



How to do it right

Important, please read...

The last page of this document must be signed off by your personal tutor. This will only be done when you have completed the form to their satisfaction and all aspects of the personal administration section have been ticked off as having been completed.

When the last page has been signed off, 'pay and send' the UCAS form. Present this signed document to your link tutor who will then initiate the checking process. Once checked, the UCAS form will only be properly sent off with your permission.

The UCAS form has three parts:

1. Personal administration
2. Personal statement
3. The reference

Each university is different so they will each place a different value on each part of the form. Each part should be completed well.

The Reference

4,000 characters long and completed by your personal tutor.

It is composed of:

- A short introduction putting BL6 into context.
- Subject reports
- Tutor reports
- Attendance data

Tutors have complete discretion over what is included in the reference. For example, some may decide to focus more on a student's achievements in one particular subject.

Predicted grades

Predicted grades accompany your reference and are used by universities to judge the calibre of an applicant. They are determined by subject teachers.

If a student is entered for any AS re-sit exams then a predicted grade at AS is also required in addition to a final A Level grade.

Predicted grades are also entered for the Extended Project Qualification and Wider Key Skills where applicable.

Predicted grades are based on:

- Student performance
- AS results and EPQ progress
- Student potential
- The difficulty of A2 courses
- The experience of staff

Personal Administration

The personal administration part of the UCAS form is composed of the following sections:

- Personal details
- Additional informational
- Student finance
- Choices
- Education
- Employment

Filling in the above is, for the most part, self-explanatory. However, mistakes are often made which, at best, can make the UCAS process a frustrating one. At worse, it can lead to a rejection from a university.

Below are instructions on how to complete certain fields (the ones which students often make mistakes in completing) correctly:

Section/Field	Instructions	Please tick
Personal Details		
First/given name(s)	Enter your first name and middle names. Ensure that you use capital letters at the start of each name.	
Preferred first name	Only fill this in if your preferred first name is different from your actual first name. Leave it blank if it is not.	
Previous surname at 16 th birthday	Only fill this in if your previous surname at your 16 th birthday was different from current surname. If it is not, leave it blank.	
Postal address	This is the address that UCAS will post letters to. It must therefore be an address that you can access to collect the post. Ensure that you use capital letters for the name of your street/road, villages, towns etc.	

Home address	Only complete this if your home address is different from your postal address. If it isn't, leave it blank.	
Email address	Enter your BL6 email address or a personal email address. If you opt for the latter ensure that it is a formal email address and not a 'jokey' one i.e. bigt@hotmail.co.uk Do ensure that any email account you use will not automatically reject or junk emails sent by UCAS.	
Unique Learner Number (ULN)	This is available from the BL6 office. Keep it safe as you could be asked to use it as a means of identification.	
Fee code	This is likely to be '02' unless you are intending to fund your studies by using an alternative method to student loans.	
Nominated access	It is recommended that you grant nominated access to someone who you can trust. This will allow that person to make decisions on your behalf if you are unavailable. For example, if you are abroad or hospitalised.	
Additional Information		
Activities in preparation for higher education	This is only applicable for those students who have attended very specific courses i.e. UNIQ summer schools. It does not apply to open days. Please seek assistance if you think you have attended a course which could be applicable. For most students, however, these fields are left blank.	
Choices		
For each university...	Do ensure that you fill in all the relevant titles and codes correctly. Double and treble check that this is done correctly. All the information is available in the university prospectuses which are now accessible online.	
	Most students have a maximum of five choices to enter but you can enter less if you wish. Some students, however, will	

	only be able to enter a maximum of four choices i.e. medics.	
Education		
For each educational institution you have attended...	You must enter the correct dates and centre number for previous institutions that you have attended. Be careful as some schools share the same name i.e. St. Thomas More, so you must identify the correct one.	
For each qualification...	<p>You must enter all qualifications that you have previously completed and also those qualifications which you are currently completing.</p> <p>Full A Levels are known as 'GCE Advanced Level'.</p> <p>AS Levels are known as 'GCE Advanced Subsidiary'.</p> <p>For qualifications that you are currently completing you obviously don't know your grades yet so select 'pending'.</p> <p>If you are completing an AS re-sit you are effectively re-taking the AS qualification again. You will therefore have to enter the AS qualification twice, once for when you first completed it (at the end of Year 12) with the grade you achieved and once for when you are going to complete it again (at the end of Year 13) with the grade as pending.</p> <p>You must enter the full title of any qualification i.e. History B.</p> <p>Ensure you enter the correct grades that you have achieved.</p>	

	<p>The awarding body (exam board) can be found on your qualification certificates. For current qualifications please ask your subject teacher or at the BL6 office.</p> <p>The date of the qualification should be when you have been/will be officially certificated for that qualification. So for A-Levels and GCSEs it will be August i.e. '08'. For qualifications that you are currently sitting the certification date will obviously be in the future.</p> <p>You must enter each and every qualification that you have completed, even those for which you received a disappointing grade.</p> <p>Don't forget to enter the Extended Project Qualification – 'Extended Project (Level 3)'. The exam board is AQA. Only enter a brief summary of your topic/title.</p> <p>Don't forget to enter Wider Key Skills – 'Key Skills: Improving own learning and performance'. The awarding body is ASDAN.</p> <p>A 'qualification check' must be completed once you have entered all your qualifications correctly, the rest of the form is complete and you have 'paid and sent'.</p>	
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Remember! You 'paying and sending' only sends the form to a member of staff. It is they who will send the form to UCAS once it has been checked and they have your permission to click the 'send' button.

The Education section is where most mistakes are made. Below is an example of how it should appear:

 **Education**

Brine Leas School and Sixth Form (40631, 09/2008 - 07/2015, FT)

Extended Project (Level 3)

Politics and History based		08/2015	AQA	
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Functional Skills

Information & Communications Technology	Pass	08/2012	AQA	1
English	Pass	08/2011	AQA	2
Mathematics	Pass	08/2011	Edexcel	2

GCE Advanced Level

Government & Politics		08/2015	AQA	
History B		08/2015	OCR	
Psychology		08/2015	Edexcel	

GCE Advanced Subsidiary (first award 2001)

Government & Politics		08/2015	AQA	
History B		08/2015	OCR	
Psychology		08/2015	Edexcel	
Government & Politics	C	08/2014	AQA	
History B	D	08/2014	OCR	
Law	E	08/2014	AQA	
Psychology	E	08/2014	Edexcel	

GCSE

Additional Science	C	08/2013	AQA
Business Studies	C	08/2013	AQA
English Language	C	08/2013	AQA
English Literature	B	08/2013	AQA
French	D	08/2013	AQA
History A	A	08/2013	OCR
Mathematics A (Linear)	C	08/2013	Edexcel
Media Studies	B	08/2013	WJEC
Physical Education	D	08/2013	AQA
Religious Studies	B	08/2013	Edexcel
Science	B	08/2012	AQA

Key Skills

Improving Own Learning & Performance		08/2015	ASDAN	2
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OCR National First Award

ICT	Pass	08/2013		2
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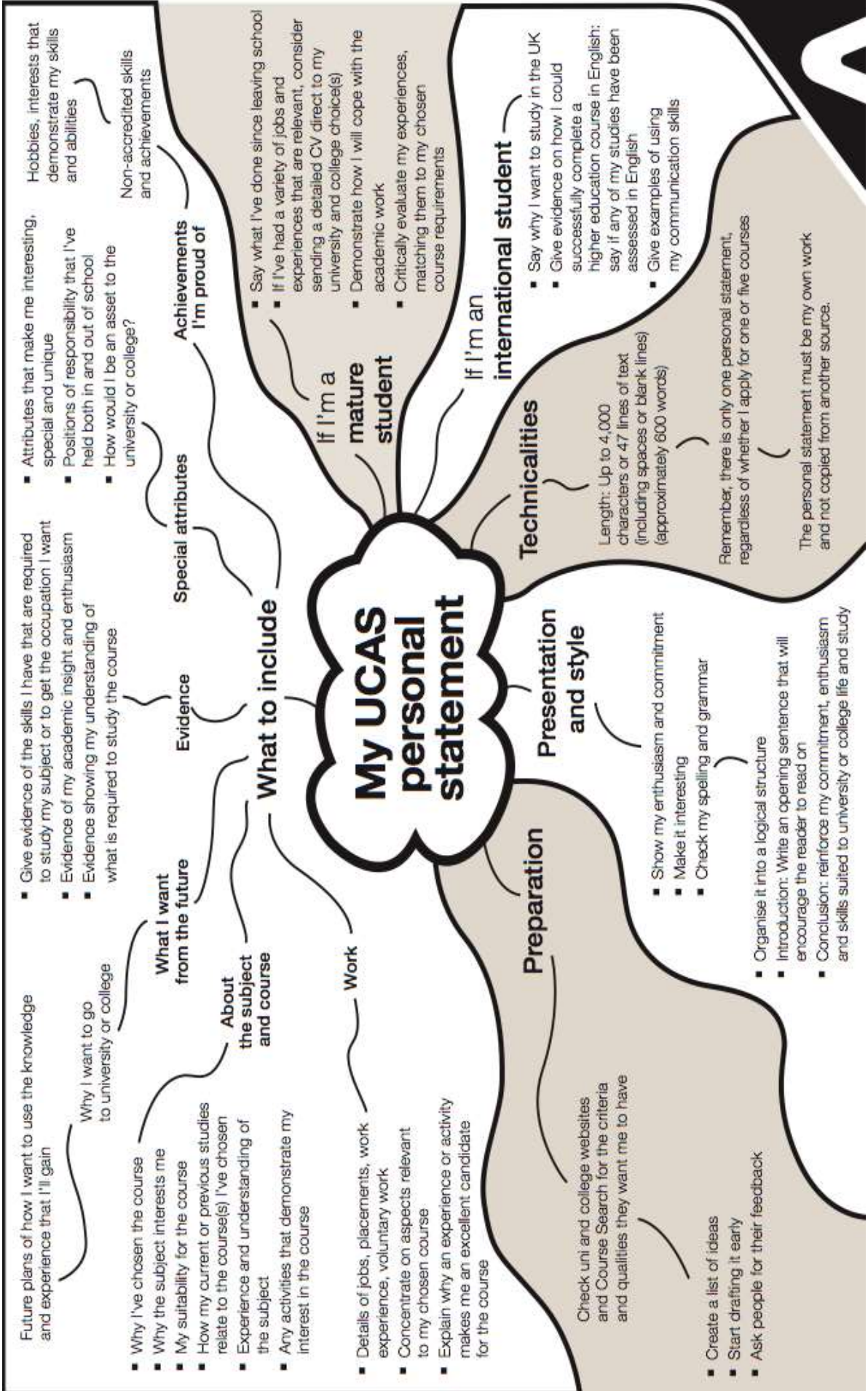
Personal Statement

Essential advice:

- 4,000 characters.
- Will take numerous drafts – start early!
- Must be personal – done by you!
- Pick and choose your advice and examples.
- Show people and get feedback!
- Good English is required.
- Make yourself stand out from the crowd.
- Be positive and sell yourself.
- Gear your PS to the course you are taking.
- No two PSs should be the same.
- Be truthful and honest.
- Avoid clichés... ‘I have always had a passion for politics’. Really???
- It is wise to complete your personal statement in a Word document first and then copy and paste it onto your UCAS form when it is finished. Obviously save it as you go along.

Useful sources of advice:

- The UCAS website.
- Which? university guide website.
- The Student Room.
- The diagram over the page.
- Previous examples of personal statements from ex Brine Leas students.



History degree

'The consciousness of the past weighs like a nightmare on the brain of the living', Karl Marx. Should people who live today have to bear this burden, such as the British men who apologise to African slave descendants, or sons and daughters of Himmler and other Nazi leaders? My interest in history, and particularly the war, was influenced by the series of 'Band of Brothers'. When I first watched this, I felt the overwhelming sense of the harshness which for these soldiers was reality during the war. I was in awe of the bond created between the men and the importance to them of having a good leader. They faced overwhelming odds during most of their war experience, as demonstrated by the well known 'Battered Bastards of Bastogne'; a nickname given to them when surrounded by the enemy. After reading Steven Ambrose's factual books, I was able to assimilate the evidence and evaluate the accuracy of the series from my own perspective which gave me the confidence to teach KS3 students about the topic. My overall goal is to teach History and Politics and I see this degree as my way forward.

A Level politics is equally fascinating. My interest took me to Westminster recently where I and 38 other Scouts in Cheshire, had the opportunity to participate in the annual Speakers reception. During the day I had a unique experience by visiting the Speaker's apartment, and had the opportunity to speak to my own MP, Stephen O'Brien, about his voting decisions in parliament. I challenged his views concerning Hereditary peers and the power of the Civil Service. I am a confident character and never shy away from voicing my opinion even if it is not the prevailing one. As a result of this, I chair discussions in the college's Debating society which I set up in 2011. In 2010, David Cameron made a speech at Brine Leas school about 'school stars', as he gathered support for the general election; within it, I asked him a question in his question and answer session which was covered by Sky News.

Being President of the Student Union in my Sixth Form allowed me to improve my social and communication skills. This job involved me attending meetings with the Head of Sixth Form, organising fundraising and being used for visitors to talk to and question as a figurehead of the Sixth form, and in lower school when I was head boy. I also have interests outside of college such as Scouts in which I assist the district with events regularly in the year. This and other work within the community helped towards my nomination and subsequent acceptance of the Young Citizen of the year Award. My activeness in Basketball meant that I was captain the school team for 5 years, and have continued to play whilst in Sixth Form and hope to continue this at University.

I am currently re sitting some of my A Levels. The results I gained were adequate in meeting many University's entry requirements but I decided to improve upon these grades in the belief I would be a better student when I reapplied. As well as improving my grades I wanted to gain more firsthand experience in the teaching environment. In understanding how different age groups interact with learning I am doing work experience at a local Primary school as well as volunteering in a High school and Sixth form. The ability to cross examine the different teaching methods has significantly cemented my views that High school is the right age for me. It also allowed insight into what is required when creating an interesting lesson yet retaining classroom discipline.

Within this year I have also completed a research led project on the development of the weapons used in World War II. This enhanced my ability to view sources analytically and gave greater appreciation of different approaches to an event. The limitations of researching a topic with few primary sources meant that an added emphasis was put on evaluation. This has further cemented my view that a Degree in History is the way forward.

Nursing degree

Throughout my life I have been surrounded by family members who are actively working in healthcare settings within varying clinical roles. After listening to experiences my family have shared (whilst upholding the confidentiality of patients) I am aware that no two days are ever the same; every patient has their own individual needs. I have chosen to apply for nursing as I wish to be able to help and support patients in their recovery, whilst having an enjoyable career to which I am dedicated.

The subjects I am studying currently include: Biology, Chemistry and Law. I believe that these subjects will provide me with a solid knowledge base on which to build. My studies in Law have challenged my thinking around ethical issues and legislation and how these impact on working with patients. My enjoyment of Biology and Chemistry has encouraged me to combine my interest for science with a caring role. I have a good understanding of physiology and I am fascinated by the amazing processes of the human body and mind. My mathematical skills would be required when administering medication and accurately monitoring the physical health of patients. As an A-level student I have been responsible for my learning; I am able to meet deadlines, manage my time effectively and read around my subjects because of my genuine interest in them.

As a member of my local patient participation panel I have become aware of the varying levels of care experienced by fellow patients: both positive and negative. As an active member of the group, I have worked with fellow panelists and the practice staff in order to find solutions for grievances, and to overcome obstacles and barriers to treatment. It is equally important for staff to receive praise for the care they provide. I am aware that as a nursing student reflective practice is used extensively in order for the development of skills and understanding with the goal of increasing professional competence. In the last year I have undertaken my Duke of Edinburgh silver award. As part of the challenge in attaining this award I was required to navigate a team around the Peak district. This experience enhanced my communication skills and team work, as morale had low points over the 3 day challenge. These skills are transferable to any career and as essential to life as a nurse - encouraging staff and patients alike when they are struggling, and equally being accepting of support from others. My experiences to date have enabled me to develop and expand qualities that I believe are integral to a career within such a challenging and demanding role. I am caring and compassionate and have equal respect for all that may present within a clinical setting. I am aware of the importance of respecting equality and diversity within all areas of life, but especially when individuals are at their most vulnerable.

I am involved in an extracurricular group called 'Sum Buddies'. My role is to provide support for students of all ages within the school requiring additional support with Mathematics. I help students increase their confidence in the knowledge and understanding they have, and to further expand their skills via teaching, problem solving, and challenging perspectives. Alongside my studies I enjoy keeping fit through sport and running. I believe that an active body is an active mind and I also use the time as a release from the demands of my studies. I have applied to study nursing as I am looking forward to my next challenge, not only academically, but also to work with people. I wish to gain the knowledge, skills, and experience to care for others both practically via physical interventions, emotionally and psychologically. Above all I wish to build a career that I am proud of.

Maths degree

Mathematics captivated my attention from an early age. I have been absorbed by even the most basic concepts of Maths, from simple algebra to complex equations and understanding the complexities of calculus. Mathematics is not simply numbers and measures, as some individuals comprehend it; I perceive it as an inherent connection between abstract concepts and physical reality. This understanding and appreciation of mathematics in the real world is what initially sparked my interest in economics. The connecting themes between these two fields have confirmed my desire to study them at a higher level; I would relish the opportunities afforded by higher education to further study the application of logic and critical thinking, combined with the solutions of linear and non-linear simultaneous equations, in order to address issues in society, such as taxation and to explain the variations in the modern world. I take great pride in applying theoretical learning to real situations. In the last two years I have seen the relevance of the mathematical techniques I have learnt in everyday life. For example, understanding how geometric series can be linked to compound growth and decay thus helping me to calculate how much to save months in advance. I am also intrigued into how differential equations can be linked to supply and demand functions and their use when find solutions to pricing calculations. I am continually surprised by the vastness of the mathematics present in the world around me that I am yet to appreciate fully, such as the links between derivatives and the fluctuations of the stock market, or the interpretation of medical statistics linked to the spread and treatment of diseases. Furthermore, I have been able to apply my mathematical skills and understanding to other subjects. For instance, I have honed my ability to manipulate and interpret data evidencing international competitiveness, revenue and costs of a firm within economics. My mathematical skills have been utilized within geography through my application of statistical techniques, including Mann Whitney U and Chi Squared Test as well as measures of central tendency, to a wide range of data encompassing population, settlement and rivers. In addition to my studies, I grasped the opportunity to complete an EPQ, capitalizing upon my enthusiasm for the application of mathematics and economics. This project enhanced my ability to independently undertake specific research, analyze sources and review work to ultimately produce a structured piece of writing and deliver an informed presentation; I have overcome numerous challenges through this experience by balancing the demands of work and becoming more resilient when faced with difficulties; such skills have prepared me for the forthcoming challenges of a degree. I see Mathematics as a tool that can be used to overcome problems. I witnessed this during my work experience at Acanthus LW architecture firm. The way in which a structural building is developed using numbers and measurements was fascinating. Despite only observing a small fraction of the extensive mathematics field, I instantly knew that I wanted to develop my understanding of the theory of mathematics and its application to business and the economy. I was delighted to be chosen to take part in the UKMT Senior Mathematics Challenge to utilize my skills in problem solving. Maths is a diverse, fascinating and challenging discipline that is constantly evolving and expanding. I am under no illusion of the challenges presented by university learning. I can balance the pressures of academic learning with life experiences to meet deadlines and produce work of a high standard. I am confident that a deeper understanding of mathematics will enable me to achieve a rewarding career within business.

Progress Tutor declaration

Name of student: _____

The above named student has completed the UCAS form to both my and their personal satisfaction and all aspects of the personal administration section have been ticked off.

The student has been instructed to 'pay and send' and the checking process can now begin.

Name of personal tutor: _____

Signature of personal tutor: _____

Date: _____