



Post-18 Options



Preparing for life outside of
Kennicott Sixth Form

2015 - 2016

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Careers and Apprenticeships

Throughout YR12 and YR13, the tutorial programme covers careers information to help students decide which career path to take. Our Careers Coordinator, Nicola Ambrose, is also available throughout your time at Kennicott for careers advice and guidance.

It is recommended that students plan their career. Career planning helps you realise your ambitions - what you would like to do in your working life.

A plan helps you focus on what you should do when thinking about a career.

Planning needs time and careful consideration. You need to think about:

- what you can do already;
- what you would like to do next;
- what else you need to learn.

As well as support being available to students at KEVICC, further information can be obtained from the National Careers Service. The National Careers Service provides information, advice and guidance to help you make decisions on learning, training and work opportunities. The service offers confidential and impartial advice. This is supported by qualified careers advisers.

- Help to choose a career;
- Skills tests, course search, job search advice;
- Personalised help from careers advisers.

If you know your goals in life, the National Careers Service can support you in other ways:

- Job Profiles;
- Skills Health Check;
- Producing Action Plans.

Visit: nationalcareersservice.direct.gov.uk or call 0800 100 900 or speak to Nicola Ambrose, our Careers Advisor on 01803 869210 Ext or email Nicola.nambrose@kingedwardvi.devon.sch.uk.

Apprenticeships

What is an apprenticeship?

An apprenticeship is a real job with training so you can earn while you learn and get recognised qualifications as you go. They take between one and four years to complete.

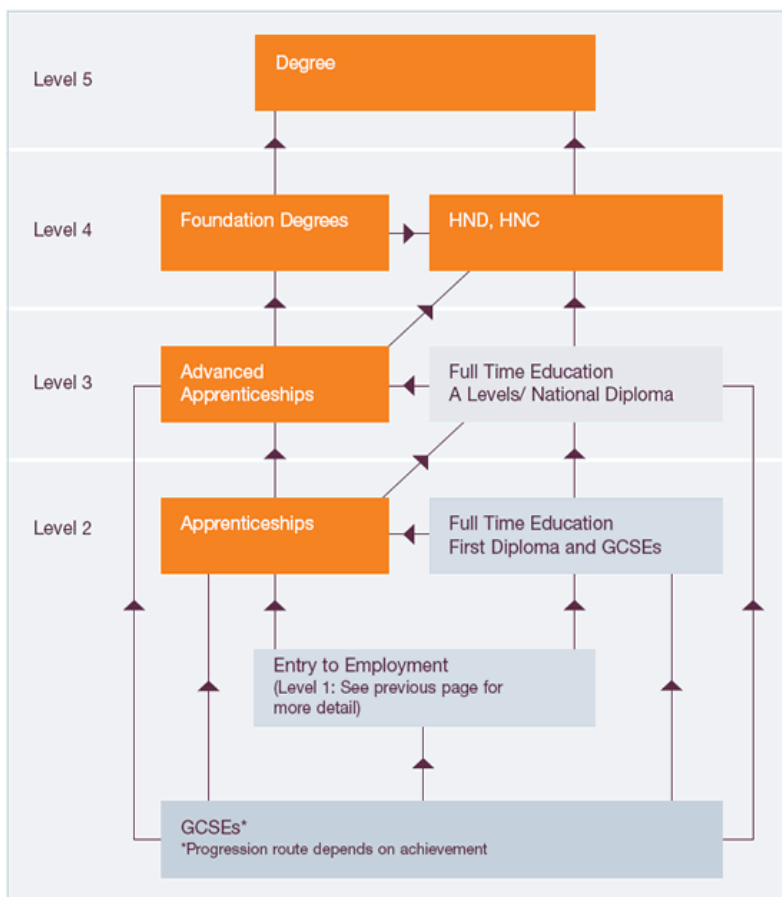
Your employer provides your on-the-job training and pays your wages. You will work alongside them and learn from some of the best in the business.

Your learning provider can be a college, training organisation or university, and they look after the rest of your training. You can complete this off-the-job training on day release (attending one day a week) or over a succession of days in a short period (block-release).

Whether you choose a traineeship or apprenticeship will depend on your age and qualifications.

Which qualifications will you get?

- Intermediate – work-based learning towards level 2;
- Advanced – work-based learning towards level 3;
- Higher – work-based learning towards level 4 and higher;



Who can take an apprenticeship?

- need to be 16 or over
- depends on level: for an apprenticeship at Advanced level, most employers want level 2 or level 3 qualifications including level 2 Maths and English, or a pass in Literacy and Numeracy tests

What sort of experience will you need?

You must be:

- out of work with some work experience working for less than 16 hours a week leaving school/college;
- confident you have the skills to start an apprenticeship.

How long does it last?

One to four years.

How much will I earn?

- at least the minimum wage of £2.73 an hour
- most pay more – average is £170 a week

How much will it cost?

There are no fees if you are between 16 and 18. The Government will pay up to half the fees if you are 19 to 24. Aged 24+ usually pay full training fees

What types of apprenticeship are on offer?

Many employers offer both traineeships and apprenticeships – so you may be able to move to the next level with the same employer. It's no longer just construction and engineering that are on offer although those are still around if you're interested. Now you can go into 170 industries with 1400 different job roles such as design assistant, cabin crew, dental nurse or trainee accountant.

Where can I find out about local apprenticeships on offer?

On the GOV.UK website: www.gov.uk/further-education-skills/apprenticeships

If you have A levels, or level 3 vocational qualifications, and decide not to go to university, you can still do an apprenticeship. Or, you can do a Higher apprenticeship that can take you all the way from level 4 study to a full degree whilst working.

Taking a gap year?

Some students decide to take a gap year before they begin university or embark on their chosen career path. This can be a productive way to spend a year and is viewed as a positive experience by universities and employers. If you are planning on applying to go to university, do check with each university as not all universities approve of gap years. It is advisable to check with university admissions.

Things to consider before taking a gap year:

- Know what you want to accomplish at the end of the year;
- Talk to someone who has been there and done it;
- Plan your finances – how are you going to raise the funds?;
- Don't forget your personal safety – research where you plan to go thoroughly;
- Involve your parents/carers in your decisions;
- Gap year organisations are good but you do not have to use them. Shop around and find which is the best deal for you.

Volunteering websites

www.projecttrust.org.uk
www.do-it.org.uk
www.volunteering.org.uk

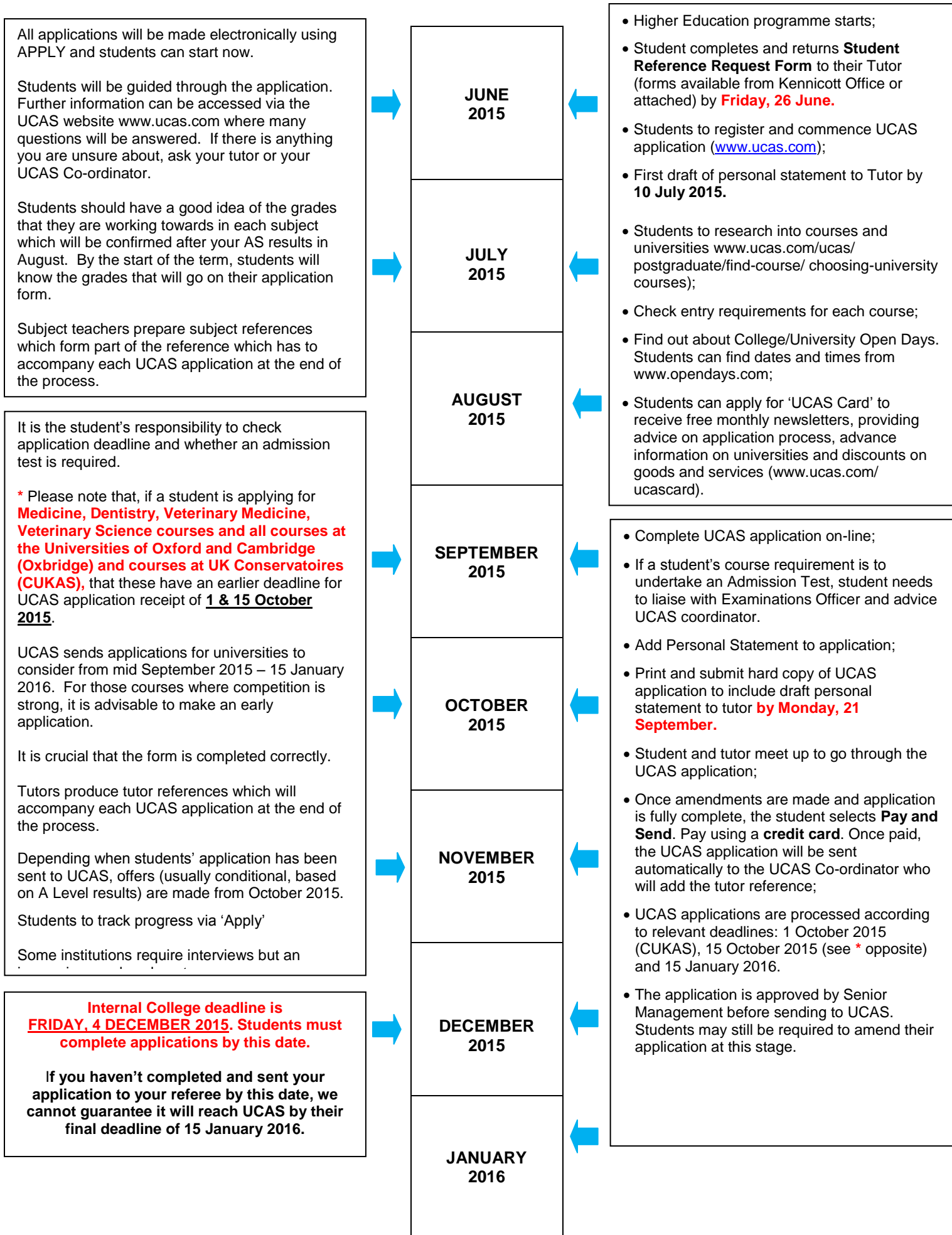
Travel websites

www.findagap.co.uk
www.gapyear.com
www.realgap.co.uk

Work experience websites

www.work-experience.org
www.prospects.ac.uk

KENNICOTT UCAS PROCESS – 2015 - 2016



GLOSSARY

Extra: Extra enables students to make a further choice after they have applied. You are eligible for Extra if you have used all five choices on your application and have either been unsuccessful at all of them, or have declined all offers you have received. **Firm Reply:** A firm reply means that the offer you accept is your first choice. This is your preferred choice out of all the offers you received. You can only accept one choice as your 'firm' choice. **Offer, Alternative Course:** A different course is offered from the one applied for. **Offer, Conditional:** To be accepted, you need to achieve a certain points score or grades. **Offer, Unconditional:** Your place is not determined by points/grades. **Offer, Unsuccessful:** The university is not able to offer you a place. **Clearing:** Clearing is a service that is available between July and September which helps students find vacancies on higher education courses. If you have applied but have not gained a place or have declined your offers, you may be eligible for Clearing. Courses with vacancies will be listed on this site once Clearing has started.

By early May, students have to decide which two offers they wish to keep.

Student Finance Deadline: **31 May 2016.**

Universities confirm their offers by May.

Sixth Form Staff will be available for support and advice on Results Day.

Don't be away on holiday!

**FEBRUARY
2016**

**MARCH
2016**

**APRIL
2016**

**MAY
2016**

**JUNE
2016**

**JULY
2016**

**AUGUST
2016**

**SEPTEMBER
2016**

- When students have received decisions from all the institutions to which they have applied, students can accept one firm conditional offer and one as the insurance choice.
- If students receive rejections from all five chosen universities, students will be given an opportunity to apply for a further university via **UCAS 'EXTRA'**
- Students to apply for Student Finance on-line. Students do not need to have accepted a university or college place to apply. Visit www.gov.uk/studentfinance. Deadline for Student Finance is **31 May 2016**.

Follow Student Finance on Facebook: www.facebook.com/SFEngland. Students will receive a Student Finance Entitlement letter which confirms how much finance the student will receive.

- After receiving results from the Examining Boards, universities send final decisions to UCAS and UCAS informs students of decisions made by universities on conditional offers.
- Unsuccessful candidates will automatically receive Clearing instructions from UCAS through track.

- Students start their chosen course and register with their chosen university or college.
- Student Finance are not able to pay students until they have registered. Student Finance pay students any Maintenance Grant or Maintenance Loans in students' bank accounts in three instalments, one at the start of each term. Student Finance will pay for the Tuition Fee Loan direct to the student's university or college.

Important notes:

- Whilst the official UCAS deadline is 15 January 2016, early applications are perceived to have an advantage.
- Attend Open Days, Taster Courses and/or Career Conferences throughout this process, the earlier the better (students to advise Attendance Officer of any visits for authorisation). Find out about entry requirements too and work towards achieving these in YR13.

Oxford and Cambridge: Students can apply to only one course at either the University of Oxford or the University of Cambridge. You cannot apply to both universities. If you are applying to Oxford or Cambridge, the closing date is 15 October 2015.

▪ **Admissions or Skills Tests**

Some universities and colleges require you to pass an **admissions test** as well as standard qualifications if you are applying for courses in certain subjects (Medicine, Dentistry, Veterinary Medicine, Veterinary Science (BMAT), Law (LNAT), English at University of Oxford (ELAT), History at University of Oxford (HAT)). If you are applying for Oxford and Cambridge, you are required to undertake an Oxbridge admissions test. You need to register as soon as you can.

For further information, including deadlines for registering and test dates, visit:

www.ucas.com/ucas/undergraduate/getting-started/entry-requirements/admissions-tests.

Skills Tests are computerised tests designed to make sure that all candidates for Initial Teacher Training have a base level understanding and application of numeracy and literacy. You are required to take these tests as part fulfilment of a Teaching Qualification even if you have a GCSE in Mathematics and English. The computerised tests are coordinated by Pearsons VUE Test Centres. When you register to take your tests, you will be able to select the testing centre which is closest to you. You will need to have completed these tests before you can start a teaching course in 2016. There are practice tests available online that resemble the test exactly:

Literacy:

www.education.gov.uk/schools/careers/traininganddevelopment/professional/b00211208/literacy/practice

Numeracy:

www.education.gov.uk/schools/careers/traininganddevelopment/professional/b00211213/numeracy/practice

For other admission tests, please check the UCAS website **www.ucas.com/how-it-all-works/explore-your-options/entry-requirements/admissions-tests** or **www.admissionstesting.org**. Further information on Skills tests can be found on www.ucas.com/how-it-all-works/teacher-training/entry-requirements.

Remember, it is the student's responsibility to register their admission test(s).

- **Gap Year:** There are two options available to students if considering a gap year.
 - Students can apply this year and if they have accepted an offer, and want to apply for the same institution and course the following year, the student can ask the university to defer their place. You can only have one application each year, so if your place is deferred until next year, you cannot submit another application as well. If you'd like to attend the same university or college but apply for a different course, discuss your options with the university. They may be able to change the course, or they may ask you to reapply.
 - Students can also apply the year after their gap year. Either way, students should explain why they are taking/did take a gap year and what they plan to do/did do. Students need to demonstrate enthusiasm and initiative and highlight how the activity may relate or did relate to their chosen course. Do note that not all universities approve of gap years. It is advisable to check with admissions.
 - **If students wish to apply after their gap year, they must start the UCAS process from June 2016 and ensure their UCAS application is fully complete, paid and sent, by the first week in December otherwise Kennicott cannot guarantee to meet the UCAS deadline of 15 January 2017.**
- Students will work closely with their tutor and UCAS Co-ordinator throughout the process. Students will be advised of their UCAS Co-ordinator in September.
- **Parents/carers** are asked to help as much as possible by attending open days, proof reading the application and supporting in meeting the College and UCAS deadlines. Parent guides are available from the College or https://www.ucas.com/sites/default/files/ucas-parent-guide-2016-entry_0.pdf.
- Students can get further information online from careers specialists about how higher education can help with building a career. Visit: nationalcareersservice.direct.gov.uk.

How to apply

Introduction

You complete your application online at www.ucas.com. Everything is explained; there is help text to answer any questions you may have. Click on the question mark on your application or help link to access specific advice or phone the **UCAS Student Helpline on 0371 468 0468**. The list on the left of the screen shows your progress; there will be green dashes next to a section that is in progress and red ticks to mark them as complete.

1. Registering and applying (as at June 2015 – UCAS often amend their website)

- Go to www.ucas.com and go to the undergraduate tab;
- Select **'Apply and Track'**;
- Select **'Start an undergraduate application'**;
- Select **'Register and apply for 2016 entry'**;
- Select **'Register'**;
- Select **'Next'** and once you have read the information and ticked the terms and conditions box, select **'Next'** again.
- Add some **personal details**, get a **username**, create a **password** and set your **security questions** and add our **buzzword** (our School No is **10499** and Buzzword **KEVICC16**);
- Note your User ID below:

User Name

Password:

ID Number:

2. Completing the rest of your personal details

Throughout the application process, on-line help is available to guide users through their application. For more details, see www.ucas.com/fillinginyourapplication. Students complete up to seven sections (one is for UK applicants only) in their application:

- **Personal details;**
- **Additional information (UK applicants only);**
- **Student finance;**

select your student finance arrangements (UK applicants only). In most cases **02 UK, Chi, IoM or EU student finance services** is selected unless you have private finance (*this isn't your actual student finance application, but if you'll be looking for financial support, and you give UCAS permission to, UCAS can speed up the process by sharing your info with the student loans or awards organisation you apply to*). If you are unable to see this page, don't worry – it only shows after certain questions are answered in the 'personal details' section.

- **Choices;**

You can **choose up to five courses** (all now or some later) – **there's no preference order** and your universities/colleges won't see where else you've applied until after you reply to any offers you get. There are so many choices that it's hard to know where to start. Make sure you're choosing a course for the right reasons - are you going to be happy studying the course? If you have a career in mind, do you need a specific qualification? Deciding what to study requires lots of research, so take time to look at what's available.

Useful links:

1. **Choosing the right course:** www.ucas.com/how-it-all-works/explore-your-options/search-courses-and-training-programmes;
2. **Entry Requirements:** www.ucas.com/how-it-all-works/explore-your-options/entry-requirements;
3. **Choosing your university:** www.ucas.com/how-it-all-works/explore-your-options;
4. **UCAS Guide:** www.ucas.com/sites/default/files/little-guide-2016.pdf.

- **Education;**

You need to include where you are currently studying and have studied in the past and which qualifications you have or are currently taking. You must enter **all qualifications you have a result for**, including any which were ungraded. You must also enter **any exams you're waiting to take, and any qualifications for which you're waiting results**. It is important to include your **full education history**. See example application below. **Unit grades/modules are not needed.**

- **Statement;**

This is your chance to **show course providers why you want to study the course and why you'd make a great student.**

You are asked to put together a personal statement which tells your universities and colleges why you are applying for the course(s) you have chosen and why they should want you as a student. This statement helps universities and colleges to know more about you as a person.

Only one personal statement is submitted for all five choices so it needs to be relevant to all of the courses. The personal statement must address the following:

Why you have chosen your subject, why the subject interests you, aspect of current studies that relate to your degree, why you would make a good student, details of any hobbies, interests, extra-curricular activities, part-time jobs/work experience – particularly if it is relevant to your degree subjects, positions of responsibility – in or outside of school/work, attributes that make you special, unique or interesting, and any future plans.

You are required to demonstrate enthusiasm and commitment, but above all, ensure that you stand out from the crowd.

We ask you to start writing your Personal Statement in June. You will receive plenty of support from your tutor. *There is an awful lot of information that needs to go into a personal statement; it is difficult to write and will take several attempts. Additional information can be found on:*

www.ucas.com/how-it-all-works/undergraduate/filling-your-application/your-personal-statement.

NB: Personal statements sent to UCAS are tested for similarity.

- **Employment.**

If you've had **any paid jobs** – full-time or part-time – here's where you can enter details for up to five of them. Include company names, addresses, job descriptions and start/finish dates (*mention any unpaid or voluntary work in your personal statement*). If you have not had any jobs, you can leave this section blank, but you will still need to mark it as complete in order to continue with your application.

As the application processes to completion, students can see the status of each section:

Not started	<input type="checkbox"/>
In progress	<input type="checkbox"/>
Completed	<input checked="" type="checkbox"/>

Once each section in Apply has been marked as complete, you will need to agree to a declaration. It is important to read right through the declaration before agreeing to it and pay using the Pay/Send option.

See if you need to make any edits, then **mark your application as complete, save it and agree to the declaration.**

Payment and process following completion of application ...

- There is a fee for making an application for higher education. The amount depends upon how many courses, universities and colleges a student applies to. As at 7 May 2015 (subject to change), the cost for one choice application is £12 and £23.00 for 2 - 5 choices. You pay the application fee online using a **credit** or **debit card** by using the **PAY and SEND** option. After this section is complete, your application is sent to your UCAS Co-ordinator for further processing (*please note that the UCAS process continues after you have paid. You may be contacted by your tutor or UCAS Co-ordinator to further amend your application. When asked to do so, please make amendments immediately and select PAY and SEND again: this will return the application to the UCAS Co-ordinator – you will not get charged again*).

UCAS Tariff Points

The new UCAS Tariff system is used to report achievement for entry to HE in a numerical format. It establishes agreed comparability between different types of qualifications and provides comparisons between applicants with different types and volumes of achievement.

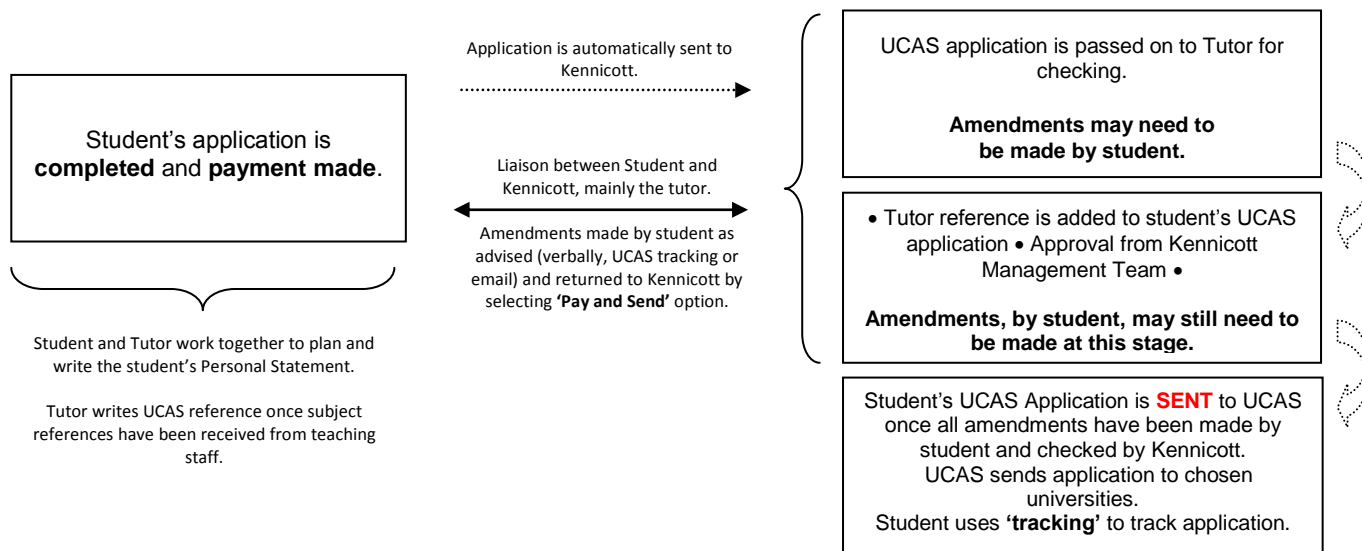
If a subject is being or has been studied up to A2 level, the AS level is not included in the total tariff points calculation.

For further information, visit:

www.ucas.com/ucas/undergraduate/getting-started/entry-requirements/tariff/new-tariff;

www.ucas.com/ucas/undergraduate/getting-started/entry-requirements/tariff/calculator.

What happens to my application throughout the UCAS process?





2016 Apply

Anne Smith

Personal ID: 123-456-789

Personal details

Personal

Title	Ms
Gender	Female
First/given name(s)	Anne
Surname/family name	Smith
Preferred first name	Annie
Previous surname at 16th birthday	
Postal address	10 UCAS Street, UCAS Town, UC12 2UC
Is your permanent home in the UK?	Yes
Home address	
Home telephone number	
Mobile number	
Email address	annesmith@live_ucas.co.uk
Date of birth	24 September 1997
Country of birth	United Kingdom
Date of first entry to UK	
Nationality	UK national
Dual nationality	
Area of permanent residence	Devon
Residential category	UK Citizen or EU National

Reference numbers

Unique Learner Number (ULN)	
Independent Safeguarding Authority (ISA) Number	
Test of English as a Foreign Language (TOEFL) Number	
International English Language Testing System (IELTS) TRF Number	

Student support

Fee code	02 UK, ChI, IoM or EU student finance services (students to choose this option)
Student support arrangements	Devon

Mailings from UCAS

Do you want to receive information by text message?	No
Do you want to receive information by email?	Yes
Do you not want to receive information by post?	No

Nominated access

Full name of nominee	Joanne Smith
Relationship to you	Mother

Criminal convictions

Criminal convictions	No
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Disability/special needs

Category	You have a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D
Please give details of any special needs	Dyslexia

Additional information

Ethnic origin	White
National identity	British
Dual national identity	

Activities in preparation for higher education: 1

Sponsor	Don't know
Start date	June 2015
Duration (days)	1
School year	12
Location	Brunel University

Activities in preparation for higher education: 2

Sponsor	Don't know
Start date	September 2015
Duration (days)	1
School year	12
Location	Queen Mary, University of London

Have you been in care?	No
Duration in care	
Parental education	Yes
Occupational background	Principal
I would like correspondence from Welsh universities, colleges and UCAS to be in Welsh	No

Choices *(there is space for up to 5 choices).*

Bournemouth University (B50) English (Q300)

Campus: Main Site (-)	Live at home while studying?: No
Start date: September 2016	Deferred entry?: No
	Point of entry:

University of Bristol (B78) English (Q300)

Campus: Main Site (-)	Live at home while studying?: No
Start date: October 2016	Deferred entry?: No
	Point of entry:

The University of Edinburgh (E56) English Literature (Q306)

Campus: Main Site (-)	Live at home while studying?: No
Start date: September 2016	Deferred entry?: No
	Point of entry:

Goldsmiths, University of London (G56) English (Q300)

Campus: Main Site (-)	Live at home while studying?: No
Start date: September 2016	Deferred entry?: No
	Point of entry:

Education

Please state the highest level of qualification you expect to have before you start your course

Below honours degree level qualifications

King Edward VI Community College, Totnes (54373, 09/2010 - 07/2016, FT)

GCE Advanced Level

English Literature		08/2016	AQA
History		08/2016	AQA
Media Studies		08/2016	AQA

GCE Advanced Subsidiary (first award 2001)

Art and Design: Photography	A	08/2015	OCR
Spanish	C	08/2015	AQA

GCSE

Additional Science	A	08/2014	AQA
Drama	B	08/2014	AQA
English	A*	08/2014	AQA
English Literature	A*	08/2014	AQA
History	A	08/2014	AQA
Mathematics	B	08/2014	AQA
Media Studies	A*	08/2014	AQA
Science	B	08/2014	AQA
Spanish	A*	08/2014	OCR
Statistics	B	08/2014	AQA

Employment

Saveurs

Address: 3 Victoria Road, Dartmouth, Devon, TQ6 9RT

Nature of work: Waitress

From March 2014 to present, part-time

Personal statement (*remember, statements are checked for similarities*).

Student Personal Statement Example 1:

I want to teach. I realised this when I completed work experience in a year 4 class. Engaging in the children's learning and getting to know them, if only for a short period of time, was rewarding in a way I hadn't expected. I thoroughly enjoyed the atmosphere of the classroom and the energy of the children. I then sought a placement for five weeks at a nursery, allowing me to learn about the structure of education in an early years setting and I am currently volunteering in a year 4 Class. My experiences have confirmed that teaching is the right career for me. Psychology has further helped to increase my interest in child development and the ways in which classroom approaches can enable the child's greatest success. Tutoring Two GCSE English students this year, in preparation for their exams, enabled me to gain a greater understanding of the way that different students learn. I had to plan my lessons to be effective for the different requirements of each student. This was a very rewarding and enjoyable experience which has developed my confidence.

At my 6th form college I am a member of the Future Teachers group. This year I attended a future teaching conference, where I had the opportunity to "hot seat" professionals about their teaching experience. The teachers talked openly about their first year as teachers; I learnt the importance of confidence and professionalism within the job, but most importantly the enthusiasm they had for their work. I volunteer one afternoon a week at my local Oxfam store. I am very pleased to support Oxfam's many causes worldwide, including the current work to educate and empower women, so that they can provide for their families. Knowledge of global issues has led me to become a more thoughtful person; I am more conscious of the way I act and what I can do to help others. In my classroom and throughout my career I hope to encourage children to develop their own passions and to become engaged with the world around them. One of my interests outside of college is reading; the nature of my A level courses have allowed my hobby to integrate with my class work. I enjoy exploring poetry by Margaret Atwood and Maya Angelou. My love for English is something I wish to pass on to others; I am enthusiastic about stories and the art of storytelling, also the skill of debating language within English. I feel that this should be at the forefront of Primary education. The written word can evoke many emotions in an individual and learning to express ideas effectively through language is a critical life skill.

I have been working at Paignton Zoo in the gift shop for the past 2 years. This has increased my confidence, through having the opportunity to take initiative and to develop my problem solving skills in a very fast paced environment. The experience of meeting the

demands of challenging customer situations will contribute to how I meet the challenges and demands that arise in the classroom. The teamwork aspect of my job has also enabled me to develop the skills I need to act as part of a team and to motivate others. I practice yoga and I am interested in developing my knowledge of yoga and possibly teaching in the future. Having a healthy body and mind is something that I feel is very important; I wish to encourage this within the classroom. I believe that being healthy is the optimum ingredient for learning. I enjoy the pastoral side of working with children and I am planning a trip to Romania to work with children in the summer. My ambition is to be a confident teacher who can provide the best possible education for pupils; this has encouraged my interest in the education system and educational issues worldwide. Currently I am working on an EPQ, researching views on the 2014 education reform. I believe that learning about this during my degree will help me to develop into the outgoing and creative teacher I want to be.

Student Personal Statement Example 2:

Ever since I first traveled abroad, I have been fascinated by the languages used in other cultures and have aspired to communicate with other people in their own tongues in order to better understand them. I am currently studying French and Spanish, two languages which will give me the ability to communicate with people in a variety of countries around the world and to develop better relationships, but will also enable me to learn other Latin-based languages with greater ease. I have a great enthusiasm for foreign culture, art, literature and history. On a recent trip to Barcelona, I was mesmerised by the outlandish designs of Gaudi's architecture which is unlike anything I have ever seen before. On returning from Barcelona, I decided to read "The Shadow of the Wind" by Carlos Ruiz Zafon as I felt that it would be interesting to read this excellent novel with the image of the city in which it is set and a greater contextual understanding of its time period: Spain after the Civil War. My love of literature, and the fact that I am currently studying English Literature, enables me to contrast literary styles in other languages with that of my own.

I am greatly involved in both local and school Drama and Dance performances and am running our school Dance Company, where I am responsible for the choreography of several pieces. Through these experiences, I have learnt a great deal about time management and leadership skills and know I will have an active role in societies at University. I take part in our school dance platform, SPRUNG, every year, as well as having taken a lead role in a recent production of "Jesus Christ Superstar" and performing at the "Tagore Festival", a local festival which celebrates Indian art and culture. These events have made me a more confident person, ready to take on new challenges. In recognition of my involvement and active leadership role in extra-curricular activities, I have been awarded college prizes for "Contribution to the Community" and "Outstanding Effort". This demonstrates my initiative, independence and ability to manage my time between extra-curricular and academic studies. I have had various voluntary and paid jobs. For example, I completed work experience at a local languages school where I worked as a receptionist and teaching assistant. This has helped me to gain a wider cultural awareness and understanding, and has cemented my adoration of languages and confirmed my belief that understanding others drives and motivates me. I also worked as a shop assistant for a year before completing my GCSEs, where I developed skills such as working effectively under pressure and managing time whilst studying for exams. I currently work in McDonald's where I am receiving excellent training for the world of work. As a result of this, I am now a more efficient person and have learnt the value of team work. Last year, I was a learning coach for Year 11 students studying for their English exams and, this year, I am doing the same for French and Spanish. Since doing this, I have become more tolerant and patient. In terms of my course, I believe that this experience is vitally important, not only for my life at University, but also with the prospect of a year abroad as part of my course.

Student Personal Statement Example 3:

Art is a development. Art evolves through time and explores new depths through creative mediums and concepts that cannot be achieved in other forms. Be it a painting, sculpture or installation, art is interpreted through different approaches and perspectives allowing there to be no correct answers in dissecting a piece. This is what originally attracted me to studying art history. It is the history behind a piece that allows you to decipher the true meaning that the artist intended to convey. By visually deconstructing the composition, tone and colour, as well as the context by researching events and experiences that may have affected the artist at that time, you are able to unveil hidden meaning.

The transitions between art movements of the 19th and 20th centuries have had a particular impact on my own work and were the catalysts for my initial interest in the history of art. It was artworks that caused particular controversy in the late 1800's and early 1900's that fascinate me the most. From Manet's 'Dejeuner sur l'herbe' to Picasso's 'Les Femmes d'Alger (O. J. R. M.)', both of which portrayed women in the nude form. This had never been seen in European art previously and caused uproar at the time, as no other artists had been bold enough to exhibit such pieces. Artists like these allowed art to grow and expand, by defying traditional concepts of realism, and bringing art into impressionism and later movements that developed thereafter.

I wish to continue to study and develop my knowledge of these art movements, yet I am also intent on studying art periods that I haven't already. My creative talents have been apparent from a young age, when at only six years old, a painting of mine was chosen to be exhibited in Stockport Art Gallery. This was continually recognised throughout my school life, as I attended several 'gifted and talented' days for art and design. This led me to achieve an A grade at GCSE level. It was through A-level Art that I began to recognise how my interest in art largely lay in the history side of the subject. The art history lectures I attended during AS Art allowed this passion to grow and I soon became intent on studying the subject further.

In 2012, I was fortunate enough to attend a school trip to Tuscany, visiting Florence and Siena. I viewed some of the most influential artworks in the world, including Michelangelo's 'David' at the Galleria dell'Accademia, as well as Botticelli's 'The Birth of Venus' at the Uffizi Gallery. These experiences gave me a new interest in the Renaissance period, having mainly focused on artworks of the 19th and 20th centuries in my own work. I attended a lecture on colour chemistry at The National Gallery. I learnt of how artists created colour in the 1400s, acquiring an insight into the science behind art, which also gave me a new perspective. It is these experiences that have inspired me to want to study the Renaissance further, as well as other earlier art movements.

My other interests include photography and fashion. I have attended photography based study trips to London, visiting the Saatchi gallery and Somerset House. Here I had the opportunity to view the 'Little Black Jacket' exhibition as well as a Tim Walker exhibition, both of which I was particularly fond of as they combine my two main passions so closely, yet each through very different approaches to photographing fashion. Music is another passion of mine and I have previously had lessons for piano and guitar. I currently work at Paignton Zoo in front of house, working in customer service has allowed me to grow in confidence and gain vital people skills. This experience has confirmed my long term goals of working in a gallery or museum and I look forward to continuing my education to pursue my interest in the history of art.

Student Finance England is a Student Loans Company service, providing financial support to students on behalf of the UK Government.

While at university or college you will have two main costs – tuition fees and living costs. The good news is that you do not pay any tuition fees up front.

Depending on your circumstances, the course and where you study, you could get a range of financial support.

The main types of finance are **tuition fees** and **maintenance loans** (which have to be paid back), and **grants** and **bursaries** (which don't).

You can receive a Tuition Fee Loan of up to £9,000 to cover tuition fees, while Maintenance Loans and Maintenance Grants help towards your living costs such as rent and bills.

Maintenance Loan

You must be a full-time English student. Part-time and EU students and students aged 60 and over can't apply. The loan is paid directly into your bank account at the start of term. You have to pay the loan back.

Maintenance Grant

You must be a full-time English student. Part-time and EU students can't apply. The grant is paid into your bank account at the start of term. You don't have to pay the grant back, but any grant you get will reduce the Maintenance Loan you can get.

Tuition Fee Loan

Universities and colleges can charge up to £9,000 a year for full-time courses – but need to meet strict criteria to make sure all eligible students, regardless of background, can access these courses. No student will have to pay for tuition fees up front. Every new student is entitled to a Tuition Fee Loan of up to £9,000 to cover their fees, which won't have to be paid back until they're earning over £21,000 a year.

How much student finance students will receive depends on the student's household income. The Student Finance package 2015/2016 is currently unavailable (*at time of writing, June 2015*).

There is also extra support for those students with special circumstances, for example, long-term health conditions, disability, mental-health condition, learning difficulty such as dyslexia or dyspraxia.

How to apply?

Students can apply from the Spring of 2016. The deadline is end of May.

The application is online. Once a student finance account has been set (www.gov.uk/apply-online-for-student-finance), students can complete their application.

- They'll need the university and course details (can be changed later), an identity document (passport or birth certificate), their bank account details and their national insurance number to hand.
- There's a section for you to complete to support the application; this includes details of earned and unearned income, as well as any other dependent children.
- Documentary evidence may also be requested – it's best to send these promptly so as not to delay the application. All original documents will be returned within four weeks.
- Once the application has been submitted and approved students will be sent a loan declaration, containing the details of the funding they will receive, which they must sign and return.

When will I receive the finance?

Students are paid over three instalments at the start of each term.

What, when and how will I repay?

Students won't have to repay your loan amount until you've left university or college and your income is over £21,000 a year.

You will then repay 9% of your income over these amounts. If your income drops below these thresholds, all repayments stop automatically.

Employers deduct repayments through PAYE just like tax and National Insurance contributions. If you become self-employed, the amount you repay is calculated through self assessment and is paid directly by you to Her Majesty's Revenue and Customs (HMRC).

Interest is charged on your loan from the day your first payment is made until your loan is repaid in full or written off, whichever is first.

The amount of interest charged is the rate of inflation based on the Retail Price Index (RPI) plus up to 3% depending on your income.

Example repayment amounts (2014):

Income each year before tax	Monthly income	Monthly repayment
Up to £21,000	£1,750	£0
£22,000	£1,833	£7
£25,000	£2,083	£30

Income each year before tax	Monthly income	Monthly repayment
£30,000	£2,500	£67
£35,000	£2,916	£105
£40,000	£3,333	£142

Who does what?

Student Loans Company

- Maintains and updates loan accounts • Issues statements • Handles all repayment queries •

HMRC

- Collects student loan repayments from employers through the UK tax system •

Employer

- Collects student loan repayments on behalf of HMRC • Takes repayments direct from salaries in a similar way to tax and National Insurance contributions •

For further information or a range of helpful tools and guidance, please visit:




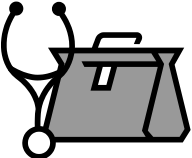




www.studentloanrepayment.co.uk;

www.gov.uk/studentfinance;

www.thestudentroom.co.uk/studentfinance;

www.moneysavingexpert.com/students.

Example of Professions (Post-graduate)

Occupation	GCSE requirements	A-Level Requirements	Average earnings/year
Architect 	At least 5 GCSEs (A-C) including Maths and English and Physics or Chemistry. An A grade in Maths.	At least 3 A's at A level, including one A*. Plus AS Maths or Physics is desirable.	£17,000 - £30,000 as an Assistant; £34,000 - £42,000 with 3 – 5 years' experience.
Accountant 	At least 5 GCSEs (A-C), including Maths and English.	AAA including an A in Maths or Further Maths.	£70,000 Median for Chartered Accountants.
Dentist 	GCSEs should include Biology and Chemistry or higher-tier dual award. Science, English Language, and a minimum of 4 other subjects at grade C or above.	ABB (Biology B or above). Chemistry strongly recommended. Prospective students take UK Clinical Aptitude Test (UKCAT).	Up to £80,000 (NHS); £120,000 self-employed; £176,300 Consultant Dentist.
Doctor 	Candidates need several A*(science subjects essential); English and Maths (A-C). A modern language is obligatory for University College London (UCL).	Most courses require 3 As and prospective students must take the UKCAT (see above) or BioMedical Admissions Test (BMAT).	Up to £100,000 for NHS consultants; up to £80,000 for full-time GP's; up to £120,000 for independent GP's.
Law 	At least 5 GCSEs (A-C). Essay writing subjects are important in order to show your powers of persuasion and ability to argue.	A's and B's in a range of subjects that demonstrate essay-writing and critical-thinking skills. Avoid A-level Law.	Around £35,000 for a trainee lawyer; up to £1 million for senior partners in commercial firms.
Physiotherapist 	At least 5 GCSEs (A-C) including English, Maths and Science subjects.	3 A Levels (A-C), including Biology.	Starting wage up to £25,500; £32,000 for experienced physiotherapists; more than £40,000 for senior positions.
Teacher 	Grade C or above in English and Maths, as well as in a Science for Primary Teaching. Initial teacher training (ITT) obligatory.	A Levels (A-C). It is essential that you study the subject that you want to teach.	Up to £30,842 for Primary and Secondary School Teachers (£35,568 in Inner London). Up to £55,000 for Department Head; £80,000 (average) for Head Teacher.
Veterinarian 	5 GCSEs (A-C) including English, Maths, Chemistry, Biology and Physics (or a combined Science, Double Award).	At least 3 A Levels, including Sciences and Maths. Some universities ask students to take an additional aptitude test.	Up to £30,000 for newly qualified vets; around £48,000 for experienced vets; more than £50,000 for Senior Partners.