



## UCAS BOOKLET 2022 ENTRY

### #DREAMBig

<b>Name</b>	
<b>Tutor</b>	
<b>UCAS ID</b>	



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

Contents

Personal information .....	2
Qualifications .....	3
1. Register with UCAS Apply .....	4
2. UCAS Apply Log In Codes .....	5
3. UCAS Apply Log In – First Time .....	5
Key Information to Complete your Application.....	6
Subject Choices .....	6
University Choices .....	7
Recording Your Choices .....	11
How to Write Your Personal Statement .....	11
Useful Words and Phrases .....	12
Personal Statement Planning Pages .....	13
Exemplar Personal Statement .....	14
UCAS Tariff .....	15
Exam Boards .....	16
For GCSE/Level 2 BTEC subjects taken at SJSF in 2014-2019 .....	
For A-Level/Level 3 subjects taken at SJSF in 2019-2021 .....	
Useful Websites & Literature .....	17
Key Dates .....	18
Flow Chart.....	19

## Personal information

Full Name ( <b>exactly as written on birth certificate/passport</b> )		
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

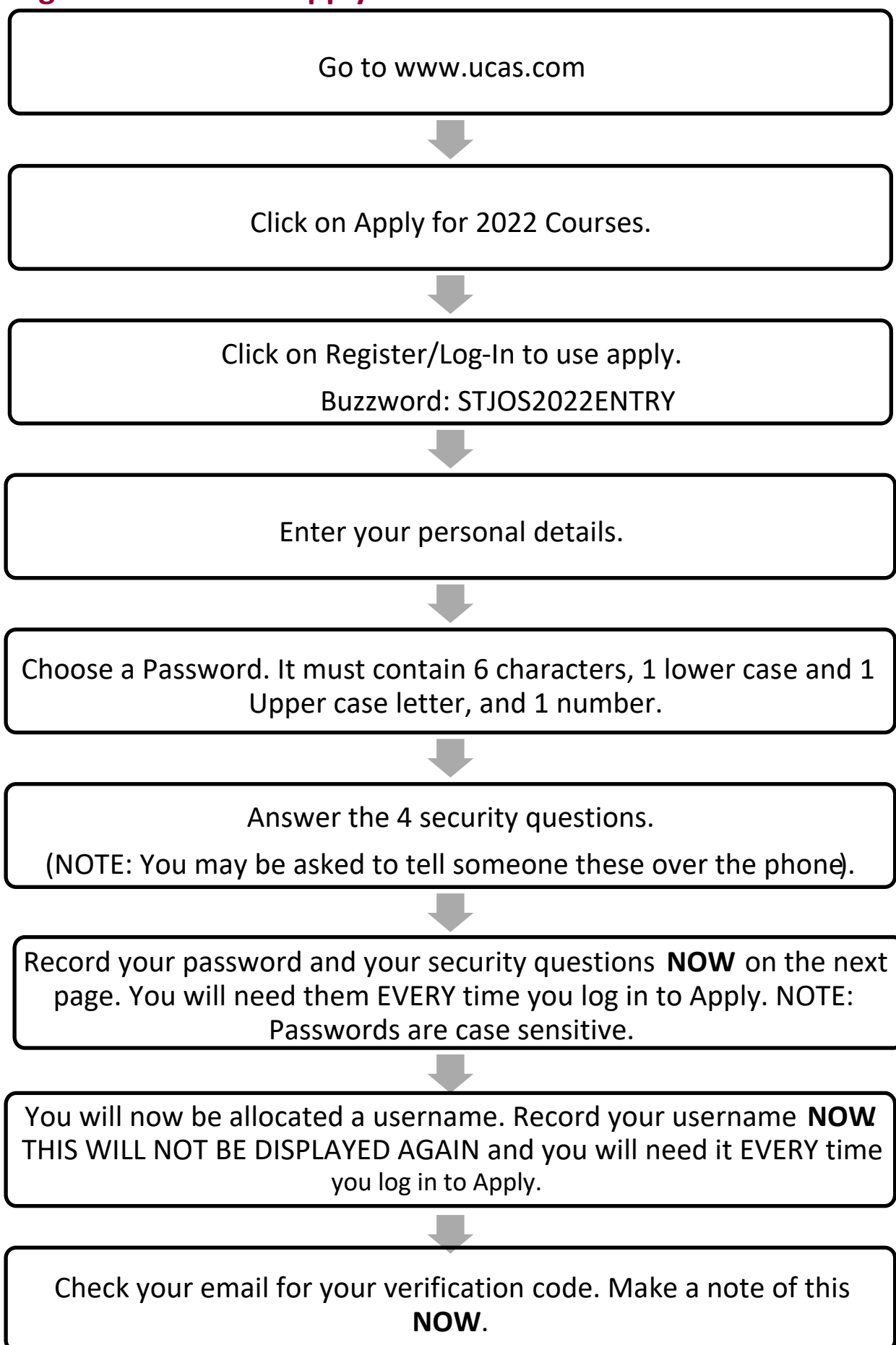
Subject	Board	Grade	Date awarded*
			Aug 2020
			Aug 2020
			Aug 2020
			Aug 2020
			Aug 2020
			Aug 2020
			Aug 2020
			Aug 2020
			Aug 2020
			Aug 2020
			Aug 2020
			Aug 2020
			Aug 2020

*\*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 2022
		Pending	Aug 2022
		Pending	Aug 2022
		Pending	Aug 2022

## 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	STJOS2022ENTRY
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: STJOS2022ENTRY (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

- See separate Registering 'UCAS Apply 2022' PDF document for a step by step guide of how to create your account and complete your application.

### Key Information to Complete your Application:

Below is a list of key information to know before you complete your application and where to find them.

- **Unique Learner Number (ULN)** ask your form tutor for this information.
- **BTEC Registration Number** – ask your subject teacher or the Exams Officer for this (Mrs Toombs).
- **Residency Details** – either UK Citizen – England, EU National (Non UK) or Settled in the UK.
- **Finance and Funding** – usually UK, ChI, IoM, or EU student finance.

## 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](http://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://www.ucas.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><b>Obstacles</b></i>	<i><b>solutions</b></i>

### 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

**UCAS Personal Statement Template:** use the template below and share it with your Tutor, Subject Teachers, Head of Year & Head of Sixth Form.

You will find more information in the UCAS handbook provided as well as on this link: [UCAS how to write the Personal Statement](#)

University of Birmingham: [How to Write a Great Personal Statement](#)

1. *Why do you want to do this course? Talk about your current studies and relevant skills, qualities & experiences that have led you to this decision. Why is this subject your passion and how can you evidence it?* (Around 80% of your statement must focus on academic study i.e. boxes 1, 2 & 3).

2. *Work Experience: they are more interested here in work experience that is relevant to the subject that you intend to study, what you learnt on the experience and how it impacted on your current studies.*

3. *Super-curriculum: what have you read, listened to, watched, visited – upon reflection, what did you learn from them and how did this learning influence your Level 3 studies? (A Level, BTEC, Core Maths & EPQ)*

4. *Extra-curricular: what do you do beyond school? Try and showcase your skills & qualities that are transferable to your course e.g. learning an instrument shows you have patience, dedication and have well development memorisation skills. You could also include non-course specific work experience here* (This should only be around 20% of your entire statement)

### Some final tips!

- **Be reflective:** critically engage with reading materials.
- **Be honest:** say what you need to improve on and how this course will specifically help you with that.
- **Be forward-facing:** talk specifically about how this course fits into your career journey
- **Check for spelling, punctuation and grammar.**
- **Ask your tutor and subject teacher for feedback.**
- **Don't exaggerate – if you do you may get caught out at interview when asked to elaborate on an interesting achievement.**
- **Do expect to produce several drafts of your personal statement before being totally happy with it.**
- **Do be enthusiastic – if you show your interest in the course, it may help you get a place.**

## 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 point's 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.

UCAS Tariff points	A-Level Grade	BTEC National Award	EPQ	Core Maths
56	A*	Distinction*		
48	A	Distinction		
40	B			
32	C	Merit		
28			A*	
24	D		A	
20			B	A
16	E	Pass	C	B
12			D	C
10				D
8			E	
6				E

*BTEC Nationals are Level 3 qualifications and are different to BTEC 1<sup>st</sup> 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

### 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	Pearson BTEC Level 3 National Extended Cert (360)	Pearson
History	GCE	Edexcel
Law	GCE	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	Pearson BTEC Level 3 National Extended Cert (360)	Edexcel Pearson
BTEC Travel and Tourism	Pearson BTEC Level 3 National Extended Cert (360)	Edexcel
Vocational Business BTEC	Pearson BTEC Level 3 National Extended Cert (360)	Edexcel

## Useful Websites & Literature

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

## Key Dates

Process	Date	Responsibility
Filling out UCAS Form in Tutor time	From 07.07.21	<b>Student</b>
UCAS applications can be sent from today.	08.09.21	School
BMAT and UCAT medical admissions test <b>entrance deadlines</b> – see separate admissions tests document.	Various dates in the Summer and Autumn terms.	<b>Student</b>
Oxbridge, Medicine, Veterinary Medicine, Dentistry, Law <b>UCAS application deadline.</b>	6PM 15.10.21	School
Final deadline of personal statement completion for feedback.	15.10.21	<b>Student</b>
<b>UCAS deadline</b> for all applications.	6PM 15.01.21	School

# FLOWCHART

