

Waddesdon CE School Sixth Form



Parents' Guide to Post 18 Options and Applications 2019/2020

Welcome to the 'Life After Waddesdon' Evening: June 2019

At Waddesdon, we encourage our Sixth Form students to think carefully about their post 18 pathways, aiming high and keeping their options as open as possible. It is important that students carefully research the many exciting opportunities that are open to them, that they are aware of the entry requirements, and that they put themselves in the strongest position possible to achieve their goals. Of course, academic grades are important, but wider reading, super-curricular activities and work experience all factor into making competitive applications as well.

We know that students can find the thought of the stage after school quite daunting and thus support and encouragement from home and school is vital in helping students to make informed and realistic decisions about their futures.

We hope you find this booklet and tonight's presentations useful in guiding you through the post 18 options process. At any point, if you or your son/daughter has any further questions or requires more information, please do not hesitate to contact us at school.

Programme

Welcome and support at school	Ms McIver
Introduction to our guest speakers	Ms Coulter
Benefits of a university education and making a competitive application	Oxford Brookes University
Advantages of higher/degree apprenticeships and how to apply	AIM Apprenticeships
Making the most of a Gap Year	Project Trust
Close and thanks	Ms McIver

Speakers and staff will be available at the end of presentation for individual questions and further information

Possible Pathways with A level or Equivalent Qualifications

Once students have completed their A levels in Sixth Form, there are several possible pathways open to them:

- 1) University/College (pages 3 & 4)
- 2) Degree or Higher Apprenticeship (page 5)
- 3) School Leaver Programme (page 5)
- 4) Employment (page 6)
- 5) GAP Year (page 7)

A well written Personal Statement is vital for successful post 18 applications, be it to use to apply to university or to form the basis of a letter of application. There is advice for how to support your son/daughter with this on pages 8 & 9.

There are some excellent websites from which students can do their initial research to find out what pathways are open to whatever career or direction they have in mind:

<https://www.ucas.com/what-are-my-options>

<https://nationalcareers.service.gov.uk/>

<https://icould.com/stories/choices-at-18-what-now/>

<https://icould.com/stories/choosing-well-how-to-pick-the-right-path-for-you/>

If students have a particular career in mind, sometimes university is the only route for entry, for example, medicine or teaching.

However, for some careers, for example, in business, students may want to apply to university to read for a business degree and apply to a degree/higher apprenticeship or School Leaver Programme in a company to earn while they learn.

For other careers, for example, accountancy or engineering, again, it might be appropriate to apply to read for a university degree, as well as applying for a higher or degree apprenticeship.

If students are unsure about what they want to do in the future, it is advisable for students to take a Gap Year to think through their options and gain some work experience. This is becoming a more common option now, with the rise in university tuition fees.

If a student is thinking about going straight into employment, they should check what opportunities there are for training and progression within the company.

Mrs Bridges, our Pathways Adviser, is available to offer impartial careers advice and guidance to students throughout the year. Students can make an appointment to see her during their Study Periods. Her office can be found at the back of the library.

1) University/College Pathway

Most students will decide to continue their education by applying to university (higher education) or college (further education), choosing courses stemming from their interests or for qualifications required for a particular career path. Students complete their applications through the UCAS system, where they enter their personal, academic and course details as well as their Personal Statement. The school also completes an academic reference for each student, outlining their suitability for higher/further education. For certain college courses, for example, Foundation Art, students need to apply to the individual institutions. Students also need to apply to Student Finance England to ensure they have sufficient funds for starting their courses the following September.

Research:

The best place to start researching universities and their entry requirements is by completing a Course Search on the UCAS website: www.ucas.com

The entire of the application process is explained here and there is a good section for parents at www.ucas.com/parents

You can then go to individual university websites for further information about the course, the university, teaching, accommodation and so on. It is a good idea to visit once your son/daughter has narrowed down their choices, preferably at weekends or during the holidays. A full list of university open days can be found at: www.opendays.com

Students can apply to a maximum of 5 courses. We would recommend they select 3 based on their predicted grades and 2 which are a grade/2 grades lower as insurance choices.

Other useful websites include:

<https://unistats.direct.gov.uk/> , www.whatuni.com, the Sunday Times University Guide online (League Tables must be used carefully and critically!)

Certain courses also require students to sit admissions tests:

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

Student Finance:

Students also need to research Student Finance, university tuition fees and loans to ensure they are aware of the financial implications of going to university. Lots of information and the Student Finance application form can be found at: www.gov.uk/student-finance. Other good websites include: www.moneysavingexpert.com/students www.ucas.com/studentfinance

There are also lots of bursaries and scholarships available at:

<http://www.thescholarshipclub.org.uk/> , www.tass.gov.uk and on individual university websites.

If students want to apply to certain colleges, some applications go through UCAS and other applications are available from the institutions themselves.

With increased tuition fees in the UK, some students are now studying abroad where there are no/less fees. Good starting points for researching this option are:

www.dreamfoundation.eu or www.erasmus.ac.uk or www.fulbright.co.uk.

UCAS Application Stages and Deadlines

After Year 12 Exam Week: Introduction to UCAS, advice and research; Open Day visits

Before the summer holidays 2019: first draft of Personal Statement handed in

September 2019:

- 1 hour UCAS workshop to complete UCAS/CUKAS log on and personal details
- Confirmation of predicted grades in each subject
- Registration for Admissions Tests if needed

September to December 2019: one to one support at school for the re-drafting and refining of Personal Statements; Admissions Tests if needed

15th October 2019: UCAS deadline for Oxbridge, Vet, Medicine and Dentistry courses

Mid December 2019: internal school deadline for the sending off of applications

15th January 2020: Official UCAS deadline for most courses

February 2020: Applying for Student Finance presentation in assembly

From sending off the application to April 2020: Students receive offers and rejections through UCAS Track. Students may be invited to interview – school support is available.

By the beginning of May 2020: Students need to decide on their Firm and Insurance Offers and input their decision onto UCAS Track; students may also start applying for accommodation

End of May 2020: Deadline for Student Finance, if students want their fees/loans/grants for the start of their courses in the Autumn

August 2020: A level Results and offers of places through UCAS Track or use of UCAS Adjustment (if students do better than expected) or UCAS Clearing (if student miss the grades for their offers and do not hold a university place)

2) Employment with training – Higher or Degree Apprenticeships

Students can also apply for employment based training. Many businesses now offer degree or higher apprenticeships where apprentices are taken on as employees, earning a wage and working alongside experienced staff to gain job-specific skills. During this time, apprentices receive training to work towards nationally recognised qualifications, usually on a day release basis at a local college or university. In some cases, employers will pay for apprentices to complete Foundation or Undergraduate Degrees. Students can apply for apprenticeships by registering online with the National Apprenticeship Organisation. Well-known companies, such as BMW, Nielsen and the National Grid, give full details of their apprenticeships on their websites and many local companies also have openings which they advertise in the local press. Students can also take the initiative and approach employers with their CVs. With A level qualifications, students should apply for Higher or Degree Apprenticeships over Advanced Apprenticeships which normally require GCSEs for entry.

The main apprenticeships website is: www.getingofar.gov.uk. There is a useful parents section at: www.getingofar.gov.uk/parents. Students can search and apply there.

Opportunities are also advertised on: www.notgoingtouni.com and www.icould.com as well as company websites. Mrs Bridges is a mine of information about apprenticeships and local opportunities. She is also available to help students write CVs.

3) Employment with training: School Leaver Programmes

The other option for applying for employment based training are companies' 'School Leavers Programmes'. For example, international companies like KPMG, Deloitte, and Price Waterhouse Coopers are keen to recruit high achieving A level students straight from school to train in their companies and sponsor them through professional qualifications. The best website for exploring this option along with apprenticeships is: <http://www.allaboutschoolleavers.co.uk/>

Full details about these opportunities are available on individual company websites. Some examples are included below:

KPMG: <https://www.kpmgcareers.co.uk/school-leavers>

Deloitte: <http://www2.deloitte.com/uk/en/careers/school-leavers.html>

Ernst and Young: <https://www.ukcareers.ey.com/schools/our-programmes>

Royal Bank Scotland: <https://jobs.rbs.com/pages/school-leavers>

Price Waterhouse Coopers: <https://www.pwc.co.uk/careers/school-jobs.html>

Nestle: www.nestlecareers.co.uk/academy/content/school-leavers

John Lewis: <http://www.johnlewispartnership.co.uk/work/training-and-development.html>

4) Employment

Entering straight into employment is another option for students. Students can research employment opportunities by looking at local companies or large organisations that have several locations around the country. The following list shows the different sectors that offer employment straight after A levels:

- Banking, insurance and financial services
- Large retailers and supermarkets
- Health, scientific and technical careers
- Careers in the emergency and uniformed services
- Creative and media
- Information technology
- Construction and the built environment
- Engineering
- Public sector
- Hospitality, travel and leisure
- Care

Before embarking on a job finding mission, students need to think about the skills and knowledge that they can gain from this route. Do they offer training to match their skill set and are there opportunities to become promoted and/or work in other departments?

Is the student currently working somewhere part-time and now has the opportunity to work full-time? Students can speak to their Manager to find out what the possibilities are to become a full-time, permanent member of staff.

Students can also research company websites, local and national newspapers and general employment websites to find the vacancies that are available. An idea of the local labour market will also help to identify the main companies in the area.

Finally – students mustn't be shy - if as a family, you have contacts with a company, the student can be pro-active and approach the company directly.

Explore for www.indeed.co.uk general employment opportunities and local labour market information. Also explore www.careerpilot.org.uk/info/a-job-or-career

Companies looking for A level students often attend recruitment fairs in local areas. Local newspapers and company websites will provide the information regarding these events. They may also be promoted by local colleges. Any opportunities we are sent as a school will be advertised in assembly.

Some good websites for writing a CV can be found at:
<https://nationalcareersservice.direct.gov.uk/get-a-job/cv-tips> or
<https://www.reed.co.uk/career-advice/cv-templates-and-tips/>

Interview technique tips can be found at: <https://nationalcareersservice.direct.gov.uk/get-a-job/interview-advice>

5) GAP Year

Some students decide to take a GAP Year to give themselves an opportunity to develop their experiences before continuing their education or entering employment and to give themselves more time to consider their future.

If a student decides to take a GAP Year before university, there are two options:

- 1) Deferred entry: the UCAS application is completed during Year 13 for a start after the GAP Year
- 2) A UCAS application completed after the student has their A level results during the GAP Year with support from school. Students need to phone school to make an appointment.

Most students carefully plan their GAP Year to make the most of it, completing a mixture of work experience, voluntary work, employment and foreign projects/travel to broaden their horizons. Some students complete 'A Year in Industry' to give them paid experience of the workplace before they return to their studies.

To begin planning their GAP Years, students can consult www.notgoingtouni.co.uk, www.icould.com or <https://www.ucas.com/alternatives/gap-year/gap-years-ideas-and-things-think-about>

Other useful websites include:

www.gapyear.com

www.gogapyear.com

www.gapwork.com

www.yearoutgroup.org

Camp America: www.bunac.org.uk

International Citizenship Service: <http://www.volunteerics.org/>

Volunteering opportunities: www.worldwidevolunteering.org.uk or www.vinspired.com or <https://www.telegraph.co.uk/travel/gap-year-travel/gap-year-100-companydirectoryvolunteering/>

Year in Industry: www.etrust.org.uk/the-year-in-industry

American High School exchange: <https://www.questexchange.org/>

Ski Season: www.gapyear.com/plan/snow

Working abroad: <https://www.telegraph.co.uk/travel/gap-year-travel/gap-year-100-companydirectoryworkingabroad/>

Please note: All information in this booklet was correct at time of printing. Entry requirements and information about post 18 options changes frequently. Although we recommend the websites above, we cannot guarantee every aspect of their content is accurate.

Supporting your son/daughter with his/her Personal Statement

Students can find writing their Personal Statements difficult because they do not like writing about themselves and their skills and talents. They also tend to write about all the things they have done without making their experiences relevant to the course they are applying for. Key is ensuring at least 70% of the Personal Statement demonstrates passion for the course/role they are applying for and the remaining 30% focuses on their extra-curricular activities and other interests.

If your son/daughter is having trouble getting started, brainstorming answers to the following questions can begin to generate ideas:

- Why are you enthusiastic about the course/role/job you are applying for?
- What triggered your interest? What is the background to your interest?
- Have you completed any relevant work/voluntary experience in the area and what did you learn from it?
- What particular interests have you from your A level studies and how have these helped you to decide on your course?
- What evidence of wider reading or experience beyond the syllabus can you produce?
- What extra-curricular activities are you involved in?
- How else do you contribute to your school/local community?
- What other achievements/successes have you had?
- What skills have all of these helped you to develop? (e.g. leadership, team work, organisational, independent learning, interpersonal skills etc)

Key to reinforce with your son/daughter is:

- ENTHUSIASM for the course/role/job!
- Don't just tell – SHOW/DEMONSTRATE/GIVE EXAMPLES
- Keep to the word limit (4000 characters including spaces) and do not plagiarise

Outline structure:

'Hook' – engaging introduction
Demonstration of passion for the course/role/job (70%) (how A-Levels link in, work/voluntary experience, wider reading, trips/visits, super-curricular activities)
Other extra-curricular activities and skills (30%) (other interests/hobbies/achievements/pt job/responsibilities)
Concluding comment

EXAMPLE PERSONAL STATEMENT: MEDICINE

Imagine having a conversation with someone whilst they operate on your brain. This is what I watched, transfixed, on a documentary when I was eleven years old. Throughout the procedure, the patient was asked questions to ensure his communication was not damaged, giving the surgeon the boldness to proceed without removing vital components of the brain. With a passion for science, medicine was always a natural choice for me, but it was this experience which confirmed in me an ambition to also become a neurosurgeon. Last year my closest friend developed idiopathic epilepsy. Frightened and concerned I sought to understand how this could suddenly happen. Whilst on a work experience, I visited the Clinical Neurophysiology department at the John Radcliffe Hospital and observed several EEGs. I was amazed by how each patient was so entirely different, a puzzle to be solved using extensive knowledge gained from a lifetime of learning. I know I can be the one responsible for making these life-saving decisions.

Spending time in a GP's surgery gave me the opportunity to ask questions of the doctors and to witness the routine of the more familiar face of our health care system. I was intrigued by the different way in which each doctor communicated with their patients. Those with a good sense of humour, used appropriately, seem to connect and empathise well. Being involved with an ambulance service for several days also gave me an insight into the need for urgency and quick decision-making. A week on a geriatrics ward in local hospital taught me some unglamorous realities of healthcare. Whilst aiding nurses in giving bed baths and helping patients to use the toilet, I was struck by the vulnerability of the very elderly and how it is our duty to protect their dignity as they become more dependent on others. This is increasingly important as the ageing population grows.

Since starting Sixth Form, I have volunteered at my local community hospital, once a week. After a tiring day at school, I am sometimes reluctant to go, but without exception I always leave with a sense of achievement, and it continues to be as fulfilling as the first day. Unable to do much more than make cups of tea, it is still uplifting to simply provide company to an elderly patient who may be feeling lonely or depressed. It is difficult to know how much help I am, but I have learnt the importance of commitment and the significance of dedicating my time to each patient separately, seeing each person as an individual, not just a hospital bed.

I play the oboe and the piano and have taken part in various orchestras including the County Youth Orchestra. Both instruments require a high level of manual dexterity. Tours across Europe have heightened my attraction towards travelling and experiencing different cultures. As well as enjoying music the experiences have improved my ability to work in a team both as a leader, for example taking the role of section principal, and follower. I also teach piano to young children which is rewarding yet has taught me the importance of patience and communication. At school I have participated in dramatic productions, student council and am a prefect at Sixth Form. My study of art enables me to express my creativity and has developed my research skills. I particularly enjoy photography, and find printing my photos in the darkroom helps me unwind from my busy life, as does using a treadmill.

The neurosurgeon who first inspired me so much was Henry Marsh. Though one of the most highly commended surgeons in the country, he spends his time attempting to improve the medical system in Ukraine. Henry does not charge patients for consultations; he goes out of his way to help people in need. As a Christian and with my determination, stamina and ability to take on what seems an impossible challenge, I hope to become an altruistic doctor like him, as in his words: "What are we if we don't try to help others? We are nothing - nothing at all."

EXAMPLE PERSONAL STATEMENT: ENGLISH

"Literature is a luxury; fiction is a necessity." I heard this quotation, attributed to GK Chesterton, at 16 whilst volunteering in Ghana. English, to me, is more than just a subject, it is a passion. I firmly believe it can make a difference to people; telling stories matters. It fascinates me to see the way narrative affects people and societies. Searching works of literature and attempting to understand what evoked the emotions behind the text, and seeing the links between these and the cultural and political undercurrents of the time, greatly appeals to my inquisitive nature.

I study English, Biology and French at A-level and each of these has widened my knowledge of literature, linguistics and the world in general. French has enabled me to discover some of the origins of English and also the different colloquialisms used. Biology has widened my knowledge of Latin, which I studied at GCSE, and has given me the scientific methodology to develop a logical approach to problem solving. However, my A-level studies of English Literature have been the most absorbing. My favourite part of the course has been Love Through the Ages, as I have been able to challenge myself to read around the texts. For example, it has allowed me to read "Wide Sargasso Sea", a novel I discovered after reading "Jane Eyre". I was intrigued to see how the character of Mr Rochester was subtly different in the two novels, possibly reflecting the time in which they were written. This is an aspect of literature I love, finding novels to enjoy which stem from others. At Degree Level, I am looking forward to being able to widen my knowledge of different types of literature. As an eclectic reader I enjoy the classics, my favourite being "The Great Gatsby", as well as more recent works; I am currently reading "A Spot of Bother" by Mark Haddon. I aim to read more novels from what is known by F Scott Fitzgerald as "The Jazz Age".

Volunteering is important to me, my dedication stemming from my time in Ghana. The children there were so unbelievably thankful to receive books that we in the UK take for granted. It made me realise just how important the written word is. I have volunteered for Christian Aid, Open Doors, campaigning, collecting money, and working as a barista. Through this work I have experienced new challenges and developed my organisational and time management skills. My favourite voluntary work has been with the Greenbelt Festival, working in the backstage area looking after artists like Billy Bragg and Beverley Knight. From this I have learnt professionalism and reliability, and been privileged to meet people who are passionate about their work. Like them, I would like to make a difference in the world through my work, and intend emulate this quality by working hard and having a mission in life. After reading for an English degree, I am considering studying Law or International Development in order to "be the change I want to see."

I believe I am a well-rounded individual and work part time at Boots the Chemists, as well as taking singing lessons from an inspirational teacher. When I sing I find relaxation despite the technicalities of the songs; I am currently studying for my Grade 7 exam. I take part in a number of theatre groups and have played lead roles in both school and amateur dramatics productions. I have learnt that beauty and art in music, like literature, can make a difference in the world. I have travelled independently and enjoy the challenge of this as well as holidays with my family.

I am very much looking forward to the challenges and opportunities that studying at university will give me; it is, for me, a time to indulge my love for English and give myself time to develop and grow in a subject I am passionate about.

Overview of Support in School

Date	Session/Event
YEAR 12	
December 2018 (assembly)	Introduction to post-18 pathways and some initial advice
18 th January 2019 (Extension Studies lesson)	Presentation from the University of Coventry – benefits of a university education and advice for choosing your degree course
25 th January 2019 (Extension Studies lesson)	Presentation from ASK Apprenticeships – benefits of a degree apprenticeship, the opportunities available and how to apply
1 st February 2019 (Extension Studies lesson)	Gap Year presentation – advantages of taking a Gap Year and an introduction to the many opportunities on offer
15 th February 2019 (Extension Studies lesson)	Guided independent research in IT suites through recommended websites
24 th June 2019 (assembly)	Weighing up your options and making informed decisions
26 th June 2019 (evening event for parents and students)	Life after Waddesdon Evening. Presentations from: <ul style="list-style-type: none"> • Oxford Brookes University • Degree Apprenticeship provider • Project Trust - Gap Year organisation
28 th June 2019 (Extension Studies lesson)	'My Brand' – writing your Personal Statement and super-curricular activities
5 th July 2019 (Extension Studies lesson)	Time in IT suite to start drafting Personal Statements
Week of 8 th July 2019	Conversation with form tutor about plans and applications
Friday 12 th July (Extension Studies lesson)	Interview and CV advice from current employment recruiter
20 th July 2019	Presentation of Employability Awards
22 nd July 2019	Hand-in first draft of Personal Statement to form tutor
YEAR 13	
Beginning of September	Written feedback on personal statement from a member of staff
September 2019	1 hour workshop to begin UCAS/CUKAS application (registration and completion of personal details)
September to October 2019	One to one support with personal statements (drafting and redrafting) and confirmation of predicted grades
Assemblies/workshops	Sessions on Employability, Creating a CV, Applying to Competitive Universities
September to December 2019	One to one support with checking of application forms and submission to UCAS
December 2019	Presentation on how to make the best impression at interview with one to one support as necessary
January to April 2020	Workshops on Higher and Degree Apprenticeships and Gap Years with one to one support on advice and applications
February 2020	Student Finance Presentation
April 2020	Assembly on Firm and Insurance choices with advice Assembly on living independently and budgeting

There are also lots of resources in the Study Centre and library. Students always have access to individual support when they need it from the Sixth Form team and/or Mrs Bridges

NOTES