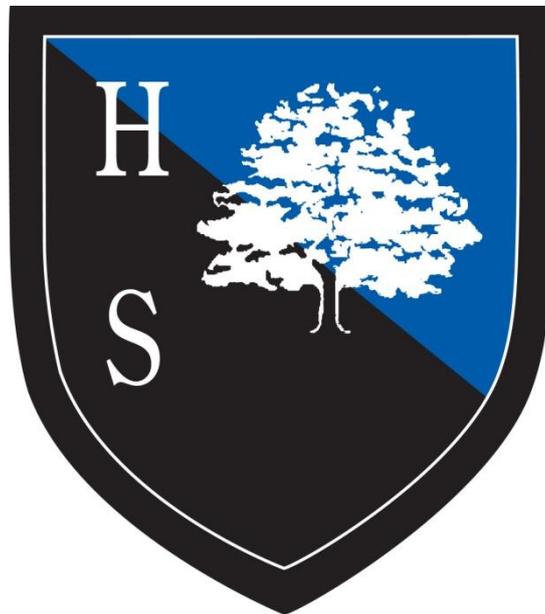


# **Heathcote School and Science College**



**Higher Education and Progression Pack  
2018-2019**



## Higher Education and Progression Pack

You will need to use this pack when applying to Higher Education. You should always approach your tutor if you need help and advice.

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## HIGHER EDUCATION – Is It For You?

This exercise is intended as a warm up discussion.

Discuss the following statements and decide whether you agree or disagree with each.

	<b>Agree</b>	<b>Disagree</b>
1. Universities outside London are boring. There is nothing to do.		
2. Even graduates are unemployed these days – there is no point in going to university.		
3. I would never fit in with clever people.		
4. I would never be able to cope with such an amount of money to live on.		
5. I would rather get a job straight after my course.		
6. My friends and family would think I am mad to apply to university.		
7. Applying to university is too much on top of exams and everything else.		
8. If I left London, I would miss my friends and family.		
9. I am interested in higher education because I enjoy studying.		
10. Going to university will improve my chances of getting a good job.		
11. I would grow in confidence at university		
12. I am not sure what I want to do in the future. I hope that higher education will open my eyes to lots of possibilities.		
13. I would like to make lots of new friends. Going away to university would give me a new and exciting social life.		



## Why Higher Education?

### OPPORTUNITIES & BENEFITS

1. More and more jobs require a degree for entry and promotion.
2. As more and more people enter HE, those who do not will be relatively more unqualified.
3. Graduates earn approximately 30% more than non-graduates over their working lives.
4. A greater percentage of jobs in the 21<sup>st</sup> century require skills that can be developed through Higher Education.
5. Graduates are more adaptable to change.
6. The percentage of graduates in responsible senior management positions is increasing (and these positions are usually the best paid!)
7. Higher Education develops:
  - Subject knowledge
  - Independence
  - Ability to learn
  - Constructive thinking
  - Ability to work without close supervision
  - Communication skills
  - Social skills
8. Higher Education offers the opportunity to:
  - Achieve your full academic potential, possibly up to post-doctoral level
  - Develop your interpersonal and professional skills in order to achieve your goals
  - Realise your full personal and social potential
  - Take advantage of the Student Union
  - Come into contact with students from different countries, cultures and creeds.



## Making the most of Open Days

It really is essential to check out the Universities before you apply to avoid letting yourself in for a rude awakening when you start. After all you are going to spend at least 3 years of your life at this institution and in its environment.

It is true to say that up until next spring you may be given the chance to see the **5 universities/colleges you have chosen in your UCAS application** but the best advice is to try and see some in the summer term – ‘the season’ so far as organised open days are concerned (with a few more in September). So it is a good idea to try and see a few soon (in your spare time).

It is obviously impossible to visit every university you have an interest in, so try to see a cross-section (e.g. one close to home, another in a city centre with a campus, a single-site university or contrast old with new and large with small). This way you will get a snapshot of the range of universities and colleges on offer.

Open days are advertised in the Sixth Form Learning Resource Centre, and in the institutions’ prospectuses and websites. Some you have to book in advance, with others it is just a case of turning up. Those universities and colleges which do not have formal open days may well be happy to arrange a visit for you. It may be possible to see the department of your choice and talk to the admissions tutor and/or students there. Do not be afraid to pick up the phone and make arrangements.

What you should get out of an open day visit is an overall impression of the place which might give you an instinctive ‘gut-feeling’ on which you will rely heavily when making your decision.

### Checklist of things to look for:

- Are the module options, course content, exam structure what you require?
- What are the facilities like? Especially important if you are planning to follow a practical subject, e.g. engineering or a lab-based science.
- Were you given positive information on graduate destinations from your subject area?
- What is the accommodation provision? Try to see it. Are you guaranteed a place in the first year? What is the cost?
- Was the open day well-organised? Did the university make an effort to welcome you? Were the lectures interesting? Did they enthuse/stimulate?
- Will you be able to sit through their long lectures without losing concentration?
- Were the undergraduate students you met well-motivated and positive?
- Can you see yourself in this environment? Does the prospect feel exciting or even promising?
- What will travelling be like – to home at weekends/holidays if you are away or ‘commuting’ if you are staying at home?



## Choosing Your Higher Education Course

For many this is not a straightforward issue. There are 100,000 different course possibilities at approximately 300 institutions but often this can only make your choice seem more difficult. Here are some ways of thinking about choice of course:

- Consider continuing with a **subject you are familiar with** and enjoy at 'A' level or one which you would like to learn more about.
- Choose a new discipline altogether. Something you have not studied before, often a subject not available at A-level, for example: Social Anthropology, Genetics, Latin American Studies, Zoology.
- **Choose a vocational degree** which is training and preparing you for a particular career. Examples include medicine, pharmacy, teaching, architecture, engineering, tourism/hospital management. Only for those who are sure of their future intentions.
- **Consider a joint degree** i.e. 2 subjects of equal worth. A good option if you have a similar interest in 2 areas. The subjects do not have to be related, although often are, and it provides an opportunity to mix new, unfamiliar subjects with old ones.
- **Consider a combined or modular degree**, covering three or more subjects, not necessarily of the same weight. This can be ideal for those who do not wish to specialise in one subject area. These degrees are often flexible, allowing changes later. You should take advice on the teaching, assessment and career implications of modular degrees. They can also be called triple-subject combinations, multidisciplinary and interdisciplinary degrees.

### Some issues to consider

- Your subject choice does not have to be related to career choice, so do not get stuck on this. 40% - 50% of all graduate jobs are for graduates of **any** discipline. Always check the career implications of your choice, however.
- You must enjoy your subject and find it fun, so research what your choice involves thoroughly, using the appropriate reference books and advice available.
- Always check how the subject is taught (balance between lectures, seminars, tutorials, practicals, fieldwork) and assessed (frequent exams, assignments, end of year exams) and consider what is most suitable for you.
- Always check grade requirements for your chosen course and relate those to your predicted grades.



## Choosing Your University or College

Whichever university or college you choose, the experience will change your life. A good choice will help set you up for a great future; a bad choice and you could want to leave your course before graduating.

### Comparing universities

One way to obtain a preliminary measure of a website is to look at the 'A' level grades typically required for entry: [www.ucas.com](http://www.ucas.com) will provide you with the information you need in order to compare universities. You could also look at the university league tables published by the newspapers. **BUT NOTE**, the position of a university in a league table is influenced by other factors which you may also like to take into account.

- The quality of the teaching and research.
- Staff/student ratios.
- Spending on the library and computer resources.
- The number of graduates obtaining first and upper second degrees.
- The employability of its graduates.

### Location

- To stay at home or not?
- Distance from London could be important.

Obviously the further you are away the more difficult and **expensive** it is to return home for weekends.

- City or countryside. Another city (although none is as large as London) may have similar facilities to those you are used to or you might want a complete change and look on to green fields.
- Large or small? Smaller universities would provide you with the opportunity to get to know a larger proportion of the other students. Larger universities, on the other hand, would enable you to retain a greater degree of anonymity, if you wanted it.
- Cosmopolitan? Remember we are familiar with a multicultural environment and not everywhere is the same.
- Campus? All facilities on one site (teaching, living, shops/banks). Examples are Sussex, Essex, Keele, Warwick and Loughborough.
- New or old? Some institutions are centuries old, others were built in the 1960s and some more recently.



## **Before making your decision**

- If somebody recommends a university to you, ask them for their reasons.
- You should visit a number of universities before making your decision.
- Most universities have open days, which give you a chance to look around. Check that the university caters for any particular interests you have outside of study.

Remember it is you that is choosing the right environment for yourself.

ASK YOUR TEACHERS FOR INFO ABOUT CITIES & UNIVERSITIES!!!

## **Applying to Higher Education**

**All the advice for this important aspect will be provided in tutorial sessions. Once the application has been completed, your Tutor/Head of Sixth Form will write your reference, in addition to information provided by subject teachers.**

**THE INTERNAL DEADLINE FOR APPLICATIONS IS THE 19th OCTOBER 2018**

### **UCAS Applications**

- UCAS (The University and Colleges Admissions Service) handles all applications to full time higher education courses.
- In general, ONLINE applications must be made between 5th September 2018 and 15<sup>th</sup> January 2019. Applications received between 16<sup>th</sup> January and 30<sup>th</sup> June 2019 will normally be treated as late applications and institutions do not guarantee to give them the same consideration as those received before the deadline.
- Applicants may choose up to five courses (4 if opting for medicine/vet school + 1 non related course); this can include more than one course at the same institution. The choices appear in alphabetical order, not in order of preference.
- Once the application form reaches UCAS, it will be copied and sent to all the institutions applied to. The institutions reply directly to the applicant, and also through UCAS.
- The applicant may accept up to two offers, once all the replies have been officially received through UCAS. If two offers are accepted, one will be the firm choice, and the other will be the insurance choice; this is usually an offer of lower grades than the firm choice. UCAS will contact the applicant to receive decisions about offers.
- Offers are confirmed after the exam results are published in August.
- It will cost you **£24 to apply**. This pays for all the administration costs and you can use visa/debit cards.



## **Medicine, Dentistry and Veterinary Medicine and Science**

- Applicants are limited to four choices in any of these subjects.
- The school deadline for applications in these subjects is 1<sup>st</sup> October 2018.

## **Art and Design**

- Applications for some art and design courses should arrive at UCAS by 24<sup>th</sup> March 2019. This allows the applicant extra time to prepare a portfolio.
- Others have a 15<sup>th</sup> January deadline – check course details to confirm the correct deadline.
- Many degree courses in Art and Design require an Art Foundation course. Entry to these courses is by direct application to the college, not through UCAS. Deadlines for applications to Foundation courses are generally around the same time as the main UCAS deadline.

## **Performing Arts**

- If you want to get into a music, dance or drama course at a conservatoire that is part of the Conservatoires UK Admissions Service (CUKAS), you will need to apply through the CUKAS application system.
- Details of this application process are found on the UCAS website.

## **Oxford and Cambridge**

- Applicants may not apply to both Oxford and Cambridge, unless they already have a degree.
- The school deadline for applications to Oxford or Cambridge is 1<sup>st</sup> October 2018.
- Many of the courses at both universities will require additional entrance exams before the applicant is considered for interview e.g. BMAT, UKCAT and LNAT
- Applicants must apply to a college within Oxford or Cambridge, not the university itself, unless it is an open application, in which case it will be randomly assigned to a college.

**You will spend most of tutorial time completing the application. You will need continual support from your tutor and attendance is essential at all sessions. Do not expect help from your tutor if your absence at tutorial is UNAUTHORISED. It is important to understand that a GOOD UCAS application has to be re-drafted on a number of occasions.**



## Deadlines/Key Dates

All UCAS applications are made online. You will be given a unique password allowing you to register with UCAS. You will be asked for some basic information & the awarding bodies of your GCSE results and A-level subjects or BTEC subject. The main part of your application is the personal statement. Once the whole form has been completed, you send it to your Tutor who will then check the details and the statement. The application will get sent back to you so you can make any corrections; this will happen until your application has been endorsed by your tutor.

As soon as your Tutor is happy with your application, a reference will be attached containing comments from subject teachers and your tutor. The form is checked again and it will get sent to UCAS. UCAS then send the application to your chosen universities. UCAS will inform you of the outcome of their decisions and you then make your decisions about what offers to accept (see page 25).

## Before filling in your UCAS form

You will apply to Higher Education using UCAS apply.

Please undertake the following in advance:

1. If you have a medical condition or a learning difficulty that will require support at university, check that you have discussed this with staff and found out the code to use on your application.
2. It is important to be classified as a 'Home Student' to avoid heavy fees, so do check whether you have been resident in the UK for three years prior to university entrance.
3. Make sure that you know which Local Education Authority area you are living in when you apply for university. For "student support arrangements" and "area of permanent residence" you should put the name of your borough.
4. Check that you know the exam centre number of the school where you sat exams and the exam board(s).
5. If you are doing a modular course, check that you know what modules you are doing, and whether they are mandatory, optional or additional.
6. Read the 'Guide to UCAS Applications' booklet carefully and ask for help if needed. The 'Guide to UCAS Applications' booklet was given to you during a Tutorial session.



## Writing Personal Statements

The purpose of the personal statement is to give admissions tutors additional information about you that is not already mentioned in the rest of the UCAS form, in order to help them with the selection process. On average, it takes **6 drafts** before the statement is ready to send to UCAS. Approximately 75% of your Personal Statement should refer to your academic subjects, why you enjoy them and why you wish to study your proposed subject.

Admissions tutors will be looking for evidence of the following:

- A genuine interest in and suitability for the course you are applying to.
- Awareness of what the course involves – this is especially important if it is a subject that you have not studied before, such as Law.
- Enthusiasm and commitment in your present studies.
- Some outside interests that complement your studies.
- Personal qualities such as maturity, responsibility, independence etc.
- For vocational courses, suitability for the career path that the course leads to.
- The ability to express yourself in writing.

A personal statement may include the following:

- Your reasons for applying for this course.
- What interests you about each of the subjects you are currently studying.
- Background reading and research that you have done, including conferences and visits.
- Any work experience, paid or unpaid.
- Activities you take part in, such as sport, clubs etc.
- Positions of responsibility and involvement in your community.
- Any special abilities, for example, languages.
- Ideas about your future career.
- Plans for your gap year.

Remember the following points when writing your personal statement:

- Think carefully about the impression you want to create, making sure it is always positive.
- Only write about things you are prepared to talk about at an interview.
- Do not just list things you have done; everything you mention should illustrate a specific point. Do not just say “I have a part time job in retail”. Say “My part time job has helped me to understand how a retail business works and to develop communication skills that will be essential in my future career.”
- Give examples to back up what you say about yourself. Do not just say that “I am creative and good at team work.” Say “I am creative and good at team work: qualities which I enjoy using in my dance workshops, where I am involved in choreographing performance pieces for a group of four dancers.”
- Make sure you let your tutor know if there is anything you want them to mention in their reference rather than writing it yourself in your personal statement, for example, family problems that affected your results in the past.



## **Personal Statements:-** **Notes for students based on advice from UCL**

Do lots of research on the courses you are applying to and ensure that your statement fits with what they are looking for. Think about the qualities that are required to be a good practitioner in the subject and therefore, about the evidence you can quote, that shows you have those qualities. Make a list of all of this before you start to write your statement. Then do a draft. It may well be that you have too little, in which case you need to make it a priority to get a few more things done. It may be that you have too much, in which case you can cut some things out. If so, it may be appropriate that they are mentioned in your reference, so do liaise with your referee.

The statement has a limit of 4000 characters or 47 lines. That is about 500 words. 75% of the statement (at least) should be focused on the “academic” i.e. on why you want to do the subject you are applying for and what makes you suitable for it. No more than 25% should be spent referring to your other interests.

The best structure is an “arresting” opening (i.e. one that gets the reader’s interest) followed by 2-3 paragraphs, developing your material and explaining your interest and how you have followed it up. Keep it reasonably simple and clear. Using long, complicated words to make something sound “intellectual” does not work. Do not just write a long list of books you have read or things you have done. The important thing is that you analyse and reflect on what you learnt from an experience, not that you can cram in lots of examples. Try to avoid clichés such as “I have always had a passion for.....” “I have a thirst for knowledge.....” etc. and do not give your own definitions of subjects (“to me Economics is about.....”). Admission tutors will know what their subjects are about and do not need you to be telling them. Support what you write with evidence and let the evidence speak for itself. “I am an outgoing, confident person with excellent communication skills” is a vague, unproven statement with no evidence. This statement “I got through to the finals of the Jack Petchey Speak Out Challenge in Hackney last year, giving an improvised speech on race and immigration issues to an audience of 200 people” provides real evidence of communication skills. It is obvious from the statement itself and admissions staff will pick that up.

The key thing about the personal statement is that it **is** personal and that those, who know you, can recognise you from what you say. It is important also that everything in it is true. If you are found out putting in something that is not true or making exaggerated claims, you will end up being rejected. Show your statement to other people – get at one person to check the accuracy of your spelling, punctuation and grammar. Ask others if you have left anything out, what you could have expressed better and what you have overdone. Allow yourself time to redraft and incorporate their suggestions.



**Alison Home (Senior Outreach Officer for UCL) recommended the following notes:**

- **Use of Language.** Take care to avoid common mistakes such as using “affect” when you mean “effect” etc. Be consistent in writing numbers/letters. Do not write “thirteen” in one sentence and then use “13” in the next. UCAS removes all formatting, so do not attempt to use bold type, italics or underline things because they will not appear in your final version. Avoid informal English. “Yr 11” should be “Year 11” and avoid abbreviations such as etc., e.g., I’m, I’ve. Keep to straightforward vocabulary – “I took part in.....” sounds better than “I partook in.....”, which may be more formal but sounds pretentious.
- **Structure.** Every paragraph should be clearly focused on something specific, like A-level studies/further reading you have done/work experience and what you got from it. You need to be analytical: do not give just a passing mention to a week’s work experience or to a major academic project. If it is an impressive achievement, you should give some space to analyse it properly and say what you learnt from it. Avoid any waffle or attempts to be chatty or, even worse, to crack jokes.
- **Content.** Make high quality references to things you have done that provide evidence for your interest and understanding of what you are applying to read. Do not say that watching “Casualty” made you want to study Medicine or talk about it being Harry Potter books that have made you want to read English. Ideally you should try to relate extra-curricular activities, volunteering and work experience back to the degree. Often experiences can be presented in terms of “soft skills” like time management, organisation and commitment. For example: working in a busy Customer Service Call Centre shows that you can deal with aggressive calls, calm people down and get clear information and resolve cases – all great skills for an aspiring lawyer. Volunteering in an Old People’s Home demonstrates empathy with vulnerable people – skills a medical student needs. If you are planning a gap year, account for it and describe your plans. How do you think your gap year will make you a stronger candidate for the course? If you use a quote, ascribe it and explain why it is relevant to what you are saying. Do not put in quotes just to sound impressive. Saying that you were so impressed “when” Martin Luther King said something comes across as ridiculous when you could not have been born at the time.
- If extenuating circumstances have affected your academic performance (**make sure that your referee explains it in the reference that is written for you**). You do not need to explain it in your statement; you should make the most of your word count by focusing on your academic interests. Equally some things are better said about you than by you so liaise with whoever is going to be your referee.



## Statement 1: An Application for Medicine

When considering my future career, I sought a profession that would explore both my passion for science and my desire to benefit the lives of others. Medicine definitely offers such an occupation involving the application of science to an extremely wide range of challenging scenarios in order to deliver health care at the highest level. My experiences shadowing medical professionals have helped to recognise and improve the required skills.

During a work experience in renal medicine, I acquired a wider appreciation of what a typical day would entail as a junior doctor. The early meetings in the doctors' office and subsequent ward rounds alerted me to the importance of teamwork in devising the next plan of action and treatment. By visiting the Haemodialysis Unit, I was able to understand how the machine functions as well as consider the differences when using the alternative method of peritoneal dialysis. Watching the insertion of a Hickman line highlighted the numerous measures promoting sterilisation and informed me of the high level of manual dexterity involved in such procedures. A difficult encounter between a specialist registrar, a patient and his wife regarding the decision to end dialysis and proceed with no further treatment demonstrated to me the key attributes of empathy and compassion.

Having examined the daily routine of a medical speciality, I was able to carry out my next week in the Surgical Department of Urology. Unlike in the Renal Unit, I was introduced to a medical support worker whom I shadowed and from whom I gained an insight into the NHS system including the Patient Administration System. Observing outpatient clinics beside the registrar allowed me to recognise the high level of communication proficiency practised towards colleagues, patients and relatives. Again I witnessed these crucial skills in action during a multi-disciplinary team meeting where I discovered the critical importance of feedback from a number of different departments when assessing the future of patients. During late October I will be carrying out a week of work experience at Balham Park Surgery in order to be more familiar with the different demands and aspects of life as a GP.

Attending several lectures on medical topics has reinforced my scientific understanding and interest in biology. As a member of XXX Medical Society, my participation in discussions has both enhanced my ability to express ideas and updated my medical knowledge. Particular articles from magazines such as "Scientific American" have contributed to my research into countering common diseases including cancer, which was related to one of the topics examined at our medical society.

For over two months I have volunteered at St. George's Hospital. Helping out in the Acute Stroke Unit has increased my awareness of how patients feel and has certainly boosted my confidence when speaking and establishing a relationship with patients and relatives. Administrative tasks have expanded my awareness of the documentation involved with looking after patients. Volunteering at a primary school by reading with year 2 pupils has been another rewarding experience due to the progress they have made and the increasing enthusiasm for the weekly session.

As a school prefect I have been involved in several roles of responsibility and leadership including monitoring duties and co-ordinating activities with a year 8 class. Being a year 7 mentor, I am a guide to the youngest members of the school and this has allowed me to build up my communication skills. Working at a sushi restaurant has enabled me to develop my ability to cope with pressurised situations and my capability as a team player.

Determination and diligence are also vital qualities I possess, and I believe that my academic achievements reflect this. During my course I intend to develop my skills further to contribute to university life and make the most of the opportunities ahead of me.



## Statement 2: Application for Ancient World Studies

Coming from a culturally mixed background I have always been fascinated by the ways in which our history has formed the society we live in. The influence of classical civilisations on society has always made me ask the question: have people really changed? This sparked my interest in ethics and philosophy as I wished to study the thinking behind the behavioural codes which people live by. Classical Civilisations have always appealed to me throughout my GCSE and A-level courses and a true passion for the Ancient World was reinforced when I attended a JACT Ancient History summer school. I enjoyed reading the epic poems “The Iliad” and “The Odyssey” and found that the question of the poems was greatly debated. At the summer school I had the opportunity of engaging in deep discussions with my contemporaries as to who “Homer” really was.

From a young age I was a keen reader of the myths and legends of past civilisations, in particular Greek mythology. I was amazed at how flexible mythology was and the ways it was used to give meaning and answers to fundamental questions of life. Having studied several works of Euripides such as “Hippolytus” and “The Bacchae” I came to understand the importance of divine reverence for the Greeks. I am intrigued by the stark contrast in the role which religion plays now compared to its significance then. For example, in a modern context the Olympics are primarily political whereas religion was the cause for the Games beginning in honour of Zeus.

Through my A-level subjects I have found certain elements which assist my study of the Classical World. At Religious Studies A-level, I have been introduced to archaeological methods which help determine the dates of historical events in the Old Testament. I find this interesting as I have had the opportunity to study other ancient civilisations such as the Assyrians in contrast to the Hebrews. Study Mathematics and Chemistry has also taught me to adopt an analytical approach which would be useful in archaeological study. The discipline of philosophy in Religious Studies is an area which I am keen to pursue; I especially enjoyed reading Plato’s “The Last Days of Socrates” as it explores his feelings just before death. I am also interested in the way Plato’s writings can be used as more than just a philosophical dialogue but as a source for our knowledge of Greek Society.

At school I am a regular member of the Debating and Classical Society. I enjoy hearing opinions of others in such forums and participating in discussions. I am an enthusiastic reader of the magazine “Omnibus” which helps give me an insight into the views of scholars in the classic world about the views of scholars in the Classical World about debated issues, such as the lives of women and the role of fate.

Throughout my extra-curricular pursuits I have been given various responsibilities. In my position as a prefect I frequently interact with younger members of the school helping them with any issues that may arise. Also being a youth leader I engage in charitable events regularly and spend time every week at an Alzheimer’s Elderly Care Home. I am a dedicated member of the RAF Cadet Force and am at the rank of corporal. I also have the responsibility of Library Monitor.

I enjoy participating in school trips and benefitted from a visit to Greece in October. There I had the opportunity to see Olympia, Delphi, and the treasure of the National Archaeological Museum. I am fascinated by how such pieces of artwork were constructed so many centuries ago and the manner in which the people used the resources they had. This brings me back to my question on just how much people have changed and how their lives flourished and left an impression on us now. It is therefore the relevance of the Ancient World in a modern context and the uniqueness of their language and culture that compels me to pursue this subject as an area of general interest.



### Statement 3: Application for History

History has always interested me, but from studying it in more detail I have realised how much influence the past has over the world today. I experienced this concept when working on a group project, the subject of which was Pompeii. This was during a summer school placement with the Sutton Trust. I found the subject interesting especially when analysing their use of mosaics and architecture and decided to further my research by reading 'The Lost World of Pompeii' by Colin Amery and Brian Curran. From this book I learnt how Pompeii has become a template for modern architecture and how it really was a sophisticated culture.

In A-level History, I thoroughly enjoyed having the independence to pick my coursework on the Arab-Israeli Conflict; I have developed a preference for political history and find it fascinating how it plays into modern politics. This has allowed me to analyse a wide range of sources over long period of time and has helped me to develop an understanding of historical change such as the development of terrorism at the King David Hotel attack in 1946. Comparing Stalin's Russia and the Civil Rights Movement in America has intrigued me to see how differently these cultures reacted during the Cold War.

The other subjects I am studying at A-level compliment my interest in History. English Literature has introduced me to different historical periods such as the Elizabethan era and the 1920s. My Physical Education A-level has a particular focus on history as it allows me to look at how activities and sport have evolved through the centuries as well as how politics has influenced various Olympic Games, such as the Black Power salute made at the Mexico Games in 1968. Studying these subjects has further enhanced my analytical and essay writing skills. Furthermore I am undertaking an extended project on the effects of World War Two had on British Women. I am excited by this challenge and aim to become a more critical and independent learner.

I have developed an enthusiasm for current affairs which were further enhanced by me attending the Mayoral Electives debate run by the Fawcett Society entitled "What about women in London?". I enjoyed considering the different perspectives put forward during this debate. This experience has allowed me to look at other peoples' arguments and give different interpretations of them.

I also applied and was selected onto the Social Mobility Foundation's Aspiring Professionals Programme. I have gained work experience at Linklaters in the legal field and have recently finished an internship for the MP Ester McVey at the Houses of Parliament. In addition to this I was accepted onto another History summer school where I now attend regular Saturday lectures and I was also handpicked to attend a Law course during the summer where I won the Moot in which I participated. These activities illustrate my determination and commitment to learning and studying History at degree level.

I have loved the responsibility of getting involved in various in-school volunteering opportunities ranging from working in the History and English departments, being treasurer of the 'Small Change' Charity and being a reading mentor to year 7 and 8 students. I have also completed Bronze Duke of Edinburgh award and I am currently a senior prefect in the school. All these experiences have allowed me to develop my skills in teamwork, leadership and communication. Outside of school, I have been part of a dance school for fifteen years and I have taught dance to primary school children for two years.

Managing my personal activities has been challenging, but has helped me to manage my time more effectively. I believe my ability to balance my schoolwork and other commitments at this stage show that I am organised and responsible. I feel that the skills that I have developed as well as my enthusiasm for History would allow me to prosper, thrive and be successful at university.



## Statement 4: Application for Psychology

Before starting sixth form I went through life taking things for granted. However, since starting Psychology I have begun to question things and it has provided me with a new way of thinking. A good example of this is conditioning. This topic influences all of us in some way or another, from advertisements trying to persuade us to buy their latest product, to a child forming an attachment or even developing a phobia of spiders. In the past, these are things I would not have even thought of. Psychology has fascinated me and has made me more inquisitive, so much so that I have developed a passion to study this subject at a higher level.

I enjoyed studying individual differences and learning about the therapies for all the models of abnormality, especially cognitive behavioural therapy. I like how it attempts to empower the client by teaching them self-help strategies which they could potentially use with any future problems. In social psychology I am intrigued by the findings of Hofling et al (1966) who proved that nurses were willing to obey orders given to them by an authority figure such as a doctor even though they knew they would be breaking hospital rules. The results were shocking as a very high proportion of nurses were willing to administer a drug that they had no prior knowledge of. I found this experiment really highlighted that you should question legitimate authority even if it goes against what you believe to be right.

Studying Biology has complemented my interest in Psychology. When looking at disease and immunity I learnt about the role of B-cells and T-cells in the body's response to illness. I found that the knowledge I gained in this topic could be transferred to Psychology and further helped my understanding when studying the module on stress and physical illness and how the body copes under these conditions. In Mathematics, having studied Statistics will prove beneficial at university when working with and analysing data from research. Studying this subject has shown me the importance of accuracy and precision and to approach problems in a different way. It has made me very determined and persistent as I am never satisfied until I have achieved the solution to a problem.

As well as my A level studies I have also decided to complete the EPQ. The subject is very topical and divides the opinion of many people, on whether euthanasia should be legalised. I feel the good organisational and time management skills I have and will develop can help me in the future with projects and assignments.

Outside of lessons I have completed a work placement in the renal department of Whipps Cross Hospital. This experience not only gave me a real insight into what a hospital environment is like, but made me want to help people. From talking to patients I realised I wanted to be able to help them on a psychological level. In school I am currently a senior prefect in the sixth form and assist at school events such as open evenings, concerts and achievement evenings. This allows me to develop my communication skills, public speaking and leadership.

Furthermore, I am part of a charity committee, where my role as a treasurer not only involves collecting money raised, but also organising fund raising events such as bake sales and treasure trails. I have recently completed the Bronze Duke of Edinburgh award, which allowed me to develop my leadership skills and my ability to work in a group. I also volunteer my time in a history class once a week. This has allowed me to work with children and understand the demands faced by a teacher as well as adapting my own behaviour and language when talking to different groups of people.

I am a dedicated student and very self-motivated, which I feel can help me to work to the best of my ability in every task I do. I look forward to extending my knowledge in the area of Psychology and being able to use it to benefit myself and others around me.



## Statement 5: Application for Chemistry

Chemistry has always been a subject that has fascinated me. As a child I was amazed by fireworks, in particular the loud noises they made and the vibrant colours. As I got older I investigated and discovered the science behind fireworks. However my inquisitive nature for chemistry deepened as did my quest for knowledge in the other sciences, in particular Biology. I am fascinated by genetics, cell and plant biology as well as neurology. It was therefore a relatively easy decision to want to study Biochemistry at university.

I have relished the opportunity to study the sciences at A level. I have found studying Physics and Mathematics stimulating, in particular the topic of mechanics and how it relates to real life situations such as throwing a ball or balancing objects with moments. Learning about magnetism, particularly dynamos, has helped me understand how a lot of renewable energy sources work and is a subject I am extremely passionate about. Both subjects have also allowed me to develop accuracy and precision in my work as well as making me more persistent and perseverant, until I get the solution to complicated problems. I have also been genuinely interested in Organic Chemistry. The many uses and broad concepts have appealed to me, from investigating how chemical reactions occur to searching for patterns in the behaviour of chemicals. All this gives me valuable experience as well as developing my confidence whilst working with dangerous chemicals in a laboratory environment. In Biology, the depth of the chemical processes within cells and their structure complexity at this molecular level amazes me. I also thoroughly enjoyed learning about the importance of plants, how they function and how we gain energy from them. Learning about greenhouse gases has always intrigued me as I am very passionate about the environment. The intricate way that the science subjects relate has helped me understand the complex topics involved from amino acids to global warming. I was privileged to apply and be selected to attend a university master class in science, which inspired me to want to study the subject to an advanced level. It was also greatly influential as it opened my eyes to the wonders that a career in science has to offer. Furthermore, this led me to attend public science lectures in my spare time, about topics such as Life on Mars and Nanoparticles in Medicine. These talks are fascinating as they highlighted how varied and complex aspects of science can be as well as it being a totally weird and wonderful subject.

I am currently a senior prefect at the sixth form and assist at school events such as open evenings, concerts and formal functions. Furthermore, I have the responsibility of being in charge of 'Pi House' for the whole school. This involves me presenting at assemblies, coordinating house meetings and being a good role model. Being a prefect has shown my commitment to the school as well as developing my skills in public speaking and leadership. I am also part of my school's Eco Committee which is dedicated to making the school more environmentally friendly.

Outside of academia I am a proud member of the Chingford District Scout Network and recently won a Jack Petchey Award for outstanding achievement in scouting, along with a cheque for my unit. I have also started my Bronze Duke of Edinburgh Award. I found the expedition the most challenging element of the qualification, during which I gained perseverance, determination and how to work well as part of a team.

I am very excited about the prospect of studying for a degree in Biochemistry as it combines the two subjects that I am most passionate about, Biology and Chemistry. I believe that this opportunity will give me a solid foundation to go on to a future career in this field after I graduate. I am a committed, dedicated and motivated student who always works to the best of my ability. I look forward to the challenge of studying at university.



### The golden rule for format of personal statements:

- 1) What is suitable about the course you have applied for? – What skills will you bring to the course, how will current/past studies help you?
- 2) What aspects of your current studies do you enjoy? What *skills* have you acquired? (Teamwork, independence, evaluation, analysis etc...)
- 3) Discuss your extra-curricular activities & hobbies, again describing skills acquired. Use info from your tutorial.
- 4) Finish off with a summative statement about your suitability.

NB: For every point you make, it is essential you describe what you have learnt

## UCAS Tariff

### A-Level

Grade	Tariff Points
A*	56
A	48
B	40
C	32
D	24
E	16

### AS

Grade	Tariff Points
A	20
B	16
C	12
D	10
E	6



## BTEC (QCF) Extended Diploma

Grade	New Tariff
D*D*D*	168
D*D*D	160
D*DD	152
DDD	144
DDM	128
DMM	112
MMM	96
MMP	80

## Extended Project

Grade	Tariff Points
A*	28
A	24
B	20
C	16
D	12
E	8

## HE Interviews

Not everyone will be called for interview, but some courses, for example Nursing, Primary Education and some universities, for example Oxford and Cambridge, always interview. Those who are applying to Oxbridge will receive specialist advice. Some courses interview people who they feel are a “borderline case”. You may be asked to bring a portfolio or examples of your work. You may be asked to perform an audition, take a written test, participate in a group discussion, or fill in a pre-interview questionnaire. If you are applying for a language course, part or all of the interview may be conducted in the language you are applying to study.

You should be made aware when you first apply whether you will be called for interview, and when you are called, you should be made aware of what form the interview will take. If you are not sure, ask, as this will help to ensure you are well prepared.

### Before the interview

The key word here is PLAN.



### **Plan the practicalities:**

- Do you know exactly where you are going?
- Are you going to travel by train, coach or car?
- Can you walk from the coach/train station to the university? If you can, how long do you need to allow? If not, allow time to find a taxi.
- If travelling by car – do you know where the car parks are? Not all universities will be able to offer you parking so find out about the nearest public car parks.
- What are you going to wear? Aim to look smart, but be comfortable. Be wary of wearing new clothes or new shoes for the first time at interview. Those new shoes that were fine when you paraded round the shop may not be as comfortable after a long journey and a walk around the campus.

### **Plan the interview:**

- Look back at your application form – familiarise yourself again with your personal statement. What areas may the interviewer decide to expand on? Be prepared for questions about your choice of course, university and career as well as questions about yourself in terms of skills and interests. **PLAN** your answers.
- Check and find out if anyone else from the school or your circle of friends has been to the University for an interview. Ask them what it was like – it will help if you know what to expect.
- Many university student unions have people who will be happy to advise you about what to expect in your interview. Ask if they can put you in touch with someone who is studying the same subject you are applying for.
- If you would like a practice interview, speak to your subject teacher or Head of Sixth Form who may be able to help you with this.
- Oxford and Cambridge produce their own booklets about what to expect from their interviews. Ms Tobia is available to give excellent advice outlining the types of questions that are asked at interviews. Social Science/Humanities subjects may ask current affairs, **hence the continued importance of reading the quality press.**
- Plan **YOUR** questions. Remember the interview is a two-way process. The interview is also your opportunity to be sure that this is the course and the university for you. Sensible questions will reveal the extent of your research to the interviewer. For example; “I have noticed that your course offers the opportunity to study abroad. Could you tell me exactly how many students are given this opportunity every year and are there special criteria to fulfil?” This type of question shows that you have done your homework on the course.



- Have a note of key points that you want to make during the interview. Then if at the end of the interview they have not all been covered use the “any questions?” time to get some of these extra points across.

### **During the interview:**

- Be confident and think success. As you walk into the interview room, have a confident smile on your face and shake hands with your interviewer. It is important to try and make an impression in those vital first few minutes.
- Be motivated. An offer of a place at your favourite university may rest on this interview.
- Listen carefully to the questions being asked and to the information being given to you. If necessary, clarify the question by paraphrasing it. If you find the interviewer asking virtually the same question again then it could be that you misunderstood the question the first time.
- Consider your reply. Take the time to ensure that you make a sensible reply to a question – if you are in too much of a hurry then you could make mistakes or not cover all the things you wanted to.
- Ask questions. From your planning before the interview you should have questions to ask. If they have all been answered already then let the interviewer know that you did have some questions but that they have all been covered already. If necessary use opportunities to give information that you feel is important to your application but that has not been covered in the interview.
- Maintain the rapport. Keep eye contact with your interviewer – but not excessively – you will appear more interested and will help the two-way communication generally.
- Know when to stop. It is very easy to get into ‘ramble’ mode in an interview – take care to avoid this, stopping when you have adequately answered the question.

### **After the interview:**

- Review. Take time to evaluate how the interview went. Make a note of aspects that went well and those that did not. Use these notes to plan and prepare for your next interview.
- Feedback. Your friends and others at Heathcote may be interested in hearing about how the interview went and details of what to expect if they happen to be going to the same university for an interview. You will appreciate their feedback from other universities, so do not be afraid to give them the value of your experiences.

**YOU MUST INFORM YOUR TUTOR/HEAD OF SIXTH FORM IF YOU HAVE BEEN CALLED FOR AN INTERVIEW - as a mock interview will be arranged.**



## Examples of Interview Questions

### Interviewer's questions:

1. What attracts you to this particular course? Why do you want to come here?
2. What would you consider to be one of your strengths/weaknesses?
3. Why do you want to study.....? (Show enthusiasm about the subject)
4. What do you think is the value of studying.....?
5. I see you are interested in ..... How did you get involved? What did you get from it?
6. What do you think is the value of higher education?
7. Tell me something about Heathcote School.
8. Specific questions about your BTEC or A level course may be asked. They often start by asking you "What have you been studying recently?"
9. What grades do you expect in your BTEC or A level course? (This question may be to test your self-awareness).
10. What play/film/television drama have you seen recently? What books have you read?
11. Do you have any career plans?
12. Why do you want to go to university?
13. (For vocational courses) What qualities go to make a successful doctor/dentist/teacher?
14. Identify a social problem. How do you feel the government has tackled this issue?

### Interviewee's questions

1. What are the career prospects for graduates from this course?
2. Are there opportunities for post graduate research?
3. Is there a departmental library?
4. How is the course taught?
5. How is the course assessed?
6. Is there a personal tutor system and/or other personal support for students?
7. How are placements organised for sandwich courses?
8. How can I find out more about accommodation?



## Responding to UCAS Offers

Once you have sent off your UCAS applications, you will start to receive offers (or rejections) from the institutions you have applied to. You may be invited to interview first, or you may be given an offer without an interview. Offers will almost always be conditional on you achieving particular grades. Check these conditions carefully, and contact the institution as soon as possible if they have made a mistake.

Once all the institutions you have applied to have all made their decisions about whether to make you an offer or not, UCAS will send you a statement of all the decisions, and ask you to respond to them by a set date, about four weeks later. This date will not necessarily be the same as other people. You must meet the deadline, or UCAS will assume you are declining all your offers.

You can check the progress of your UCAS application by logging onto the UCAS website at [www.ucas.com](http://www.ucas.com) and track. You will need to enter your application number, and your password, which will have been sent to you by UCAS with your original acknowledgement letter. This means you will know about any offers before they actually arrive in the post.

When replying to offers, think very carefully about your decision, as your reply will be binding; you cannot change your mind afterwards. If you decide not to take up an offer that you have already officially accepted through UCAS, you will not be allowed to apply anywhere else for that academic year.

There are three possible replies that you can make to each offer. These are:

**Firm acceptance** (your first choice)

**Insurance acceptance** (you will take this place if you do not get the grades for your first choice)

**Decline**

You cannot accept more than two offers. If you accept two, one must be firm and the other must be insurance. Once your results come out in August, your offers will be confirmed (or not, depending on whether you have met the conditions of the offer). You will then formally accept just one of them.

If you choose to decline all your offers, if you have no offers, or if you do not meet the conditions of either of your offers, you will be eligible to join **UCAS Extra** where you can apply for one other course OR the clearing process in August. More detailed information about clearing will be made available to those students who need it in the spring or summer term.



## Confirmation and Clearing

- Exam boards will inform UCAS of an applicant's grades the day before they inform the applicant.
- If an applicant holding a firm offer from an institution achieves the grades required to meet that offer, their place will be confirmed. If the required grades have not been achieved, the institution may still accept the applicant.
- If an applicant does not achieve the grades required by their firm choice and is turned down by them, they may be offered a place on their insurance choice course.
- If an applicant is holding no offers, or has not achieved the grades to meet either of their offers, they will still be eligible to enter clearing.
- If an applicant has accepted an offer, and achieved the required grades, but subsequently decides not to attend that institution, they must gain a written "release" from that institution before they can enter the UCAS system and join clearing.
- If an applicant decides after 30<sup>th</sup> June to apply to UCAS, they will automatically be entered into clearing.
- Applicants who have conditional firm (CF) and conditional insurance (CI) choices are not eligible for Clearing until both the CF and CI institutions have confirmed that they will not offer places. Applicants sometimes know informally that they have been unsuccessful before we receive the official decision. In these circumstances, they should allow a little time for the decision to be processed. If there is a significant delay, they should contact institutions direct to discuss this.
- Applicants need to find out which courses have vacancies and then contact universities and colleges to discuss the possibility of gaining a place.
- If a university or college provisionally offers an applicant a place in Clearing, they will usually give them a date by which they must enter the course details in Track. Universities and colleges will not be able to formalise agreements to consider or admit applicants until:
  1. they know the applicant's Personal ID and Clearing Number (shown in Track)
  2. the applicant has entered the institution and course details in Track.
- Clearing vacancies are advertised through the UCAS website, as well as in The Telegraph newspaper.



## Adjustment

### What is Adjustment?

Each year some applicants pass their exams with better results than expected, meaning they have exceeded the conditions of their firm choice. Adjustment provides an opportunity for applicants in this position to reconsider where and what to study.

### A Brief Summary of Adjustment

- It is optional.
- Adjustment allows applicants to seek an alternative offering without losing their secured place.
- The Adjustment process runs from 15 – 31 August 2019.
- An applicant has five calendar days to use Adjustment, from 15th August or the day their status changes from CF (Conditional Firm) to UF (Unconditional Firm).
- There are no Adjustment vacancy lists. It is the applicant's responsibility to contact a university or college to discuss an Adjustment place.
- To secure an Adjustment place, the applicant must have received an alternative offer through UCAS before the five day period ends.
- If an applicant does not receive an alternative place they remain accepted at their current university or college.
- Single entry applicants need to pay an additional application fee of £11 to use Adjustment.

## Finance for Students in Higher Education

Since September 2012 universities and others providing higher education have been able to charge up to £9250 a year for their courses. If you are from England and studying for your first degree you will not have to pay for your tuition fees upfront. Loans are available from the Government. You can also get support towards your leaving costs.

### Maintenance loan information

Loans are available to help with your living costs, e.g. course materials, accommodation, food, clothes, travel etc. interest is charged at the rate of inflation, so the amount you repay will be equal in value to the amount you borrow. The amount you can borrow depends on your household income, your course and where you live and study.



The maximum Maintenance Loan for new students starting from 1 September 2018 is:

- **You can get up to £7,324 a year if you live with your parents**
- **You can get up to £8,700 a year if you live away from home and study outside of London**
- **You can get up to £11,354 a year if you live away from home and study in London**
- **You can get up to £9,963 a year if you study overseas as part of your course**

For more information please go to [www.gov.uk/studentfinance](http://www.gov.uk/studentfinance)

### **Can I apply for a maintenance loan?**

If you are on a full-time course, you are eligible to apply for a loan. The loan should help towards your living costs while you are studying.

### **How will my loan be paid?**

Your loan is usually paid in three instalments, one at the start of each term, directly into your bank account. Student Finance Direct will issue a payment schedule letter to you which will explain what amounts will be paid and when.

### **When do I pay my loans back?**

Once you have finished studying, repaying your student loans is straightforward and the amount you repay each month is linked to your earnings. Under new repayment arrangements for 2018/19, you would not have to start making repayments until 2021, even if you finish or leave your course earlier. Even then, you would not have to repay until you are earning over £25,000 a year.

Here are some important points about repayment:

- Your repayments are based on how much you earn once you finish studying.
- Your earnings are based on your salary and any other sources of income you have.
- Your employer will automatically take 9% of your income above the threshold (currently £25,000) through the UK tax system (Pay As You Earn - PAYE) or you will pay through self-assessment if you are self-employed.
- If your income stops or falls below the salary threshold, your repayments will automatically stop.



Repayments are based on future earnings and not what you borrow. See details in the table below. (This is calculated from earning a salary of £25,000 which is the current threshold)

Income	Amount of income from which 9% will be deducted	Monthly repayment
Up to £25,000	£0	£0
£29,000	£4,000	£30
£39,000	£14,000	£101
£49,000	£24,000	£180
£59,000	£34,000	£255

Please note that these are the up-to-date details of Fees for the 2017/18 Academic Year. (There may be small changes made to the 2018/19 Academic Year.)

All information can be found on the Student Finance England website:

<https://www.gov.uk/student-finance>

### **Bursaries and other help from your university or college**

Universities and colleges are required to provide additional non-repayable financial support, such as bursaries, to students on these courses. There are a variety of different bursaries and scholarships. The type and amount of financial help will depend on the university or college concerned.



## Studying Overseas

As an EU citizen, you are entitled to study at university in any EU country under the same conditions as nationals:

- You cannot be required to pay higher course fees.
- You are entitled to the same grants to cover course fees as nationals of the country.

### Conditions of entry

Conditions of entry vary significantly between individual countries and universities. Regardless of the other entry conditions, you **may not be refused access to training or education** in another EU country on grounds of your nationality.

### Language test

Knowledge of the home country language may be required, so in some EU countries you may be asked to take a language test.

### Going abroad to study

When you go to university in another country, as an EU citizen you are entitled to pay the same **course fees** as a national. This treatment does not extend to **support or maintenance grants and loans**. Some countries may nevertheless choose to provide maintenance grants to foreign students, on their own initiative.

When you go abroad to study, you might still be able to get a maintenance grant from your country of origin. This is up to your own national authorities.

### Foreign students who are already residents

Even if you are not a national of the country where you want to study, if you have been living there for five years or more, you are entitled to a maintenance grant on the same conditions as nationals of that country.

For details log onto:

[http://europa.eu/youreurope/citizens/education/university/index\\_en.html](http://europa.eu/youreurope/citizens/education/university/index_en.html)

or

<http://www.studyabroad.com/>



## Taking a Gap Year

There are a wide range of organisations devoted to helping you get the best out of your year off. It can be quite easy to do nothing much within this year but, with careful planning, the year can be useful and exciting. There is a range of information in the LRC to help you. There are websites devoted to gap year opportunities (e.g. [www.gapyear.com](http://www.gapyear.com)). You can also seek advice from Mr McCarney.

### Going Abroad

Organisations like Raleigh International, GAP Activity Projects and Project Trust offer places on community or environmental projects, usually in the third world. Most people find the experience challenging and exciting. However, you pay for the cost of the trip! Average cost is about £2,500 - £3,000 and you are usually expected to raise the money by getting sponsored. This needs lots of planning ahead! Volunteer work is not the only option if you want to travel. There is Camp America, au pair work and other paid work abroad.

### Voluntary work in the UK

Community Service Volunteers (CSV) offers the opportunity to work with the homeless, young offenders, those with learning disabilities or mental illness in the UK. Placements are up to twelve months, mostly away from home, with accommodation, food and pocket money provided.

### Paid work in the UK

Many students use the year, or part of it, to get full time work. You can develop work-related skills and save some money. Make sure your CV is good and seek advice about how to find good quality employment. Some students will combine paid work with part-time study to add to their skills and qualifications.

### The benefit of a 'gap' year

If you plan the year, whatever you do, it is likely that you will end your 'gap' year a more mature person.



## Looking for Work

If you decide that you want to start working after your course instead of going into Higher Education, it is still a good idea to think about it early. In most cases, you do not need to apply for jobs as early as you need to start applying for HE courses, but you can prepare yourself by thinking about what kind of job you really want to do, researching opportunities and preparing a good CV.

Remember that you can return to higher education at any time in your life; there is no age limit. You can also do degrees and other qualifications part time. You may be lucky enough to find an employer that will sponsor you to do this.

### Researching opportunities

Use the internet to find information. What level of job can you realistically go for at the moment? What sort of experience would be useful to get where you eventually want to be? Look at job advertisements in the press and on-line; what sort of jobs are there a lot of? What are they asking for? How much do they pay?

### Drawing up a CV

When writing your CV, bear in mind what kind of job you are going for. Stress the skills/experience/qualifications that are most relevant to this kind of job. A CV is a marketing document, with yourself as the product being marketed. Organise your CV so that the strongest points come first. If you have done a lot of excellent work experience, put that first.

### Apprenticeships

An apprenticeship is available to those over 16 that are 'suitably qualified'. It is a paid job with training attached and this training is available at three levels:

- Intermediate Apprenticeship (Level 2)
- Advanced Apprenticeship (Level 3)
- Higher Apprenticeship and College (Level 4, 5 and 6)

The length of training can be between 1 and 3 year and include a day/block release to College or Training Provider. For more information go to:

**[www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)**



## Useful Websites

As well as the websites that have already been referred to in this booklet, Sixth Form students may find these other websites useful when looking at their options for the future, whether it is applying to university, or other avenues:

[www.ukcoursefinder.com](http://www.ukcoursefinder.com)

[www.bestcourse4me.com](http://www.bestcourse4me.com)

[www.purepotential.org](http://www.purepotential.org)

[www.push.co.uk](http://www.push.co.uk)

[www.thestudentroom.co.uk](http://www.thestudentroom.co.uk)

[www.opendays.com](http://www.opendays.com)

[www.thebigchoice.com](http://www.thebigchoice.com)

[www.gapyear.com](http://www.gapyear.com)

<http://unistats.direct.gov.uk>

[www.uniaid.org.uk](http://www.uniaid.org.uk)

[www.prospects.ac.uk](http://www.prospects.ac.uk)

[www.ulas.co.uk](http://www.ulas.co.uk)

[www.slc.co.uk](http://www.slc.co.uk)

[www.thecompleteuniversityguide.co.uk](http://www.thecompleteuniversityguide.co.uk)

<http://www.studyin-uk.com>