also you must enter details of the qualifications you have taken or will be taking in the future. **MAKE SURE YOU ENTER THE QUALIFICATIONS IN THE RIGHT SECTION.**

- **Employment**

You could enter up to five different paid employment details, past or present, including weekend and holiday jobs.

- **Statement**

This is probably best done in Word and then pasted in, as UCAS does not have a spell or grammar checker. This section allows 47 lines of text (Times New Roman font 12) with up to 95 characters per line.

Make sure that your Personal Statement:

1. is spell checked and grammatically correct
2. does not exceed 47 lines Times New Roman 12
3. focuses on why you want to do your chosen course, your enthusiasm and interest in the subject
4. what you have gained from your courses
5. includes your relevant work experience and out of college activities.

Checking the status of your application

At any stage, you can **view all details**, to preview or print a copy of your application to date. The printable version is in the familiar UCAS application layout. All incomplete sections will be marked with exclamation marks.

Once you think you have completed your application CHECK IT for the following before you print it out:

- Your email address doesn't make you sound foolish or embarrassing.
- You have the correct fee code.
O2 if you are a home student or from the EU.
O8 if you will be on a NHS bursary, e.g., midwifery.
- LEA / Student Support is where your parents pay your council tax, e.g., East Sussex, West Sussex, Brighton and Hove City Council.
- The dates make sense, i.e., you were not born in 2006 or you didn't leave school after you started college.
- All your exams, exam boards and grades are accurate and have been included (see sample pages 38 and 39). You cannot leave off exams because you did not like the grade you received.
- GCSE, AS and A2 examinations are in the separate areas and not mixed up.
- School and college codes and names are accurate, i.e., Brighton, Hove and Sussex Sixth Form College, 56120.
- Residential category – usually A.
- Disability box is not left blank.

PROCEDURE AT BHASVIC

1. Drop in UCAS tutorial extensions may be advertised to help you with your application
2. Your tutor will discuss your choices and personal statement with you
3. In the autumn term further drop in sessions will be organised to help you finalise your personal statement and application
4. When you think your application is complete collect a UCAS COVER SHEET from Student Services Centre/Reception
5. Take a print out of your completed form together with your cover sheet showing your **USERNAME and PASSWORD** to the General Office (Room 19) where it will be checked

6. Allow 10 days for this process to be completed. If there are any problems the General Office/your tutor will contact you
7. Your tutor will let you know when you can press 'pay and send'. This involves adding your credit/debit card details to the form – the reference will then be added to the application and forwarded to UCAS. (The cost of your application is £11 for a single choice and £22 for two – five choices)

N.B. – If you miss the application deadline and the university you have applied to has received enough applications they may CLOSE THE APPLICATION so that you will be wasting a choice.

3. ONCE YOUR APPLICATION IS AT UCAS

Once your application has been sent to UCAS it will be processed overnight; normally, an application number will be issued within one working day. Your application number and password for the applicant enquiry service, **UCAS Track**, will be visible in the main menu of **UCAS Apply**, indicating that the application is at UCAS and has been processed. An AS2 welcome letter will also be sent by post to your correspondence address, stating the application number and **UCAS Track** password. You can use **UCAS Track** to find out what decisions universities or colleges have made about your application.

4. WHAT HAPPENS AFTER I APPLY?

You should hear from all your universities by the first week in May. Once you have received decisions from ALL OF YOUR CHOICES, UCAS will send you:

Replying to Offers Letter and Booklet

This letter will explain what you do next and the date by when you have to reply.

THIS DATE DIFFERS FROM ONE STUDENT TO ANOTHER and IS YOUR INDIVIDUAL REPLY DATE.

IF YOU DO NOT REPLY BY THIS DATE, YOUR OFFERS WILL BE WITHDRAWN.

You reply to your offers on line using **TRACK**, giving one of the following decisions to each offer:

- a. FIRM ACCEPTANCE (F) This is where you want to study if you get the required grades
- b. INSURANCE ACCEPTANCE (I) This is like your second choice if you don't meet the required grades for your first choice. The required grades for this course should be **lower** than your firm choice
- c. DECLINE (D)

PLEASE THINK CAREFULLY ABOUT YOUR DECISION BECAUSE ONCE YOU ACCEPT AN OFFER, INCLUDING AN INSURANCE OFFER, YOU ARE COMMITTED TO THAT COURSE.

5. **WHAT HAPPENS IF I DO NOT RECEIVE ANY OFFERS?**

Don't panic if you do not receive any offers. You can then use **UCAS Extra** (page 45) via **Track** on the UCAS web site.

UCAS EXTRA will give you a list of universities which still have vacancies.

If your predicted grades match the courses you are interested in you can apply for them BUT you can ONLY APPLY TO ONE COURSE AT A TIME.

You can also use UCAS EXTRA if you have declined all your offers.

6. **WHAT HAPPENS IF I DO NOT GET THE REQUIRED GRADES?**

You can try phoning the university to see if they will still accept you. If they will not, you can apply for courses with vacancies via CLEARING which you can access via **Track** on the UCAS website.

Like Extra you apply for available courses **one at a time** until you are successful.

Clearing starts on RESULTS DAY so IT IS IMPORTANT FOR YOU TO BE AVAILABLE ON THAT DAY.

7. **WHAT HAPPENS IF MY GRADES ARE MUCH HIGHER THAN I WAS EXPECTING?**

UCAS are now operating an **Adjustment Period** for students whose grades were higher than those of their firm acceptance.

This means that students will have FIVE DAYS to apply for another course that had required higher grades – BUT

- i. There is no guarantee that students will be offered a place, and some universities like Oxford and Cambridge are not taking part
- ii. Your initial research should have enabled you to choose a course/university that you wanted to go to and so switching courses at the last minute may not be beneficial

However, if you do use the adjustment period, your original offers will remain open if you do not gain an alternative place within five days.

8. WHAT DO I NEED TO DO TO MAKE CHANGES?

Your address and phone number

If you change your address or phone number permanently, you must let UCAS know immediately. You can do this on **Track** or by contacting the Customer Service Unit on +44 (0)871 468 0 468. UCAS will pass on your new address to your chosen universities or colleges, but if you are expecting any urgent letters from them, you may also want to tell them yourself. Do not forget to make arrangements to redirect your mail so that you receive any correspondence that has already been posted to you.

Your email address

If you change your email address, you must let UCAS know immediately. You can do this on **Track** or by contacting the Customer Service Unit on +44 (0)871 468 0 468.

Choice of university or college

You cannot normally change your choices of college or university after UCAS has received your application. But if there are exceptional reasons, such as a change in your family circumstances or any personal problems, you should ask your school or college (or your academic referee if you have already left) to write to UCAS, explaining the situation and recommending that you are allowed to change.

Adding more choices

If you originally applied to fewer than five choices, you can add more as long as you have not chosen your firm and insurance offers yet or turned down all your offers. You must add any further choices by the deadline set by UCAS. You can add the new courses by going to **Track**. If you do not have internet access you can call the Customer Service Unit on +44 (0)871 468 0 468 or provide your new choices in writing.

Single choice applications

If you only made one choice on your original application and paid the reduced amount of £11, you can add more choices and go through Clearing later if you pay UCAS an extra £11, as long as you have not already accepted or turned down an offer. You must make any additional choices by 30 June 2012 (12 June 2012 for Route B Art and Design applications). Please go to **Track** to add your new choices and pay the additional application fee.

Choice of course, year or point of entry

If you are happy with your choice of college or university but you want to change your choice of course, defer your application for a year or change the point of entry, **you should write to the college or university direct**, not to UCAS. If UCAS have already sent you an offer for your original choice, they will change it and send you a new one.

Changes in exams and course arrangements

You must write to UCAS immediately if your exam subjects, modules or units, awarding or examining board, centre number or any other details change. You must also tell the colleges or universities where you hold offers if you drop a subject as well as those that are still considering your application.

Universities or colleges usually base their conditional offers on your exam details. If your details change, they may change their offers or decisions.

If a university or college cannot confirm your exam results because it does not have enough information, they may not be able to offer you a place. Remember to tell UCAS and the college or university immediately if anything changes.

Accident, illness or personal problems that affect your exam results.

If you suffer an accident, illness or a personal problem that could affect your results, you should write to each college or university that is considering your application and ask them to treat you sympathetically. You can find the contact details for the universities and colleges on the UCAS website. You should send a supporting letter from your school or other authority and, in medical cases, from your doctor. You should send the details as soon as possible after the problem has arisen. Do not wait until your exam results arrive.

Withdrawal

You can withdraw your application at any time by going to **Track** or by phoning Customer Service Unit on +44 (0)871 468 0 468. **If you withdraw, you cannot submit another application during this academic year and you cannot go through Clearing.** If you have withdrawn from the scheme but, for exceptional reasons, you want to re-enter it, you should write to UCAS with full details and ask for advice.

Once you have printed out your form **check it again!!**

UCAS

apply

[View all](#)

Welcome>View all

Personal details

Personal

Title	Ms
Gender	Female
First/given name(s)	Olivia Lucretia
Surname/family name	Smith
Previous surname at 16th birthday	
Postal address	14 Shipley Road, BRIGHTON, BN2 6TA
Is your permanent home in the UK?	Yes
Home address	
Home telephone number	01273552200
Mobile number	
Email address	o.smith@bhasvic.ac.uk
Date of birth	16 November 1993
Country of birth	United Kingdom
Date of first entry to UK	
Nationality	UK national
Dual nationality	
Area of permanent residence	Brighton and Hove
Residential category	A UK Citizen/EU National
Unique Learner Number	3579379932
Unique Learner Number	
Student support	
Fee code	02 LA, SAAS, NIBd, EU, ChI, IoM or Student Finance England Bton/Hove
Student support arrangements	
Mailings from UCAS	
Do you want to receive information by text message?	No
Do you want to receive information by email?	No
Do you not want to receive information by post?	Yes

Include your middle name/s

Make sure this does not make you sound foolish

Check you have the right year

Choose your local authority from the drop down menu

Check this is 02 unless you will receive an NHS Bursary or are an overseas student

Nominated access → You may leave this blank or add the name of a parent

Full name of nominee

Relationship to you

Criminal convictions

Criminal convictions No

Disability/Special needs → Do not leave this blank

Category None.

Please give details of any special needs

Additional information

Ethnic origin White

National identity British

Dual national identity

Activities in preparation for higher education: 1 You may put up to two activities

Sponsor Aimhigher
Start date July 2011
Duration (days) 2
School year 12
Location University of Sussex

Activities in preparation for higher education: 2

Sponsor Other
Start date June 2011
Duration (days) 1
School year 12
Location City University

Have you been in care? No

Duration in care

Parental education No

Occupational background Engineering Manager

I would like correspondence from Welsh universities and colleges to be in Welsh No

Choices

Oxford -Brookes University (O66)

Environmental Science (F900)

Campus: Main Site (-)

Start date: September 2012

Live at home?: No

Deferred entry?: No

Point of entry:

University of Portsmouth (P80)
Environmental Science (F900)

Campus: Main Site (-)

Start date: September 2012

Live at home?: No

Deferred entry?: No

Point of entry:

The University of Reading (RI2)
Environmental Science (F851)

Campus: Main Site (-)

Start date: October 2012

Live at home?: No

Deferred entry?: No

Point of entry:

University of Southampton (S27)
Environmental Sciences (F900)

Campus: Main Site (-)

Start date: October 2012

Live at home?: No

Deferred entry?: No

Point of entry:

University-of Sussex (S90)
Environmental Science with
Development Studies (F850)

Campus: Main Site (-)

Start date: October 2012

Further details: **ACCORD**

Live at home?: Yes

Deferred entry?: No

Point of entry:

Don't forget this if applying to Brighton,
Chichester or Sussex Universities – see Page 15

Previous UCAS application number (if known)

Education

Check dates carefully and that all your courses are entered in the right category – check subjects and grades. **You do not need to put down each of your modular grades unless you really want to**

Brighton, Hove and Sussex Sixth Form College (56120, 09/2010 - 06/2012, FT)

GCE Advanced Level (A-level)

THESE ARE YOUR A2 SUBJECTS

Art & Design, Photography

06/2012 Edexcel

Biology

06/2012 Edexcel

Mathematics (Pure) & Statistics

06/2012 Edexcel

GCE Advanced Subsidiary (NEW-first award 2001) (AS level)

THESE ARE YOUR AS SUBJECTS

Art and Design: Photography

A 06/2011 Edexcel

Biology

A 06/2011 Edexcel

Biology 1

A

Biology 2

B

Biology 3

A

Chemistry

B 06/2011 Edexcel

Mathematics

A 06/2011 Edexcel

C1

A

C2

B

C3

A

Science in the Environment

C 06/2011 OCR

Enter all the exams taken so far with their grades.

Resits IF YOU ARE TAKING AS RESITS BUT CONTINUING WITH THE SUBJECT TO A2 ENTER THE AS MODULES YOU ARE RESITTING IN THE ADVANCED LEVEL SECTION STATING WHICH AS MODULES THEY ARE.

E.g. This student is resitting AS Biology modules Unit 1 and Unit 2 in January

GCSE Advanced Level (A levels)

Art & Design, Photography	06/2012
Biology	
Unit 1	01/2012
Unit 2	01/2012
Unit 3	06/2012
Unit 4	06/2012

IF YOU ARE NOT TAKING THE SUBJECT TO A2 LEVEL **BUT** ARE RESITTING AS MODULES, PLACE THE AS RESIT WITH YOUR AS RESULTS

This student is not studying Psychology at A2 level but has chosen to resit Unit 1 in January.

GCE Advanced Subsidiary (New-first Award 2001) AS Level)

AS Psychology Unit 1	D	06/11	AQA
AS Psychology Unit 1	Pending	01/12	AQA
AS Psychology Unit 2	C	06/11	AQA

LONGHILL HIGH SCHOOL, BRIGHTON (56150, 09/2005 - 07/20010, FT)

GCSE

<u>Art & Design</u>	A*	08/2010	AQA
<u>Design & Technology: Food Technology</u>	A	08/2010	OCR
<u>English Language</u>	B	08/2010	Edexcel
<u>English Literature</u>	B	08/2010	Edexcel
<u>History</u>	A	08/2010	Edexcel
<u>Mathematics</u>	A	08/2010	AQA
<u>Music</u>	C	08/2010	Edexcel
<u>Statistics</u>	B	08/2008	AQA

GCSE: Double Award

<u>Science</u>	AB	06/2010	AQA
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GCSE Short Course

<u>Religious Studies</u>	A	06/2010	OCR
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Employment

Sainsbury's

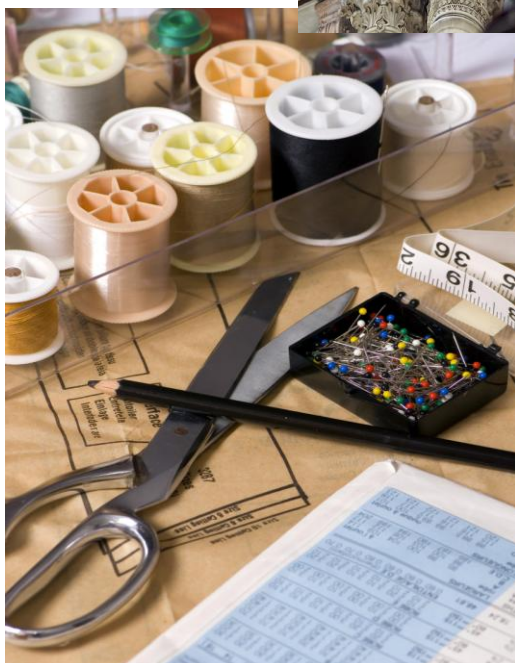
Address: Lewes Road

Nature of work: Till operator

From June 2008 to present, part-time

Personal statement

APPLYING FOR OTHER TYPES OF COURES



Applying for Art Foundation, Photography, Diploma or Certificate Courses in art related subjects.

Most students interested in art, textile art or photography would be advised to do a foundation course or national certificate/diploma first. See either Paul Penketh or Jim Smithyes in the Visual Arts Department if there are any questions. Most applications are portfolio based but you will need to make an application to the college you want to go to.

You are strongly advised to talk to your art / textile art / photography teacher and get them to go through your portfolio with you. There will be a meeting and Student Guide to Art College applications in early October to support you through this process. There will also be talks from the main foundation colleges in early October.

- Foundation courses are 1 year (transition) courses that will enable you to apply (more successfully) for an art degree. You can apply to more than one, e.g. Both City College and Northbrook College.
- National Certificate – a 1 year specialist course to prepare for degree course usually specialist in photography / textiles.
- National Diploma – a 2 year more specialist course – can again be used as a stepping stone to higher education.
- Foundation Degree – A two year course – combines academic study with work place learning in order to equip you with the skills needed in industry. Visual Arts students can apply direct from BHASVIC.
- BA Degree (HE) – a 3 year degree course – most applicants have been through a foundation course or national certificate first. You would apply for this through UCAS at the end of your foundation year. Some students apply direct entry from BHASVIC. You must check if the course will accept you from A-levels and WHEN they accept applications. This is via UCAS.

Art applications timetable ... please note that dates are approximate.

June to August	Identify yourself to your tutor and art teacher as a potential art applicant – visit as many degree shows as you can. Visit foundation/college shows locally.
September	Write a Personal Statement – emphasis on art career / art college.
October	Opening date for applications – go to talk and get student guide.
October/November	Get your application directly from the colleges you wish to apply to or see a member of the Visual Arts Department.
Early November	Get your application to your Tutor with UCAS style Personal Statement. They will check your form and Personal Statement and pass it on to your Tutor. Arrange to see your Tutor to discuss your application. Once the final application is completed return it to your Tutor who will get it sent to your college.
Mid December	Closing date for applications. Start preparing portfolio.
January to March	Interview with an excellent portfolio.
March to June	Course offers arrive in the post.

Applying to study MUSIC at University or Music Conservatoire.

- To study music at **University** apply through **UCAS**.
- To study at a **Music Conservatoire**:

Either: if your preferred conservatoire is a member of **CUK** (*Birmingham Conservatoire, Leeds College of Music, The Royal College of Music, The Royal Northern College of Music, The Royal Scottish Academy of Music and Drama, The Royal Welsh College of Music and Drama* and *Trinity College of Music*) then you apply online.

Full details and advice can be found on <http://www.cukas.ac.uk>

Or: If your preferred conservatoire is **not part of CUK**, e.g. *Guildhall School of Music and Drama* or *The Royal Academy of Music* then you have to apply directly to the conservatoire (details on the chosen conservatoire's website).

Competition for a place on your chosen course is very likely to be strong. Obviously, to study music at undergraduate level you will need to be at a reasonably high standard on at least one instrument or voice, and you will have to do an entrance audition, performing at least one technically demanding piece of music. To study harmony and composition, you would be expected to bring with you a portfolio of your compositions to the interview.

If you're thinking of studying music, whether at University or Conservatoire, do attend Open Days for a much broader picture of your chosen course and institution of learning.

And don't forget:- whether you choose to study music or not, your Music Grade results (both Practical and Theory above Grade 5) are worth UCAS points:

		Practical	Theory
Grade 8	Distinction	75	30
	Merit	70	25
	Pass	55	20
Grade 7	Distinction	60	20
	Merit	55	15
	Pass	40	10
Grade 6	Distinction	45	15
	Merit	40	10
	Pass	25	5

Points shown are for ABRSM, Guildhall, LCM and Trinity examinations

Let your Tutor know in July if you are applying via CUKAS as the deadline for applications via CUKAS is October 1st.

Applying for a Foundation Degree

Some students will prefer to apply for a foundation degree. These degrees are work based learning degrees delivered by further education colleges, universities and other training institutions working in partnership with employers. These degrees normally last for TWO YEARS instead of THREE. If you apply for a foundation degree you will often study at a further or higher education college but your degree will be validated by a university.

Foundation degrees are offered in a wide range of subjects including Performing Arts and Music, BioScience, Veterinary Nursing and Animal Studies, Business, Computing and Media.

For an overview of possible courses go to www.findfoundationdegree.co.uk.

Anyone applying for a foundation degree needs to contact the individual college providing the degree as entry requirements vary from one college to another.

Applications for full time foundation degree courses are normally made via UCAS (www.ucas.com).

If you are applying for a PART TIME foundation degree, you will usually apply directly to the college.

The Open University and other distance learning courses

Not all students want to study full time at a traditional university. Some prefer to study part time while they work (this is sometimes called “earn and learn”).

The Open University is the biggest provider of “distance learning” degrees in the UK. The OU offers 570 courses across 50 subjects, and has hundreds of thousands of students. As the pioneer of supported 'Open Learning', the OU enables you to study from home, work or even on the bus, at a time that suits you. With a wide choice of part-time courses, at a variety of levels plus several start dates, the OU offers choice and flexibility. There is a range of financial support available, meaning that an OU course could cost less than you think. To get a degree part time with the Open University takes longer than it would if you went to a traditional university, but it is likely to cost you less. There are no specific A level entry requirements for OU degrees, and you apply direct to the OU not through UCAS.

Further information can be found at www.open.ac.uk

Other universities which offer distance learning degree courses include:

Kent University www.kent.ac.uk

London University www.londonexternal.ac.uk/

and others

ADMISSIONS TESTS AND INTERVIEWS

Whilst many universities offer students conditional places based on their Personal Statement and UCAS application form, others are beginning to set admissions tests and interview students. Interviews are nearly always required for Oxbridge students, medical students, veterinary science students and students entering teaching, nursing and social work courses. It is important to see your tutor, subject teachers or head of department to arrange mock interviews if you are asked to attend an interview.

Students applying to study Medicine **may be required** to take a BMAT (www.bmat.org.uk) or the UKCAT (www.ukcat.ac.uk).

Students applying to study Law **may be required** to take an LNAT (www.lnat.ac.uk).

Students applying to study Maths / Engineering / Computer Science at Oxbridge will often be asked to take STEP PAPERS. Past Step Papers are available from OCR Publications, PO Box 5050, Annersley, Nottingham, NG15 0DL, tel: 0870 770 6622, email: publications@ocr.org.uk

Students applying to Oxbridge will need to check each college's admission procedures as some students may have to take a HAT (History Assessment Test to study history, www.cam.ac.uk/admissions/undergraduate/courses/history/tests.html), or TSA (Thinking Skills Assessment www.cam.ac.uk/admissions/undergraduate/tests/) or ELAT to study English.

Please note that students are responsible for entering these exams at their own cost.

Financial Support

Students applying to university will apply for financial support in the Autumn Term prior to going to university. Information will be on www.direct.gov.uk/studentfinance.

UCAS EXTRA

MAKING MORE OF EXTRA

From the end of February, students who have either been unsuccessful with all five of their choices or have decided to decline any offers they receive, become eligible for Extra.

This is the way to get an offer of a place without waiting for Clearing in August.

To make the most of this, students need to know that:

- Eligible students refer their application to universities and colleges online through **Track** on the UCAS website.
- Courses with vacancies in **Extra** are shown on the UCAS website.
- After 15 days, if no decision has been made by the university or college, students can refer their application elsewhere.
- Before making an application elsewhere, it is a good idea to contact the university or college currently considering it.
- Students who haven't used all five choices and have not accepted an offer can add a further choice/s by telephone.
- Students can turn down offers made in **Extra** if they wish and refer themselves elsewhere.
- **Extra** works best when students make sure they know what is happening to their application. **Track** is the way to keep on top of things.
- Students can apply for any course with vacancies in **Extra**; it need not be the same subject they originally applied for.
- If students apply for a different subject in **Extra**, there is nothing to stop them sending the university or college direct a new and relevant Personal Statement.

Applicants who make the best use of **Extra**, make the most of it.

SOME QUESTIONS ANSWERED

Who writes my reference and what does it contain?

Your tutor and one of the teachers for each subject you take, writes your reference.

Your tutor writes the opening paragraph outlining what school you went to, briefly summarising your GCSE results and adding your choice of study at BHASVIC. This opening paragraph may also summarise your approach to your studies (e.g. 'highly motivated', 'committed to independent research', 'found it difficult to adjust to the intellectual demands of their courses'). The next paragraphs give a detailed account of your progress in each of your chosen subjects, including any courses you may have dropped at the end of your first year. Your subject teachers will also provide a predicted grade, frequently based on your first year exams. It is important for you to discuss your predicted grades with each of your teachers, since these should inform your university/college choices.

Your tutor writes the final paragraph. This contains your extra curricular activities such as your commitments during enrichment week, other interests such as team work, helping at open evenings and ending on your suitability for your chosen course. If you are applying for drama/dance/art courses, let your tutor know and a reference will be sent directly to your college. Do not ask your teacher/tutor for one.

Dance/drama/art courses

If you are applying for drama/dance/art courses, let your tutor know and a reference will be sent directly to your college from BHASVIC. Do not ask your teacher/tutor for one.

What about Oxford or Cambridge?

See Neil Commin (Room 43) if you haven't attended any lunchtime meetings. Use the websites www.ox.ac.uk and www.cam.ac.uk to get details about Open Days, Admission Procedures and Tests. Anyone applying for a choral scholarship will need to get their application in by the end of August and should let their tutor know now.

Applications for Oxbridge must reach UCAS by **15th October**, so need to be completed at College by **September 16th**.

What about Medicine, Dentistry and Veterinary Science?

You will need to be very organised and your Personal Statement should clearly reflect your interest by references to suitable work experience. You need to attend the 'Preparation for Medicine' short course to give yourself the best chance of success.

Applications must reach UCAS by **October 15th** so need to be completed at college by **September 16th**.

What about Nursing or Midwifery?

If you are interested in applying for nursing or midwifery you will now need to apply using UCAS (see Page 42). Relevant work experience is important.

What about interviews or auditions?

If you apply for a course that requires an interview or audition a display message telling you this will appear on Apply:-

'If you apply for this course you may be invited to attend an interview or audition or provide a portfolio, essay or other piece of work.'

What about Teaching?

If you are thinking of entering the teaching profession, you will need to have obtained some work-place experience within the last twelve months of applying. Go to Student Services Centre to get more information and contact the Teacher Information Line (TIL) on 0845 6000 991 or website www.teach.gov.uk.

What about studying Music at a Conservatoire?

If you are applying to study music at a music college you will need to apply through CUKAS (www.cukas.ac.uk). See Page 43 and talk to Michael James.

The closing date for applications to reach CUKAS is **1st October** and auditions will start in October too.

What about studying Art?

Most students follow an Art Foundation Course at their local college before taking a degree. If you want to pursue an art course through UCAS there are a number of opportunities available and you will need to discuss these with your art teacher.

What about Sponsorship?

Certainly worth looking into but most vacancies are in engineering and science with a few in business studies. Look up further information, deadlines, restrictions on courses or places in the Student Services Centre.

What about Bursaries?

Different universities are offering different amounts. You can check these out on the UCAS website, by going into the university's website or using <http://bursarymap.direct.gov.uk>.

What is an HND?

Initials stand for Higher National Diploma. This qualification is offered mainly by the 'new' universities and is equivalent to 1 or 2 years study of a degree. Entrance qualifications are generally lower than for a degree. In some cases it is possible to enter a HND with a single A level or Advanced GNVQ at pass level. It is often possible to transfer to a degree course after 1 or 2 years of a HND.

What is a Foundation Degree?

Foundation degrees are work-related higher education qualification. They are designed in conjunction with employers to meet skills shortages at the higher technician and associate professional levels.

They are offered by universities in partnership with higher education colleges and further education colleges. Flexible study methods make them available to people already in work, unemployed people, or those wanting to embark on a career change. On successful completion, foundation degree graduates can revisit their career options, and may choose to progress to further professional qualifications or to an honours degree.

• How long is a foundation degree?

Depending on the subject of study, a full-time course takes 2 years. Part-time is often 3 to 4 years pro-rata – your local higher education provider can give you more information.

• What are the entry requirements?

There are no set entry requirements. The university or college offering the course will decide if you are eligible. Appropriate commercial and industrial experience may be more relevant than educational qualifications but check with the institution as some courses have specific requirements.

• What are the progression routes from a foundation degree?

On completion of a foundation degree, there is the opportunity to progress to a full Honours Degree with just a further 12-15 months full time study, (this can also be done on a part-time basis over a longer period of time). Foundation degree graduates can also progress on to further professional qualifications.

• Employer involvement

Employers will be involved in the design and review of a programme of study.

What is a Sandwich Course?

These are four year degree courses where you spend approximately one year in a working environment. A THICK Sandwich Course usually means the first 2 years are spent studying, the 3rd year on placement and the final year at college/university. A THIN Sandwich Course usually has a 4 month placement in each of the first three years with the fourth year at college/university.

	<u>THICK</u>	<u>THIN</u>		
Year 1	STUDY	STUDY	⇒	PLACEMENT
Year 2	STUDY	STUDY	⇒	PLACEMENT
Year 3	PLACEMENT	STUDY	⇒	PLACEMENT
Year 4	STUDY	STUDY		

What is a Dip.HE?

This stands for a Diploma of Higher Education. Qualifications for entry are as for a degree but the length of the course may only be 1 or 2 years. It is possible then to take a break and complete a degree at a later date.

What about a Gap Year?

Most universities are happy for you to defer, especially if you intend to use the year positively. If you are thinking of studying maths at university, you might want to check with the department whether they will accept applicants who defer. Make sure you complete the UCAS form correctly if you are going to defer, and use the Student Services Centre to find out about opportunities available for gap year students.

What is ERASMUS?

Erasmus is a scheme designed to allow you to study for 3-12 months in one of 30 European countries as part of your UK degree. For more details visit www.erasmus.ac.uk.

WARNING

Even if you are not thinking of applying to university or college this year it is essential that you use your time at BHASVIC to research courses, get help with your personal statement and the application system.

WE WILL NOT BE ABLE TO GIVE YOU THE SAME LEVEL OF SUPPORT ONCE YOU ARE NO LONGER AT BHASVIC. YOU WILL PUT YOURSELF AT A SERIOUS DISADVANTAGE IF YOU DO NOT MAKE USE OF OUR SUPPORT THIS YEAR.