



UCAS BOOKLET 2020 ENTRY

#DREAMBig

Name	
Tutor	
UCAS ID	



Sir John Everett Millais, Bt - The Boyhood of Raleigh – 1870

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Personal information

Full Name (exactly as written on birth certificate/passport)		
Date of Birth		
Address (including post code)		
Country of Origin (where you were born)		
National Insurance Number		
Home Telephone Number		
Mobile Number		
Email Address <i>Ensure this is sensible enough for universities to use!</i>		
Fee Code <i>This is 02 if you are resident in the UK/EU. 01 (Private Finance) is for international rates (significantly more expensive). 05 is for NHS funded courses e.g. nursing (not medicine)</i>	02 (see notes to left)	

Qualifications

GCSE/Level 2 BTECs/OCR National Level 2 – see Appendix 1 – EXAM BOARDS

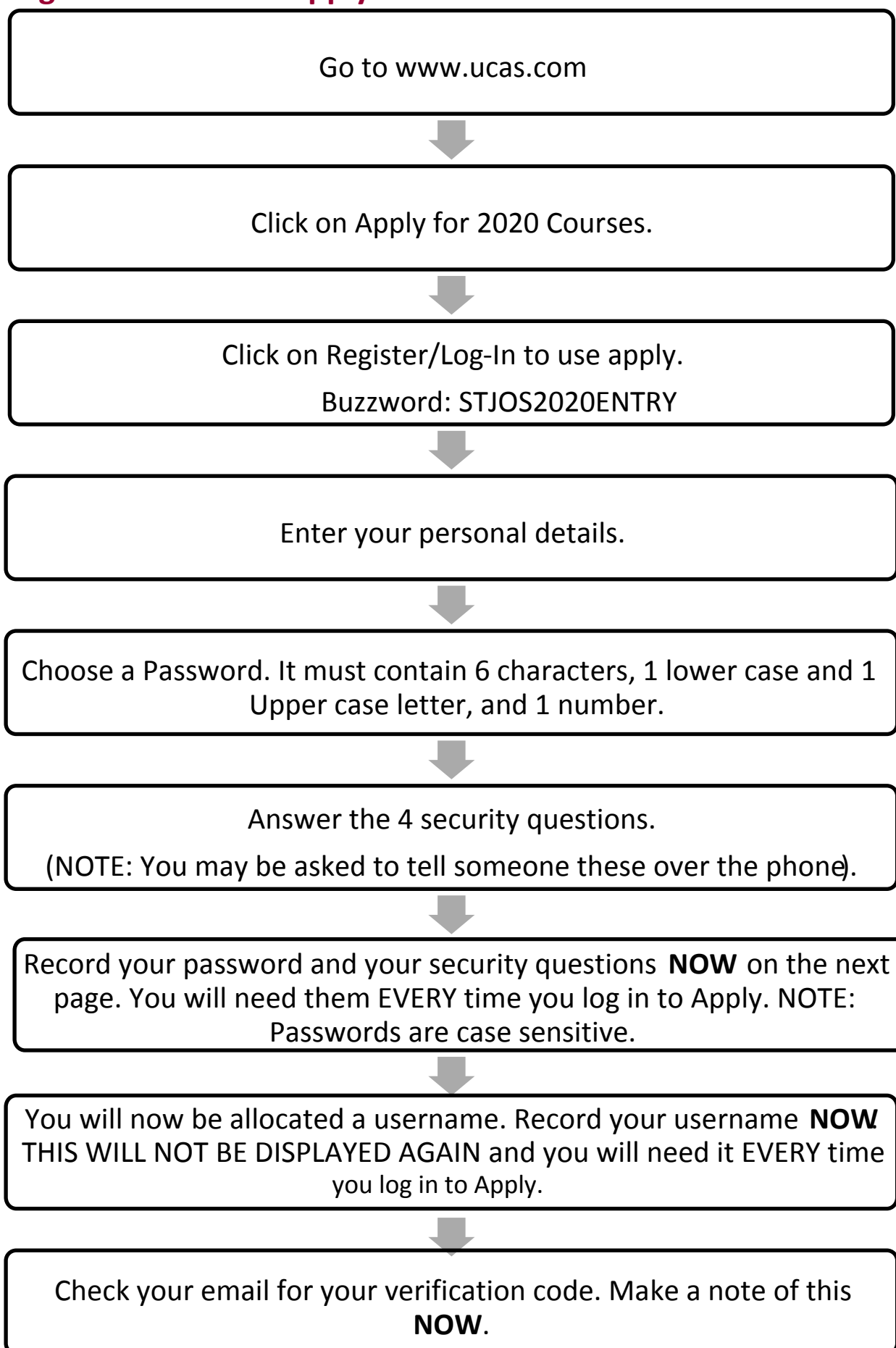
Subject	Board	Grade	Date awarded*
			Aug 2018
			Aug 2018
			Aug 2018
			Aug 2018
			Aug 2018
			Aug 2018
			Aug 2018
			Aug 2018
			Aug 2018
			Aug 2018
			Aug 2018
			Aug 2018
			Aug 2018

**August for summer exam, March if final exam was taken in January.*

A-LEVELS (Advanced Level) / BTEC Nationals – see Appendix 1 – EXAM BOARDS

Subject	Board	Grade	Year
		Pending	Aug 2020
		Pending	Aug 2020
		Pending	Aug 2020
		Pending	Aug 2020

1. Register with UCAS Apply



2. UCAS Apply Log In Codes

Registering with UCAS Apply will generate your username, password and personal ID number.

Please use the grid below to record all your essential information. The codes recognise capital letters so be careful and accurate.

Username	
Password	
Security Questions (not the answers!)	1 2 3 4
School Buzzword	STJOS2020ENTRY
Personal ID Number	
ULN (Unique Learner Number & (available on SIMS)	
UCI Number (can be found on exam certificates)	
Email Verification Code	
UCAS Customer Service Unit Tel No	0330 3330 230
UCAS Twitter Page	@ucas_online

3. UCAS Apply Log In – First Time

Log-in again using your information above. You will be asked how you are applying. You MUST click on **THROUGH MY SCHOOL/COLLEGE**. Then choose the 'current students' group', unless you are applying in Year Fourteen, in which case please choose the 'ex-students' group'.

Enter the school buzzword: STJOS2020ENTRY (all capitals). WARNING: if you haven't been asked for a buzzword you have not done this properly. You MUST register with St Joseph's otherwise we cannot give you a reference.

4. Completing Your Application Form

- Work through each section listed on the left hand side of the screen.
- You must answer the questions marked with a red *.
- You can click on '**Help**' on the left hand side of the screen or the **?** to the right of each question for a full explanation of the information required.
- When you are happy that all the details are correct, please tick the '**section completed**' box at the bottom of the screen and then click '**save**'. A red tick will then appear next to that section on the left hand side of the screen.
- To make changes, click on the relevant section on the left hand side of the screen.
- Click on the information you wish to change.
- Check that you have ticked the '**section completed**' box again and click '**save**'.

WARNING: DO NOT click pay/send in the summer – you will do this in the autumn when your Personal Statement has been finalised.

- In September/October, you can click '**pay/send**' and pay online using a debit or credit card (£18 for a single choice; £24 for 2-5 choices). **Do not click INVOICE.**
- When you click '**pay/send**' your application is sent to **Sixth Form not UCAS (we then send it off).**

Common Mistakes on UCAS Apply

UCAS

Contact us | [Help](#) | Print

2019

apply

Search (by name): ?

<Log out

Welcome

Applications

References

Link applications to centre

Send to UCAS

> Ready to send

> Already sent

Delete applications

Security

Setup

Adviser Track

Training and development

Help

Options/Opsiynau

Key

☒ Completed

☐ Returned

☐ Not started

☒ European characters allowed

☐ Help

Welcome

< previous

return to list

next >

View:

Gabriela Michalowska

Sent to UCAS

Action:

☒ Qualifications checked

Staff notes

☒ Personal details

Personal

Title

Gender

First/given name(s)

Surname/family name

Preferred first name

Previous surname at 16th birthday

Postal address

Is your permanent home in the UK?

Home address

Home telephone number

Mobile number

Email address

Date of birth

Dual nationality

Area of permanent residence

Residential category

Reference numbers

Unique Learner Number (ULN)

Test of English as a Foreign Language (TOEFL) Number

International English Language Testing System (IELTS) TRF Number

Student support

Fee code

Student support arrangements

Have you ever lived or worked in the EU (excluding the UK), European Economic Area (EEA) or Switzerland?

Do you have a parent, step parent, spouse or civil partner who is an EU (excluding the UK), EEA or Swiss national?

This is a mock application form. Please select 'view all' to see your application like this. If you need to print it, select 'view all details'.

Capital letter on the first word of every new line (except email address if it doesn't have one)

Use your school email address please (so that we can help you should you get logged out). Also, it is more professional.

If you have dual nationality (and one is UK) put UK citizen.

Your ULN is available on your SIMS profile under 'student details' – ask your tutor for it.

You will also input your BTEC registration number here, if relevant below you TRF number

Fee codes:

01 = private funding or international (outside EU)

02 = UK + EU

05 = NSH funding

Receiving further information about courses and/or products and services

7

Receiving further information about courses and/or products and services

I want to receive targeted course vacancy information if I am unplaced.

Yes

I want to receive information about health, careers and study opportunities by email

Yes

I want to receive information about commercial products and services by email

Yes

I want to receive information about health, careers and study opportunities by text/SMS

Yes

I want to receive information about commercial products and services by text/SMS

Yes

I want to receive information about health, careers and study opportunities by post

No

I want to receive information about commercial products and services by post

No

Nominated access

Full name of nominee

Relationship to you

Allow parents to communicate with universities on your behalf e.g. if you are taking a gap year before uni or they cannot contact you.

Disability/special needs

Category

No disability

Please give details of any special needs

☒ Additional information

Ethnic origin

National identity

Dual national identity

Activities in preparation for higher education: 1

Sponsor

Start date

Duration (days)

School year

Location

You can enter Summer Schools or University based taster sessions/lectures here.

Activities in preparation for higher education: 2

Sponsor

Start date

Duration (days)

School year

Location

Have you been in care?

Duration in care

Parental education

Occupational background

I would like correspondence from Welsh universities, colleges and UCAS to be in Welsh

☒ Student finance

I have read these details

Yes

☒ Choices

University of Manchester (M20)

NOT COMPLETED

Campus: (-)

Start date: September 2019

You can enter your choices in any order as UCAS will order them alphabetically.

Live at home while studying?: No

Deferred entry?: No

Point of entry:

Newcastle University (N21)

NOT COMPLETED

Campus: (-)

Start date: September 2019

Make sure you know which campus your subject is taught at. It may not be the main one and could be miles away from it.

Live at home while studying?: No

Deferred entry?: No

Point of entry:

University of Oxford (O33)

NOT COMPLETED

Campus: (U)

Start date: October 2019

If applying for Oxford or Cambridge, which college are you applying to? Or is it an open application?

Live at home while studying?: No

Deferred entry?: No

Point of entry:

☒ Education

Enter academic year

St Josephs Catholic High School, Slough (51421, 09/2012 - 06/2019, FT)

GCE Advanced Level

A Level Subjects certified in the AUGUST of the year you finish in Year 13 (not like the example below) – it refers to results, not exams.

French		06/2019	AQA
History		06/2019	Edexcel
Religious Studies		06/2019	OCR
Polish	A	06/2017	AQA

GCE Advanced Subsidiary

English Literature	B	06/2018	OCR
French	A	06/2018	AQA
History	A	06/2018	Edexcel
Religious Studies	A	06/2018	OCR

Click on 'add qualification' then click on the relevant one (GCE Advanced Level, level 3 qualification (e.g. Core Maths & EPQ) or BTEC) – see '**For A Level/BTEC subjects taken at SJSF in 2019-2020**' for BTEC headings.

All A Level and BTEC results must currently show as 'pending'.

For **AS** - entering unit details is optional. You can enter the unit grades using the **Grade please select** drop down. If your results are very good, this is a fine way to show your success over a range of modules. If you want to show unit and UMS scores use the **other** box. You may want to refer to particularly good modules/units within your personal statements

GCSE (Grade: 9-1)

English Language	9	06/2017	AQA
English Literature	8	06/2017	AQA
Mathematics	8	06/2017	Pearson

For GCSE – click on ‘add qualification’ then click on the relevant type e.g. GCSE, GCSE Double Award or BTEC.

Subject Choices

There are over 50,000 higher education courses listed on UCAS, offered at over 165 Higher Education Institutions, including 115 UK universities. With so many options available, choosing a course can be a difficult decision.

Tips for choosing a course

1. Think about what you enjoy and do well, both at school and outside
2. Write down a list of jobs you’d like to do and why
3. Discuss your options with teachers, career advisers, family and friends
4. Whatever your interests, it’s essential that you do lots of research. Book in at least five days in your diary now when you intend to make time for doing this.

Go to <https://www.ucas.com/ucas/undergraduate/choosing-course> or <http://search.ucas.com/> for more guidance.

The Guardian University League Table is a good place to start as you are able to rank by course. You can also look at value added scores (i.e. the progress made by students) and overall scores. <https://www.theguardian.com/education/ng-interactive/2019/jun/07/university-league-tables-2020>

You may also want to choose a course based on your current subjects and the Which? University website is useful for this. <https://university.which.co.uk/a-level-explorer>

University Choices

There may be many universities or colleges that offer a course that appeals to you. You may have some idea of the location you want to be in – whether it’s in a city, in the countryside or by the sea. You may decide on a university locally and stay at home or move

away and discover somewhere new. When you've found five to ten universities that appeal to you, you'll need to do your research.

Your first choice should be aspirational – the very top end of achievable, if you push yourself and give it your all.

Insurance choice – this should be more in line with your predicted grades but seen as a safety net – go for gold! Not silver.

Visit universities you are really interested in. Make a note of open days using the website www.opendays.com. They tend to be early so do this soon!

Things to consider:

- Does the university offer the right course options and flexibility for you?
- How does it rank for student satisfaction and care?
- What are your career prospects? What percentages of its students go straight into employment or further study after graduating?
- What are the teaching standards like?
- How does it perform in terms of research activity?
- What facilities are on offer? Consider things such as libraries, lecture halls and study spaces
- Are there extra-curricular opportunities such as student unions, societies and sports teams?
- Is the university based on campus or spread out over a city?
- Where in the UK? Studying in a city centre London University will be a different experience to a smaller university in Wales that is close to the countryside.
- What are the course fees and accommodation costs and standards like?
- Is the institution recognised by UK authorities as having UK degree awarding powers?

Subject and university reviews - as well as talking through your ideas and plans with family, friends, teachers or advisers, you can find other opinions online. Take the time to check what other people think by visiting the following:

- Get a student viewpoint at Unistats – perfect for subject and course provider reviews <https://unistats.ac.uk/>
- Read uni and college reviews from the Quality Assurance Agency for Higher Education <http://www.qaa.ac.uk/reviewing-higher-education>
- Check league tables that rank university and colleges. Make sure you check the sources though, as some can be biased. The Guardian, The Times, and The Complete University Guide are some of the more impartial places to look
 - <https://www.theguardian.com/education/universityguide>

- <https://www.timeshighereducation.com/student/where-to-study>
- <https://www.thecompleteuniversityguide.co.uk/league-tables/rankings>
- Look at the government's Teaching Excellence Framework (TEF) for ratings on teaching quality, learning environment, as well as student outcomes <https://wwwucas.com/undergraduate/what-and-where-study/choosing-course/teaching-excellence-framework-tef-what-you-need-know>

Aspiration and ambition

There's nothing quite like the sense of accomplishment you experience when you achieve an aspirational goal. What does aspirational mean? Aspirational means having aspirations to achieve success. In the case of university, it is to go to the very best quality university that you can achieve, which may mean stretching yourself to the very max to achieve the best predicted and final grades. A good quality result, on a high quality course from a top university will help you achieve the best outcomes possible. Here is some guidance to consider:

1. Set your goal.

What is your dream career? _____

What is your dream course? _____

What are the entry requirements? _____

What are your predicted grades? _____

The information above helps you understand your goal and what it will take to achieve it.

2. Count the cost.

Achieving your aspirational goals will take time and effort. It is important to consider the kinds of adjustments you will need to make as you work towards your aspiration. Know how much achieving your goals will cost you. For example, if your goal is to achieve three As at A Level, while you're working significant hours at a part-time job, you will likely have to give up your free nights and weekends to get it done or really limit your shifts. There is nothing more discouraging than failing to achieve a personal goal because you weren't willing to pay the price of committing to achieve it – create an action plan and stick to it:

<i>Obstacles</i>	<i>solutions</i>

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3. Write your goals down.

It has been said that goals that are never written down are just wishes. Written goals will give you clarity of vision and a sense of purpose. Be specific when you write down your goals. Prioritise your goals and include dates and sub-goals to measure achievement over time.

4. Review and revise as needed.

Make it a habit to review your goals on a regular basis. Regular exposure to your written goals will give you a long-term perspective and the motivation to achieve. Additionally, it will afford you the opportunity to revise your goals should your circumstances change – if you are achieving higher grades because your plan is working, are you considering readjusting your first choice university?

5. Stay the course!

In everyday life, it will be easy to lose sight of your goals if you do not intentionally stay on course. One good way to not lose sight of your goals is to recruit an accountability partner who is invested in your well-being. Share your goals with your partner (or people!) and commit to reviewing your goals quarterly. At each review, honestly assess how you're doing. What worked? Where did you fall short? Do you need to reassess your priorities? Were you true to your ethic code? An accountability partner will encourage you to keep your eye on the prize.

When you achieve an aspirational goal, remember to celebrate and enjoy the satisfaction of your accomplishment. Achieving goals will. Are you **#DREAMINGBIG?!**

Unconditional Offers

(Un)conditional offers from Universities

Universities will make students an offer based on their predicted grades. This may be a grade offer (e.g. ABB) or a UCAS tariff offer (120 UCAS pts).

- Unconditional offers mean that students are offered a place regardless of results:
- Greatly impacts motivation.
- Research shows that it impacts performance.
- More likely to miss their targets by 1 or 2 grades.
- Importance of A Level grades.
- It is a journey – your A Level skills and knowledge will bolster your degree study.

Recording Your Choices

Use the table below to note your choices, and then track your application on line.

Institution Name	Institution Code	Course Code	Course Title	Offer

How to Write Your Personal Statement

The personal statement is your opportunity to tell your universities why the course(s) you have chosen interest you and why you want to study them in depth.

Make sure you answer these questions:

- 1 Why have you chosen the course(s)? ☐
- 2 Why does the subject area you have chosen interest you? ☐
- 3 What have you studied in Sixth Form that relates to your chosen course? ☐
- 4 Why do you think you would be a good student? ☐
- 5 What jobs, placements, work experience or voluntary work have you done and how will this help you on your course? Y7 enrichment? ☐
- 6 What hobbies, interests and social activities are you interested in? Will these help you with your course? Will you be on a uni sports team? ☐

- 7 Do you have any non-accredited qualifications? Other qualifications? Positions of responsibility? How will these help you at university? ☐
- 8 Do you have any career and/or gap year plans? How will these help you at university? ☐

UCAS recommends that you:

- Type your statement in a Word document and then paste it into UCAS Apply
- Click 'Save' and then 'Preview'.
- Check Formatting after you have pasted it in.
- If you are happy with it, tick 'Section Completed'.

Useful Words and Phrases

- My interest in stems from
- In addition to
- This has taught me
- The experience proved
- I enjoyed the challenge of
- I aim to
- Currently, I am involved in
- The areas of particular interest for me are
- gaining new skills
- Following this
- Aside from
- As part of
- Prior to
- I believe that
- I take an active interest in
- actively involved in
- have represented the school at
- have participated in
- have been an active member/participant in
- afforded the opportunity to

keen

competitive

inspired

enthusiastic

communicate

liaising with

commitment

avid

pursuing

co-ordinating

awarded

instigated

Personal Statement Planning Pages

Origin and reason for interest in subject/area applied for and examples of extra reading, lectures, work experience, etc.

Extra-curricular activities in school – Drama productions, Sports, Music, School Council, People & Planet, Reading Buddies, Mentoring, etc.

Work Experience

Activities outside school – Sports, clubs, hobbies, etc.

Exemplar Personal Statement

NB: UCAS uses copyright/plagiarism software. If you copy lines/phrases/statements from the internet or from peers, even if it was years ago, the software will pick it up and your universities will be informed – very embarrassing!

When I visited Leon, Nicaragua this summer I encountered a difficult ethical situation. I am a leader of the charity Leon Link and recently organised a trip to visit our projects. Whilst opening my eyes to mechanisms underpinning the principles of sustainability and development, the trip provoked some uneasy questions: Are visits like these beneficial for aid recipients or merely an indulgence for donors? If there is a benefit, does it outweigh the carbon emissions involved in travel?

It is the attempt to answer questions like these that makes a degree in Geography so appealing. I am fascinated by the sense the discipline makes out of the complex interactions between physical and human processes that have come to shape our world.

Paul Collier's 'The Bottom Billion' and Sachs' 'The End of Poverty' have challenged my preconceptions of development and caused me to wonder why there is massive disparity between nations currently classed as 'developing.' The polarization of resources and vast inequality between neighbouring communities struck me forcibly on a recent fieldtrip to Morocco. This developed my fieldwork skills and left me longing to know more about everything I encountered - from the effects of tourism on the Atlas Mountains to failed attempts to prevent desertification. A2 Geography has continued to prompt a critical analysis of the implications of human actions that has become crucial to my sense of self and perception of the world.

Studying the historiography of the Crusades shed light on the profound misunderstandings between Muslim and Christian nations, helping me to approach current geo-political issues with greater insight. My studies in Economics provide the analytical tools to understand geographical problems and their place within the economy at greater depth. Much like a Geography degree, the combination of arts and social sciences has developed my use of analysis and evaluation as well as numerical and graphical reasoning.

I chose to complete an extended essay for the AQA Baccalaureate examining the implications of the current Nicaraguan abortion ban in the context of women's rights, the history of radical politics and cultural relativism. I have loved studying one topic in-depth whilst undertaking independent research and fieldwork. In my gap year I plan to return to Leon to maintain current links.

The concerns underpinning my commitment to Geography motivated me to join my school's People and Planet group and Debating Society, of which I am president. I campaigned for the implementation of 'Meat Free Monday' and co-wrote a pledge to minimise my school's environmental impact. Debating has honed my use of argument and ability to question different ideas whilst under pressure. Researching policies such as banning meat consumption reinforced my interest in the public policy surrounding geographical issues. Third best speaker at Oxford Union schools finals day, I also compete at university level.

Having performed in Oxford Youth Theatre for six years, I am now a Youth Trustee at its base - the Pegasus Theatre. Here as in school I enjoy developing my leadership and inter-personal skills: coaching younger debaters, organizing fund-raising events and running awareness-raising workshops. It is this initiative that makes me so well suited to Geography - studying the subject at degree level would satisfy my wish to learn more about the world, coupled with my desire to change it.

UCAS Tariff

You qualifications and predicted grades are worth points. They are added up to make your UCAS Tariff. Universities use the number to help them give you conditional offers. A university may make you an offer based on obtaining a minimum points score or they may ask for specific grades in a subject. For information about the UCAS

Tariff see <https://www.ucas.com/undergraduate/what-and-where-study/entry-requirements/ucas-tariffpoints> for more details.

AS-Level Points	Grade	A-Level Points	BTEC National Award
N/A	A*	56	Distinction*
20	A	48	Distinction
16	B	40	
12	C	32	Merit
10	D	24	
6	E	16	Pass

BTEC Nationals are Level 3 qualifications and are different to BTEC 1st Diploma (i.e. NOT Level 2 taken in Yr12)

Notes on the tariff

- Points can be added together from different qualifications.
- If you use the points score for an A2 you cannot use the points for the AS in the same subject.
- For Double award qualifications add two grades together e.g. AA = 96pts (because an A is worth 48) BC = 72pts
- There are other qualifications that carry a points score e.g. Grade 8 in a musical instrument. However, universities don't usually accept alternative qualifications towards the points they have asked you for. Some universities will make offers which include the EPQ as part of the offer.

Predicted grades

When researching your universities use your predicted, target grades and AS grades, to guide you. ***Note: There is no point in trying to push teachers to predict grades beyond what you are likely to get, as universities will often set offers in line with predicted grades!***

Once UCAS receives your form, they will send you an application number which you can use to track the process of your application. Tracking will show you any offers you receive from universities.

Once you receive replies from all your universities you must confirm your first choice and also an insurance choice – make sure that this requires lower grades than your first choice! When you respond to offers you are entering into a binding contract with those universities. **You can break the contract, but will not be able to apply to any other universities in the 2020 application cycle – you will have to reapply the following year.**

Exam Boards

To be sure of getting this information accurate, you are advised to check your certificates, but go by the information here if you don't have access to them.

Subject	Accreditation	Exam Board
Art & Design	GCE	Edexcel
Biology	GCE	AQA
Business Studies	GCE	Edexcel
Chemistry	GCE	AQA
Computer Science	GCE	OCR
Core Mathematics	Level Three	AQA
Performing Arts	GCE	Edexcel
Economics	GCE	Edexcel
English Literature	GCE	OCR
English Language	GCE	OCR
Extended Project	Level Three	Edexcel
French	GCE	AQA
Geography	GCE	AQA
Health and Social Care	BTEC L3 Extended Certificate	Pearson
History	GCE	Edexcel
Law		AQA
Mathematics	GCE	Edexcel
Media Studies	GCE	OCR
Philosophy & Ethics	GCE	OCR
Physics	GCE	AQA
Polish	GCE	AQA
Product Design	GCE	AQA
Psychology	GCE	AQA
Spanish	GCE	AQA
Sociology	GCE	OCR
Sport BTEC National	BTEC L3 Extended Certificate	Edexcel Pearson
BTEC Travel and Tourism	BTEC L3 Extended Certificate	Edexcel
Vocational Business BTEC	BTEC L3 Extended Certificate	Edexcel

Useful Websites & Literature

What information do you need?	Website address/publications
General information, course & subject searches, Stamford Tests, Open Days, etc	www.ucas.com
UCAS Apply	www.ucas.com/students/apply
Tariff information	https://www.ucas.com/ucas/tariff-calculator
SACU – Free Help with UCAS	http://sacu-student.com/
League Tables	http://www.thecompleteuniversityguide.co.uk/leaguetales/methodology/ https://www.theguardian.com/education/ng-interactive/2019/jun/07/university-league-tables-2020
Scholarship opportunities	www.scholarship-search.org.uk
Open Days	www.opendays.com
Advice for disabled students	https://www.ucas.com/ucas/undergraduate/gettingstarted/individual-needs/disabled-students
Prospectuses	www.prospectusfinder.co.uk
Guide to universities	The Big Guide (UCAS Publication) www.universitiesnet.com www.push.co.uk
Choosing a subject/course	HEAP – Degree Course Offers www.unistats.com www.ukcoursefinder.com www.hotcourses.co.uk

Key Dates

Process	Date	Responsibility
Filling out UCAS Form in Tutor time	From 08.07.19	Student
UCAS applications can be sent from today.	05.09.2019	School
BMAT and UCAT medical admissions test entrance deadlines – you are recommended to do this much earlier – by the end of term in July	01.10.2019	Student
Oxbridge, Medicine, Veterinary Medicine, Dentistry, Law UCAS application deadline.	6PM 15.10.2019	School
Final deadline of personal statement completion for feedback.	29.10.19	Student
UCAS deadline for all applications.	6PM 15.01.2020	School
Deadline for some Art & Design applications.	24.03.2020	Student/School

FLOWCHART

