

HIGHER EDUCATION

UCAS Procedure

Student Guide
2024 entry

CHURCHILL SIXTH FORM

HIGHER EDUCATION GUIDELINES – 2024 ENTRY

Guidelines for Students

QUALIFICATIONS: Degree (BSc, BA, BEd, etc), or
HND (Higher National Diploma)

INSTITUTIONS: Universities – both ‘traditional’ and ‘modern’
Colleges/Institutes of Higher Education
Colleges of Art and Design
Colleges of Music (Conservatoires)
Colleges of Further Education

UCAS: The organisation through which you apply.

Nearly all the courses in Universities, Colleges and Institutions of Higher Education are now part of UCAS. There is a single application form which is normally submitted in the Autumn of Year 13. **YOU SHOULD NOTE THAT THE EARLIER YOU SUBMIT YOUR UCAS APPLICATION THE MORE CHANCE YOU HAVE OF GETTING ON THE COURSE THAT YOU WOULD LIKE TO FOLLOW.** Applications are made on the UCAS online system, via the [UCAS Hub](#). You don't need to do it all at once – you can save your progress and sign back in anytime.

The application form for 2024 entry asks the applicant to make up to **FIVE** choices and at the time of application makes no preference between them. However, once you have received replies from all of your chosen universities you then have to reply to your offers by a [specific deadline](#). You select a firm choice – this is your first choice (CF). If your firm choice is a conditional offer, you should also select an insurance choice too (CI), as a back-up. You then decline any other offers.

Obviously before you complete the form you have to decide where you would like to apply. This will require a great deal of research on your part.

The form itself requires you to give personal details, details of courses applied for, qualifications (actual and pending) and most importantly a personal statement – you will be given separate advice on how to compile a personal statement.

The application also requires a school reference. This is written by your Tutor, Head of Sixth Form and the Headteacher, with information provided by your subject teachers and through discussion with you. **WE ARE ON YOUR SIDE!!** We want to say as much as we can in your favour but you must give us the ammunition.

FEES FOR UCAS

The application fee for 2024 entry will be £27.50. Once you have entered all your application details and marked each section as complete you can go to ‘Pay and submit’. This will prompt you to pay the application fee direct to UCAS by debit or credit card. Once payment is made, the application is then sent to the school to add the reference and submit to UCAS. If you are receiving financial support from the Post-16 Bursary Fund, please speak to Mrs Thompson for advice on payment options.

INFORMATION, HANDBOOKS AND PROSPECTUSES

Visit the [UCAS website](#) for the most up-to-date information and advice. You can also sign up to receive [regular updates from UCAS](#). The school has copies of some University and College prospectuses but the best and most up-to-date place to view a prospectus is on the University website.

Useful links: [UCAS Course Search](#) (change Entry year to 2024-25)
[UCAS Hub](#)
[Filling in your UCAS Undergraduate Application](#)
[Advice from University of Bristol students](#) – a range of short videos
[Student Finance](#)

UNIVERSITIES ABROAD

If you wish to apply for a university outside the UK, these institutions are outside the UCAS process and you must contact the individual university to find out exactly how to apply. They will still need a reference so please ensure you let your Tutor know in plenty of time.

INTERESTED IN PERFORMING ARTS?

UCAS Conservatoire applications open for 2024 entry on 12 July 2023.

The deadline for submitting applications for Music is 6.00pm on 2 October 2023. Applications received after this date will be classed as 'late' and are not guaranteed to be considered by the conservatoires.

Go to www.ucas.com/ucas/conservatoires for further details.

[Check which application deadline you need to meet](#) – most music courses have a deadline of 2 October, while most undergraduate dance, drama or screen production courses are in January – but there are some exceptions and variations so check carefully. Applications are competitive, so applying on time gives you more chance of getting a place on a course you want.

If you are applying for a Performing Arts course, please let your Tutor and your teachers know **ASAP**.

OXFORD AND CAMBRIDGE

Applications for Oxford and Cambridge are also made through the UCAS Apply system.

Cambridge applications – after you've submitted your UCAS application, you may need to fill in an additional questionnaire(s). These usually collect information that isn't on the UCAS application but which they find useful when assessing. They'll send you links to any additional questionnaires by email.

The deadline for the school to submit applications to Oxford and Cambridge is 16 October 2023. You must submit your application to the school by 30 September.

Oxford and Cambridge colleges offer a variety of modes of entry and it is necessary to consult the prospectuses to find colleges with the mode that suits you.

Both Oxford and Cambridge give an extremely rigorous interview and usually an Admissions Test or Entrance Exam to all candidates they are considering seriously, regardless of mode of entry. Conditional offers tend to be around the A*AA mark for many courses but some subjects have increased this to A*A*A in recent years.

Admissions Tests

Many universities now require students to take an additional assessment in July of Year 12 or September/October/November of Year 13. Check carefully with your chosen university if admission tests form part of their selection process. **Registration for these tests must be made by the student before the end of September.** Some tests can be taken in school and others have to be taken at a Test Centre. For further information, consult the relevant website or speak to JD/RM/RET/Exams Officer.

Useful links: Law: [LNAT](#)
Medicine/Vet: [BMAT](#)
Medicine/Dentistry: [UCAT](#)
[Admissions Testing](#)

ENTRANCE REQUIREMENTS

For most institutions in UCAS there are three kinds of requirements and it is necessary to meet them all.

1. The General Requirement
e.g. 5 x GCSE grade 4 including English + 2 A-levels.
2. The Course Requirement
e.g. You must have done A-level Maths if you want to do a Maths degree (check prospectuses)
3. The 'Market' Requirement
e.g. You are told they will take you if you get BBC at A-level. Some universities will make a conditional offer based on UCAS points i.e. 112 points is the equivalent of BBC at A-level – see separate sheet explaining A-level points and grading system.

WARNING!!!

TRY TO BE REALISTIC WHEN SELECTING THE COURSES YOU APPLY FOR

The prospectuses and university websites give you a good idea of what grades you would be expected to get to undertake a particular course.

BE AMBITIOUS BUT ALSO REALISTIC

It is no use applying for a course that expects AAB if you are likely to get CCD.

TEACHING

There are various ways of qualifying:

- Bachelor of Education (BEd), Bachelor of Arts (BA) or Bachelor of Science (BSc) degrees with QTS
 - Subject degree followed by a postgraduate teacher training course
- } Courses are applied for through UCAS

All of these routes usually also require a minimum of grade 4 in English and Maths at GCSE (plus Science if you want to teach Primary).

For further information go to <https://getintoteaching.education.gov.uk/>

NURSING/MIDWIFERY

There is no longer a separate procedure for Nursing and Midwifery courses – these are now applied for through UCAS.

ART/MUSIC

The quality of your portfolio or audition and interview could possibly count more than A-level grades.

A YEAR OFF – GAP YEAR

This can be achieved by applying for deferred entry to UCAS, i.e. applying in Year 13 for 2025 entry, or waiting a year and applying in the year you wish to go to university. If you apply after you have left Sixth Form you will still need to apply through the school so that we can provide a reference – contact us nearer the time for further details. **Tell your Tutor before you leave that you are considering this so that they can prepare a reference while you are still here.** We can always update it later to make sure it remains relevant to your chosen courses.

FUNDING

The situation regarding Grants and Fees is changing all the time. Information regarding funding will be provided as soon as it is available, usually in the Spring term of Year 13.

DEADLINES

It cannot be stressed too strongly that the sooner you apply to UCAS the better. The school will only guarantee to get your UCAS reference written and sent to UCAS if you complete your form **before** the end of Term 2.

SOME YEAR 13 DEADLINES

	AIM FOR
Performers Course in Music	Early September 2023
Oxford and Cambridge and students applying for medicine, dentistry or veterinary courses.	End of September 2023
LNAT, BMAT & UKCAT Admissions Tests	Deadline for registering is 26 September 2023
UCAS	October 2023
Art Foundation	No actual deadlines but places may be gone by January

STUDENTS ACTION FROM THE SUMMER TERM OF YEAR 12

1. Click here to [Register via UCAS Hub](#) for 2024 entry (on-line applications system).
2. Consult with your Tutor and devise an action plan to enable you to get through the UCAS procedure.
3. Consult subject teachers, Specialist Tutors, Mr Bevan, Miss Sheppard, Mr Morgan, Mrs Thompson, our Careers Advisor (careers@churchill-academy.org) and on-line search tools regarding suitable courses:
UCAS Course Search – [UCAS Course Search](#) (change the Entry year to 2024-25)
Which University Course Search – <https://university.which.co.uk/courses>
4. Consult [UCAS website](#) for the most up-to-date information.
5. Request prospectuses or research university websites.
6. Ask your subject teachers to complete an Academic Reference for you so that your Tutor can write your UCAS reference in September.
7. Inform your Tutor of things you would like to be included in your reference. You can do this through Unifrog.
8. Plan and write out a draft version of your personal statement in [Unifrog](#)

COMPLETING YOUR PERSONAL STATEMENT

There is a wealth of information available to you, both in school and on-line, to help you when writing your personal statement.

[Unifrog](#) is a great place to start; it has great resources and takes you through step by step how to structure your Personal Statement.

The following links and pages also include advice from Admissions Tutors and worksheets from UCAS to help you plan and structure your Personal Statement.

<https://university.which.co.uk/advice/personal-statements/10-things-to-put-in-your-personal-statement>

UCAS – [How to write a UCAS Undergraduate Personal Statement](#)

UCAS – [How to write a Conservatoires Personal Statement](#)

PERSONAL STATEMENTS

In the Personal Statement section of your application you can enter any further information which you believe to be relevant and which is not given elsewhere on the application form.

There will be further support on Personal Statements in tutor periods, STP sessions and assemblies throughout September and October to help support you through this part of the application process.

1. Your Personal Statement provides you with an invaluable opportunity to influence the Admissions Tutor. **This is more important than ever now – if you have only been able to attend a “Virtual Open Day” you won’t have been able to meet face to face with the Admissions Tutors so in order to find out more about you they will be relying on the information you give in your personal statement, SO**
2. **SELL YOURSELF**
Paint a picture of yourself in words which makes you jump off the page and say “offer me a place!”.
Admissions Tutors will have a high pile of forms with yours in the middle of it, **SO**
3. **Think** about the structure of the statement, use paragraphs, listings, headings.
4. **Be concise** – tell them the most relevant facts first, so that your statement will catch and keep their attention and give a good impression, also shows you to be an organised and capable person.
5. **Avoid just writing lists**
For example
“I play football for the school, I sing in the choir, I belong to the drama society, I am taking part in the Duke of Edinburgh’s Award, I work in Tesco on Saturdays and I shop for my granny on Mondays after school.”
Expand on your activities instead
“I have been an active member of the Drama Society at school for the last three years. This has been exciting as I have had the opportunity to work collaboratively in a creative context with other students, to design sets and costumes for ‘The Boyfriend’ and ‘The Tempest’. I am sure this experience will prove to be valuable as I study costume design.”
6. Type it up in Unifrog initially so that you can spell-check it and make sure you haven't exceeded the character count.
7. ‘Copy and Paste’ it into the relevant section of the form to make sure it fits. You are limited to a maximum of 4,000 characters (including spaces) and a maximum of 47 lines of text.
8. Ask your Tutor to check it and make any corrections they suggest.
9. Keep a copy of the final draft. It is very useful to know what you wrote when you have an interview as they will almost certainly ask you questions about it.

IMPORTANT

Make sure your Personal Statement is all your own work.

UCAS has software which can detect plagiarism in personal statements. A report is sent to the university if an applicant is found to have copied part or all of a personal statement and the application could be rejected.

THIS IS A TIME CONSUMING TASK BUT IT IS A VERY IMPORTANT STAGE IN YOUR QUEST FOR A UNIVERSITY PLACE

DO NOT LEAVE IT TO THE “LAST MINUTE”!!

EXAMPLE OF PERSONAL STATEMENT

It's difficult to think what else I can do with my life other than to aspire to spread messages through words, because I have been buried in a book or immersed in a story for the last seventeen years. I want to invent believable characters unlike anything you will find in the real world, create stories that impact people's lives and years of my life have been dedicated to this. It would be a dream to study creative writing, to develop my own original style of writing and be assessed on my own creative work. I would thrive in a creative environment, surrounded by a community of people who inspire me to immerse myself in writing and literature more than I already do.

One of the many elements of this course that appeals to me is being able to learn from published writers as I am really looking forward to being able to access the professional pathways available in literature and writing. Another element of the course that stood out to me is experimenting in types of writing I haven't tried before, like script writing and poetry, which I love to read. I believe you can't be a writer without being a reader and I am an avid reader. Among my favourite works are Eleanor Oliphant Is Completely Fine by Gail Honeyman, Mothering Sunday by Graham Swift and a collection of poetry called Howl and Other Poems by Allen Ginsberg. I am willing to read anything I'm given and take inspiration from other works into my own.

In English Language A-Level, we analyse different types of texts, for example speeches and short stories and use them to help us write our own. This has aided my essay writing skills, where I've learnt to structure paragraphs and create more fluent sentences. The subject of Photography includes analysing the work of other photographers, exploring different photographic techniques that can lend meaning to a photograph and developing ideas of what the photographer's intention was to help get to the artistic core of the photograph. In Performing Arts, we have written our own devised pieces aimed at children in order to educate them about relationships. I learnt a lot about writing effectively for children and what is appropriate through researching other devised pieces aimed at children. On top of my A levels, I am doing an Extended Project Qualification where I am producing my own handmade children's book about a controversial topic. I have extensively researched rhyming and poetry in order to write poetry in a way that children can understand and how they experience rhyme in a way that can help future development. I also conducted a survey aimed at parents to find out what they prefer in a children's book and to find out what is most popular. As well as this, In September 2017 I started my own blog. The main aim was to help me with translating my own experiences into words better, and then continue on to putting them into stories and characters. The blog I have created has helped me greatly in developing emotionally complex and intriguing characters in my own writing.

I am also a performer and have been part of a teenage drama group, where we produced and organized our own play, written by a fellow member. We had characterization and script-writing workshops, which gave us a taste of what the production behind a play is really like. I have also done many volunteering placements, assisting in Key stage 3 music lessons, at a children's art club at Ubley primary and volunteered at Wrington drama club as part of my Bronze Duke of Edinburgh award. These placements helped me to further develop my communication skills as I was often working with young children, who needed clear explanations and instructions.

I am open to everything this course offers and I feel it will be hugely beneficial to my future career prospects. I am dedicated to achieving success within the field of writing, as it is a dream I am determined to achieve.

N.B. When using Word Count in Microsoft Word, this Personal Statement is 46 lines long, containing 3,884 characters (including spaces). The maximum space available for the Personal Statement on the UCAS application form is 47 lines or 4,000 characters (including spaces).

EXAMPLE OF PERSONAL STATEMENT

The human body captivates me. How can something so intricate and sophisticated develop from such humble beginnings? Most of the time it works perfectly yet when things go wrong, the consequences can be disastrous. I want to delve into this world and learn from scientists at the forefront of their field, so I can eradicate diseases that plague the modern world to have a beneficial impact on society.

Studying Biology and Chemistry has developed my practical skills whilst my ability to analyse data from experiments has been enhanced by studying Maths. My practical knowledge was also furthered by being accepted onto the 8-week Access to Bristol chemistry course. During this, I refined existing techniques and learnt new ones, including vacuum filtration and infrared spectroscopy. Subsequently, I attended Biomedical taster days at Oxford and Cambridge where I was exposed to and enthused by the subject. Performing PCR was especially exciting to me as it was the first biochemical technique I had encountered. Learning about Yamanaka's induced stem cells was enlightening because it challenged all I had learnt so far. It sparked an innate curiosity in this area as I wanted to understand the science behind them and their potential for clinical applications.

I enjoy expanding my knowledge so when inspired by an oncology taster session, I read "The Immortal Life of Henrietta Lacks" by Rebecca Skloot. From this book, I learnt about the origins of cell culture and early cancer treatments which I found fascinating as they are still pivotal today. Moreover, it highlighted to me the importance of patient confidentiality and some of the thought-provoking ethical dilemmas faced by scientists. As a result of avidly reading "New Scientist", I write an informative blog to highlight the topics that interest me whilst learning more about them. One such topic is the Ebola virus which became the basis for my EPQ. For this I analysed and evaluated the control of the 2014 outbreak, gaining an insight into the world of epidemiology. I loved immersing myself in new areas of science and am still amazed at how pathogens can cause such wide-scale devastation. By combining relevant information from a range of sources, including interviewing experts, I have experienced writing a university-style essay; I'm excited to continue this. Completing an EPQ enabled me to develop my self-management skills by prioritising tasks to meet deadlines. Also, by presenting my findings to a non-scientific audience, I gained confidence and can better translate information to suit different people.

I make the most of opportunities presented to me, viewing them as ways to develop my character. For my DofE award, I volunteered at my local Cub Scout group continuing for over 2 years. I helped with the planning, preparation and organisation of the weekly sessions whilst also leading activities. Additionally, I was responsible for the care of an autistic child. This provided new challenges, as I had to be creative and think of new ways to adapt games to suit his capabilities but it was rewarding when I saw his enjoyment. This experience has given me the confidence to tutor younger students in my spare time where I can combine my enthusiasm for science with helping others.

Throughout my school career, I have held positions of responsibility culminating in becoming Vice President of the 6th Form Council. This role allows me to positively impact school life and give something back. Managing this group to fundraise for charity, whilst representing the student body, has allowed me to strengthen my interpersonal skills. I can adjust my approach when leading a team and when working collaboratively, considering opinions to reach compromises.

Through combining my hunger for knowledge and inquisitive nature with the study of the subjects I enjoy, I look forward to fulfilling my ambition of advancing scientific understanding to ultimately improve the quality of life for many people.

N.B. When using Word Count in Microsoft Word, this Personal Statement is 47 lines long, containing 3,979 characters (including spaces). The maximum space available for the Personal Statement on the UCAS application form is 47 lines or 4,000 characters (including spaces).

PERSONAL STATEMENT CHECKLIST

In basic terms your UCAS application will consist of and be compiled by:

STUDENT	STAFF
<ul style="list-style-type: none">• Personal / administrative details• GCSE exam results• A-level exam courses• Personal statement	<ul style="list-style-type: none">• Detailed academic / personal reference• Predicted A-level grades

It is not difficult to see that the Personal Statement will be the most important aspect of your UCAS application which is under your direct control.

- **Write it in [Unifrog](#)**
- **Copy and paste across to the UCAS application form**

Use the questions below to check the style and content of your personal statement.

Have you.....

- Avoided writing a letter or an essay?
- Avoided opening with a sentence which is glaringly obvious?
- Evaluated experience rather than simply listing it?
- Written it in a “punchy” style?
- Organised material through judicious use of sentence / paragraph / double-space?
- Considered what impression you are conveying of yourself?
- Forged links between personal experience / skills / course area?
- Included points that could be developed at interview?
- Resisted any temptation to exaggerate – you are likely to be caught out
- Read it aloud to check fluency and flow of expression?
- Read it to others and listened to their opinions?

A personal statement is like a painting; eventually you have to decide that it is actually finished.

More does not always mean better.

If you have produced the best of which you are capable then you cannot ask more of yourself.

Academic References

Ask your subject teachers to complete a UCAS Reference for you – they will be sent information regarding this process separately. These subject references will then be used by your Tutor when they write your UCAS Academic Reference.

The teacher will comment on a student's suitability for Higher Education based on their attitude and ability in that subject and will include information such as:

- Your level of interest in that subject
- Your suitability for Higher Education, both in general and in that subject
- The standard of your written work (where applicable), including your ability to write fluently in classwork and under exam conditions
- Your contribution to discussion, including your ability to lead seminars and present information
- Meeting deadlines
- Your ability to work independently.
- Your ability to co-operate with group, peers and teaching staff and listen and respond to others
- Your planning of work and your organisation skills
- Your practical skills (where applicable)
- Your use of wider reading (where applicable)
- Comments on your general effort and general attitude

Please note: **The reference will also include a predicted grade at A-level which will be based upon your performance throughout Year 12 and your results from your end of year exams.**

CHECKLIST FOR UCAS APPLICANTS

Below is a list of points to be considered when filling in the UCAS form and again when choosing which university offer of a place to accept.

1. A-level Grades and Point Scores

- Am I likely to achieve the grades or UCAS points they are asking for? (See [UCAS Tariff](#))
- Do I meet any specific subject requirements for the course? (Check University Prospectus/website)

2. The Course

- Does the course contain those aspects of the subject I definitely want to study and avoid those I do not want? Courses with the same course titles at different universities often have very different course contents.
- Is the course taught and assessed in a way which suits me? Do I prefer lots of contact with the lecturers to being left largely to my own devices? Do I prefer more coursework assessments to almost total dependence on written examination assessment?
- What is the length of the course?
- How flexible is the course and how much choice do I have in what I study?
- Is there an opportunity for work placement as part of the course? If there is, will I have to find the placement myself or will the university find it?
- If I want sponsorship, can I get help from the university?
- Does the course lead to any professional qualifications which are recognised by the relevant professional bodies?
- What are the job prospects with a degree from this university?
- If I want to learn a foreign language do I have the opportunity?
- Are there opportunities to study part of the course abroad?

3. The University Environment

- Do I want to be in a city, on the outskirts of a town or in the countryside?
- Do I require certain facilities such as swimming pool, gym, cinema, theatre, art gallery, concert hall etc. to be nearby?
- How far is the university from my home? I'll need to get home sometimes for family events such as birthdays.
- How easy is it to get to the university by road or by public transport?

The UCAS Tariff

When students apply to University they will eventually be made offers from individual institutions via UCAS. For entry to Higher Education in 2024, institutions will make offers in various ways. In particular:

- i) They may make offers based upon predicted grades at A-level.
e.g. to study English at University of Southampton might attract an offer of ABB providing these grades are achieved at A-level.
- ii) They may make a points offer whereby **all** the points have to be achieved at A-level.
- iii) They may make a points offer whereby points are achieved from a combination of A-level, AS level and other qualifications.
- iv) They may make a reduced offer in certain circumstances.
e.g. to study English at University of Southampton – typical offer is ABB but if you are taking an EPQ in addition to 3 A levels, you may receive an offer of BBB and grade A in the EPQ

It will be at the discretion of each University as to how demanding the offer is. Students should get some idea of expected offers from University prospectuses and websites and apply accordingly.

Here are some examples of how three applicants would add up their Tariff points using the table below. You cannot 'double count' exams taken in the same subject. Points for AS qualifications cannot be included if you have been assessed in the same subject at A-level, i.e. if you took an AS exam at the end of Year 12 but then continued with that subject to A-level in Year 13 you can only count the A-level UCAS points.

	Subject	Qualification	Grade	Tariff Points
Example A	Biology	GCE A-level	C	32
	French	GCE A-level	C	32
	Psychology	GCE A-level	B	40
	Core Maths	Level 3 Certificate	A	20
	Total Tariff Points			124
Example B	Applied Science	Camb. Tech. Extended Certificate	D	48
	Performing Arts	Camb. Tech. Introductory Diploma	M	32
	English Literature	GCE A-level	B	40
	Extended Project (EPQ)		A	24
	Total Tariff Points			144
Example C	Geography	GCE A-level	A*	56
	History	GCE A-level	B	40
	Design Technology	GCE A-level	A	48
	Photography	AS Level (4 th subject taken in Yr12)	D	10
	Total Tariff Points			154

Example of the UCAS Tariff Table

UCAS Tariff points	A-level	AS level	CTEC Extended Certificate	CTEC Introductory Diploma	EPQ	Core Maths
56	A*		D*	D*		
48	A		D	D		
40	B					
32	C		M	M		
28					A*	
24	D				A	
20		A			B	A
16	E	B	P	P	C	B
12		C			D	C
10		D				D
8					E	
6		E				E

For further information about the UCAS Tariff, go to <https://www.ucas.com/undergraduate/what-and-where-study/entry-requirements/ucas-tariff-points>

Student Guide to UCAS Apply

Apply online

You make your application in the UCAS online system via the [UCAS Hub](#).

- There's quite a bit to fill in, but you don't need to do it all at once – you can save and log back in anytime.
- The UCAS website gives you an overview of what you'll need to do – from registering to adding A-levels and selecting courses.
- Resources and information also available on the [Google Drive](#)

UCAS Apply 2024 is now live. Instructions on how to register and which Buzzword to use to link your application to Churchill Academy will be emailed to you.

THINGS TO REMEMBER WHEN COMPLETING YOUR APPLICATION

When you register on the UCAS Hub, you have to give an e-mail address where you can be contacted. UCAS will then e-mail you at that address and ask for a reply to “verify the e-mail address”. If this is not done, you will not be able to submit your application.

FINANCE & FUNDING

“Finance & Funding” informs UCAS how you expect to pay for your tuition fees. For the majority of our students, it will be the second option on the drop down menu “UK, ChI, IoM, or EU student finance” which indicates you are likely to be applying for a Student Finance loan to cover the cost of your fees.

What will be your main source of funding for your studies? *

Select an option from the drop-down list to tell us how you expect to pay for your tuition fees. Most applicants from the UK, Channel Islands, Isle of Man, and those eligible EU students under the EU Settlement Scheme will be in the category UK, ChI, IoM, or EU student finance.

This guidance has been created based on [eligibility advice](#) from the Student Loans Company, and you should give your answer as guided. Universities and colleges are aware that EU applicants will be selecting the UK, ChI, IoM or EU student finance option.

If you require additional guidance, we recommend contacting [the UK Council for International Student Affairs](#).

▼

Private finance
UK, ChI, IoM or EU student finance services
Research councils
DH/Regional Health
UK Govt international award
Training agency
Other UK Govt award
International agency
UK Industry/commerce
Other source
Not known

before you can mark it as complete. All sections must be
ion.

Once you have selected this option a new section will appear “Student Support Arrangements”. These are financial not educational. Students should enter the area where they live – “North Somerset” in most cases – click on the drop down menu to select the appropriate area).

EDUCATION

In the Education section, students must enter details of the secondary schools they have attended. If you were a Churchill student before you joined Sixth Form you **don't enter this as two separate schools** e.g. if you started at Churchill in Year 7 in 2017 then you put the start date as September 2017 and the end date would be July 2024.

You also need to enter **all** qualifications achieved (e.g. GCSE, AS-level, Core Maths, EPQ) **and those that you are currently studying (e.g. GCE Advance Level)**. For your current qualifications, enter the grade as "Pending" which then allows us to enter a predicted grade on your reference.

If you took your GCSEs at Churchill you can see a list of your qualifications, the exam boards and the results in the "My Exam Results" section on the Bromcom Student Portal. If you took your GCSEs at another school, we can email you the details if you haven't got a record of them.

When you click on "add qualifications" you will see a shortlist of the most common qualifications. **Make sure you select the correct qualification type – e.g. don't put a BTEC in the GCSE section, don't put a GCSE (Grade: 9-1) in the GCSE (Grade: A*-G) section.**

The date of qualification should be the **month** the exam was taken (e.g. June in most cases).

Examination boards should be selected from the abbreviations in the drop-down menu.

Your Unique Learner Number has been emailed to you – check your emails from Mrs Thompson for details.

Churchill Academy & Sixth Form

September 2017 - July 2024

Full time

Add qualification

+

Add place of education

Unique Learner Number (ULN)

This is a 10-digit number connected to a UK student's Personal Learning Record. You can find this on a qualification certificate or results slip. If you don't have a ULN, or don't know yours, please leave this blank. Scottish domiciled students do not have a ULN.

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

Below honours degree level qualifications

Honours degree level or above qualifications

I will have no qualifications

☐ Mark this section as complete *

Submitting your application

- Once all sections are complete **ASK YOUR TUTOR TO CHECK IT**. They can do this online.
- Once your tutor has checked and approved your application, you can select **pay and submit**.
- You will then be prompted to pay the application fee by debit or credit card direct to UCAS.
- Each applicant needs to agree to the UCAS declaration when submitting their application.
- Your application is then submitted to the school for them to add your reference.
- Check the flow diagram on the next page for what happens to your form now.

Once your application is with Churchill Academy

Once you have submitted your application, information about the progress of your application will be displayed when you log on. **It takes a minimum of 2 school weeks to process your reference as we also have to check your qualifications and ensure you have entered details correctly.** If there is any missing data or anything entered incorrectly it will be returned to you for amending but this can then delay the process so ensure you send it to your referee well before the relevant deadline.

Once the form is at UCAS

- Once your application has been sent to UCAS, you can track the progress of your application via the UCAS Hub to find out what decisions universities or colleges have made about your application.
- For further information and a complete guide on how to complete your application, please see the **Applying through UCAS 2024** slides on the [Sixth Form/UCAS 2023 Entry/Student Resources Google folder](#)

Replying to Offers

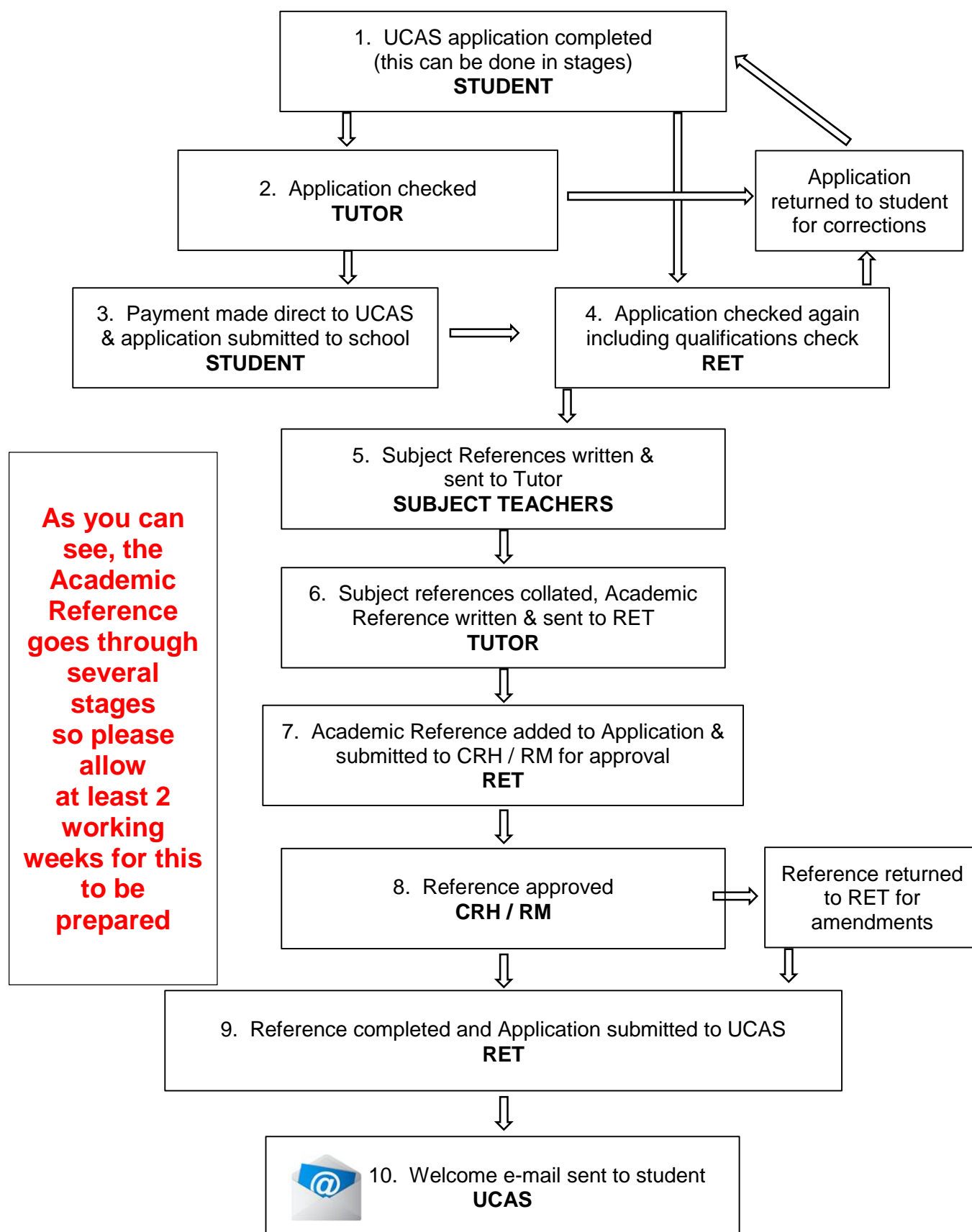
The date by which you need to reply to your offers confirming your Firm Choice and Insurance Choice will depend on when you receive the last decision from the universities and colleges you have applied to. Each applicant's deadline is worked out depending on the date their last offer was received so check the details carefully on your UCAS Hub.

**Do not assume that your deadline date is the same as your friends,
it may not be!**

Check your UCAS Hub for the latest information on the status of your application

Click here for [UCAS Key Dates](#)

UCAS Apply @ Churchill



Higher Education Myth Busters

Myth: Uni is for people who are good at academic courses

Fact: **Courses can be practical, theory-based or creative – or all of these. Research different course structures to see which suits you.**

Myth: I can only apply to study in one place

Fact: **You can make between one and five choices, but only add choices you're sure about.**

Myth: I can't afford to study at university

Fact: **There are a lot of organisations that can help make university an affordable and rewarding option. Go to <https://www.ucas.com/money> to find out more.**

Myth: I'll have to pay debts back straight after graduating

Fact: **You only have to pay back at a rate of 9% on anything you earn over £27,295, regardless of how much you borrow. Check out <https://www.gov.uk/government/publications/student-loans-a-guide-to-terms-and-conditions/student-loans-a-guide-to-terms-and-conditions-2023-to-2024> for more details.**

Myth: I won't be able to get on the property ladder because of my student debt

Fact: **The Council of Mortgage Lenders says a student loan is very unlikely to impact on an individual's ability to get a mortgage.**

Myth: Higher education courses last three years

Fact: **You can study for as little as a year and still get a meaningful qualification. Many courses are also available on a part-time or flexible study basis.**

Myth: You have to live away from home

Fact: **Although living in halls of residence is a good way to become immersed in student life, it isn't the only option. You could live at home and commute to university.**

Myth: There's no point studying at uni or HE college, you can earn just as much by working

Fact: **73% of UK graduates credit going to university with enabling them to find the job they wanted in under a year. (Source: [The value of going to university](#))**

- **In 2021, the median, English domiciled graduate salary was £10,000 more than the median non-graduate salary. (Source: [DfE Graduate labour market statistics: 2021](#))**

For more useful facts on higher education see the resources on the on the [Sixth Form/UCAS 2023 Entry/Student Resources Google folder](#) or visit:

[www.ucas.com](https://www.universitiesuk.ac.uk/facts-and-stats/Pages/higher-education-data.aspx)
<https://www.universitiesuk.ac.uk/facts-and-stats/Pages/higher-education-data.aspx>

ACTION PLAN

	By when <i>Check deadlines carefully</i>	Achieved ✓
<p>Where to get help</p> <ul style="list-style-type: none"> Specialist Tutors JJB/HS/RM/RET Subject teachers UCAS website (www.UCAS.com) Discover Uni website (https://discoveruni.gov.uk/) The Uni Guide (https://www.theuniguide.co.uk/) The Student Room (https://www.thestudentroom.co.uk/) Careers Advisor (careers@churchill-academy.org) <p>What course? Which University?</p> <p>↓</p> <p>Request prospectuses or look at university websites</p> <p>↓</p> <p>Read thoroughly Be realistic in choices</p> <p>↓</p> <p>Decide on your choices</p> <p>↓</p> <p>Complete UCAS Application</p> <p>Ask your teachers to complete an Academic Reference</p> <p>Attend tutorial sessions</p> <p>Attend Specialist Tutor Programme sessions</p> <p>Complete Personal Statement</p> <p>Re-assess your plans (up and down) in the light of end of year examination results; be ambitious but also realistic</p> <p>Submit Application to UCAS</p>		

COMMUNICATE WITH TUTORS AT ALL STAGES

Where to go for help

www.ucas.com

Tutors

Mr Bevan

Mr Morgan

Miss Sheppard

Mrs Thompson

Careers Adviser

Careers@churchill-academy.org