

Explore your options,
Discover your potential

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A stylized illustration of a hand with a pink skin tone and a teal sleeve, pointing its index finger towards the text 'TAKE YOUR PLACE'.

neaco

takeyourplace.ac.uk

Our Partners

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Easton&OtleyCollege



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UCAS

Applying to University



- Universities and Colleges Admissions Service
 - Apply online at www.ucas.com
 - 5 choices, or 4
(Depends on subject choice)

Decisions **universities** and colleges can make:

- A **conditional offer** means you still need to meet the requirements – usually exam results.
- An **unconditional offer** means you've got a place, although there might still be a few things to arrange.
- An **unsuccessful or withdrawn** choice removes that option, but you could add more.

The UCAS Process

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- UCAS sends your application to your chosen institutions
- There is a fee to pay
- An Admissions Officer will make the decision- Conditional, Unconditional or Unsuccessful
- Track your application online
- Student / parent / staff sections of the website for advice

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Going to uni?

Studying a degree at university, college, or a conservatoire

Search for courses

Applying to university

- When to apply
- How to apply
- UCAS Tariff points
- Personal statement
- Key dates

What and where to study

- Subjects
- Choosing a course
- Conservatoires
- Open days and events
- Apprenticeships

After applying

- Interviews
- Track your application
- Decisions and offers

Results and Clearing

- Exam results
- What is Clearing?
- Clearing FAQs

Finance

- Tuition fees
- Student loans
- Managing money

Student life

- Accommodation
- Getting support
- UCAS student discounts

UCAS key dates

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5 October

- Applications to Oxbridge and courses in medicine, dentistry, veterinary science or veterinary medicine

Last Wed in January

- General UCAS deadline

UCAS key dates

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24 March

- Deadline for some Art & Design courses

31 March

- Universities should have made their decisions by now (some may take longer)

UCAS key dates

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Early May

- You have to make your final decision (Firm and Insurance)

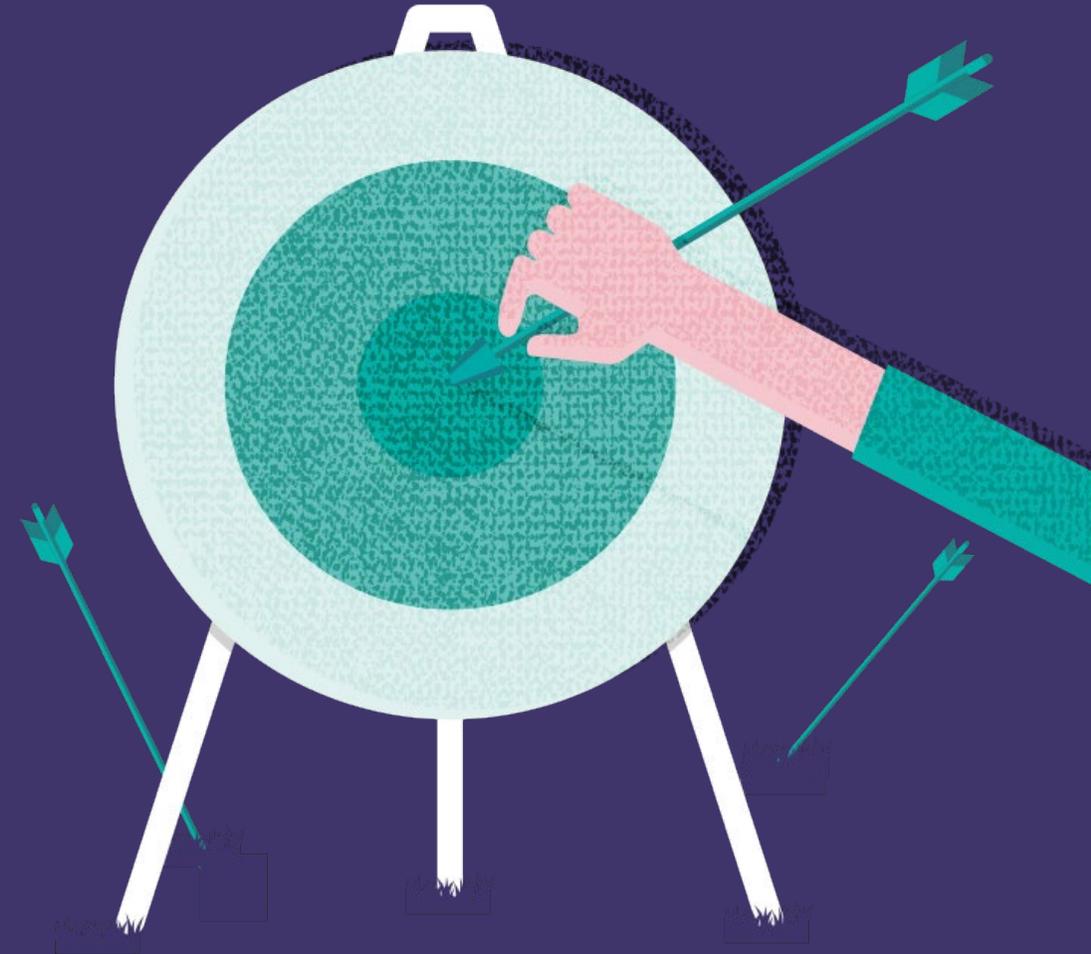
Firm: this is your first choice – the place you most want to go to. If you accept a conditional offer and meet the conditions, you'll have a confirmed place here.

Insurance: this is the choice you'd want if you didn't meet the conditions of your firm choice. If this is a conditional offer, you'd need to meet the conditions for your place to be confirmed.

UCAS: Application Sections

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Welcome	
Personal details	<input type="checkbox"/>
Additional information	<input type="checkbox"/>
Choices	<input type="checkbox"/>
Education	<input type="checkbox"/>
Employment	<input checked="" type="checkbox"/>
Statement	<input checked="" type="checkbox"/>
Reference	<input type="checkbox"/>
View all details	<input type="checkbox"/>
Pay/Send	<input type="checkbox"/>
Help	
Options/Opsiynau	
Key	
<input checked="" type="checkbox"/> Completed	
<input type="checkbox"/> In progress	
<input type="checkbox"/> Not started	
<input type="checkbox"/> Help	



Getting started

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Make use of the UCAS guides

- Information about making choices, and writing a personal statement

Log-in using your school/college
buzzword- INSERT HERE

Complete the easy information



Things to consider

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- What subject
- What degree
- Location
- Size/type of university
- Accommodation and social facilities
- Student support
- Entry requirements- Tarif points



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UCAS applications: Personal statements





True or false?

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The personal statement is about **showing your personality** so it should be focused on your hobbies and interests as opposed to your academic activities.

It's best to **start with an attention-grabbing sentence** which catches the admissions tutor's eye and makes them want to read on.

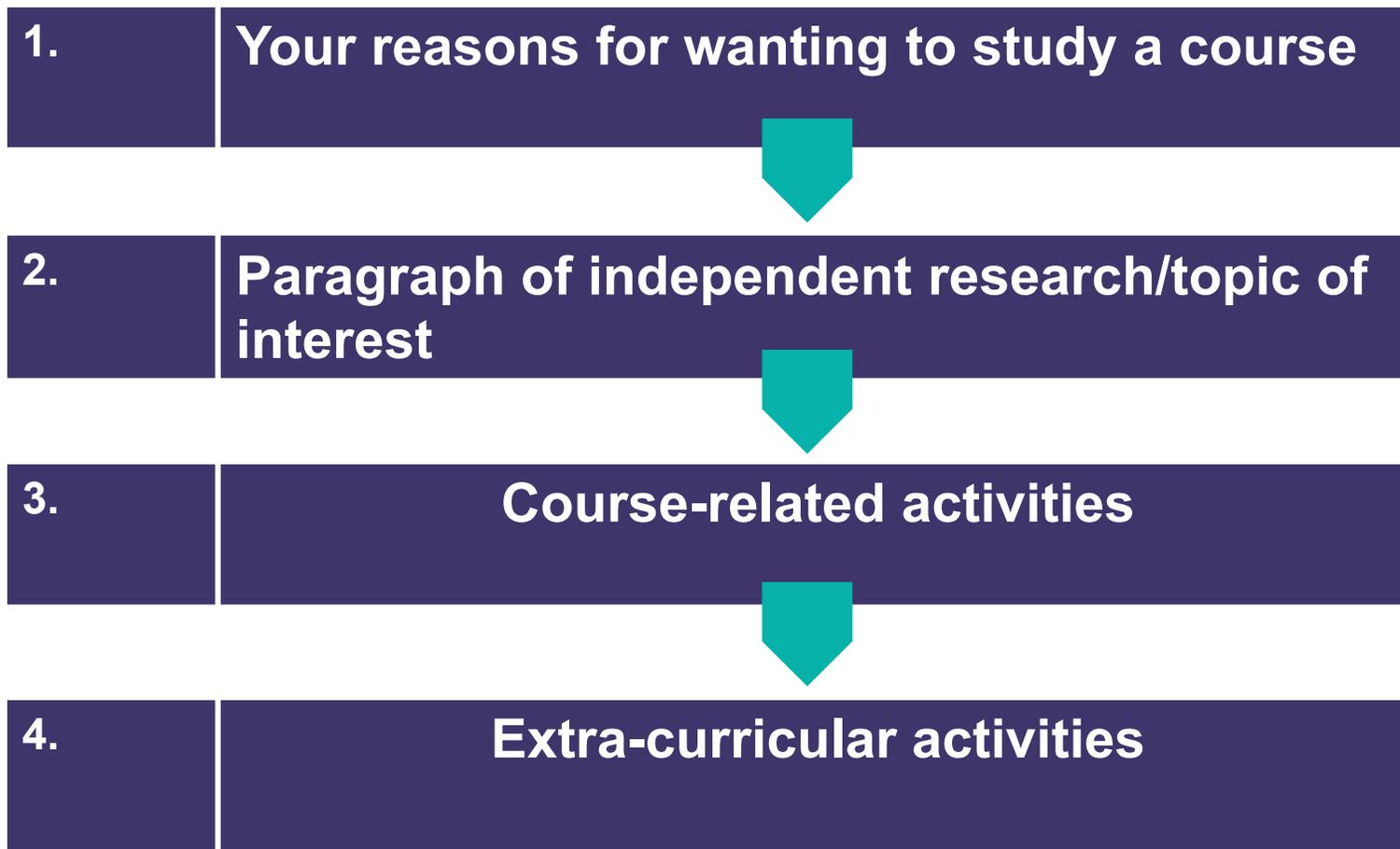
The most important part of the personal statement is a paragraph where you take a **specific topic** you are interested in and analyse it in detail.

It's vital to outline a **"lightbulb" moment** – a one-off personal experience which gave you your reason for wanting to study your chosen subject.

Giving **specific details** about activities you have done, and insights you gained, is more important than listing lots of activities.

Putting together an outstanding personal statement

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How NOT to start your statement

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Why should
you avoid this
type of
opening?

1. Since I was a child *I have been interested in how the brain works.*

2. Defining the subject
Law is the glue that holds society together.

3. A quotation
In the words of Albert Einstein





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What NOT to do!

<https://www.youtube.com/watch?v=B1tOqZUNebs>





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47
Or
4000



How to start your statement

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You need to show **precise reasons** backed up with evidence.

1. Think about the **course-specific skills** which are needed for your subject.
2. Show evidence of where you have shown these skills for example.

My main reason for wanting to study Engineering is that I enjoy solving complex problems. In Maths, I like finding gradients using parametric equations...

Why focus on skills?

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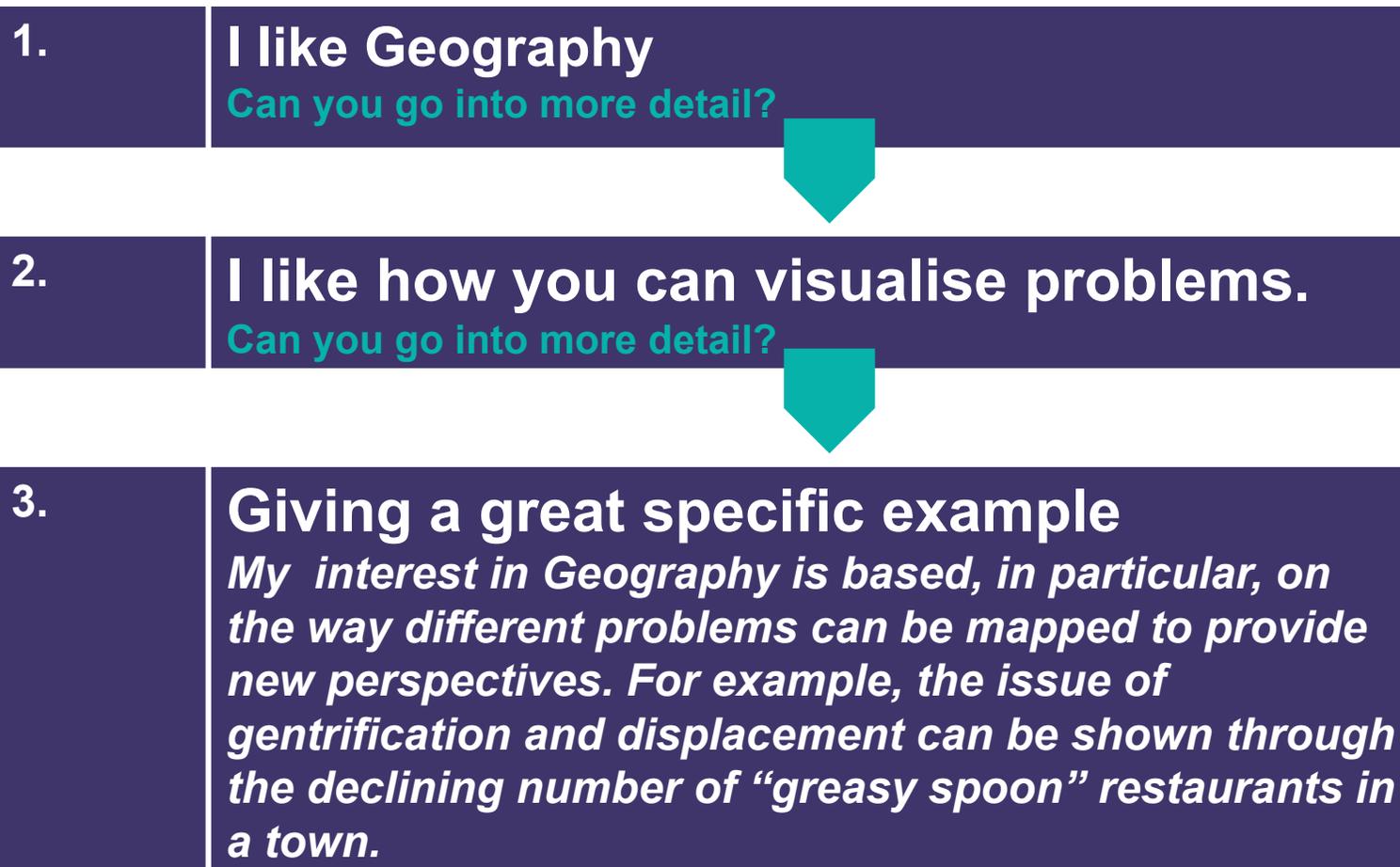
- The skills needed for a course are what you are going to **do** for **three or more years**.
- If you can **demonstrate skills** and **provide specific evidence** your statement will show rather than state your **motivation**.



Do you have
any questions
so far?

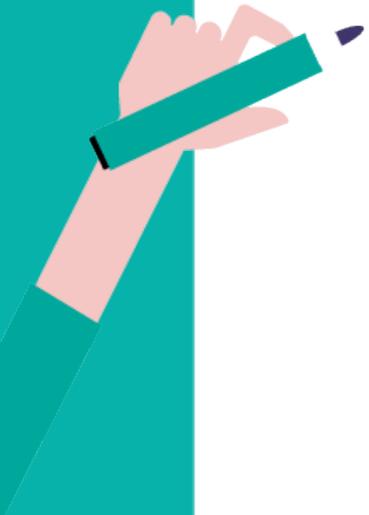
Stages

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Stage 1: Reasons

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- 
1. Go through the skills list.
 2. Think about any additional skills which are relevant to your subject.
 3. Choose 2-3 key skills which you have.
 4. Provide evidence for each of these skills.
 5. This material will help you form the beginning of your personal statement.

Stage 1: Reasons

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Before

Since I was a child, I have found myself to be utterly fascinated by how science works. I do not have to look far to find the source of my love for science. Just glancing around the living room my eyes fall upon a whole host of fascinating organisms, seen and unseen they create a brilliant miniature ecosystem with billions of tiny processes and reactions for me to sit and unpick.



After

My main reason for wanting to study Natural Sciences is the enjoyment I get from grappling with new and complex ideas. In Physics, I like studying the atomic scale and have developed an interest in quantum models which move beyond my current syllabus. In Biology, I enjoy analysis on a larger scale, particularly experimental questions such as how to model the distributions of species on islands.



'I am fascinated by how the mind works, and how children develop an understanding of themselves and wider society.'

Roger, Psychology

'I have wanted to study Nursing since I was 3 because I like helping people.'

Hollie, Adult Nursing

'I focussed my science project on in-depth research into the use of performance-enhancing drugs in athletes.'

Dave, Sports and Exercise Science

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Stage 2: Topic of interest

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A topic of interest shows why you really want to study a subject and that you have gone to the effort of finding out something **specific**.

Examples:

Psychology: A piece of research on the psychology of skydiving in the British Psychological Society webpage.

History: A particular argument about the Civil War in a history book.

Dance: A dance style that you are particularly interested in.

Medicine: Analysis of a treatment and condition you have seen on your work experience.

Business/Finance: A case study of a particular business such as a new marketing strategy.

Stage 2: Topic of interest (FAR)

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1. Identify a focus
2. Where could you find reading material on this specific topic?

FOCUS

(a) Find a specific i.e. **small** topic

ANALYSE

(b) What are **2-3 key** points?

REFLECT

(c) Did anything **surprise you**/did your **understanding** of the **subject change** from your research?



Stage 2: Topic of interest

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NOT developing a topic of interest

I am especially fascinated by all aspects of human rights law and am passionate about bringing justice to people who are not able to represent themselves. Human rights are a key part in making society fair and this part of the law shows how it can be a glue that holds society together.

What does the student need to do here to improve the topic of interest?

Stage 2: Strong topic of interest

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Focus: *I have developed an interest in human rights law and read up on the recent case of two women who were challenging the new law that immigrants wished to join their spouses had to pass a "pre-entry" English language test.*

Analysis: *One of the main legal issues centred on whether the new policy breached the appellants' right to a family life. I was struck by the level of uncertainty in the wording of the final judgement. Although the appeal failed, the judges stated that a "significant number" of future cases, for example, those in which immigrants had learning difficulties, would be likely to breach human rights.*

Reflection: *My research led me to reflect on the fact that the application of specific laws depends on very subtle differences in the circumstances of different cases.* **610/4000 characters!**

Stage 2: Topic of interest

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NOT developing a topic of interest

I completed a work experience placement at a nursing home for elderly residents. The home gave me a real insight into the importance of communication skills.

What does the student need to do here to improve the topic of interest?

Stage 2: Strong topic of interest

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Focus: *I completed a work experience placement at a nursing home for elderly people and worked specifically with patients with complex needs including Alzheimer's.*

Analysis: *Through interactions and reading material provided by the Alzheimer's Association, I developed a range of strategies for communicating with patients. I ensured that important conversations took place in a quiet space without noise and distractions. When asking questions such as "would you like a cup of tea", I made sure I used clear 'yes' or 'no' questions rather than asking more general questions such as "would you like a drink"?*

Reflection: *As I spent more time with patients, I realised that sometimes I needed to use different strategies with the same person depending on their mood and sense of wellbeing.*

Stage 3: Course-related interests

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A. Can you think of any course-related activities which you have taken part in which are relevant for your university application?

1. Work experience
2. University lectures
3. Extra academic activities at school
4. EPQ

B. Can you focus on a specific aspect?

**Task:
Complete stage
3 on the
handout.**

Stage 3: Course-related interests

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Before

I recently set up and completed a week-long work experience placement at a local graphic design company. The experience gave me a real insight into the graphic design industry and reinforced my desire to study the subject at university.



After

During a work experience placement with a graphic design company, I was particularly interested in the challenges of creating clear infographics. To emphasize the most important information, I experimented with combining different hooks with a range of fonts.



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'I am confident that I have a number of excellent skills: communication, teamwork, leadership, and organisation'

'My work experience in a school helped me to understand the challenges for teachers, particularly in managing classes where students have a range of needs.'

'I work in a nursing home for 3hrs per week, and I help the residents eat their dinner and read to them.'



Stage 4: Extra-curricular activities

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A. Can you think of any extra-curricular activities which you have taken part in?

1. Duke of Edinburgh
2. Part-time jobs
3. Music/debating/mentoring/school responsibilities/sports

Extra-curricular activities

B. What skills did you show?

1. Time management
2. Balancing work with outside activities
3. Communication skills

Non-academic skills

Stage 4: Extra-curricular activities

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Before

Outside of the classroom, I have completed the Duke of Edinburgh Silver award. This helped me to develop a number of skills. I am passionate about swimming and have been a member of the school team since Year 11. During my GCSEs I was also a member of the netball team. Swimming at a high level has provided a perfect training in managing pressurised situations. As a school prefect, I help to organize events such as our recent talent show, I also take parents around the school for tours. For two years, I have worked in a busy local shop and this has developed my abilities to work with people. I feel confident interacting with people from all walks of life and backgrounds.



After

In completing my Duke of Edinburgh Silver award, I have developed skills in planning tasks and leading a team. I speak two different languages - English and Portuguese - and this has given me a valuable perspective in understanding different cultures. During my A-Levels, I worked in a busy shop and swam for the school team – by balancing these commitments with my studies, my ability in organising and managing my time has improved significantly.

Personal Statements

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Remember:

- 47 Lines or 4000 Characters
- Structure
- Specific topics
- No bullet points
- Tell them why you want to study course.
- Show them that you are motivated and prepared for a career in...
- Tell them about any relevant experiences

UCAS application: reflection

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Any questions?

**What additional
support do you need?**