



# Personal Statements and References

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# Personal Statements



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# What are we looking for?

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- **MACK** acronym

- **Maturity** – personal readiness for university study
- **Ability** – academic attainments and general skills
- **Commitment** – history of sticking to the task
- **Knowledge** – understanding of what lies ahead



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# MACK - Maturity



- Able to take personal responsibility for learning
- Able to adapt to teaching and learning provision
- Self-confidence and self-discipline
- Can cope with pressure
- Positive influence on others



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# MACK - Maturity



## History

- Self-discipline
  - Independent learning
- Ability to adapt
  - Mix of teaching methods

## Social Work

- Range of experience
  - Varying roles of a social worker
- Working under pressure
  - Tight timescales and managing workload



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# MACK - Ability



- Knowledge and understanding of prerequisite material
- Necessary study and assessment skills
- Appropriate analytical and transferable skills – teamwork, presentation, communication etc.
- Bottom line – can you cope with the coursework



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# MACK - Ability



## Journalism

- Evidence of relevant skills
  - Investigative, time-management and working under pressure
- Proven track record
  - Possible portfolio

## Law

- Can you cope with the pressure
  - Demands of coursework and exams
- Demonstration of skill-set
  - Analytical, subjective and decisiveness



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# MACK - Commitment

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- Personal commitment to study for this degree
- Able to stick to the task and not give up
- Prepared to work hard



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# MACK - Commitment



## Primary Education

## Medicine

- Relevant experience
  - Appropriate setting
- Proven track record
  - History of staying on task

e.g. Volunteering in a primary school

Helping out at brownies/cubs etc.

e.g. Volunteering in a hospital

Undertaking a first aid course



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# MACK - Knowledge

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- Know what the institution provides
- Know what the degree entails
- Can demonstrate interest in the subject area
- Realistic view of where the degree leads



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# MACK - Knowledge



## Biology

- Fully aware of the areas of expertise
- Understanding of progression routes
- Investigate areas of research

## Physical Education

- Fully understanding the role of a P.E. teacher
  - NOT a coaching degree
- Intricate knowledge of a variety of sports



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# Example

## Extracurricular Activities/ Responsibilities

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“During this past year at school I have taken on various responsibilities, all of which I feel have added to my skills. I am a buddy to the first years and every week I have to do their registration which has improved my public speaking skills as well as my inter-personal skills with those younger than me. I do paired reading with a younger pupil twice a week which I find very rewarding as I am able to watch him gain confidence in his reading. Finally, I am a co-editor of the school magazine. I am finding this to be quite challenging, especially to fit in with all my schoolwork, but it is proving to be very enjoyable and a test to my organisation abilities”



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# Example

## Work Experience – General

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“

My part time job as a waiter has provided me with the opportunity to meet and work with new people. As I have worked in the same job for two years, I have to help train new members of staff, which has helped my leadership skills. I really enjoy the contact with the public which is part of this job. Although this can be challenging, I feel it has given me more confidence and improved my communication skills.”



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# Example

## Work Experience - Teaching

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“

I attended work experience for a week at a local Primary School and helped teach a primary six class, which was a big task in its own. I was lucky enough to experience different aspects of teaching. One aspect which was really memorable was being able to take the class for an art block. Through this I created my own lesson where the class designed kilts through the process of weaving paper. The class seemed to really enjoy my lesson and the kilts are still hanging up in the classroom today. I further took the class for their spelling test where they followed every instruction asked of them showing my ability to form a respectful relationship with the class in under a week. I found the experience extremely memorable and helpful to my goal to become a teacher and was overjoyed when my request to return to this primary school every Monday morning was granted.”



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## School / College

- Should include information about the school or college
  - specific policies which affect an applicant's subject choice at SG or above (useful to include information on how CfE is delivered)
  - any specific challenges the school faces

*(NB – these could be standard statements)*



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## Applicant

- Clarification on course (*e.g. HNC Social Science*)
- Academic achievement and potential is key
  - Insight into why any achieved grades do not demonstrate true potential or why referee feels confident that a higher grade is achievable
  - Any particular challenges or obstacles overcome or any noteworthy achievements in, or out of, school
- Provide important background and context on a student



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## Teacher/Tutor

- Valued insight into a student's aptitude, qualities and readiness for higher education
- Suitability for their chosen degree programme
- We may contact you for further information
- Feel free to contact Admissions separately to discuss an complex matters



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