The Fallibroome Academy Sixth Form

POST 18 EVENING

PART 2

A guide for Parents to Post 18 Pathways and the support available

Proud to be part of the Halliard Trust

We will cover …

- Apprenticeship research including employer guides and how to prepare for applications
- Employment Readiness Programme
- UCAS applications
- Using AI sensibly, verification and fraud checks
- Personal statement examples and where to find guidance

Can you help us?

If you have any experience of recruiting for postgraduate positions or have industry, scientific or technical expertise, and could spare an hour or two to support any of our career's programmes, please contact the Sixth Form Office on 01625 627228.

Oxbridge, Medics, Vets and Dentists mock interviews – 7th October 2026

TBC

Mock interviews for all levels of apprenticeships e.g. engineering, IT etc.

Mock interviews for university from November onwards

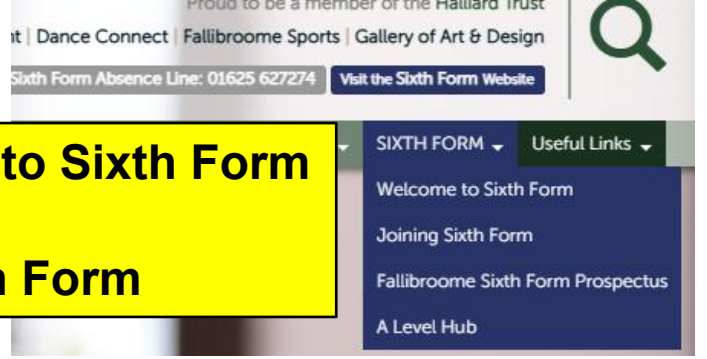
<u>Other year groups</u>

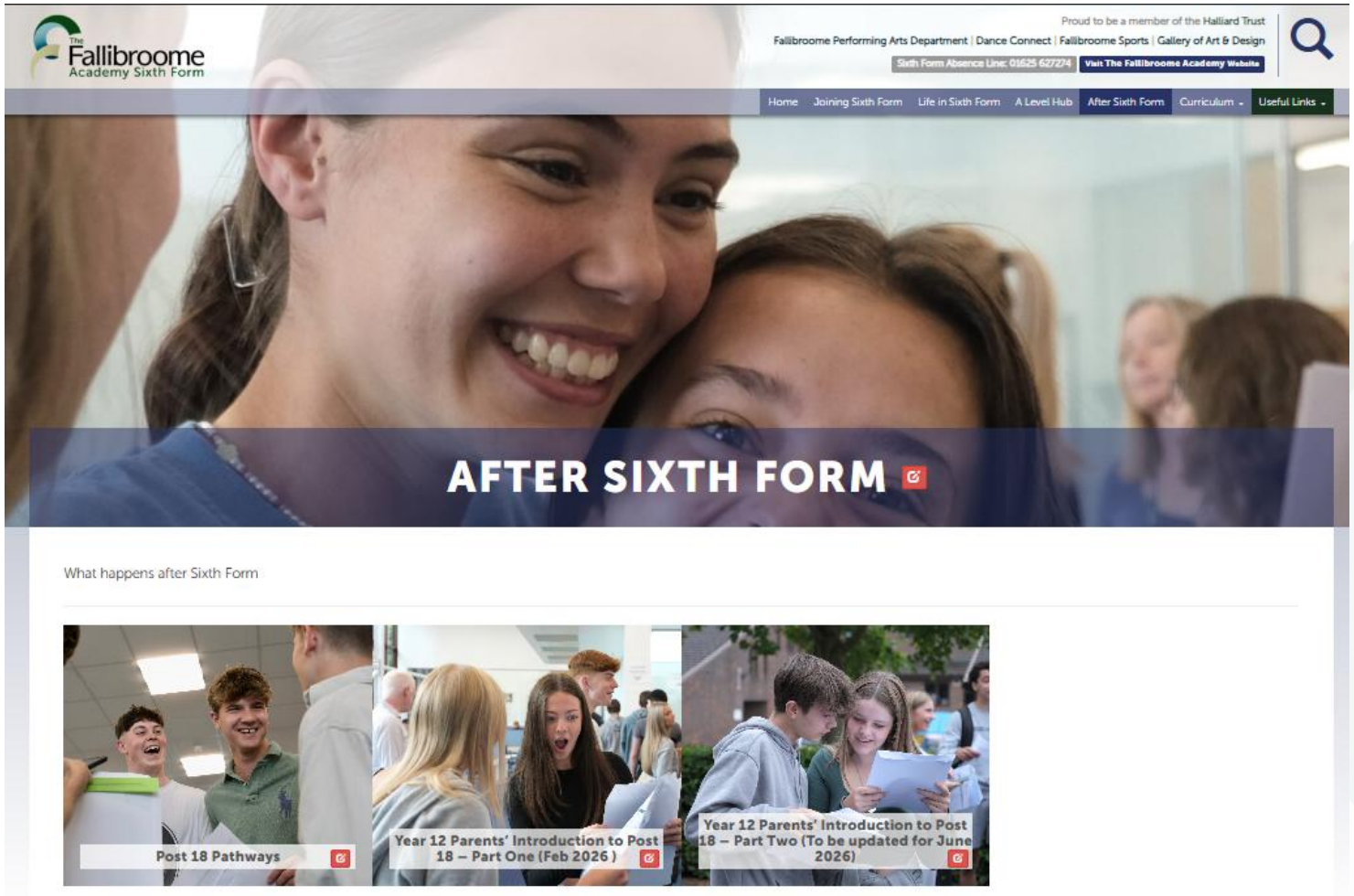
Y9 Careers Fair - 7th October 2026

We would love to hear from you

Post 18 Pathways

Click on Welcome to Sixth Form
Scroll down
Choose After Sixth Form





Summer Term

Year 12

- Work Experience
- 1:1 with tutor on Tutorial Morning
- Students have Fallibroome UCAS buzzword link for their application
- Research & document extra-curricular and super-curricular experiences/activities
- Post 18 Days with seminars and sessions on personal statement/ cover letter writing. First draft to be finished by end of term

Specialist routes

- Register for specialist admissions tests from June onwards
- Draft personal statement and share with Mrs Knott
-

Apprenticeship routes

- Research Apprenticeships and application methods
- Employability and Interview Skills workshops
-

For parents

- Post 18 Information Evening Part 2

Autumn Term

Year 13

- Personal statements should be going through the SF checking process
- Internal deadline for all Fallibroome UCAS applications

Specialist routes

- Early deadline for Oxbridge, Medics, Vets, Dentists, Music Conservatoire
- Registration deadline for Oxbridge and specialist admissions tests
- Oxbridge, Medic, Vets, Dentists Mock Interviews
- Identify students applying for art foundation courses

Apprenticeship route

- 1:1 meeting with Mrs Knott for all students considering this route
- ERP dedicated sessions for apprenticeships and employment
- Apprenticeship application support
- Mock interviews available upon request

https://fallibroome.academy/sixth_form_page/timeline/

The Fallibroome Academy Sixth Form

Spring Term

Year 13

- Final UCAS deadline for applications (equal consideration)
- Deadline for some Art Foundation courses
- UCAS Extra opens for students with no offers or who have declined all their offers

Apprenticeship routes

- ERP Interview and Mock Assessment Day
- Apprenticeship support on demand
- Mock interviews available upon request

Summer Term

Year 13

- Make firm & insurance university choices
- Apprenticeship application support on demand
- Mock interviews available upon request
- A Level Examinations
- Clearing opens in July

August: A Level Results Day

(usually 2nd Thursday of the month)

Careers Meetings

Mrs Ross
Careers Adviser

RSS@fallibroome.org.uk

Careers Office: Next to D5



And we are still here after Y13 …

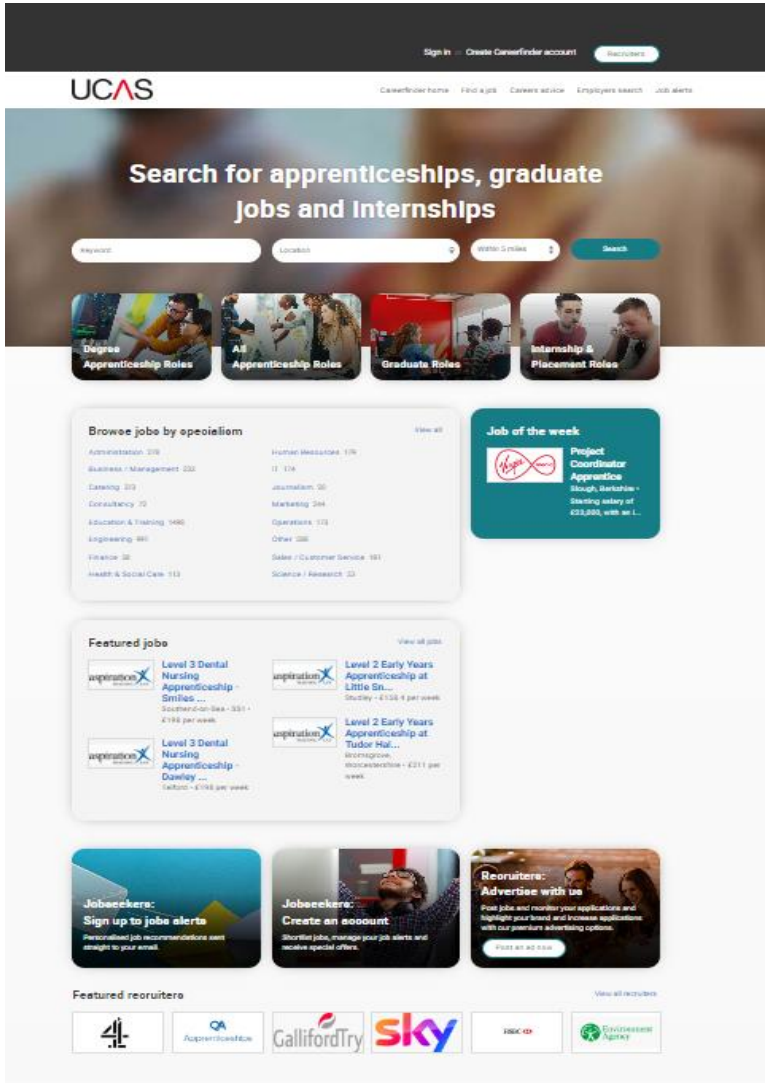
roud to be part of the
ALLIANCE TRUST

The Fallibroome Academy Sixth Form

Apprenticeships

Employment and Apprenticeships

- All apprenticeship vacancies on National Career Finder are being pulled through to UCAS. Some still advertised on individual site but NO central application route.
- You **cannot** apply for apprenticeships via UCAS as yet.
- Students have been asked to let us know if they are considering this route so they can be included in the **Non-Uni Classroom** where we post material.
- Extensive support programme through the Pledge Employment Readiness Programme (ERP) providing full support for students including help with applications, interviews and mock assessment days.
- If your son/daughter would like to join the Non Uni Google Classroom and/or the Employment Readiness Programme, please email Mrs Coker (dco@fallibroome.org.uk)
- Begin looking now



General requirements

Type of apprenticeship	Entry requirements
Intermediate	5 GCSE passes (9-4) including English and Maths.
Advanced	2 A levels 5 GCSE passes (9-4) including English and Maths.
Higher/ degree apprenticeship	3 A levels BBC/BBB Competitive apprenticeships can expect as high as A*AA e.g law and finance 5 GCSE passes (9-4) including English and Maths.

Using Unifrog for Apprenticeship Research

Searching for opportunities

UK universities (7 shortlists)

Start >

US universities (0 shortlists)

Start >

European universities (0 shortlists)

Start >

Oxbridge (0 shortlists)

Start >

Apprenticeships (0 shortlists)

Start >

College / Sixth Form (0 shortlists)

Start >

Canadian universities (0 shortlists)

Start >

Asian universities (0 shortlists)

Start >

Australasian unis (0 shortlists)

Start >

THE PLEDGE

Employment Readiness Programme



Cheshire West and Chester

Cheshire East Council

WARRINGTON Borough Council

Funded by UK Government

POWERED BY LEVELLING UP

Cheshire & Warrington CAREERS HUB

THE CAREERS & ENTERPRISE COMPANY

What is it?



Proud to be part of the HALLIARD TRUST

THE PLEDGE

The Fallibroome Academy Sixth Form

Apprenticeships



Proud to be part of the
HALLIARD TRUST

THE PLEDGE

The Fallibroome Academy Sixth Form

CV Workshop

WHAT IS A CV



EXAMPLES

INCLUDE

DON'T INCLUDE

SOFT SKILLS

SOCIAL MEDIA

THE PLEDGE

The Fallibroome Academy Sixth Form

Proud to be part of the HALLIARD TRUST

CV 1:1

10-15 MINUTES



FEEDBACK

Proud to be part of the
HALLIARD TRUST

THE PLEDGE

The Fallibroome Academy Sixth Form

Interview and Assessment Centre

PROCESS

QUESTIONS

VIRTUAL / IN PERSON

ASSESSMENT

INTERVIEWS

ETIQUETTE

TIPS

HALLIARD TRUST

THE PLEDGE

The Fallibroome Academy Sixth Form

Mock Assessment Centre

GROUP TASKS

PRESENTATION



INTERVIEWS

PREPARATION

REAL EMPLOYERS

HONEST FEEDBACK

THE PLEDGE

Proud to be part of the HALLIARD TRUST

The Fallibroome Academy Sixth Form

Why take part?

1. Build employability skills
2. Improve your CV and application letter
3. Practice engaging & connecting with employers
4. Understand what employers are looking for
5. Aware of pathways including apprenticeships
6. Exposure to different employers and exploration
7. Experience & success at assessment centres and interviews



THE PLEDGE

The Fallibroome Academy Sixth Form

Proud to be part of the HALLIARD TRUST

University Research

Admissions Tests

- More universities are introducing admissions tests for a wider range of subjects. It is not just Oxbridge that require them.
- It is essential to check and double check the entry requirements and book the tests as soon as possible.
- They are taken at driving test centres and may have two windows when they can be taken.

Where to apply and Course lists

https://esat-tmua.ac.uk/

https://uat-wp.s3.eu-west-2.amazonaws.com/wp-content/uploads/2026/04/01172717/Course_List_2027_Entry_Final.pdf

https://www.ucas.com/applying/before-you-apply/what-and-where-to-study/entry-requirements/admissions-tests includes information on LNAT

UCAS Grades

- Combination of different sources
- STAR data from Year 12; internal tests; Summary Tests; progress since then
- Professional judgement by staff based on past student performance / experience / application / motivation
- Discussion between student and staff
- Can be influenced by hard work over the summer
- Finalised in late September

Timelines

Key dates for university applications

28 April 2026	Search for 2027 courses opens
12 May 2026	Students can start their applications in the UCAS Hub
9 July 2026	Applications for conservatoire open
1 September 2026	Completed applications can be submitted to UCAS
1 October 2026	Closing date for conservatoire music applications
15 October 2026	Closing date for applications for Oxford, Cambridge and most courses in medicine, dentistry, and veterinary science and should arrive at UCAS by 18:00 (UK time)
13 January 2027	Applications for the majority of undergraduate courses AND closing date for most conservatoire dance/drama/musical theatre applications to arrive at UCAS by 18:00 (UK time) on the equal consideration date.

These are national deadlines and they are NOT flexible

Fallibroome internal deadlines for UCAS application completion (OMVD,C(Music) earlier)

Fallibroome Deadline	Task	Notes
By the end of June 2026	Complete online UCAS application form Started draft of Personal Statement	Complete all sections of application form apart from Uni/course choices and Personal statement Complete first draft of Personal Statement on Unifrog – monitored by Sixth Form Tutors
By the end of the summer term 2026	SF tutors give feedback on first draft of Personal Statement Some students already working with UCAS tutors.	Students respond to feedback / improve over summer
By 20th November 2026	All students to be signed off by SF form tutor and working with a UCAS tutor / booking appointments with Head of Sixth Form	
By Christmas 2026	Personal statements and references are completed and checked. Final admin. check that electronic UCAS application has been completed correctly	Applicants to pay and send to referee before the Christmas break

The UCAS Timeline after applications have been submitted

- Students receive confirmation of offers through their UCAS Hub account
- Check the conditions carefully
- Once all offers/rejections are in, students have until a deadline (usually by May – some students have a later date if they haven't had all their decisions) given in their Hub to choose a Firm Choice and Insurance Choice
- Insurance choice should be a lower entry requirement
- Firm choice university will then usually get in touch about accommodation etc.

The Fallibroome Academy Sixth Form

Extra and Clearing

- If a student does not get any offers or declines them all, they become eligible for Extra … a chance to apply individually to universities that still have some places left.

- Clearing can be a very good option – we will provide more info through the year.

- Guides to both Extra and Clearing are on the UCAS website

Dates for your diary in Y13

- September 2026
  UCAS grades from subject teachers for university and Post 18 applications
- Early October 2026
  STAR 3
- Early November 2026
  Year 13 Review Evening (1)
- Early December 2026
  STAR 4
- Week commencing 22nd February 2027
  Year 13 Mock Exams
- Mid March 2027
  Year 13 Mock Exam Results and Predicted Grades
- Late March 2027
  Year 13 Review Evening (2)
- 19th August 2027
- A Level Results Day

Contextual Offers

Widening Participation and Contextual Offers

Contextual information and data can be used by universities and colleges to assess an applicant's achievement and potential in light of their educational and socio-economic background. This is called contextualised admissions, and the aim is to form a more complete picture of the characteristics of an individual applicant. More information on the UCAS website:

Undergraduate: Individual Needs

Contextual Admissions

Widening participation programmes

Aim to remove barriers and increase access to studying and learning to underrepresented groups. It can include the following but check on each university website.

- From low-income backgrounds
- From areas where participation in higher education is low
- The first in their family to consider higher education
- Attend schools and colleges where performance is below the national average
- Care experienced students
- Students living with a disability
- Young carers
- Students who are estranged from their families
- From underrepresented ethnic backgrounds
- From Gypsy, Roma or Traveller communities
- Refugees or asylum seekers
- From military families

How do I let universities know?

- ‘More about You’ section on the electronic UCAS application form
- The reference from school
- UCAS will also use your postcode and will check on the school details
- Universities want to put support in early for students so don’t be afraid to include this information

More About Me section of the UCAS form

Sharing your individual needs in the UCAS application

- Sharing this information helps the university connect you to the right support – they may send you more information or contact you to discuss what would help you succeed. This section has been refreshed for Apply 2027 to make it easier for students to share any relevant conditions, disabilities, or learning differences, using terminology that has been reviewed and aligned with sector standards.
- Universities are diverse and inclusive environments, and people from all backgrounds are welcomed – the support is available because they recognise some people may have different challenges and priorities, so this is in place to make sure you can make the most of your time.
- Students can share more than one condition or disability.
- The information you share will always be treated sensitively and only used by those responsible for arranging support and helping you with your application (e.g. the student support team). **It is never used when universities decide whether to offer you a place, but it might be used to make you an offer that looks at your achievements in context.**

More About Me section – Fee Waivers

- Students should make a positive declaration to confirm that they have been in receipt of free school meals (FSM) at some point in the last 6 years and choose the ‘Apply with waiver’ option under ‘Free School Meals Waiver’ when paying and sending application to referee.
  https://www.ucas.com/applying/applying-to-university/filling-in-your-application/students-eligible-for-free-school-meals-fsm

- Eligible care leavers must answer ‘Yes’ to the care experience question in the ‘Diversity and inclusion’ section of the application and upload supporting information (see next slide for the UCAS guide). UCAS will then email students with instructions to contact them to apply for the waiver. MARK ALL SECTIONS OF YOUR APPLICATION AS COMPLETE BUT DO NOT SUBMIT YOUR APPLICATION TO REFEREE YET.
  https://www.ucas.com/applying/applying-to-university/students-with-individual-needs/undergraduate-care-experienced-students#the-application-fee

“Young people with mental health conditions or disabilities should never feel they cannot apply to university or college, or that they cannot be open about any conditions they may have. Universities and colleges are hives of support and are there to help.”

Amanda Bishop – Widening Participation Co-Ordinator, Faculty of Science, Engineering and Medicine at The University of Warwick

Filling in the Electronic UCAS Application Form

- UCAS guide to filling in your UCAS application form
  https://www.ucas.com/applying/applying-to-university/filling-in-your-ucas-application
- UCAS is introducing a document upload service
- Designed to support inclusive admissions, it allows you to upload supporting information directly to your application.
- Uploading documents to your application will help ensure universities and colleges have all the information they need to support the decision-making process.
- UCAS guide to uploading documents to your application
  https://www.ucas.com/applying/applying-to-university/uploading-documents-to-your-application

The UCAS reference

The UCAS reference



Section 1: Enter a general statement about your school/college/centre (mandatory).



Section 2: If applicable, enter any information about extenuating circumstances which may have impacted the applicant's education and achievement.



Section 3: Outline other supportive information specific to the applicant and relevant to the course(s) applied for that you think universities/colleges should be aware of.

Section 2: If applicable, enter any information about extenuating circumstances which may have impacted the applicant's education and achievement.

- It is likely many students will not have extenuating circumstances; the reference is relevant at the point of submission, if there are no extenuating circumstances at that time, **please select** ☑ No information to enter .
- Applicants will not be disadvantaged if there is no information to be shared. As has always been the case, information about personal circumstances is only ever used to help universities and colleges to better understand individuals' contexts and support needs – it is never used to decide whether to make the student an offer.
- If there are complex or sensitive circumstances (particularly if this relates to safeguarding considerations), it may be appropriate to highlight that there are extenuating circumstances in this section without providing detailed specifics.
- Please note information must only be provided in section 2 with the applicant's consent.
- You must be clear whether any of the circumstances outlined in section 2 have already been considered by the student's examination boards or awarding organisations for the qualifications taken.

Section 2: If applicable, enter any information about extenuating circumstances which may have impacted the applicant's education and achievement.

Include relevant information that contextualises the educational journey; this should be concise and reflect the breadth and depth of impact the circumstance had on the individual. This could include:

- individual circumstances – e.g. mature student, disability, serious, acute, or chronic illness, bereavement, significant adverse personal or family circumstances (with applicant consent)
- context as to why there is a disparity between an individual's grades achieved throughout the school or college (e.g. at GCSE/ Scottish national 4/5 equivalent and predicted grades, where applicable)
- factors which have limited the individual's choice of subjects or study load at UK Level 3 or equivalent (factors which have affected the whole centre rather than the individual should be included in section 1)
- support that the school, college or centre has had to put in place to ensure the student's inclusion. Please highlight any access needs or accommodations that may be needed to support the admissions process (e.g. at interview or with assessment testing).

Please read the full information and guidance on ucas.com which includes answers to our frequently asked questions.

Proud to be part of the HALLIARD TRUST

The Fallibroome Academy Sixth Form

Section 3 : Outline other supportive information specific to the applicant and relevant to the course(s) applied for that you think universities/colleges should be aware of.

- Information should be provided in **short, clear, factual statements** to help universities and colleges digest the information. The focus is on providing concise, specific additional context to the application.
- Ticking 'no information to enter' for this section in the adviser portal will highlight to universities and colleges that no information has been supplied. **Please tick in circumstances where you are unable to provide any additional supportive individual context to the application.**
- You can showcase any additional information that supports a student's application to the course being applied to.
- It is not necessary to craft the perfect paragraph here; providing short, clear, factual statements helps universities and colleges digest the information. Information provided should **be concise and evidence based.**

Proud to be part of the HALLIARD TRUST

The Fallibroome Academy Sixth Form

Section 3 : Outline other supportive information specific to the applicant and relevant to the course(s) applied for that you think universities/colleges should be aware of.

Useful information should focus on evidence of suitability for the course(s) applied to, some examples could be:

- performance and academic ability in relevant UK Level 3 or equivalent qualifications supported by evidence e.g. assessment scores, performance in specific specialisms or projects, whether an applicant is the strongest performer in their cohort.
- relevant work experience, transferable skills, or extracurricular activities , or participation in outreach programmes.
- any barriers the applicant has faced in accessing work experience opportunities (only if relevant to the course applied to e.g. part of the entry requirements)
- if your student is re-applying, or following a gap year, a brief explanation of those circumstances can be helpful if you are able to provide this.

Please read the full information and guidance on ucas.com which includes answers to our frequently asked questions.

Proud to be part of the HALLIARD TRUST

The Fallibroome Academy Sixth Form

The Personal Statement

A guide to using AI and ChatGPT with your personal statement

If you're not already using ChatGPT or other AI tools, you've probably heard about them. But should they be used to help with your UCAS personal statement? Is it cheating? Or can they be helpful in crafting your personal statement?

https://www.ucas.com/ai-tools-guide

https://www.ucas.com/applying/applying-to-university/writing-your-personal-statement/fraud-and-similarity

Using AI tools can harm your chances of receiving an offer

Take care to weigh up how much you are relying on AI tools to generate your personal statement. Anything not in your words could get flagged as fraud by UCAS, and could in turn mean you don't receive any offers or have offers withdrawn.

Be honest and consider your future options

If you need to rely on AI tools to write your personal statement for you, take some time to consider if the course is right for you. You should be truthful in your personal statement; any information you mention may need to be discussed or evidenced.

The university view

"We think AI and tools like ChatGPT can potentially be beneficial for students applying for university if used in the correct way."

Elliot Newstead, Associate Director of Future Students at University of Leicester

The UCAS view

The personal statement is exactly that; personal. It is a chance to showcase your passion and research, and explain why you want to study this course.

Courteney Sheppard, Head of Customer Contact at UCAS

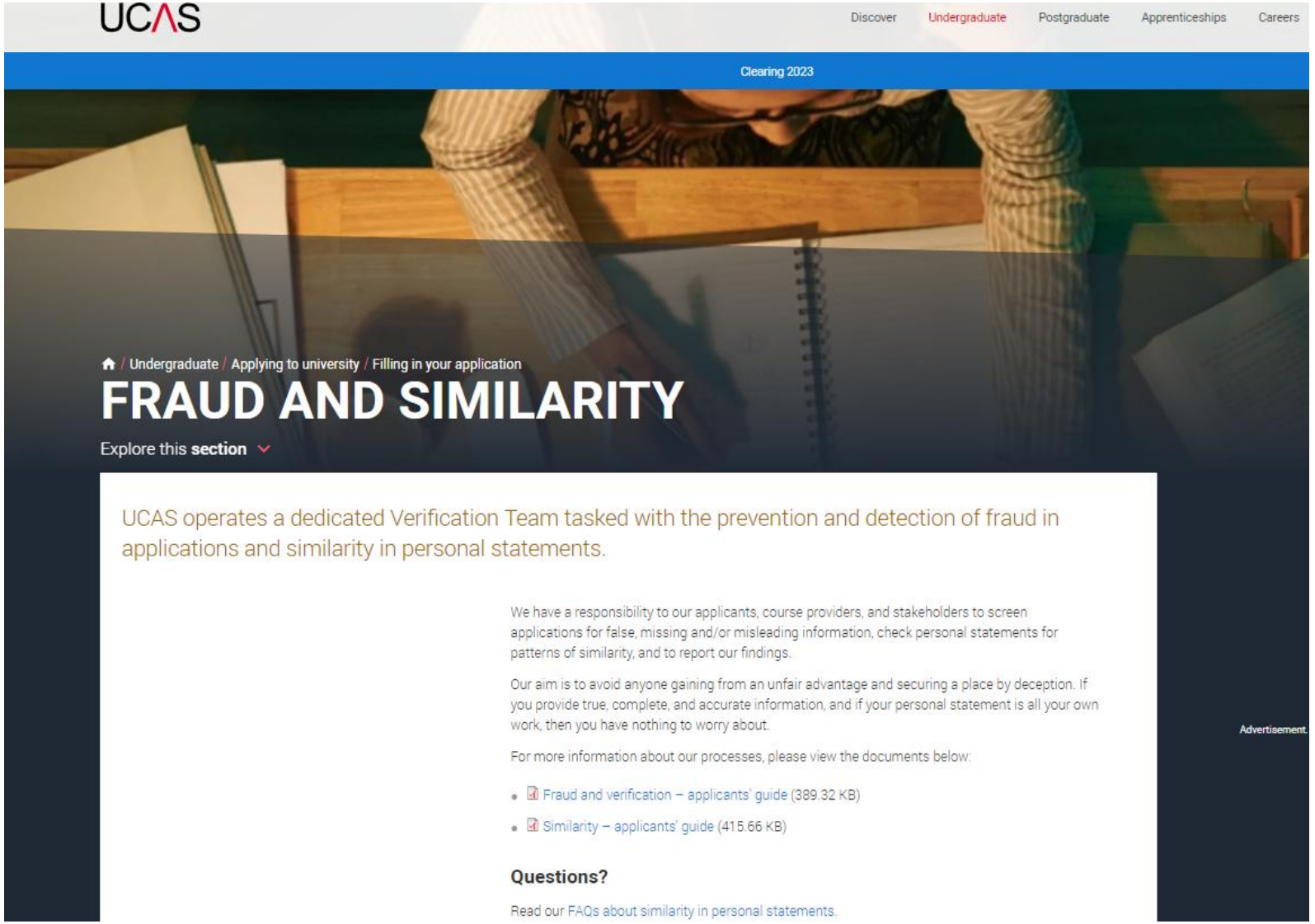
Caution

Plagiarism

Repetition

Grammar

Spelling



The personal statement

It's your chance to:

- **show** your curiosity, knowledge and passion.
- **evidence** relevant skills and your potential.
- **communicate** your genuine interest and a desire to learn more.

Question prompts are there to help you but remember to:

- **link** your academic, extra-curricular and other experiences to your chosen area(s) of study.
- use relevant **examples** throughout your personal statement.

Don't panic about the sections:

- the important thing is to **explain** why you're including the example.
- reflect on what you've **learned** from it.
- the statement will still be reviewed as one piece.



Remember there's no right or wrong!

Format and structure

Three sections with question prompts

4,000-total character count split across sections

Minimum character count 350 characters per section

Don’t waste characters listing grades and subjects

Don’t repeat information across sections



What are the questions?



Why do you want to study this course or subject?



How have your qualifications and studies helped you to prepare for this course or subject?



What else have you done to prepare outside of education, and why are these experiences useful?

Universities & colleges will consider

- Have you chosen the course for the right reasons?
- Do you have a depth of interest in the subject?
- Do you appear motivated and committed?
- Can you study independently?
- Are you genuinely engaged and knowledgeable about the area you're applying to?



Research is the foundation

Research and preparation is key when you're starting to think about your personal statement.

Before you start writing anything, take some time to:

- mind map what you might want to include
- build up a bank of examples you can refer to
- list evidence of your skills and experiences
- rank your evidence and examples that are MOST relevant to the course(s) you're thinking of applying to



Don't worry about making your notes perfect; this is about checking you fully understand the course and have specifics to refer to in your personal statement.

Whether you know what you're applying to or still considering your options, the more research you do the easier it will be to write.

Where can I start?

There are lots of places you can start to research the details of the course(s) / subject you're looking to apply to.

- Start by looking at the course description; this'll help you with what to include and give you a good idea of what they are looking for.
- If you visit a UCAS Discovery event, ask the university or college representatives.
- Attend an open day and ask faculty staff what they like to see in the personal statement.
- Use Unibuddy to speak to a student ambassador on a course you're interested in.



Remember requirements may differ for each university or college, as well as depending heavily on the course. So, this research on your chosen area of study is vital before you start writing your personal statement.

Q1: Why do you want to study this course or subject?

You'll want to show **evidence** of passion, curiosity and interest, this might include:

Motivations for studying this course(s):

- Have you been inspired by a key role model or moment in your life?
- Is it a subject you love and want to pursue further?
- What is your drive?
- How has your path led you to this course or subject area?

Knowledge of this subject area and interests:

- Is there a particular subject area you've researched?
- Something you can't wait to learn more about?
- What about a book or subject expert doing great things that's sparked your interest?

Future plans; demonstrate why this course/subject is a good fit:

- Do you already have a particular profession in mind?
- How might you use your studies to launch your career?
- What's important to you and your future, and how might the knowledge gained from this course(s) help you achieve this?



Remember these are just some examples, you don't need to include it all.
The key is to research the course(s) to find out what might be most relevant.

Q2: How have your qualifications and studies Helped you to prepare for this course or subject?

Focus on what's most **recent** and **relevant** to your subject or course(s), examples could include:

How your studies or training relate to chosen course(s) or subject area:

- This could be your current or previous studies.
- This could be from any form of formal education – think school, college, training, or short online courses.

What relevant or transferable skills have you got that make you a great candidate:

- Are there a couple of subjects that helped you develop a core set of relevant skills required for your chosen course(s).
- Maybe a particular module or project helped you understand where your interests and strengths lie.

Any relevant educational achievements

- Universities and colleges will see your grades on your application - don't waste space talking about these.
- Focus on your other accomplishments like a competition, holding a position of responsibility or representing the school/college.



Remember these are just some examples, you don't need to include it all.
The key is to research the course(s) to find out what might be most relevant.

Q3: What else have you done to prepare outside of education, and why are these experiences useful?

Examples should be **reflective** and **demonstrate** further **suitability** for your subject or course(s), this could include:

Work experience, employment, or volunteering

- In-person or virtual work experience.
- Paid for work or volunteering.
- The key thing is reflection on the experiences and the skills gained relevant to your chosen course(s).

Personal life experiences or responsibilities

- Is there a situation you've personally overcome that has influenced your decision?
- Are there personal experiences that have helped you develop essential qualities for the course?

Hobbies and any extracurricular or outreach activities:

- Think sports, reading, community work, summer schools.
- Any activities outside of core studies that help further showcase why you'd make a great student.

Achievements outside of school or college

- This could be a position of responsibility for local clubs or groups, competitions, or qualifications you've attained outside of the classroom.



Remember these are just some examples, you don't need to include it all.
The key is to research the course(s) to find out what might be most relevant.

Examples of evidence

In person work experience	Blogs & vlogs	Positions of responsibility	Projects or essays	Mentoring
Virtual work experience	Documentaries	Awards	Books	Tutoring
Work shadowing	Podcasts	Challenges	Influencers	Online subject courses
Paid employment	TED Talks	Personal life experiences	Hobbies	Trips or visits
Volunteering	Articles	Work based learning / training	Clubs	Competitions

Personal statement guides



What to include in your achitecture, planning or building personal statement



What to include in your animal science personal statement



What to include in your art and design personal statement



What to include in your biology personal statement



What to include in your business management personal statement



What to include in your chemistry personal statement



What to include in your computer science personal statement



What to include in your dance personal statement

All illustrations designed by Storyset on Freepik.com

Some practice for you …

Example: Showing Your Interests Outside of Traditional Studies

While studying Psychology at A Level, I have taken a particular interest in the research into Power Posing. Cuddy (2012) suggested in a TedTalk that using superhero poses before an interview would lead to better performance. This was fascinating to me, as I imagined the wider applications to any form of public speaking or assessment, such as before an exam. Upon further reading, there was an issue with replicability of the data, which perfectly exemplifies the replication crisis Social Psychology is currently facing. Also, TikTok videos by Clinical Psychologist Julie Smith have allowed me to expand my knowledge on mental health subjects, which affect lots of people globally.

Example: Showing Your Interests Outside of Traditional Studies

Lancaster University

While studying Psychology at A Level, I have taken a particular interest in the research into Power Posing. Cuddy (2012) suggested in a TedTalk that using superhero poses before an interview would lead to better performance. This was fascinating to me, as I imagined the wider applications to any form of public speaking or assessment, such as before an exam. Upon further reading, there was an issue with replicability of the data, which perfectly exemplifies the replication crisis Social Psychology is currently facing. Also, TikTok videos by Clinical Psychologist Julie Smith have allowed me to expand my knowledge on mental health subjects, which affect lots of people globally.

Your A Levels are elsewhere in your application

Date not necessary, but good to add name

Great example!

Analysis shows genuine knowledge and interest

Good example but can be concise

Too general!

Improvement needed

Since I opted to study Business for GCSE my passion has grown massively over the years. Many of my family members affiliate with their own successful businesses and having watched them grow over the years has inspired me to want to learn more about the subject, hence why I decided to help out my Aunt with her business management last year as she runs her own gymnastics gym.

From an early age I have watched my family's companies grow which has inspired me to want to learn more about the business world. I have become aware of the dedication it takes to manage a business, and the risks involved but am keen to pursue this route. I recently assisted my relative with managing her business. I was office based, keeping track of payments from customers and updating spreadsheets. I learned a significant amount about certain aspects of the business like handling finance and promotion, as I ran the business Instagram page. This was the first proper experience I had physically managing a business, rather than just observing.

Final section

- I am a member of the college chess club. I also play the clarinet in the orchestra.

- I have developed my problem-solving skills through playing chess for the college; this requires concentration and analytical thought. I am used to working as part of a team as I play clarinet in the college orchestra and cooperate with others to achieve a finished production.

Be reflective and precise

I recently attended a lectures day at Manchester University, where I found the presentations particularly inspirational, as it demonstrated just how well tested modern theories are and how even the possibility of disproving them can hold thrilling opportunities. Another interesting talk highlighted the way in which physics based principles and logic can be applied to different subjects in an area that hugely fascinates me.

I recently attended a lectures day at Manchester University. A presentation on "Testing Einstein with Pulsars", was particularly fascinating as it demonstrated just how well tested modern theories are and how even the possibility of disproving them can hold thrilling opportunities, seen more recently in the development of…… Another talk on agent-based models, which highlighted the way in which physics-based principles and logic can be applied to different subjects reminded me of why my fascination with physics is so deep and why ultimately I wish to study it at university.

Skills from your subjects: Law

Through studying religion and philosophy I have developed an interest in legislation concerning controversial moral issues such as the use of stem cells and the storage of embryos. During lessons I have been required to construct and deliver arguments both for and against statements relating to these issues, which has helped develop my confidence in public speaking. Having also studied history I have gained an understanding of the significance of all aspects of evidence in establishing historical fact; be it date, purpose or origin.

The fundamental challenge for the law is how it must adapt to an ever-changing world whilst maintaining its moral grounding and efficacy and for me, this is intrinsically fascinating. Law often poses complex dilemmas where there is not a single correct answer and yet a conclusion has to be reached through one's own thinking, research and reasoning.

Not a bad introduction – but quite 'generic' – suggest adding some details and specific examples?

(1) The recent drive by the government to combat terrorism and radicalisation in schools, for example, runs the risk of being discriminatory, whilst the underlying motivation for the programme might at the same time seem worthy.

A work placement with the Legal Department at the North Yorkshire County Council, introduced me to public law and I saw the key role it plays in the functioning of modern society. I spent each day with a different team responsible for a legal sector. My main role within the different teams was to perform legal research and I appreciated being given the responsibility to contribute to real life cases with my own work. A day spent in Northallerton Magistrates Court was particularly inspiring. Here, I was able to see the application of criminal law in a real environment. Observing the 14 cases gave me an insight into the reasoning and thinking of how the best method of justice can be provided.

Advice:

- Give a specific example (careful with confidentiality)
- The placement gave me an opportunity to research past cases, Statutory Instruments and Acts of Parliament, demonstrating what studying law could lead to as a profession.

Studying history has enabled me to develop some key skills applicable to studying law, from the ability to gather and evaluate information from a range of sources, through to structuring clear and concise arguments with a logical and reasoned conclusion. I developed a particular interest in international law whilst studying geography. Reading magazines and newspapers such as The New Statesman, The Times and The Guardian allow me to keep up with key current affairs and enabled me to develop resources for my EPQ on 'The Legality of the British Drone Strikes in Syria in September 2015'.

Advice:

Develop the point about geography more – which aspect of international law

EPQ – very interesting, especially in relation to law – expand more – what are you hoping to discover?

Student finance

https://www.gov.uk/student-finance-on-or-after-1-january-2027/eligibility -

- From Jan 2027 this is called the Lifelong Learning Entitlement (LLE)
- Can apply for **Tuition Fee Loans** to pay for your tuition. Amount you can apply for depends on the number of credits you study (based on how many years your course is.)
- **Maintenance Loans** to help with living costs (amount depends on your household income/ where you study/ whether you are living at home.)
- Any student loans you borrow need to be paid back, but not until you've finished or left your course, and you earn over a certain amount.
- For courses starting from 1 January 2027, you'll start repaying your loans when you earn over £25,000 a year.
- Your loans will be written off 40 years after the April you're first due to repay.

Additional financial support

You may also be able to apply for extra financial help, for example:

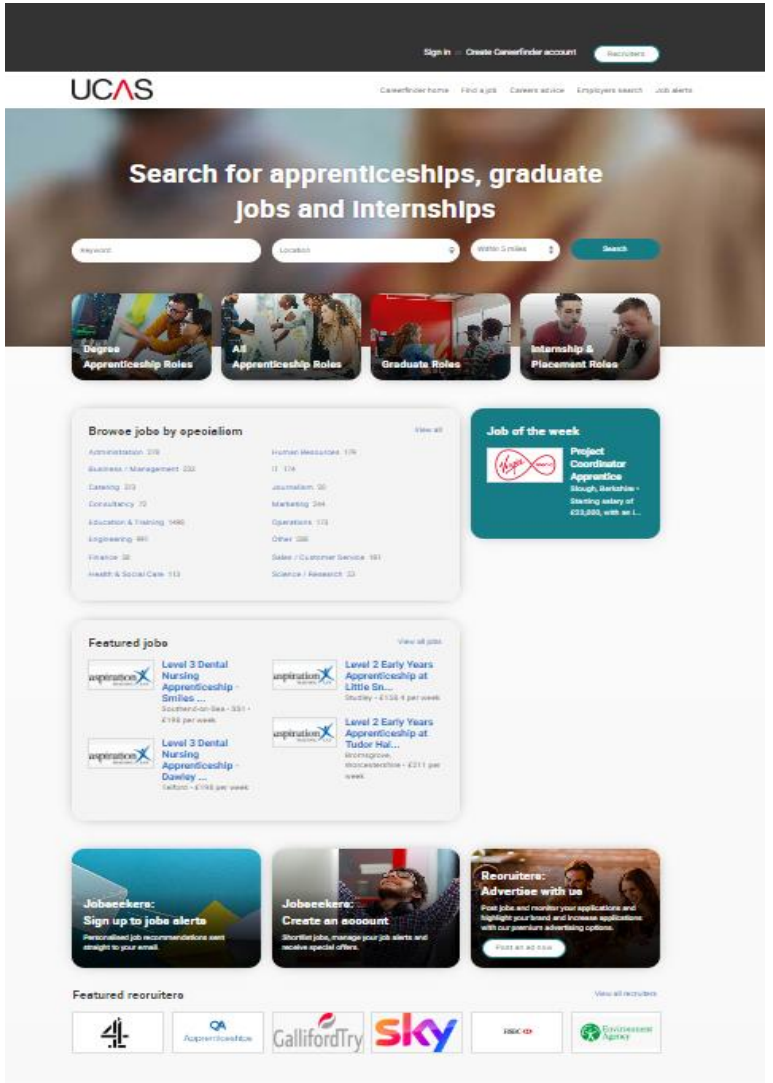
- a grant or allowance if you're on a low income, are disabled or have children
- NHS funding or a bursary if you're studying certain courses such as nursing or social work
- You may also be able to apply for extra money from your university or college, such as a bursary, scholarship or hardship fund.
- You do not usually need to pay back this extra funding.

Thank you

Apprenticeships
Slides from previous presentation for information

Employment and Apprenticeships

- All apprenticeship vacancies on National Career Finder are being pulled through to UCAS. Some still advertised on individual site but NO central application route.
- You **cannot** apply for apprenticeships via UCAS as yet.
- Students have been asked to let us know if they are considering this route so they can be included in the **Non-Uni Classroom** where we post material.
- Extensive support programme through the Pledge Employment Readiness Programme (ERP) providing full support for students including help with applications, interviews and mock assessment days.
- If your son/daughter would like to join the Non Uni Google Classroom and/or the Employment Readiness Programme, please email Mrs Coker (dco@fallibroome.org.uk)
- Begin looking now



Using Unifrog for Apprenticeship Research

Searching for opportunities

UK universities (7 shortlists)

Start >

US universities (0 shortlists)

Start >

European universities (0 shortlists)

Start >

Oxbridge (0 shortlists)

Start >

Apprenticeships (0 shortlists)

Start >

College / Sixth Form (0 shortlists)

Start >

Canadian universities (0 shortlists)

Start >

Asian universities (0 shortlists)

Start >

Australasian unis (0 shortlists)

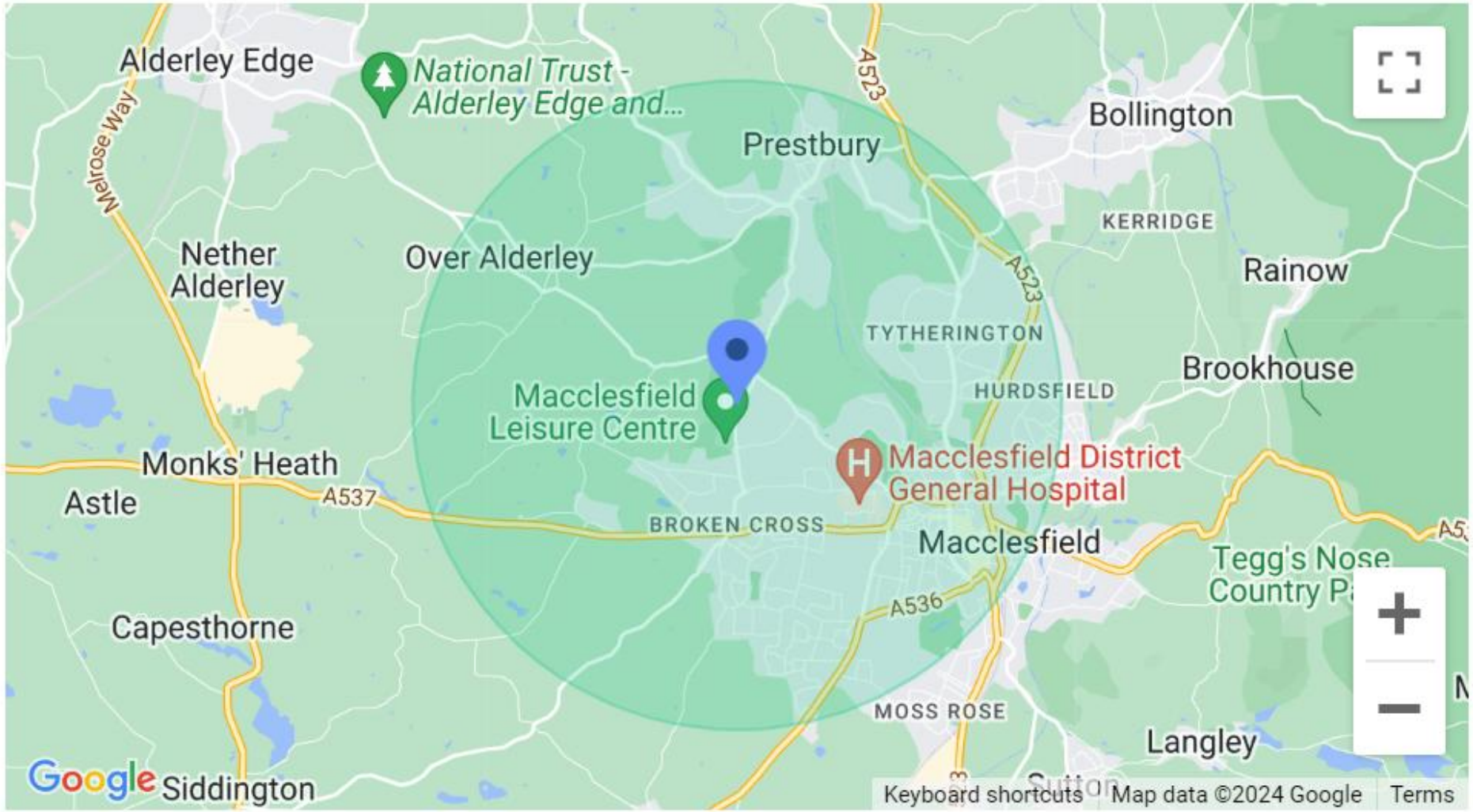
Start >

* Choose radius

2 miles - 3 vacancies | 5 miles - 3 vacancies | 10 miles - 3 vacancies | 20 miles - 6 vacancies

50 miles - 16 vacancies | 100 miles - 19 vacancies | 200 miles - 43 vacancies

No Limit - 43 vacancies



Select Vacancies below

Pick the best vacancies for you by ranking, filtering and searching. Click next when you're done.
Stuck on a strange term? Check out the glossary

Rank Filter Keyword search

Intermediate (0)
Equivalent to GCSEs

Advanced (0)
Equivalent to A-levels

Higher / Degree (3)
Equivalent to Foundation / Bachelor's

Environmental Monitoring Scientist Apprenticeship
Avantor
Distance: 2 miles

Laboratory Scientist (Macclesfield)
AstraZeneca
Distance: 2 miles

Technician Scientist (Macclesfield)
AstraZeneca

Employer profile: Armstrong Watson, Chartered Accountants

Locations	Our head office is in Carlisle. We also have regional offices in Glasgow, Dumfries, Penrith, Hexham, Kendal, Settle, Skipton, Leeds, Manchester, Newcastle, Northallerton, and West Cumbria.
Employees	550
Career sectors	Finance and business
Top 3 skills needed	Problem-solving, open-mindedness, and inquisitiveness
Post-school pathways options	• Accounting Assistant: this is a three year apprenticeship where you'll complete Level 3 and Level 4 AAT qualifications (Association of Accounting Technicians) • Tax Compliance Assistant: this is a three year apprenticeship where you'll complete Level 4 ATT qualifications (Association of Tax Technicians)

What skills does Armstrong Watson look for in applicants?

We recruit for apprentices via our annual assessment centres. During the assessment centre, you'll have an interview with an Accounting Manager and a representative from our Human Resources team. You'll also complete a basic numeracy assessment and take part in a group exercise.

Throughout the application process we're looking to identify skills like teamwork, problem solving, the ability to think on your feet, and excellent communication. We look for these skills alongside your motivation for the role you're applying for.

One of the main ways we look for these skills is through a group exercise; this is a great way for us to spot things like team working and problem solving. In our interviews, we also ask candidates to give specific examples of when they have displayed these skills in the past.

Unifrog Guides for Assessment Centres, CVs, Interviews

Know-how library

✔ Guides favourited

Go to tool ›

Know-how library

Use our guides to find out what you need to know



How to write the perfect resume

Top tips for creating a resume that'll get you noticed

Read the guide ›



How to ace your CV

How to write like a boss and ace your CV

Read the guide ›

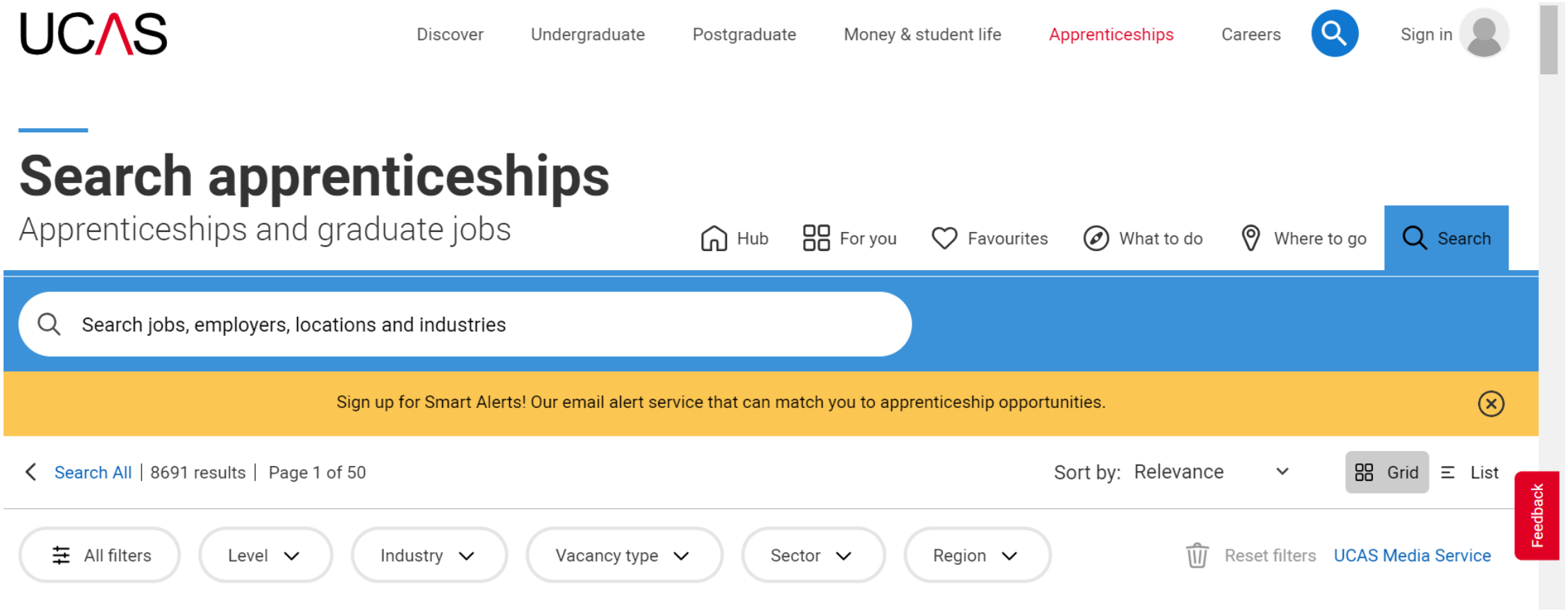


A guide to assessment days

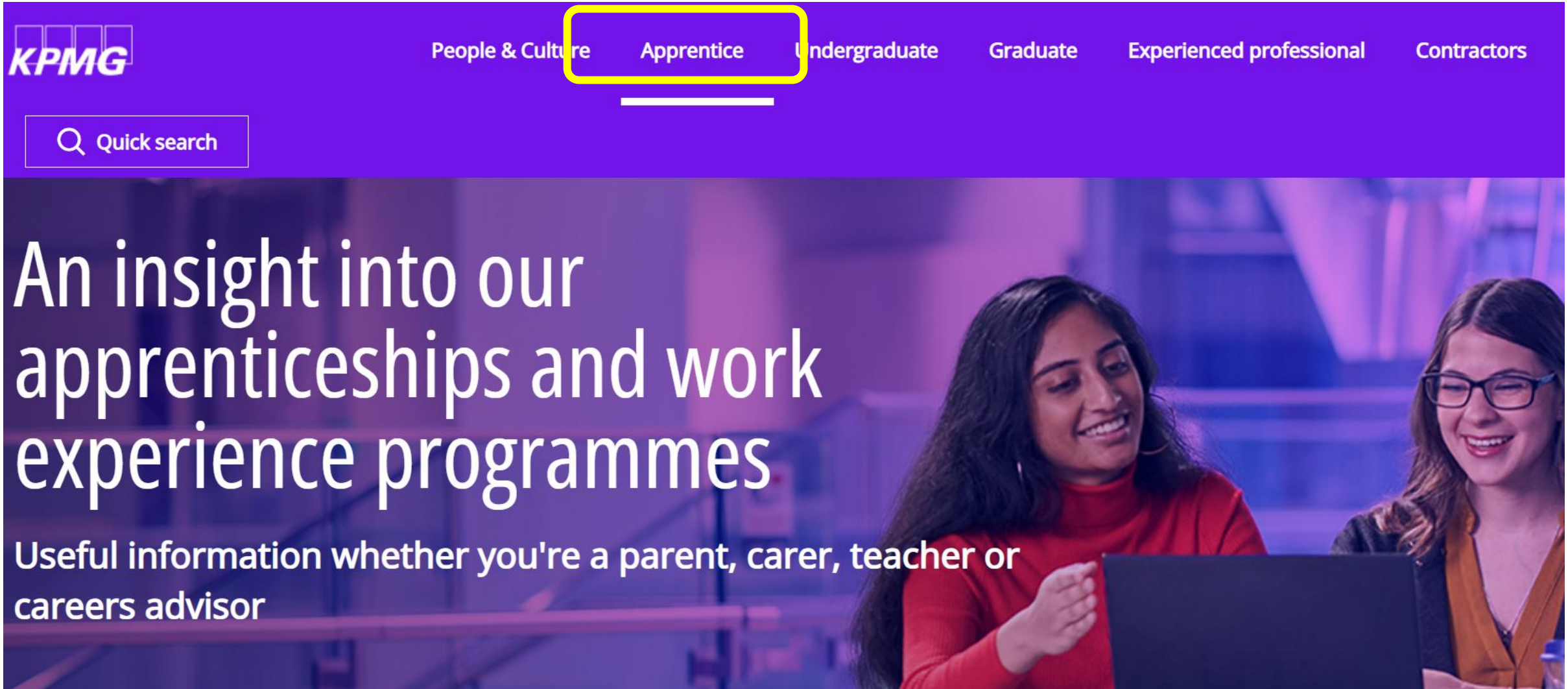
Got one coming up? Start your prep here...

Read the guide ›

UCAS Guide to Apprenticeship Research



Research your chosen company: KPMG



https://amazingapprenticeships.com/the-parent-perspective-podcast/

'THE PARENT PERSPECTIVE' PODCAST

"The Parent Perspective" is an exciting new **podcast series for parents and carers**, helping them to support their children with careers advice and guidance.

This podcast provides a space for listeners to:

- Explore which careers are available today
- Showcase the experiences of interesting and diverse role models
- Provide real-time insights into how the world of work is changing

...all through a parents' perspective.

Each episode features a panel of diverse parents, bringing their questions and insights to expert speakers to try to tackle and offer practical solutions to some of the challenges parents currently face in supporting their children to make informed decisions.

FIND OUT MORE



University Research
Slides from previous presentation for information

UCAS

- Central body that deals with all applications for university
- Also supports apprenticeships and other routes
- Use to explore course options and also start taking note of entry requirements
- Places usually offered on grades e.g. AAB
- Sometimes UCAS 'points'
- Up to 5 choices (4 med, vet, dental schools)
- Universities cannot see where else a student has applied

- Parent section:
- www.ucas.com/parents

A Level
A* = 56
A = 48
B = 40
C = 32
D = 24
E = 16

EPQ
A* = 28
A = 24
B = 20
C = 16
D = 12
E = 8

OCR Cambridge Technical Certificate in IT (Year 12)

D*	D	M	P
28	24	16	8

OCR IT Cambridge Technical Introductory Diploma in IT (Year 13)

D*	D	M	P
56	48	32	16

What should I aim for?

- Check any GCSE criteria
- Look at your ALIS grades
- Look at your STAR grades
- Work out a ‘range’ to work within
- If your grades all hover around C/D/E also consider Foundation Courses - an additional year but boosted confidence and ability for moving to the full course.

- **Fees for foundation years may be up to £5760 or 9790 depending on your course from 2026-27**.
- **Full degree course fees will increase to £9790 for courses starting between 31st August and 31st December 2026.**

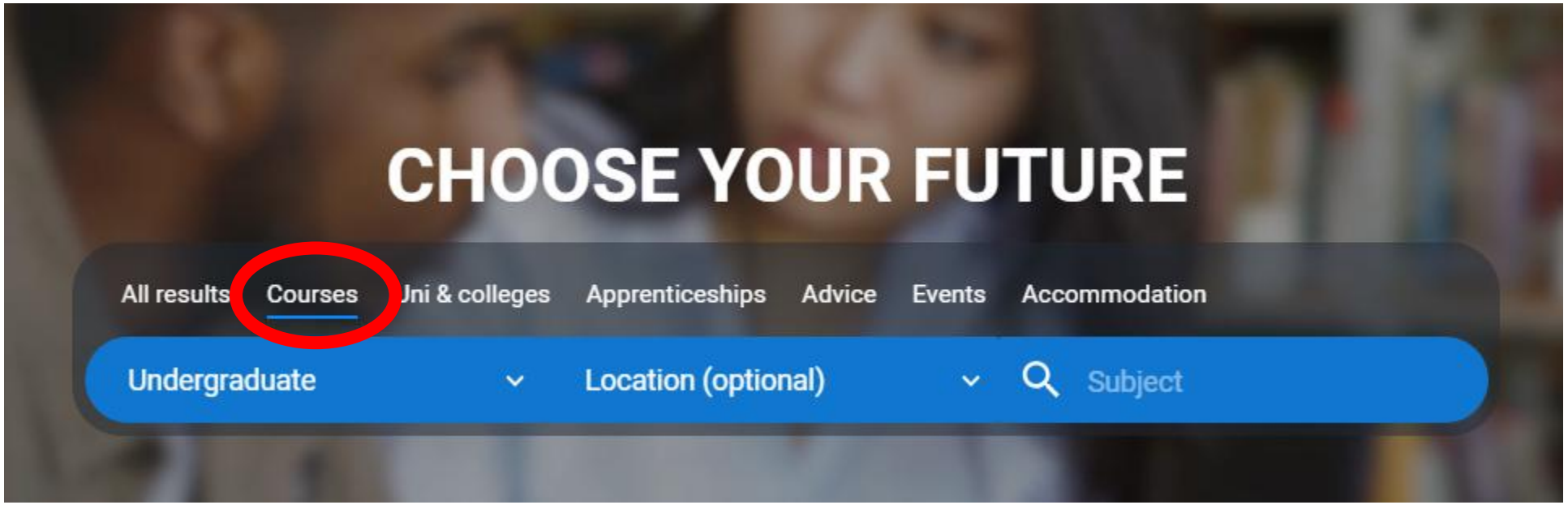
What should I aim for?

	ALIS	STAR 1	STAR 2
Biology	A	B	A
Maths	B	C	B
Chemistry	A	B	B

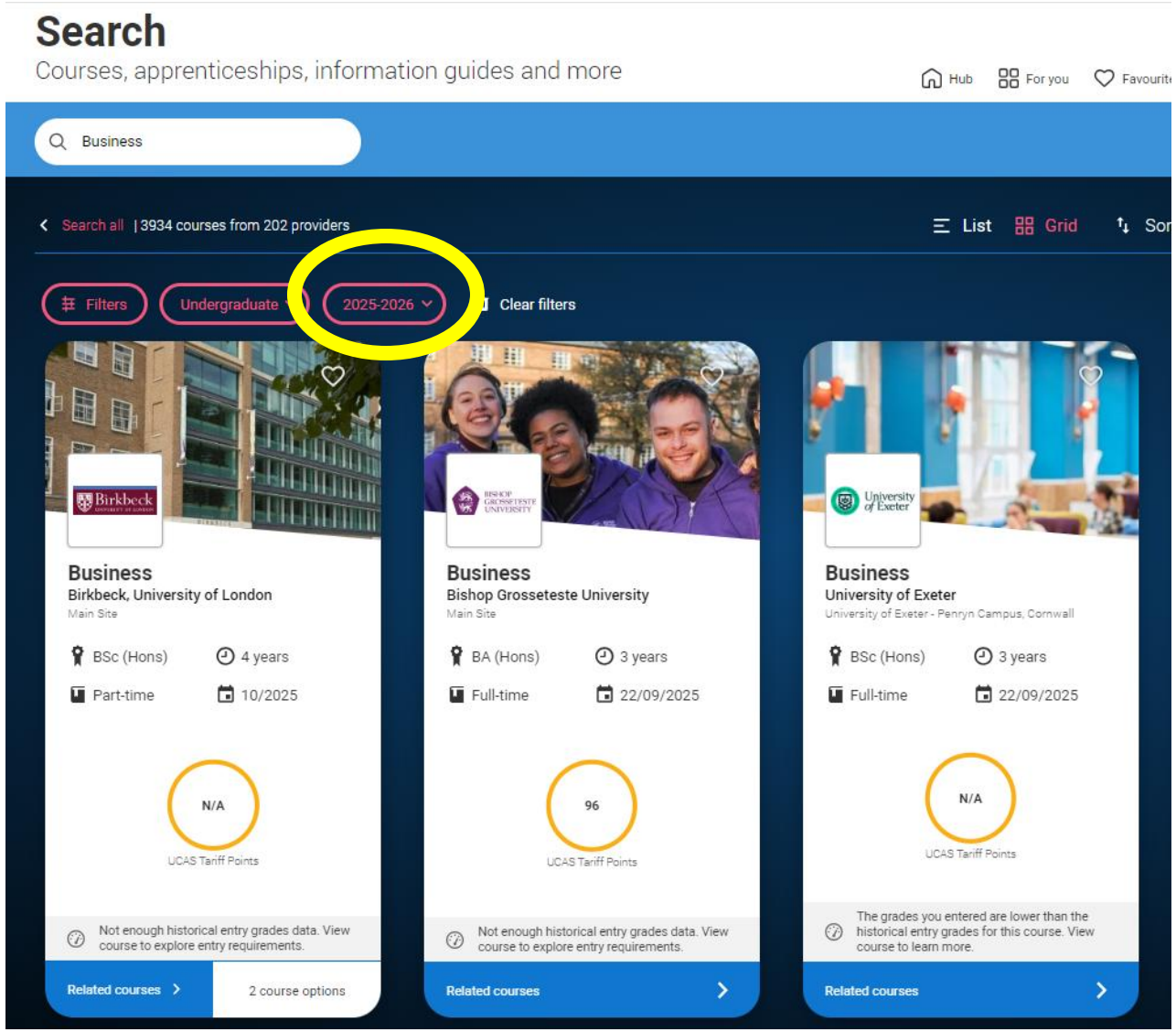
Aspirational	Secure	Insurance
AAA	ABB	BBC

Accessing Historic Grade Data

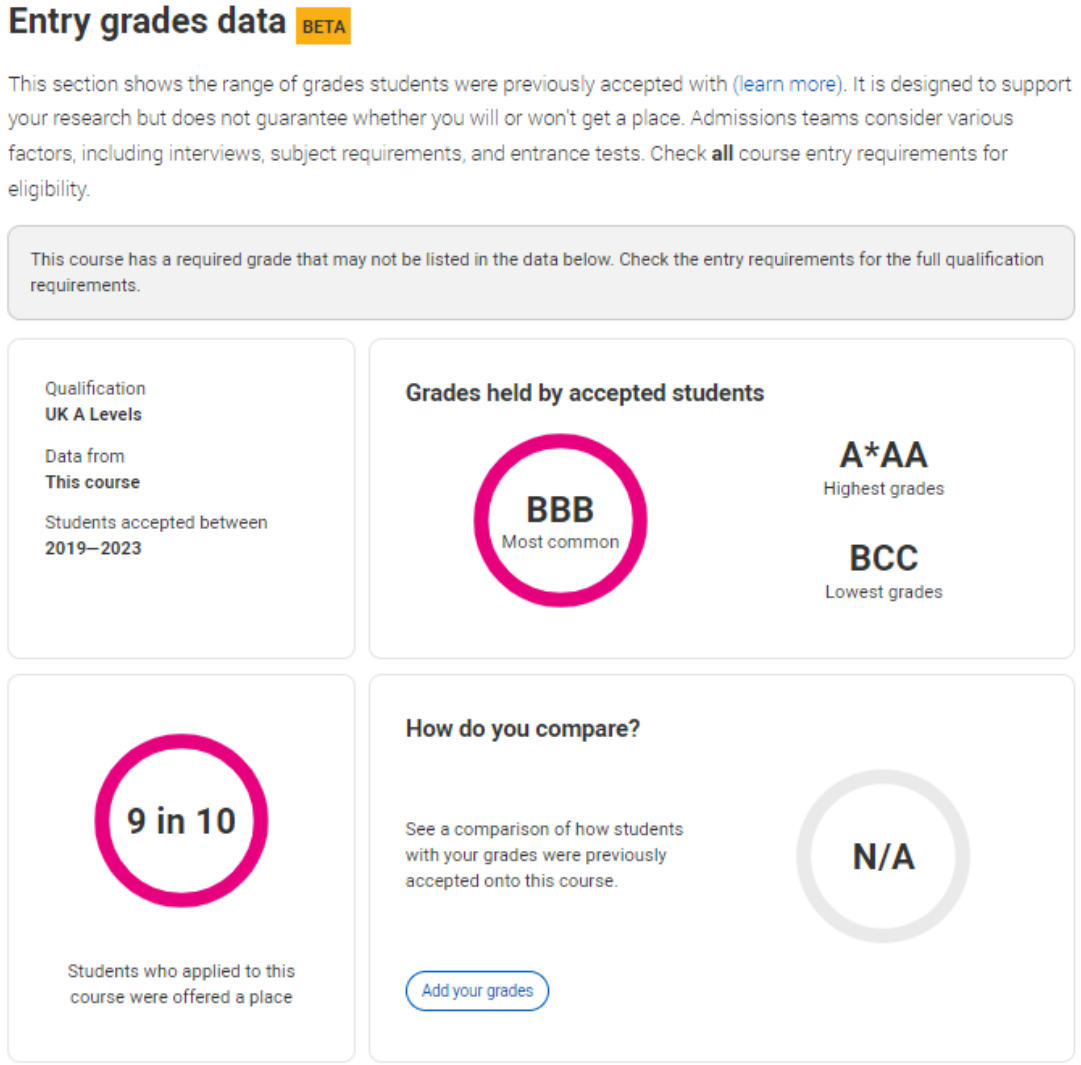
- Sometimes there is variance in the published entry criteria and the grades with which students were admitted to the course.
- Go to ucas.com and click on courses and type in a subject area.



2. Type in a course and change the academic year to 2026 2027
3. Click in the top third of the tile you are interested in



4. Scroll down to the bottom of the page
5. Add predicted grades to see comparison

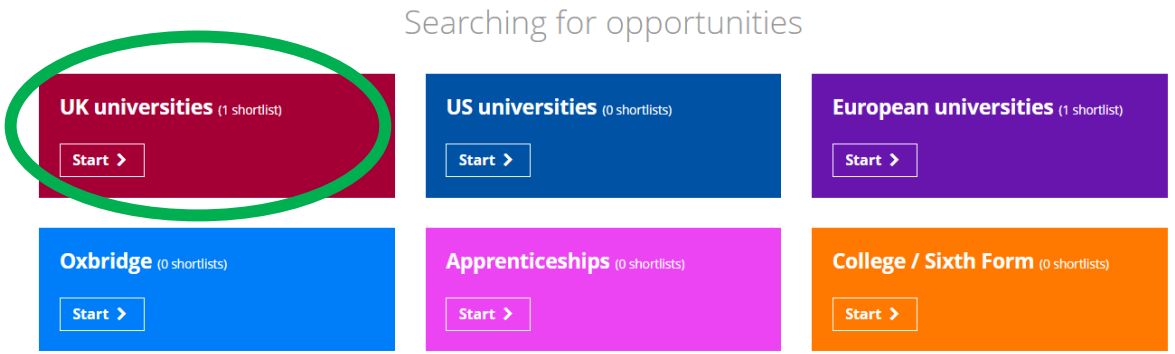


Accessing Historic Grade Data (2)

Not all universities opt in to the UCAS data and a N/A result means that it is a new course or has only been running for a short time.

Unifrog provides the same information (Source – Higher Education Statistics Agency)

Using last year's successful applicants. *Indicates the % of students who actually took the course at that university who did the same qualification type as you and of those students, the grades that were most typical.*



- Follow the 5 stage pathway to create a shortlist and view individual university information

Unifrog Special Opportunities

- Unifrog has a special opportunities tool which allows students to search for scholarships and employment opportunities.
- Students can discover opportunities like the Start Up Bursary for care leavers at Bangor University, the Stormzy Scholarship for Black UK students at the University of Cambridge, and the University of Lincoln Scholarship for students with low household income.
- Many of these are directed at widening participation but some are open to all.

MOOCs
Make your first shortlist

Read, Watch, Listen
✖ Profiles favourited

Placements
✖ No placements added

Special opportunities
0 shortlists

CV / Resumé
✖ Write CVs tailored for each roles

Notes for Reference writers
✖ 1 notes missing

Unifrog events
Interact directly with experts

Talent pool
✖ Not joined

Applications

Post 18 Intentions
✖ Plan A and Plan B complete

Scholarships and Bursaries

Manchester Metropolitan University
First Generation Scholarship

https://www.mmu.ac.uk/giving/first-generation

- First Generation Uni Students
- Support with UCAS application

Check out websites of other universities for similar schemes



Resources

Resources will be emailed to you and added to the Post 18 section of the sixth form website

Please confirm receipt of Y12 report via the Google Form link sent via email

End of Term:

If students have completed and submitted their first draft of their personal statement to their form tutor by midday on 16th July, they may use Friday 17th July as a personal study day.

Term starts Friday 4th September – students sign in at 9.45am in the SFC.

The Fallibroome Academy Sixth Form

WEB: SIXTHFORM.FALLIBROOME.ACADEMY

Proud to be part of the Halliard Trust