



THE LANGLEY ACADEMY SIXTH FORM



Student UCAS Handbook 2018-2019

www.ucas.com

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Aims

To offer guidance to all sixth form tutors, support staff, students and lead teachers on the time frames of the UCAS application process. To ensure quality statements are produced to support student applications.

Scope:

All teachers of Sixth Form, the sixth form pastoral team, support staff & students

Responsibility

Director of Sixth Form, HOYs of Year 12 and Year 13, Lead Teachers & Teachers of Sixth form lessons.

UCAS Applications

To support the writing and guidance of university applications staff and student handbooks have been created, which include exemplar statements. HOY in charge of UCAS will have an oversight of timelines and disseminate information to staff and relevant times through the year.

Key Dates & Timelines

All completed UCAS application forms for courses commencing at University in September / October 2019 or deferred entry in September / October 2020 will be conducted under the following schedule:

Stage 1	March 2018	Tutors to meet with students to support their initial writing of statements
Stage 2	Wednesday 25 April 2018	Subject Training for Students and Staff
Stage 3	Monday 30 April - Friday 15 June 2018	Subject teachers to begin writing statements on students
Stage 4	Wednesday 20 June 2018	Department Moderations of Statements (Department Meetings)
Stage 5	Wednesday 27 June - Friday 6 July 2018	Year Team Year 12 Tutors to begin to blend statements for students
Stage 6	Future Focus Days July 2018	Structure days for students to improve statement and for tutors to improve statements. Second draft and areas for improvement given to students over the summer
STAGE 7	Year 13 Results Review Days Wednesday 5 September 2018	September - Time with tutor to go over draft (3). Appointments to be made for each student for tutor discussion Deadline for personal statements to tutors September 2018
STAGE 8	Tutor checking and feeding back to students for amendments to the statements and rechecking	Student and tutor statements being checked by tutors between Monday 10 September and Friday 21 September 2018
STAGE 9	HOYs to proof read and feedback to tutors and for tutors to amend	Monday 24 September to Friday 5 October 2018
STAGE 10	Tutors amend & HOYs check amendments	Monday 8 October to Friday 19 October 2018 Hand to SLT 17 October 2018
STAGE 11	SLT sample check and feedback	SLT 22 October - 7 November 2018
STAGE 12	Submitted to UCAS	Start 8 November 2018 Sixth Form Administrator to manage and oversee Admin support maybe required

Oxbridge, medicine, dentistry and veterinary science timelines

Stage 1	March 2018	Tutors to meet with students to support their initial writing of statements
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STAGE 8	Tutor checking and feeding back to students for amendments to the statements and rechecking	Student and tutor statements being checked by tutors between Monday 10 September and Friday 14 September 2018
STAGE 9	HOYs to proof read and feedback to tutors and for tutors to amend	Monday 17 September to Friday 28 September 2018
STAGE 10	SLT sample check and feedback	Monday 1 October to Friday 5 October 2018
STAGE 12	Submitted to UCAS	Start Upload Week Beginning 8 October 2018 Sixth Form Administrator to manage and oversee Admin support maybe required

Important to Note:

There is a character limit of 4000 including spaces for the references on the UCAS website. When writing in Word or Google Docs this is reduced to 3802.

Further Information:

UCAS is using 'Twitter', this will allow students access to information and advice to applicants and to remind them of deadlines and diary dates. It will also be an invaluable tool for 'Clearing' where there will be numerous updates in a day. twitter@ucas.ac.uk / www.twitter.com/ucas_online

Registration and Tutor periods – May / June 2018

During registration and tutor periods, the tutor and student will discuss likely progression routes at the end of Year 13. It is extremely important that predicted grades match typical offers of the universities being considered. Encourage students to be realistic and aspirational in equal measure. A judicious selection of choices will include a university slightly higher than the student's predicted grades and one slightly lower. Any enrichment activities must reinforce the student's academic capabilities and passion for their chosen degree field.

Year 13 Review Days in September 2018

On the Learning to Learn Days in September, tutors will be able to hold an individual meeting with each of their students to discuss the latest draft of the personal statement and to confirm exactly what course the student is applying for.

Aims

To offer guidance to all Sixth Form Students & Teachers on writing good personal statements and what should be included.

Scope:

All Sixth Form Tutors, Students, the Sixth Form Pastoral Team

Responsibility:

Students & Tutors

Introduction

Students will need to provide a brief but strong explanation as to why they wish to study their chosen degree / course at University. Students will need to demonstrate what 'PERSONAL TRIGGER' captured their interest in the subject. This trigger could be:

- A passion for the subject area
- A book
- Museum Trip
- A documentary
- A childhood experience
- A teacher
- Work experience

Students will need to develop this 'trigger' and discuss why it became important / significant and inspired them to want to take it further at a university course / career. Students will need to relate it to current affairs and/or its place within society.

Students should draft some ideas, to help structure thoughts:

<i>What was my personal trigger?</i>
<i>How does my subject relate to society or current affairs?</i>
<i>Which aspects of the course am I really looking forward to studying in more detail?</i>

THINK:

- Why do you love the subject?
- Focus on specific areas of interest within it
- Ensure that you have read the prospectus and that the course is specific to what you want to do
- Only use a quote at the beginning of your introduction **IF** ...

1. It directly links to the course and why you want to study it
2. You understand the quote and;
3. It makes it flow neatly into the text you are writing

Subject Interest

Students need to look at the subject areas and reflect on what skills they have acquired or developed within them. They need to look at what aspects they enjoyed and how they relate to the course they wish to study at university. If students want to study a completely new subject area then they need to think about what skills they are learning now and how they relate to the course they wish to do, for example, essay writing, critical analysis, research or logic.

	A Level / BTEC	A Level 2	A Level 3	A level 4
Skill 1				
Skill 2				
Skill 3				

Students need to think about what they do outside of their subject areas. What wider reading or activities have they experienced to broaden their understanding of their chosen university field? Students must think how it relates.

Activity	Tick	Description	How and why has it made you more suitable for your university course
Reading			
Theatre Trips			
Exhibitions			
School clubs			
Clubs outside of school			
Voluntary work			
Museum Trips			
Historical sites			
Trips abroad			
Communities activities			
Documentaries			
Articles			
Work experience			
Workshops			
Music Lessons			
Master Classes			

Wider Skills

Students need to touch on their wider non academic achievements both in and out of school and it does not necessarily have to relate to their course pursuits at university. Some suggestions are below which can be highlighted with activity examples.

Skill	Activity
Communication	
Commitment	
Time Management	
Teamwork	
Initiative	
Public Speaking	
Sense of Responsibility	
Adaptability	
Organisation	
Leadership	
Research & Analysis	
Reflective/ Thoughtful	
Interpersonal Skills	

First Draft

Admission tutors are looking for your passion for the course you have chosen and evidence of things that you have done IN and OUT of school which support this – the more outside of school the better. Skills such as time management, teamwork are key. If you can 'match up' skills and things, you have done to demonstrate your interest in your chosen subject then you are at an advantage.

An example would be working in a local health centre in pursuit of a degree in medicine which required you to develop your communication skills, contributing to meetings and interacting with patients.

<p><i>Introduction</i></p> <p>Discuss the reasons for choosing the specific course, explaining why the subject is significant to society, personal reasons to study the course, focus on specific areas within the course</p>
<p><i>Your interest in the subject (school)</i></p> <p>Talk about how your academic studies have inspired you</p>
<p><i>Your interest in the subject (outside of school)</i></p> <p>Demonstrate evidence of broadening and strengthening your understanding of the subject, talking about extra-curricular activities related to the course</p>
<p><i>Personal / Wider Skills</i></p> <p>Write about your hobbies and the skills you have developed. This does not have to be course related. Discuss extra-curricular activities not related to the subject directly and include skills developed</p>
<p><i>Summary</i></p> <p>Reasons for studying the course and suitability</p>

Positive Phrasing

Students need to make the statement positive, below are some phrases to help students create and structure sentences when discussing things that they have been involved in. Students must CHECK and RE-DRAFT their personal statement and they must seek their tutor's advice through small group tutorials. Here is a guide of what you should be doing:

Furthermore	Enable Me	In addition	Used my initiative
Thrive under pressure		Strengthen	Explore my interests
Enhanced		Skills I have gained	The opportunity
	Participated in	As well as	
I learnt from	Taking part in		Creatively
	This has furthered my		Moreover
Reinforced		Commitment	
Using my initiative		I undertook	Responsibility
Efficiently	Hard work	Benefit	My pursuits
Broadening my interest	I aspire to		I particularly enjoyed
My passion for		Rewarding	
I continue to develop	Combining ... with ... has taught me		
Through attending		This has expanded my knowledge of ...	
I have acquired the skills which ...		I was determined to ...	
To improve my		My involvement with ...	
I believe in	I am passionate about ...		I thrive to ...

- WRITE STATEMENT
- CHECK IT
- LEAVE IT FOR A FEW DAYS
- GO BACK AND READ IT – CHECK IT WITH YOUR TUTOR
- REMOVE OF REPETITION OR WAFFLE
- EVERY LINE SHOULD BE A NEW REASON FOR AN ADMISSIONS TUTOR TO SELECT YOU
- GET YOUR TUTOR TO RE READ IT
- ENSURE THAT THERE ARE NO SPELLING OR GRAMMAR ERRORS

