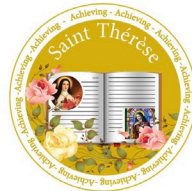
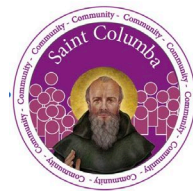




# UCAS

## Information Evening

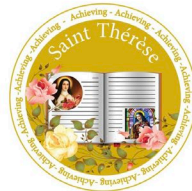
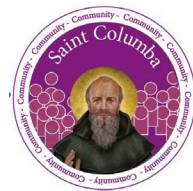
2024\_25





# Tonight's Event

- Welcome – Head Teacher
- University and Colleges Admission Service Overview
- Creating a UCAS online account
- Writing a personal statement
- University of Strathclyde – Heather Black, Senior Recruitment Officer
- Summary and questions

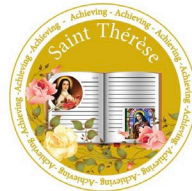
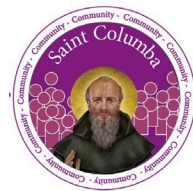




# Choosing the Right Path



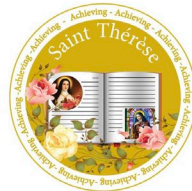
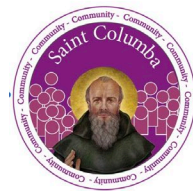
- Employment
- College – January and August start courses
- Apprenticeships
  - Modern Apprentice – opportunity to work in a paid job whilst undertaking workplace training in order to gain new and enhanced skills and recognized qualifications.
  - Graduate Apprenticeships – provides an alternative into degree-level study for individuals who want to go straight into employment. Sectors include ICT and Digital, Cyber Security, Data, Civil Engineering, Engineering, Construction and Business (up to masters level).
- University
- Each young person is unique and the right pathway is based on what is right for the individual





# University Places

- More Competition
- Funding Cuts
- Adult/Foreign Students

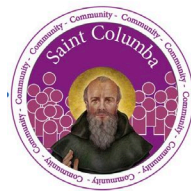




# Consequences of more competition



- Higher entry requirement
  - Be realistic, is it achievable?
  - Research the course entry requirements which may differ between universities.
    - Will the requirements be met at end of S6? (accumulative grades)
    - Are there any specified subjects which are required?





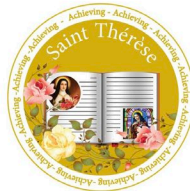
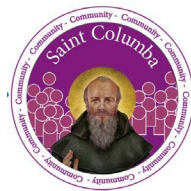
## Entry requirements

### FOR ENTRY IN 2025

#### Summary of entry requirements for Education with Primary Teaching Qualification

##### SQA Higher entry requirements (by end of S6)

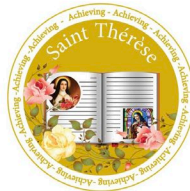
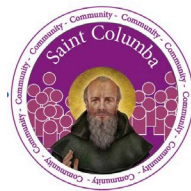
- ABBB is the minimum requirement from S5 to be reviewed for an S6 offer
- Offers are not guaranteed to applicants who meet the minimum from S5
- Typically offers will be made at AAABB by end of S6. B at Advanced Higher is equivalent to A at Higher
- Additional requirements: Higher English and National 5 Mathematics or Application of Mathematics at Grade B
- Interview\*\*.





# Consequences of more competition

- S5 attainment is often not enough. Universities increasingly want to see progress in S6
  - S6 students should be following a curriculum of 4 subjects in addition to attending PE, RE and SE.
  - Opportunity for vocational courses
  - S6 – Volunteering and Leadership
- The key is for students to develop and broaden their skills
  - Personal statements are becoming more and more important for many courses e.g. primary teaching, Nursing, Law, Engineering, ‘people centred’ vocational courses

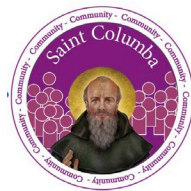




# Choosing a course



- Focus on your strengths
- Does the course inspire you
- Focus on your skills/area or personal interest
- Length of course
- Which faculty
  - Arts / Social Science / Science / Finance / Business / Languages / Engineering / Computing

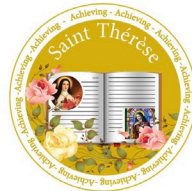
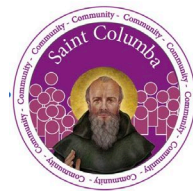






# Choosing a University

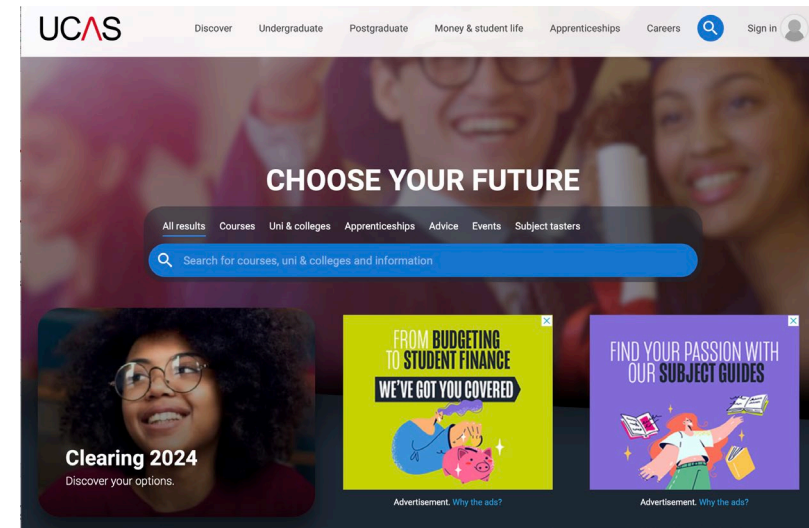
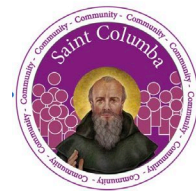
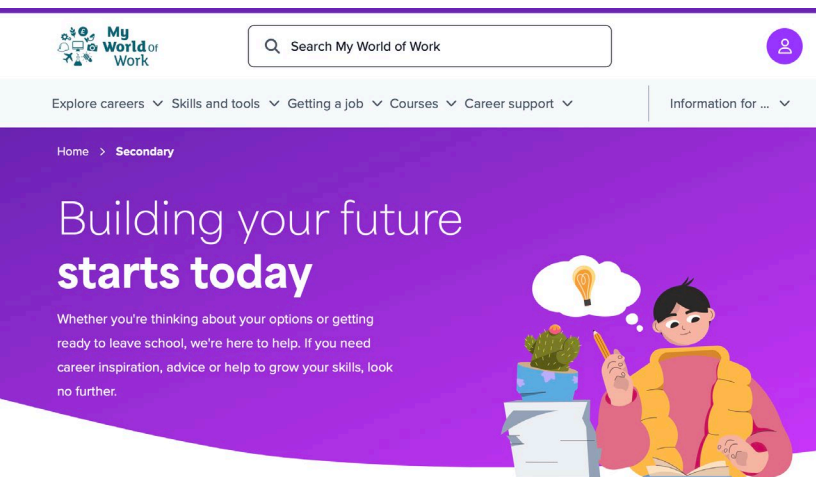
- Course content – may vary depending on the university
- Stay at home/move out
- Support available
- Job Prospects
- Facilities





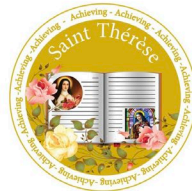
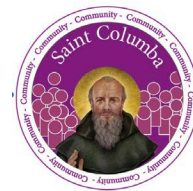
# What young people need to do.....

- Research the careers they are likely to be qualified for
- Research whether the career/profession suits their interests/personality. Talk to professionals, work experience, open days
- Keep an open mind e.g. the degree may give them the opportunity to apply for numerous career / employment / graduate schemes
- Check individual university websites





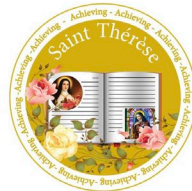
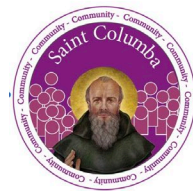
# Collecting Information





# School Reference

- Pastoral staff are required to provide an honest and accurate reference to UCAS
- Universities are of the view that a strong performance throughout S6 is a reliable indicator of future success
- Estimated grades
  - Based on evidence
  - 1<sup>st</sup> Tracking report 8<sup>th</sup> November
- All references undergo a quality assurance process

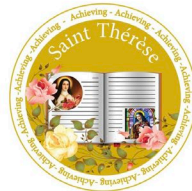
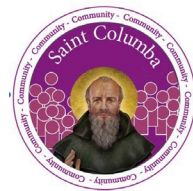




# UCAS Responses



- Unconditional offer
- Conditional offer
- Unsuccessful





# School Deadlines

What	When	Who
All Personal details, Education, Exam results, Employment entered	26/08/2024	All S6 (or S5) UCAS applicants
All choices for university courses entered on UCAS	09/09/2024	All S6 (or S5) UCAS applicants. Pupil unsure attend UCAS Discovery Exhibition.
First draft of personal statement submitted to pastoral teacher signed by parent/carer	23/09/2024	All S6 (or S5) UCAS applicants
Final draft of personal statement signed by parent/carer submitted to pastoral teacher and entered electronically.	07/10/2024	All S6 (or S5) UCAS applicants (excluding music conservatoire)
Full applications for Oxbridge, Medicine, Dentistry or Vet Med/Sci must be submitted to the school.	08/10/2024	All S6 (or S5) applicants applying to Oxbridge, Medicine, Dentistry or Vet Med/Sci.
All UCAS applications must be paid for and submitted to the school. Individual applications will be checked and submitted to UCAS upon completion.	18/11/2024	All S6 (or S5) UCAS applicants (excluding music conservatoire, Oxbridge, Medicine, Dentistry, Vet



# Creating a UCAS account online



UCAS

Discover Applying Money & student life International

Search

Sign in

Sign in

Register

## REGISTER

Email \*

First name \*

Last name

Password \*

Confirm password \*

Terms and Conditions ?

I have read and understood the [Terms and conditions](#)



We never share your data without permission  
[Our privacy](#) and [cookie](#) policies

Google “register for UCAS” and select the link titled “UCAS Hub – sign up today



## Welcome Ruth



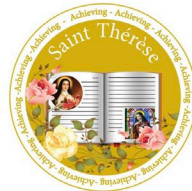
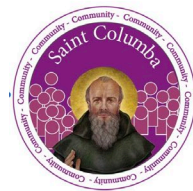
Let's set up your UCAS account.

Let's go

I work for a school, college, centre, or university

© UCAS 2024

UCAS







## More information about you

Your personal details can help us to provide better support.

Date of birth \*

 /  / 

Select the main level of study you are interested in \*

 Undergraduate study  Postgraduate study

Which opportunities are you interested in?

 Finding an apprenticeship  Conservatoire study  Gap year  
 Finding a job

When are you planning to start uni, a job or an apprenticeship? \*

 2024  2025  2026  2027  2028  2029

Continue

Safari



## Connect to your school

Connecting your account to your school allows your teacher to help you choose your options and apply.

Trinity High School, Renfrew (Glebe Street, Renfrew)

Selected school

**Trinity High School, Renfrew (Glebe Street, Renfrew)**

Remove

Consent to share my data with my school, college, or centre \*

Yes  No

Continue

[Skip or connect later](#)



# Your interests

This will help us personalise your account, by creating favourites which you can change later. **These are not application choices.**

### Which subjects are you interested in? \*

(Please make a minimum of one subject choice)

Accounting and finance X

### Which universities and colleges are you interested in? \*

Unsure

### Which industries are you interested in? \*

Unsure

### Study Opportunities\*

Get selected information to help you find the right university or college course for you, either before you apply, or if you don't get a place on one of your chosen courses. This advice will include information from universities and colleges about open days and other relevant events and opportunities.

Yes  No



# Your Hub

Your personalised homepage a



### TELEPHONE LINES AND SOCIAL MEDIA

Our telephone lines and social me



### Welcome Ruth

You're applying for Undergradu

### 2025 Application

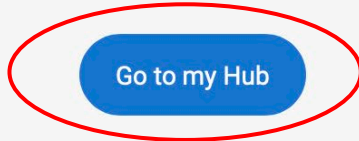


### Start a

Apply to uni

## Welcome to your Hub

Stay organised, supported, and informed throughout the application process.



Where to go

Search

(time) on Friday 27 September.

Start application

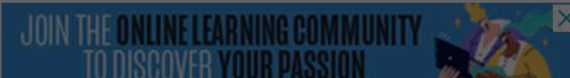
Start application

servatoires.



### Your feed

Your personal content feed





# Your Hub

Your personalised homepage and  
discovery hub



Hub



For you



Favourites



What to do



Where to go



Search



## TELEPHONE LINES AND SOCIAL MEDIA AVAILABILITY: 26 SEPTEMBER



Our telephone lines and social media service will be unavailable all day on Thursday 26 September. We'll open again at 08:30 (UK time) on Friday 27 September.



## Welcome Ruth

You're applying for Undergraduate courses in 2025 - [Change year](#)



Start application

### 2025 Application



## Start an application

Apply to universities and colleges to study degrees, HNDs, and HNCs and dance, drama and music at conservatoires.



Start application



holding a deferred place, as your new application will be cancelled and you won't receive a refund.

In which year do you want to start your studies?

2025



Select the main level of study you are interested in

Undergraduate (Uni and college degrees, an...



## Undergraduate

Degrees, HNDs, and HNCs

[Start 2025 application >](#)

Start Undergraduate application



## Conservatoire

Undergraduate or postgraduate music, dance, drama, or musical theatre.

[Start 2025 application >](#)



UCAS

Discover Applying Money & student life International

Search

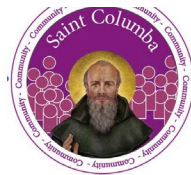


R

# Are you applying from a school, college, or centre?

Yes

No





UCAS

Discover Applying Money & student life International



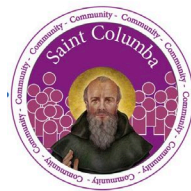
< Back

# Link to a school, college, or centre using a Buzzword

By entering the buzzword, you give your permission to share your application with your school, college or centre, so they can support you through the application process. To find out more about how your school, college or centre will be able to support your application and the information they will have access to please [see here](#).



Cancel







UCAS

[Discover](#) [Applying](#) [Money & student life](#) [International](#)



[← Back](#)

# Enter the Buzzword from your school, college, or centre

Buzzwords are case-sensitive and will be given to you by your school, college or centre.

Save Buzzword

Cancel



UCAS

Discover Applying Money & student life International

Search



[Back](#)

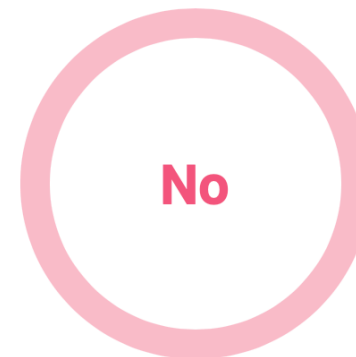
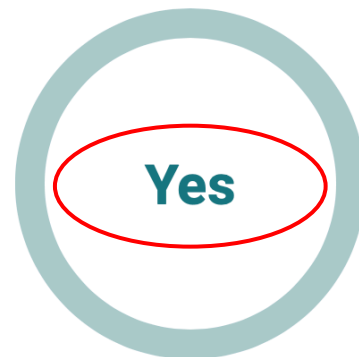
## Enter the Buzzword from your school, college, or centre

Your buzzword is for

**Trinity High School, Renfrew**

Glebe Street,  
Renfrew, Renfrewshire, PA4 8TP

Is this correct?



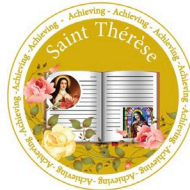
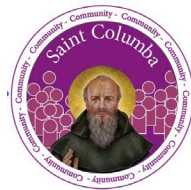


# You have linked your application to **Trinity High School, Renfrew**

Select group



- I don't know
- Default Group
- Dr McGuire**
- Mr McInnes
- Mrs Adams
- Mrs Todesco



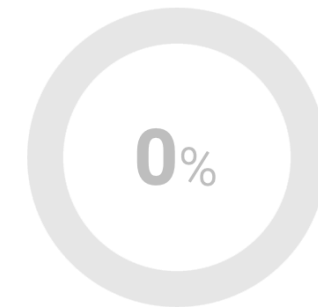


## Application **status**

### Centre information

Application linked to  
Trinity High School, Renfrew

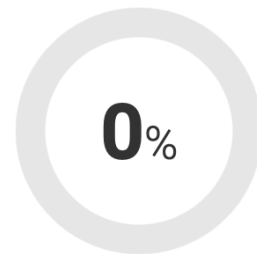
Group  
Dr McGuire



Review and submit >



CHOICES



PROFILE




PERSONAL  
STATEMENT






# Your choices

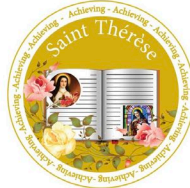
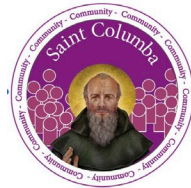
 **Add choice**

You can add up to 5 choices to your application. You can change your choices until you send your application to us. All sections must be marked as complete before you can send your application to us.

[Mark complete](#)

**Search for courses**

 [Find courses and providers](#)





## Profile

### Personal details

Name, age, title and gender

Start this section

### Nationality details

Birthplace and nationalities

Start this section

### Where you live

Tell us about your address history

Start this section

### Contact details

Address, email and telephone

Start this section

### Supporting information

So that providers know how to support you during your studies

Start this section

### Finance & funding

Tell us how you'll fund your study

Start this section

## Experience

### Education

Qualifications and periods of study

Start this section

### Employment

Paid employment

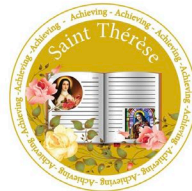
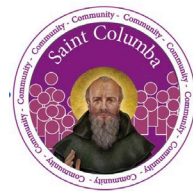
Start this section

## Your personal statement

### Personal statement

Why do you want to study this subject?

Start this section





[Return to application overview](#)

[Personal details](#)

[Nationality details](#)

[Where you live](#)

[Contact details](#)

[Supporting information](#)

[Finance and funding](#)

**Education**

[Employment](#)

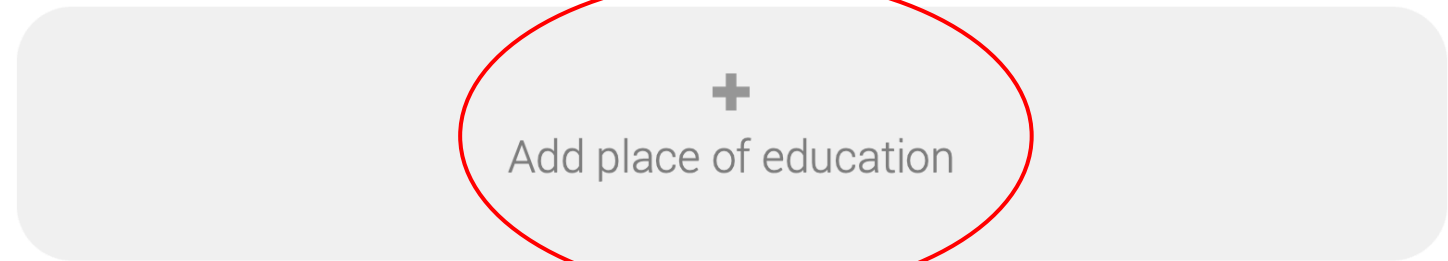
[Personal statement](#)

## Education

Add all your secondary education and qualifications in this section. This includes GCSEs, A Levels and BTECs for UK applicants, or their equivalents in other countries from high school or college onwards.

Please include where you are studying now, as well as qualifications you've completed and qualifications you're still studying for or re-sitting. Your referee will be asked to add predicted grades for any pending qualifications when adding your reference.

If you've attended university before, please add that here too.



### Unique Learner Number (ULN)

**UK Students ONLY** - This is a 10-digit number connected to a UK Student's Personal learning record. You find this on a qualification certificate or results slip. If you don't have one or don't know yours, please leave this blank.





[Return to application overview](#)

Personal details

Nationality details

Where you live

Contact details

Supporting information

Finance and funding

**Education**

Employment

Personal statement

## Add place of education

Add all secondary/high schools, colleges and universities where you have studied or are studying now.

You are linked to Trinity High School, Renfrew , would you like to add this centre?

Yes

No

This may be automatically filled in based on your school, college, or university

**Start date \***

Month Year

MM ▾	YYYY ▾
------	--------

**End date \***

Select the date you left or plan to leave.







Trinity High School, Renfrew



**Exam centre number**

This may be automatically filled in based on your school, college, or university

70480

**Start date \***

Month Year

08 ▾

2010 ▾

**End date \***

Select the date you left or plan to leave.

Month Year

08 ▾

2025 ▾

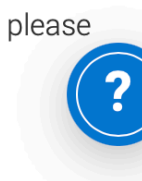
**Attendance type \***

Full time  Part time  Exam only

**Study Mode \***

If you had lessons that were taken online over COVID lockdowns but now returned to school-based, please select "In person".

Online  In person





## Add qualification

If you received any qualifications at this school, college or centre, or you have any pending at this school, add them here. All qualifications must be entered, even if you received an unsuccessful grade, haven't taken the final exams or are waiting for the results. If you're resitting a qualification you need to enter it twice: once as a completed qualification with the grade achieved and once as a qualification with the result Pending.

## Pick your qualification type

Choose the type of qualification you would like to add - you can search for specific qualifications and view those shortlisted by your adviser within each group.

A Level, AS, EPQ, and T Levels ▾ GCSE and equivalent BTEC ▾ Job related

Scottish qualifications International and EU ▾ Baccalaureate

Apprenticeships Access to HE Technical (not including BTEC) Core maths

HNC, HND, and Degrees Performance, Art, and Design ▾ More UK Qualifications

All qualifications

## Search for your qualifications

If you cannot find your qualification, select the "All qualifications" filter and search there, if you still can't find your qualification you can select the "All qualifications" filter and search "Other".





# Course Codes



Code	Level	Course Name
C800	NAT5	Accounting
C801	NAT5	Administration & IT
C804	NAT5	Art & Design
C807	NAT5	Biology
C810	NAT5	Business Management
C813	NAT5	Chemistry
C816	NAT5	Computing Science
C819	NAT5	Design & Manufacture
C821	NAT5	Drama
C823	NAT5	Engineering Science
C824	NAT5	English
C827	NAT5	ESOL
C828	NAT5	Fashion & Textile
C830	NAT5	French
C832	NAT5	Gaidhlig
C833	NAT5	Geography
C834	NAT5	German
C835	NAT5	Graphic Communication
C836	NAT5	Health & Food Technology
C837	NAT5	History
C839	NAT5	Hospitality
C847	NAT5	Mathematics
C848	NAT5	Media Studies
C849	NAT5	Modern Studies
C850	NAT5	Music
C856	NAT5	PE Core
C857	NAT5	Physics
C862	NAT5	Practical Woodworking
C864	NAT5	RMP Studies
C869	NAT5	Spanish

Code	Level	Course Name
C801	HIGH	Administration & IT
C804	HIGH	Art & Design
C810	HIGH	Business Management
C813	HIGH	Chemistry
C816	HIGH	Computing Science
C821	HIGH	Drama
C823	HIGH	Engineering Science
C824	HIGH	English
C827	HIGH	ESOL
C828	HIGH	Fashion & Textile
C830	HIGH	French
C832	HIGH	Gaidhlig
C833	HIGH	Geography
C834	HIGH	German
C835	HIGH	Graphic Communication
C836	HIGH	Home Economics - Health & Food Technology
C837	HIGH	History
C840	HIGH	Human Biology
C847	HIGH	Mathematics
C849	HIGH	Modern Studies
C850	HIGH	Music
C854	HIGH	Philosophy
C855	HIGH	Photography
C856	HIGH	Physical Education
C857	HIGH	Physics
C858	HIGH	Politics
C863	HIGH	Psychology
C864	HIGH	Religious, Moral & Philosophical Studies
C869	HIGH	Spanish

Code	Level	Course Name
Art and Design (Expressive)	C805	New Advanced Higher
Art and Design (Design)	C806	New Advanced Higher
Biology	C807	New Advanced Higher
Chemistry	C813	New Advanced Higher
Computing Science	C816	New Advanced Higher
Drama	C821	New Advanced Higher
English	C824	New Advanced Higher
French	C830	New Advanced Higher
Gaidhlig	C832	New Advanced Higher
Geography	C833	New Advanced Higher
History	C837	New Advanced Higher
Mathematics	C847	New Advanced Higher
Modern Studies	C849	New Advanced Higher
Music	C850	New Advanced Higher
Physical Education	C856	New Advanced Higher
Physics	C857	New Advanced Higher
RMPS	C864	New Advanced Higher

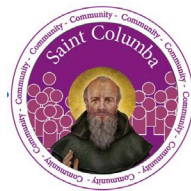


# What is the purpose of the Personal Statement?

- The personal statement gives you the opportunity to tell the University why they should pick you above other candidates.
- **You must give the best account of yourself!**

## • **Advice from University of Glasgow**

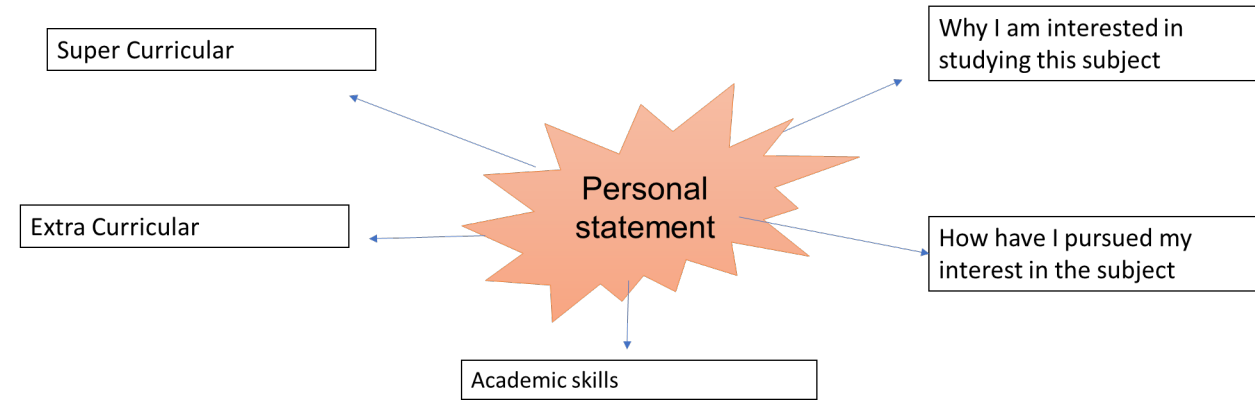
- Applicants should demonstrate an understanding of the programme they are undertaking and commitment to the profession
- **Useful to show where they have overcome adversities**
- Should show holistic view of applicant
- If applicants apply for joint honours/multiple fields cover both areas and link transferable skills between subjects – wouldn't be disadvantaged at UoG for choosing multiple different areas



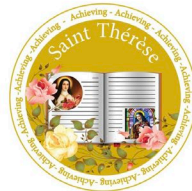
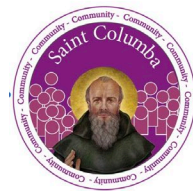


# Getting started

- Do your research!
- Check entry requirements
- Check what skills are required



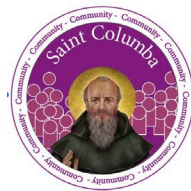
- **Everything in your personal statement should aim to show that you have the skills and qualities they are looking for**





# Structure

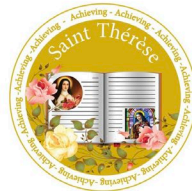
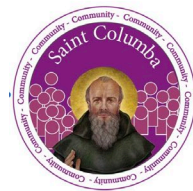
- Paragraph 1 – Why you have chosen this subject/course
- Paragraph 2 – Academic skills
- Paragraph 3 – Personal Skills: Work experience, volunteering
- Paragraph 4 – Personal Skills: Extracurricular/Interests
- Paragraph 5 - Conclusion





# Opening Paragraph

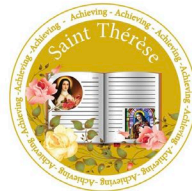
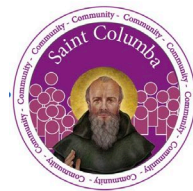
- Why you want to study the course
- It should give convincing reasons for your choice of course and show that serious research has been undertaken into the subject
- Show enthusiasm, interest, excitement
- Avoid dramatic openings/cliches





# Example Opening Paragraph

I have always been a keen reader and growing up I have expanded my knowledge of history, culture, politics and religion through reading various books by a wide range of different authors. I make a conscious effort to broaden the diversity of my reading and have always been keen to read a variety of literature including poetry, plays and novella's from varying time periods. The study of English literature has always interested me as I have enjoyed the critical analysis of literature extracts in school from National 5 through to Advanced Higher and I am keen to further develop and enhance the analytical skills I have gained in my academic experience so far.



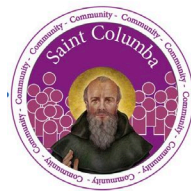




# *What makes you suitable to study the subject?*



- Paragraph 2 – Academic Skills
- ✘ Don't list your subjects and grades
- ✔ You must identify the skills you have developed, provide evidence of these and highlight why these will be useful in your chosen degree course.





# Subject Course Specification



Higher  
Course  
Specification



## Higher Mathematics

### 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

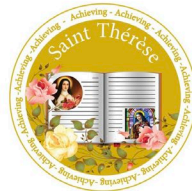
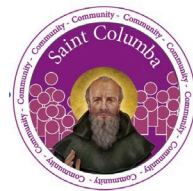
#### Skills, knowledge and understanding for the course

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 individual?*



- **Paragraph 3 – Personal Skills**
- Work experience
- Volunteering

The screenshot shows the 'workit' website interface. At the top, there is a navigation bar with the 'workit' logo and several menu items: 'Young People', 'Placements', 'Opportunities', 'Resources', 'Admin', and 'My Account'. Below the navigation bar is the 'Opportunity Search' section. It features a 'Close Search Panel' button and several input fields for searching: 'New Opportunity Id', 'Old Opportunity Id', 'Title', 'Keyword', 'Career Area', 'Job Profile', 'Provider Name', and 'Opportunity Type'. Each field has a placeholder text indicating what to enter.





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

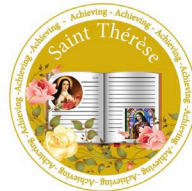
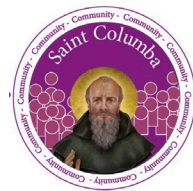


- **Paragraph 4 – Extracurricular** (both in and out with school)/Interests/Part time work
- Your interests outside of school, particularly those that show you are a responsible and reliable person able to work well as part of a team as well as independently
- What makes you stand out?



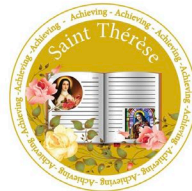
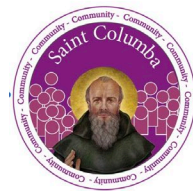


Through my work experience at Mary Russell, an additional support needs school, I have learned to work in a difficult environment whilst prioritizing the needs of others. I have also learned to analyse behaviour and find a best suited solution for the problem. Through attending open days for English literature and classics I have expanded my knowledge of the course and have started to focus my external reading on books that relate to both. These open days have revealed to me the various aspects that the course will cover in more detail than the course specifications which had deepened my interest in the study of literature.





By assisting pupils in the lower school during their English reading periods I have been able to share my interest in the subject whilst expanding their familiarity and awareness of reading and its importance. In addition, I also help pupils in the lower school in first year history which reminds me of the early topics in history that I have previously covered and gives me the opportunity to share my love for another subject that I have great interest in. Helping in my schools creative writing club has allowed scope for my own personal writing in addition to supporting younger pupils with their works and overall confidence in the creative writing aspect of the course.

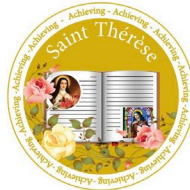
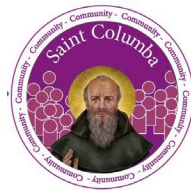




# Conclusion

- Commitment to your chosen course
- What research you have undertaken (open days, prospectuses, discussions etc) that have helped inform your choice and application.
- Demonstrate that you will be hard working
- Understand the demands of university life
- Closing statement – summarise your suitability and interest for the course

*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.*

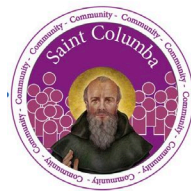






# What to avoid

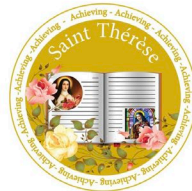
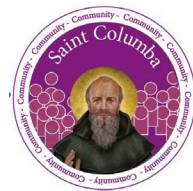
- Mentioning a particular university
- Exaggerating
- Arrogance
- Waffling or flowery language
- Poor spelling and grammar
- Cliches
- Plagiarism – UCAS uses software that will identify sections of text that have been copied.





# Limit

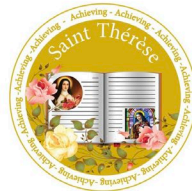
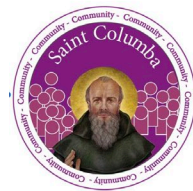
- 4000 character including spaces or 47 lines
- whichever comes first
- **You need to be concise**





# Summary

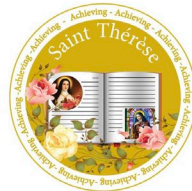
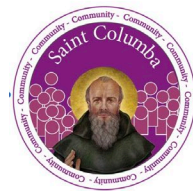
- Show you know your strengths and can outline your ideas clearly
- Use words you know will be understood by the person reading your statement
- Be enthusiastic – if you show interest in the course it may help you get a space
- Expect to produce several drafts of your personal statement before being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





# What pupils need to do

- Conduct through research on courses and universities/colleges
- Prepare well – organize your time to dedicate sufficient effort to personal statement
- Keep up to date with announcements on S6 Teams page
- Liase closely with your Pastoral Care Teacher
- **Take responsibility – this is your application and your future**

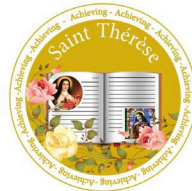
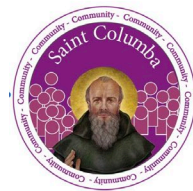
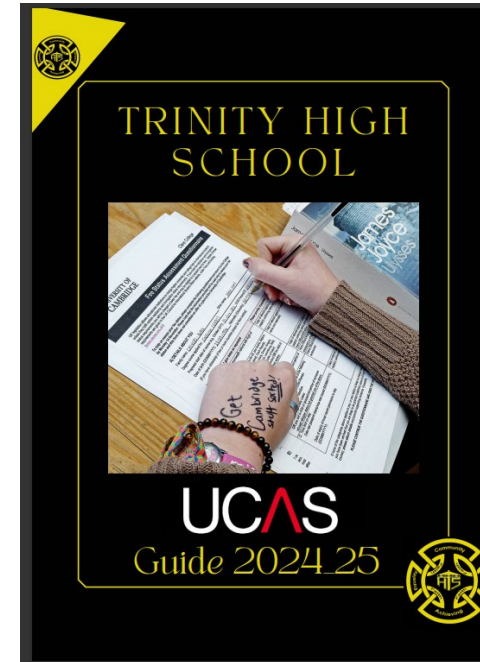




# School Support



- SE lessons
- Pastoral Care Teacher
- Career evenings
- Teams – resources, exemplars
- Mock interviews
- References



Writing a Successful  
Personal Statement

UCAS Applications

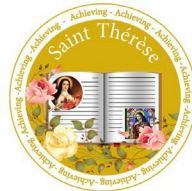
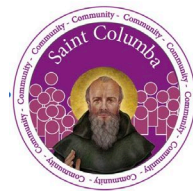
UCAS





# What parent/carers can do to support

- Ensure your young person continues to work hard in S6
- Provide guidance ensuring what they are applying to is achievable
- Assist with the research process
- Ensure they adhere to timelines and deadlines
- Ensure that they are arranging volunteering/placements etc
- Read your young persons personal statement before it is submitted
- Ensure this is one of their priorities over the next few months
- Contact us if you have questions





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**Strathclyde**  
Glasgow

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since 1796



**THE QUEEN'S ANNIVERSARY PRIZES**

**1996, 2019, 2021 & 2023**

For Higher and Further Education

**UNIVERSITY OF THE YEAR**

**2012 & 2019**

Times Higher Education

**UNIVERSITY OF THE YEAR**

**2024 RUNNER-UP**

Daily Mail University of the Year Awards

**SCOTTISH UNIVERSITY OF THE YEAR**

**2024**

Daily Mail University of the Year Awards

**EUROPEAN ENTREPRENEURIAL**

**UNIVERSITY OF THE YEAR 2023**

Triple E Awards

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# APPLYING TO HIGHER EDUCATION

- Applying through UCAS
- Personal statement
- University offers and what happens next?





# WHAT IS UCAS?

- UCAS-University and Colleges Admissions Service
- Acknowledges, checks, records, distributes
- UCAS does not make the offer
- Deadlines very important
  - School deadlines
  - UCAS deadlines



# UCAS APPLICATION - CONTENT

- Personal details (email contact address)
- Academic qualifications
- Course choices
- Personal Statement
- Teachers reference





# APPLYING THROUGH UCAS

- Maximum of 5 choices
- Some choice restrictions:
  - Medicine, Vet Medicine, Dentistry
  - Oxford or Cambridge
- No order of preference
- Universities only see your choices for their institution



# SOURCES OF INFORMATION

- School Careers Library and teachers
- University websites
- University prospectuses
- Open Days
- Higher Education Fairs and Careers Conventions
- UCAS website
- Friends and family
- League tables





# COURSE CHOICES

- Compare and contrast courses at different universities
- Check the entry requirements
- What grades and subjects are essential?
- Is a portfolio or work experience required?
- Deferred entry?
- Check the University if in any doubt





# PERSONAL STATEMENT

- Sets you apart from the other applicants
- Gives you the opportunity to show how interested you are in your subject
- Shows your range of skills and abilities
- Enables you to detail relevant work experience – especially important for vocational degrees
- Be concise, show your enthusiasm and your motivation and make the most of it!



# PERSONAL STATEMENT

What skills and abilities are important?

- Communication skills
- Interpersonal skills
- Leadership skills
- Ability to work in a team as well as on your own
- Specific skills for your course





# PERSONAL STATEMENT GETTING STARTED

<b>Action</b>	<b>Benefit</b>	<b>Course</b>
<i>What have you done?</i>	<i>What skills did you gain?</i>	<i>How does it relate to your course?</i>
<b>A</b>	<b>B</b>	<b>C</b>





# TOP TIPS

1. Be Yourself!
2. Make it your own work
3. Use positive language
4. Be concise
5. Proof read!!!
6. Don't be afraid to say good things about yourself!





# WHAT HAPPENS NEXT?

- UCAS acknowledgement
- Universities review all applications
- Possible interviews
- Unconditional/conditional offer made
- Campus visits
- Accepting the offer
- UCAS Extra & Clearing





# FINANCIAL SUPPORT FOR STUDENTS

- Financial support for Scottish students is available from the Student Awards Agency for Scotland (SAAS)
- Funding available for
  - Tuition fees
  - Living costs





## TUITION FEES

If the student studies in Scotland, he/she does not pay tuition fees, as these are paid for them by the Scottish Government. The student applies to the Student Awards Agency for Scotland (SAAS) every year to have the fees paid – application is online

If the student studies elsewhere in the UK however, he/she will have to pay tuition fees each year of the course – in England the annual tuition fees will be £9,250 per year.

Student can apply to SAAS for additional tuition fee loan (non income assessed)





# FINANCIAL SUPPORT FOR LIVING EXPENSES

Financial support for living costs – current situation for  
academic year 2024/2025

Currently, a bursary and loan is available from the  
Student Awards Agency for Scotland (SAAS) to cover  
the costs of living expenses

- Support amount is income assessed
- Support amount decreases as a parental or household income increases
- Your own earned income – e.g. a part-time job does not reduce the amount available
- Support is paid monthly into your bank account during term time



# MANAGING YOUR MONEY

Annual household income	Young Students' Bursary	Loan	Total support package
£0 - £20,999	£2,000	£9,400	£11,400
£21,000 - £23, 999	£1,125	£9,400	£10,525
£24,000 - £33,999	£500	£9,400	£9,900
£34,000 and above	£0	£8,400	£8,400





# REPAYING THE STUDENT LOAN

- Repayment starts one year after graduation
- This will usually be deducted by HMRC (tax office)
- Repayment threshold is £31,395
- Repayments are made at 9% of earnings and are based on income, not what is owed







# MANAGING YOUR MONEY TOP TIPS

- Plan a realistic budget
- Apply early for grants/loans
- Part time/summer job
- Second hand books/student discounts
- Range of scholarships and bursaries available:

[www.strath.ac.uk/studywithus/scholarships/](http://www.strath.ac.uk/studywithus/scholarships/)





# HERE TO HELP

Recruitment and International Office

[ugenquiries@strath.ac.uk](mailto:ugenquiries@strath.ac.uk)

[askanambassador@strath.ac.uk](mailto:askanambassador@strath.ac.uk)

[www.strath.ac.uk/studywithus/chattoastudentambassador](http://www.strath.ac.uk/studywithus/chattoastudentambassador)

UCAS – [www.ucas.com](http://www.ucas.com)

SAAS – [www.saas.gov.uk](http://www.saas.gov.uk)





# Summary

- Research your choices fully
- Gain your best from this year – academic and personal qualities
- Spend time on your application and keep to the timeline
- Speak to your Pastoral Teacher if you have any queries

