

GETTING THERE

Choosing and being chosen by universities



PROF. RICHARD HARVEY
Academic Director of Admissions

37,000

Courses at UK Higher Education Providers

Source: UCAS, 2015

WHY GO TO UNIVERSITY?

Graduates are **MORE EMPLOYABLE**

You will learn **TRANSFERABLE SKILLS**

DISCOVER more about a subject you love

It's **FUN**



CHOO SING THE SUBJECT

W HAT DO YOU
ENJOY?

W HAT ARE YOU
DOING NOW ?

W HAT ARE YOU
GOOD AT?

H  **OME**

FROM

H  **OME**

TO P U N I V E R S I T I E S

R U S S E L L G R O U P ?

TO P U N I V E R S I T I E S

TO P 20

REPUTATION

LOCATION

REQUIREMENTS

CHOOSING A UNIVERSITY

Draw up a table of what matters to you:

- REPUTATION?
- LOCATION?
- SPORTS FACILITIES?

Visit!

Keep an open mind



COMMON PITFALLS

League tables

"When I went to
university..."

"I want my son or
daughter to go..."

"I never went to
university so..."

THE PROCESS

SUBJECT

UNIVERSITY

UCAS APPLICATION

TIMELINE

Y12

RESEARCH

SUMMER
SCHOOLS

PERSONAL
STATEMENT

SEPT OCT NOV DEC JAN FEB MAR APR MAY JUN JULY

Y13

UCAS

DEC DEF RM
&
INSURANCE

STUDENT
FINANCE

KEY DATES

15 OCT

Medicine, Oxbridge,
Vet and Dentistry

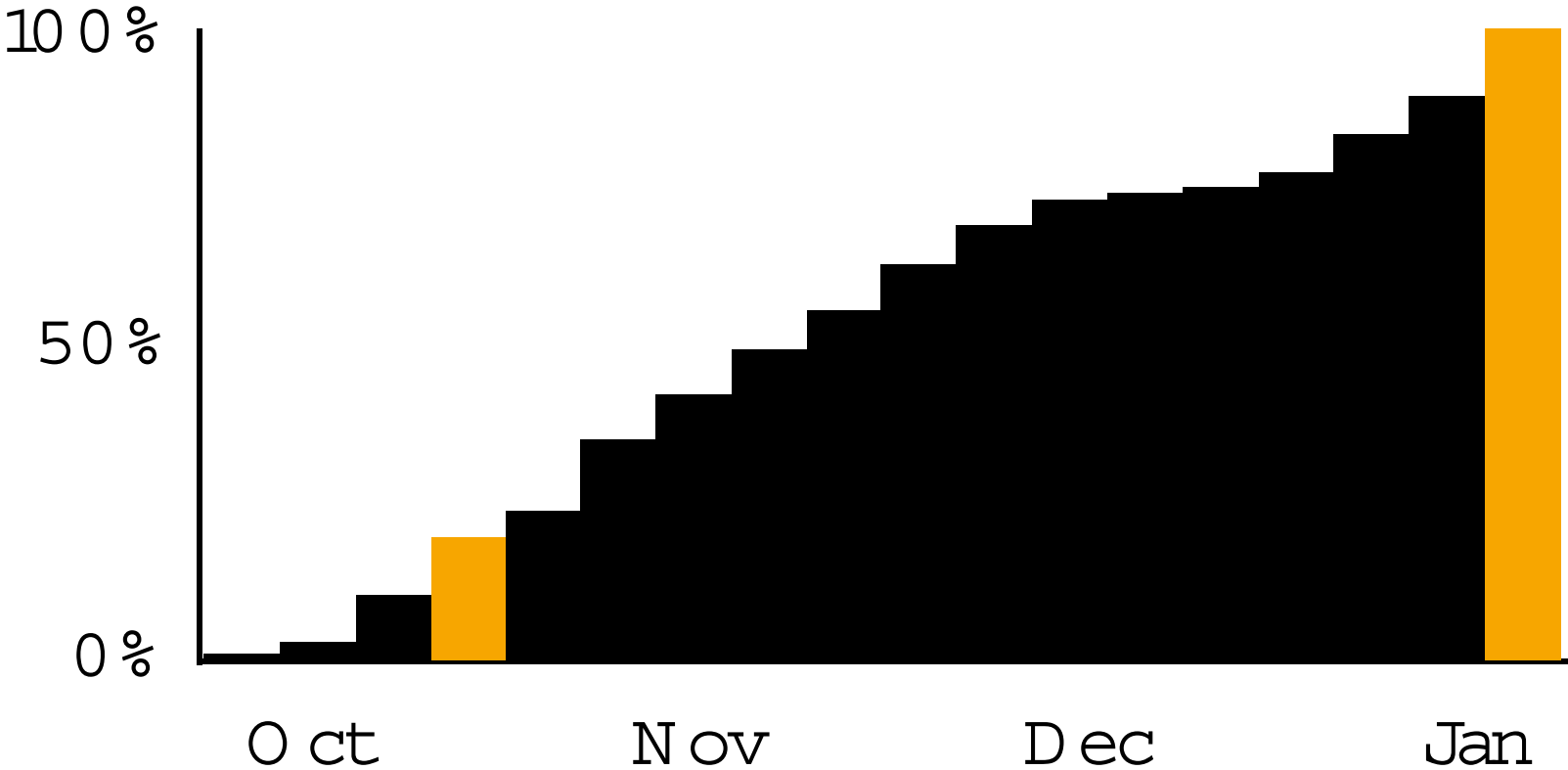
15 JAN

Most other
courses

24 APR

Some Art and
Design courses

WHY APPLY EARLY



THE UCAS FORM

UCAS

Contact us | [Help](#) | Print page



| | |
|------------------|--------------------------|
| Welcome | |
| Personal details | <input type="checkbox"/> |
| Choices | <input type="checkbox"/> |
| Education | <input type="checkbox"/> |
| Employment | <input type="checkbox"/> |
| Statement | <input type="checkbox"/> |
| Reference | <input type="checkbox"/> |
| View all details | <input type="checkbox"/> |
| Pay/Send | <input type="checkbox"/> |
| Help | |
| Options/Opsiynau | |

Key

- Completed
- In progress
- Not started
- Help

[Welcome](#) > [Choice summary](#) > [Choice details](#)

To avoid losing information please click 'save' before leaving the page.

To find courses based on subject, provider and location, check entry requirements, and view course-specific fee information, please use [the UCAS search tool](#) (opens in a new window).

Compulsory fields are marked with an asterisk (*).

| | | | |
|-------------------------------|--|---------------------------------------|-------------------|
| Institution code* | <input type="text"/> | see list | ? |
| Course code* | <input type="text"/> | see list | ? |
| Campus code* | <input type="text"/> | see list | ? |
| Start date* | <input type="text"/> | see list | ? |
| Further details | <input type="text"/> | | ? |
| Live at home while studying?* | <input type="radio"/> Yes <input type="radio"/> No | | ? |
| Point of entry | <input type="text"/> | | ? |
| | <input type="button" value="save"/> | <input type="button" value="cancel"/> | |

PERSONAL STATEMENT

47
LINES = 1
YOU

WHAT DO WE WANT?

WHY THAT

COURSE

What about that subject ticks your boxes

EXPERIENCE

Extra / Super-Curricular, Volunteering, Jobs. We want to see your skills

INTERESTS

What makes you, YOU

CAREER PLANS

Do you have a plan?
Don't worry if not

GAP YEAR

Do you have any plans?

AS EASY AS

A large, bold, green letter 'A' with a white outline, centered in the middle row.

ACTIVITY

A large, bold, green letter 'B' with a white outline, centered in the middle row.

BENEFIT

A large, bold, green letter 'C' with a white outline, centered in the middle row.

COURSE

ARE YOU ABLE TO SAY

SO WHAT?

EXPAND

Say more
about it

RELEVANT

Why is it important
for the course?

DELETE

Can you use the
space better?

PERSONAL STATEMENT EXAMPLES

"Discovery. To me that is what Chemistry is about. You never know when something ground-breaking could be at your fingertips"

"Both educationally and socially, university life will help me to grow as a person. I hope to develop skills to carry me through life and career and help me to succeed in all my endeavours"

"Within school, being a prefect and mentoring younger students has helped me to gain leadership qualities and also build good communication skills with people of different ages"

PERSONAL STATEMENT EXAMPLES

"Renowned theatre practitioner Bertolt Brecht said "Its (theatre's) main purpose is to place the staged events in their historical context". Having studied history and been involved in theatre as a director, actor and writer, I have come to realise how true this is!"

"The novels, poetry and plays I have read have given me increased insight into what I know already as well as a window into lives and worlds I can never experience myself. In primary school, Joan Lingard's novels gave me an understanding of the troubles in Northern Ireland. Reading Waugh and Swift inspired me to examine the social and historical context in which a novel is written and I look forward to taking my analytical and critical studies further at university!"

YOUR REFERENCE

Positive, supportive and true

Gives an insight into your **background** and any **extenuating circumstances**

Tells us about your **work ethic and attitudes**, as well as if you are engaged



YOUR REFERENCE

Her principal aptitudes, and also her thoughts of a possible career in medicine, led her to choose Mathematics, Biology and Chemistry together with Design and Technology. In year 12 she showed significant academic development and proved her ability with straight A grades at AS Level all with high UMS scores. In year 13, most students will take three subjects through to A2 Level. She chose to continue all four of her chosen subjects. She was placed in a fast track class for Mathematics but she decided to continue with her studies with enthusiasm and determination. She has a good understanding of the subjects and asks probing questions. In all subject areas she shows a clear focus and commitment in lessons, she is confident when faced with new procedures and is able to apply her knowledge to solve problems. She relishes solving problems. All her teachers describe her as an independent learner but also as someone who is always eager to explore new ideas and to extend discussion beyond the boundaries of the subject. One of her teachers of Mathematics comments that she "will often drive lines of enquiry that cause her peers to question their understanding." In Biology and Chemistry too she critically questions ideas and has a good appreciation of the wider issues surrounding the subjects. Experimental practical work is carried out with precision and flair and demonstrates exemplary independent research skills. She is a spirited and well-organized student who meets the demands of a full academic programme with a range of interests and activities. She has earned the esteem of her peers by leading various team activities such as Duke of Edinburgh Award expeditions, including a visit to an eco tunnel and greenhouse in the school grounds. She has a strong sense of duty and concern for society and this is embodied in her voluntary and charity work. She leads a variety of activities and has a clear career aim in year 12. She has taken every opportunity to extend her experience in support of her studies. She has a clear vision of what she wants to achieve. The range of influences to which she has been exposed have given her good insights and she has a realistic attitude towards her immediate future. I recommend this resolute and resilient student to you most warmly. She would be an asset to any institution."

One of her teachers of Mathematics comments that she "will often drive lines of enquiry that cause her peers to question their understanding"

"has a realistic attitude towards her immediate future"

"critically questions ideas and has a good appreciation of the wider issues"

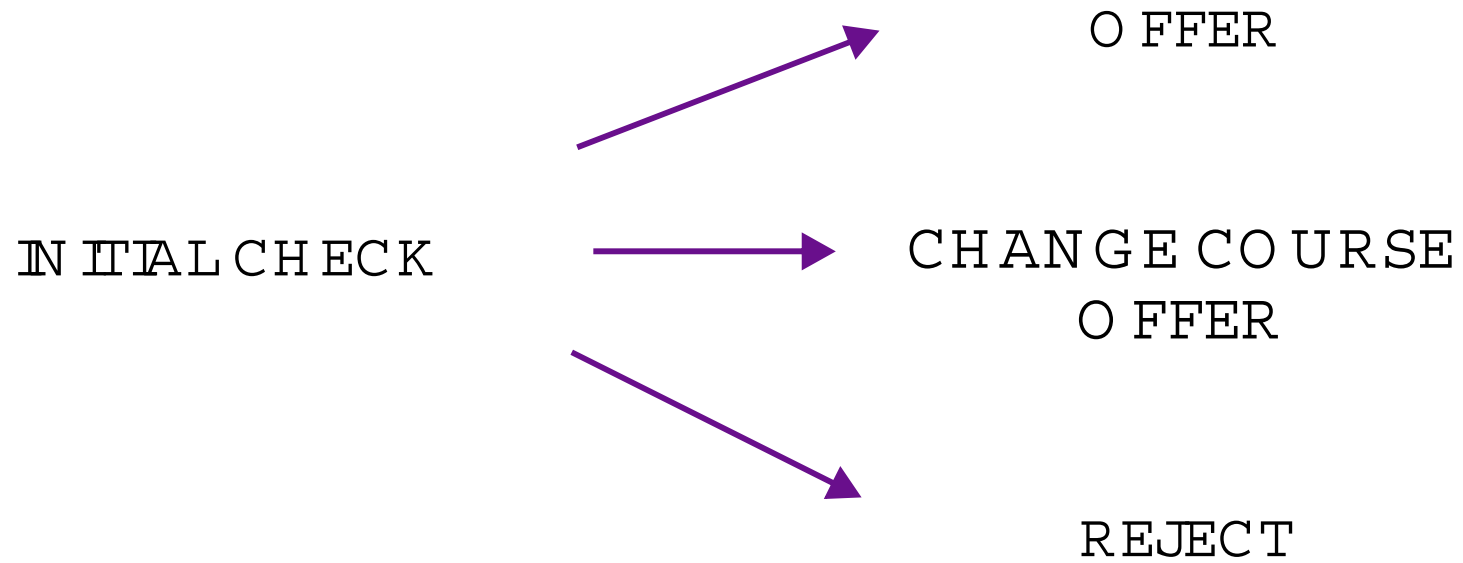
"She would be an asset to any institution"

THE PROCESS

UCAS APPLICATION

WHAT HAPPENS?

WHAT HAPPENS?



RESULTS DAY

The busiest time of the year

YOUR REWARD FOR GREAT WORK

SCHOLARSHIPS

BURSARIES

**HELLO
BRIGHT
SPARK**


**TASTER DAYS FOR
STUDENTS IN YEARS 10–12**

- EXPERIENCE UNIVERSITY STYLE TEACHING
- FIND OUT MORE ABOUT YOUR SUBJECT OF INTEREST
- MEET CURRENT STUDENTS
- EXPLORE A CAMPUS UNIVERSITY
- FREE PLACES AVAILABLE

FIND OUT MORE AT
www.uea.ac.uk/universitytasters

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O P E N D A Y S



@ H e y U E A

18 J u n e

2 J u l y

10 S e p t e m b e r

22 O c t o b e r