

St Ninian's High School



UCAS Applications 2018-2019



Jesus as a child you grew
in learning and wisdom.
Bless Saint Ninian's High School
a community of faith and love
where young people learn, work and grow together.
Help us to make our school a place
where teachers are valued for their dedication,
young people are encouraged to develop their talents,
and where all - staff, young people, and parents
work together in trust and friendship.
Live among us now and forever.
Amen



Format Of Evening

- Mrs McCrea
- To help you to make a more informed decision about your post school route
- To give you information on the UCAS process
- To inform you of school deadlines

- Mrs Wilson
- Personal Statement

DATE	TIMELINE
Friday 26 October 2018	All applicants should have registered on UCAS
Friday 2 November 2018	All Personal Details, Education, Exam Results & Employment entered
Friday 9 November 2018	First draft of applicants personal statement submitted to Pastoral teacher, with parental signature
Friday 16 November 2018	All choices for University Courses entered
Friday 7 December 2018	Final draft of applicants personal statement submitted to Pastoral teacher with parental signature and entered online on the electronic application

- **Applications will be checked, processed and sent to UCAS by Friday 14 December 2018.**
- Individual applications will be checked and sent upon completion.

University Places

- Funding Cuts
- More Competition
- Job Insecurity
- Restructuring in University Faculties- less choice
- Higher Entry Grades Requirements
- Adult/ Foreign Students

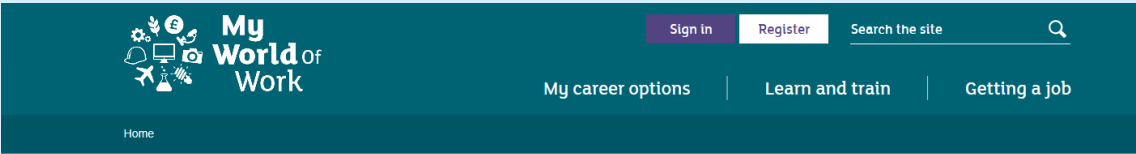
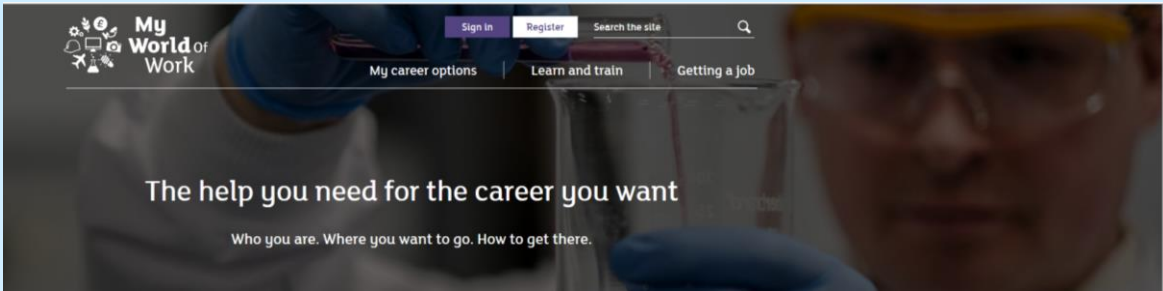
Consequences of these pressures

- S5 attainment is often not enough, Universities increasingly want to see progress in S6
- Candidates need to focus clearly on which courses they want to do and why
- Personal statements are becoming more important for many courses e.g. Teaching Nursing Law Engineering 'people centred' / vocational courses

Choosing your degree courses

- Focus on your strengths
- Does the course inspire you
- Focus on your skills / areas of personal interest
- Which faculty?
e.g. Arts/ Social Science/ Science/Accountancy
Finance/ Business/Languages/ Engineering/
Computing





Secondary school pupils

Get started on My World of Work

[Try the About Me quiz](#)

Find out which jobs suit your likes or interests.

As you move through secondary school, you have lots of exciting decisions to make about the route you want to take.

You might be navigating through your subject choices, or deciding what you want to do when you leave school. Either way, your future is in your hands.

But don't worry. My World of Work is here to support you as you find your path – whatever stage you're at in your journey.

Find out about me

Figuring out what you enjoy doing can give you a headstart when it comes to making important decisions about your future career.

Try the [About Me quiz](#) and see which jobs suit your likes and interests. Your results will be saved in your account when you register.

The quiz is the first step in developing your Career Management Skills. They deal with four areas: self, strengths, horizons and networks.

They'll get you ready to make those big decisions, realise your potential and find a job that you enjoy.

As you move through school and beyond, we can help you develop and build on these skills.



My World of Work

- Research the careers you will end up qualified for. Will this career/ profession suit your interests/ personality?
- Thoroughly research your courses
- Have an open mind e.g. your degree may give you the opportunity to apply for numerous career/ employment/ graduate schemes
- Consider other factors- e.g. realistically expected qualifications

Collecting Information



Career Information Evenings

- Accountancy/ Business / Engineering
Tuesday 23rd October
- Teaching (Primary & Secondary)
Tuesday 30th October
- Law /Arts/Social Sciences
Tuesday 27th November

Factors to Consider

- Course Content – may vary depending on University
- Stay at Home ?
- Support Available
- Job Prospects
- Length of Course
- Facilities

School Reference

- Staff will be required to submit an honest and accurate pupil reference to UCAS
- Predicted Grades
- Universities are of the view that a strong performance throughout Sixth Year is a reliable indicator of future success.

- Unconditional Offer
- Conditional Offer
- Where there is a change to the subjects studied in S6 or a significant change to the predicted grades as indicated in the school reference, universities may have to be informed by the school.

Student sign in

Please select an education scheme.



Undergraduate

Applying for university and college degree courses



Conservatoires

Apply for performance-based courses at conservatoires



Postgraduate

Returning to study



Teacher training

Apply for teacher training programmes in England and Wales



Progress

Apply for further education courses

Student sign in

Please select an education scheme.

Undergraduate

Applying for university and college degree courses

2018 entry

2019 entry

Apply

Track

Apply

Track

Your shortlisted courses

▶ What's this?

Conservatoires

Apply for performance-based courses at conservatoires

Postgraduate

Returning to study

Teacher training

Apply for teacher training programmes in England and Wales

Progress

Apply for further education courses

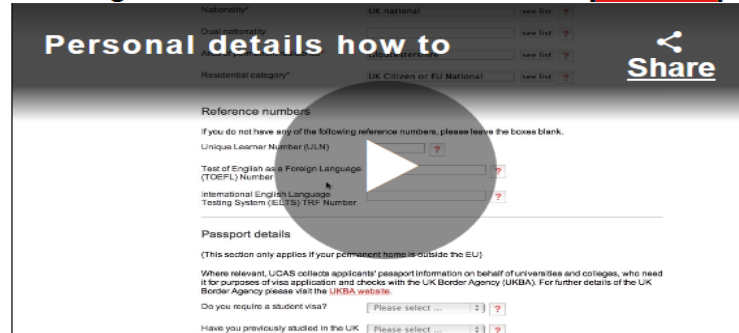
[Welcome](#) > Personal details

Some of these details have been copied automatically from the information given when you first registered.

Compulsory fields are marked with an asterisk (*).

Before leaving this section please click 'save' to avoid losing any information. When you have finished all the entries please click on 'section completed' and 'save'.

Need guidance? Watch the video advice below [\[Hide video\]](#).



(Unable to view videos here? You can watch them at www.ucas.com/connect/videos instead)

! Verify your email address
 Your email address needs to be verified as valid before you send your application to us.
[Please click here to verify your email address](#)

Personal

Title*	<input type="text" value="Miss"/>	<input style="border: none;" type="button" value="?"/>
Gender*	<input type="text" value="Female"/>	<input style="border: none;" type="button" value="?"/>
First/given name(s)*	<input type="text" value="Kate"/>	<input style="border: none;" type="button" value="?"/>
Surname/family name*	<input type="text" value="Laney"/>	<input style="border: none;" type="button" value="?"/>
Preferred first name	<input type="text"/>	<input style="border: none;" type="button" value="?"/>
Previous surname at 16th birthday	<input type="text"/>	<input style="border: none;" type="button" value="?"/>

Welcome	
Personal details	<input type="checkbox"/>
Choices	<input type="checkbox"/>
Education	<input type="checkbox"/>
Employment	<input type="checkbox"/>
Statement	<input type="checkbox"/>
View all details	<input type="checkbox"/>
Pay/Send	<input type="checkbox"/>
Help	
Options/Opsiynau	

Key

- Completed
- In progress
- Not started
- Help

Welcome	
Personal details	<input type="checkbox"/>
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Key

- Completed
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[Welcome](#) > Choice summary

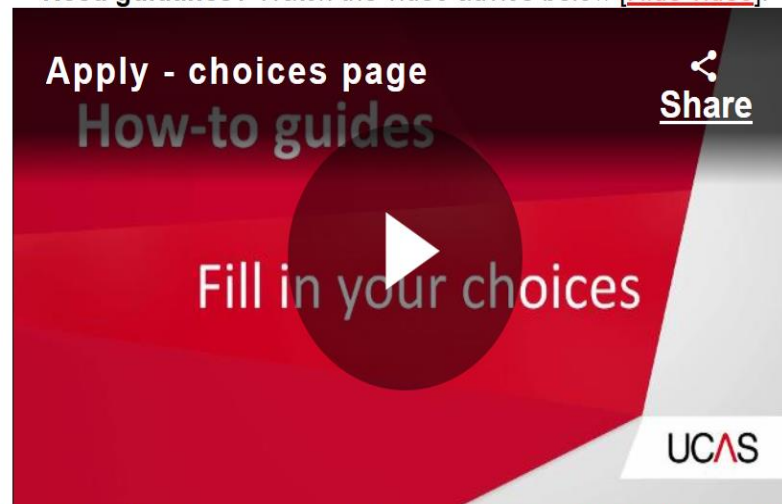
Please make sure you have read the latest information about course fees on our [student finance](#) pages (opens in a new window).

Please add a choice. You can make a maximum of 5 choices.

Compulsory fields are marked with an asterisk (*).

Before leaving this section please click 'save' to avoid losing any information. When you have finished all the entries please click on 'section completed' and 'save'.

Need guidance? Watch the video advice below [[Hide video](#)].



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> add a choice

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UCAS Application Guide 2018-19



Name & Class.....

Pastoral Teacher.....

Parental Signature & Date.....



Personal Statement



What is the purpose of the Personal Statement?

The personal statement gives you the opportunity to tell the university why they should pick you above all the other candidates

You must give the best account of yourself!



Getting started

- Do your research!
- Check entry requirements
- Check what skills are required
- ***Everything in your personal statement should aim to show that you have the skills and qualities they are looking for***

How to plan your personal statement

UCAS

Things to know:

1. It's the hardest part of completing your application – make sure you allocate enough time to do it justice.
2. Think about any work experience, part-time jobs, or qualifications – e.g. Extended Project Qualification – you could include.
3. Our resources on ucas.com/personalstatement will help you.



1
Choose the subject you'd like to study

2
Review entry requirements
Look carefully at the information on the entry requirements tab in the search tool, and on the universities' and colleges' websites, to ensure you have the skills and qualifications they're looking for.

You can find courses starting the following year from May.



3
Attend events

Go to a UCAS exhibition or university open days to ask admissions tutors what they want to see in a personal statement. Remember to write down ideas!

UCAS exhibitions run from March to July (August to September in Scotland). Outside the UK, events are hosted by the British Council Education UK.

Three months before



4
Make a list
Make a list of what your chosen universities and colleges are looking for in a personal statement.

5
Write a draft
Write a first draft – refer back to the research you did about what to include.

Writing your personal statement (one month before)

6
Check it
Ask your parents, teacher, or careers adviser to check it for you and make any recommendations for how to improve it.

Three weeks before

Two weeks before



7
Make changes
Make any changes, and check your grammar, spelling, and punctuation. Check the length is no more than 4,000 characters or 47 lines of text (including blank lines).



8
Check again
Show your redrafted statement to your parents, teacher, or careers adviser for a final check.



9
Deadline
Copy and paste your final statement into Apply by the deadline.



10
Don't forget
Re-read it before you go for an interview – it may form the basis for their questions.



Structure

- Paragraph 1 – Why you have chosen this subject/course
- Paragraph 2 – Academic Skills
- Paragraph 3 – Personal Skills: Work experience, Volunteering
- Paragraph 4 – Personal Skills: Extracurricular/ Interests
- Paragraph 5 - Conclusion

Opening Paragraph

- Why you want to study the course
- It should give convincing reasons for your choice of course and show that serious research has been undertaken into the subject
- Show enthusiasm, interest, excitement
- Avoid dramatic openings/clichés

Middle Section - *What makes you someone particularly suitable to study the subject?*

- Paragraph 2
- Academic skills
 - Don't list your subjects and grades
 - You must identify the skills you have developed and provide evidence of these

Literacy

Problem Solving

Analytical

Performance

Manual dexterity

Decision Making

Working to deadlines

Numeracy

Coordination

Computer/ IT

Listening

Reporting

Laboratory skills

Practical skills

Presentation

Research

Graphical





Subject Course Specifications

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ understand and use a range of complex mathematical concepts and relationships
- ◆ select and apply operational skills in algebra, geometry, trigonometry, calculus and statistics within mathematical contexts
- ◆ select and apply skills in numeracy
- ◆ use mathematical reasoning skills to extract and interpret information and to use complex mathematical models
- ◆ use mathematical reasoning skills to think logically, provide justification or proof, and solve problems
- ◆ communicate mathematical information with complex features

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ demonstrating knowledge and understanding of chemistry by making accurate statements
- ◆ demonstrating knowledge and understanding of chemistry by describing information, providing explanations and integrating knowledge
- ◆ applying knowledge of chemistry to new situations, analysing information and solving problems
- ◆ planning, designing and safely carrying out experiments/practical investigations to test given hypotheses or to illustrate particular effects
- ◆ carrying out experiments/practical investigation safely, recording detailed observations and collecting data
- ◆ selecting information from a variety of sources
- ◆ presenting information appropriately in a variety of forms
- ◆ processing information (using calculations and units, where appropriate)
- ◆ making predictions and generalisations from evidence/information
- ◆ drawing valid conclusions and giving explanations supported by evidence/justification
- ◆ evaluating experiments/practical investigations and suggesting improvements
- ◆ communicating findings/information effectively

- *The Advanced Higher Business course presents me with the opportunity to improve my proficiency by working independently on a project. This has strengthened my skills in research and report writing*

How will you contribute to the course and the university community and what makes you an interesting and unique individual?

- Paragraph 3 - Personal Skills
 - Work Experience
 - Volunteering/S6 Service
- Paragraph 4 - Extracurricular/Interests
 - Your interests outside of school, particularly those that show you are a responsible and reliable person able to work well as part of a team as well as independently.
 - What makes you stand out?

Leadership

Charity

Team work

Social Skills

Listening

Decision Making

Time
Management

Independence

Coordination

Patience

Initiative

Practical skills

Confidence

Empathy

Responsibility

Maturity



Conclusion

- Commitment to course not profession
- Demonstrate that you will be hardworking
- Understand the demands of life at university

- E.g. *“If successful in my application, I will strive to be fully committed to the course, and intend to live up to the high standards which I have set myself. I look forward to the challenges that university will bring.”*
-

What to Avoid

- Mentioning a particular University
- Exaggerating
- Arrogance
- Waffling or flowery language
- Poor spelling and grammar
- Clichés
- Plagiarism – UCAS uses software that will identify sections of text that have been copied

Limit

- 4000 characters including spaces or 47 lines
 - Whichever one comes first
 - *You need to be concise*

Summary

- Show that you know your strengths and can outline your ideas clearly
- Use words you know will be understood by the person reading your statement
- Be enthusiastic – if you show your interest in the course, it may help you get a place
- Expect to produce several drafts of your personal statement before being totally happy with it
- Ask people you trust for their feedback.

How Parents Can Help

- Ensure your son or daughter continues to work hard in S6
- Provide guidance ensuring what they are applying to is achievable
- Make sure they keep to the timeline
- Read their personal statement before it is submitted
- Make it clear that they are embarking on a career
- Ensure the UCAS application is one of their priorities over the next few months
- Contact us if you have questions