



Barton Peveril
Sixth Form College

Routes To Higher Education

Parent's Guide 2012

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What is Higher Education?

Higher Education offers a diverse range of institutions and courses such as first degrees, higher national diplomas or foundation degrees, amongst others. Many courses take place in universities, but plenty are also taught at Higher Education colleges, specialist art institutions and agricultural colleges. Students can choose to study different courses depending on their preferences: the variety of courses available is constantly increasing.

Why would students choose higher education?

- Many Higher Education courses provide a vocational programme of study directly related to particular work areas, such as accountancy, sports science and teaching.
- A Higher Education qualification is essential for initial entry to some careers - medicine, chartered engineering and architecture, for example.
- A degree or HND usually improves the chances of obtaining a fulfilling job and financial potential.
- Universities and colleges bring together students from a variety of backgrounds. This interaction can strengthen their understanding of different cultures and beliefs.
- Higher Education develops important transferable skills, such as numeracy, communication and information technology, which can give an edge in the fast-changing world of employment.
- If the course includes seminars, students can use this time to challenge each others' views in a neutral and stimulating environment.



Finding what students want from higher education and choosing where they want to be requires **thorough** research and planning, from starting to think about what they want to study, through to making their application and planning what to take with them.

At Barton Peveril we will aim to help your sons and daughters make their decisions by providing the advice and services they need to apply.

CHOOSING A UNIVERSITY

University groups

Some universities have formed groups through which they share ideas and resources regarding issues and procedures in the higher education sector. The groups below work to improve the higher education system and share best practice methods.

The following descriptions of each group have been taken from statements provided on their websites.

1994 Group

Extract taken from a policy statement, which is available on the 1994 Group website:

"The 1994 Group represents nineteen of the UK's most research-intensive and internationally renowned universities. The 1994 Group's mission is to promote excellence in research and teaching. Seeking to promote excellence in the student experience is therefore at the very heart of what we do. Each member institution delivers an extremely high standard of education to its students, demonstrating excellence in teaching and academic support, and providing learning in a research-rich community."

The following institutions are part of the 1994 group:

University of Bath	University of Leicester
Birkbeck, University of London	Loughborough University
Durham University	Queen Mary, University of London
University of East Anglia	University of Reading
University of Essex	University of St. Andrews
University of Exeter	School of Oriental and African Studies
Goldsmiths, University of London	University of Surrey
Institute of Education, University of London	University of Sussex
Royal Holloway, University of London	University of York
Lancaster University	

The Russell Group

"The Russell Group is an association of leading UK research-intensive universities committed to maintaining the highest standards of research, education and knowledge transfer. The members of The Russell Group have the quality and strengths to compete successfully in the global market place for research, skills, expertise and training."

"The aims and objectives of The Russell Group are to promote the interests of universities in which teaching and learning is undertaken within a culture of research excellence, and to identify and disseminate new thinking and ideas about the organisation and management of such institutions."

The following institutions are part of the Russell Group:

University of Birmingham	University of Leeds	University of Oxford
University of Bristol	University of Liverpool	University of Sheffield
University of Cambridge	London School of Economics & Political Science	University of Southampton
Cardiff University	University of Manchester	University College London
University of Edinburgh	Newcastle University	University of Warwick
University of Glasgow	University of Nottingham	
Imperial College, London	Queen's University Belfast	
King's College, London		

University Alliance

Extracts taken from the University Alliance website:

"The University Alliance was formed in 2006 comprising a mixture of pre and post 1992 universities. The member institutions have a balanced portfolio of research, teaching, enterprise and innovation integral to their missions and represent a strong voice from the middle sector making a vital contribution to the prosperity of the country."

"The University Alliance is keen to be consulted on and to contribute to all areas of public debate and has responded on a range of subjects concerning Higher Education."

The following institutions are members of the University Alliance:

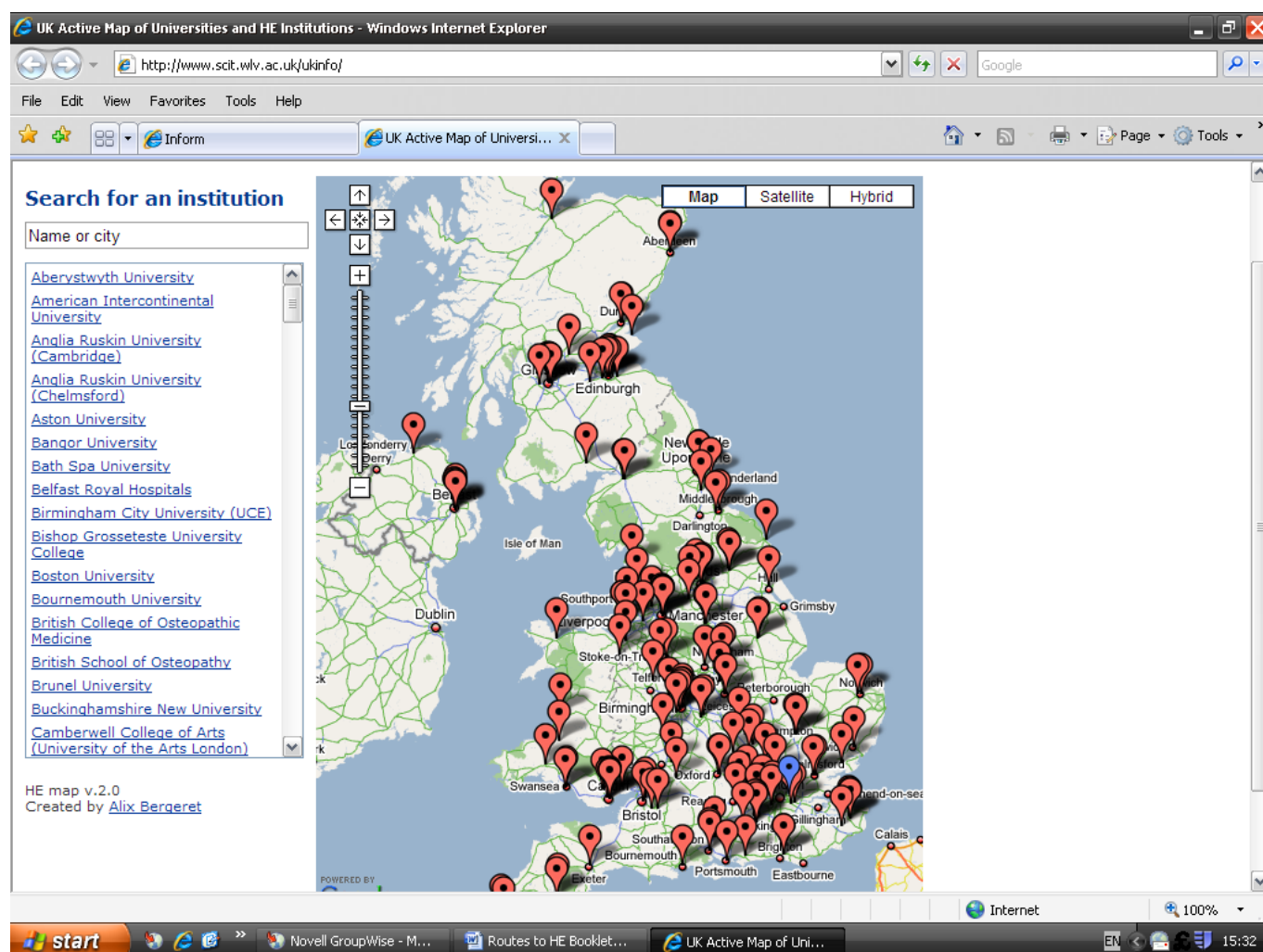
Aberystwyth University
Bournemouth University
University of Bradford
Cardiff Metropolitan University
De Montfort University
University of Glamorgan
Glasgow Caledonian University
University of Hertfordshire
University of Huddersfield
University of Lincoln
Liverpool John Moores University
Manchester Metropolitan University
Northumbria University
Nottingham Trent University
Open University
Oxford Brookes University
University of Plymouth
University of Portsmouth
University of Salford
Sheffield Hallam University
Teesside University
University of Wales, Newport
University of the West of England

The different types of courses and qualifications needed

Students enter Higher Education with a variety of different qualifications. As there are so many different types of courses, students must look at prospectuses and course leaflets carefully. Do not be misled by course titles – it is their content and structure which is important.

Degree

- ❖ Degrees usually need a minimum number of GCSE passes at A* to C and will often ask for particular subjects such as maths, English language and science.
- ❖ Students will also normally need at least two full A levels or their equivalent, such as a BTEC National Diploma or an applied A level. Very often universities ask for 3 A levels as an entry requirement.
- ❖ Courses usually need a minimum number of units (12, 81 or 21) with a certain number (12 or 18) needed at A2.
- ❖ The specific entry requirements for any course can be checked on the UCAS website at www.ucas.com
- ❖ Students can access any higher education institution or university website by using the interactive UK map at www.scit.wlv.ac.uk/ukinfo



BTEC Higher National Diploma (HND) and Higher National Certificate (HNC)

- ❖ These are awarded in vocational subjects, for example, engineering, hotel and catering management and business studies.
- ❖ HNCs are normally studied on a part-time basis. HNDs are studied full-time and take two years (or three years if the student takes a sandwich course)
- ❖ Minimum entry requirements are usually four GCSE passes at A* to C and:
 - One A level;
 - A pass, merit or distinction in a BTEC National Diploma;
 - An OCR National Diploma; or
 - An NVQ level 3
- ❖ Many Further Education colleges now offer HNDs so that students can study locally rather than moving away
- ❖ Once a student has successfully completed an HND, they can go on to a 'top up' course to convert their qualification into a degree.

Foundation Degree

- ❖ These qualifications offer a mix of work-related skills and academic study
- ❖ They are offered in a range of vocational subjects
- ❖ The foundation degree is usually a two year full-time course with the possibility of moving onto an honours degree course
- ❖ Students need to check individual courses for their entry requirements as there are no nationally set entry grades

Diploma in Foundation Studies (Art and Design)

- ❖ A foundation art course is an intensive one year course that gives students the opportunity to develop their art and design skills. The courses aim to broaden experience of art and design before the student chooses the field in which they plan to specialise at higher education level. During the year students prepare a portfolio of work when applying for art and design degrees, foundation degrees or Higher National Diplomas. They should always check with the higher education institutions to see whether they definitely need an art foundation diploma.
- ❖ **Barton Peveril College are offering the Foundation Diploma in Art & Design from September 2012.**
- ❖ Entry requirements are usually three to five GCSEs at grades A to C (normally including English Language) plus one A level (or equivalent) and a portfolio of art work.
- ❖ For more information about these courses visit www.ucas.com
- ❖ There is further information about the Art Foundation Studies Diploma on page 12 of this booklet.

Specialist courses and other diploma courses

- ❖ Some of these courses can be taken after A levels or BTEC National Diplomas. Others can only be taken after students have completed a first degree. Work experience is often an advantage.
- ❖ For most specialist art and design degrees, A level students will need to have completed a one year foundation course.
- ❖ Drama, performing arts and dance courses may be offered as degrees or as diplomas run by private dance or drama colleges. For non-degree courses students will often need to apply to the college directly and have an audition which they will need to pay for. If students choose to take one of these courses they are unlikely to qualify for financial help. However, the Dance and Drama Awards Scheme offers awards for some courses – visit the website at www.direct.gov.uk/danceanddrama . Students can also contact the Dance and Drama Award helpdesk by e-mailing dada@lsc.gov.uk or they could visit the Conference of Drama School website at www.drama.ac.uk
- ❖ Some HE courses which do not lead to a degree provide entry into specific careers. These include Accountancy Foundation, Pre-Journalism and the Diploma and Advanced Diploma in Nursing. For some of these courses, work experience may be required.

Diploma in Higher Education (DipHE)

- ❖ A DipHE award is the equivalent of two years of degree study. These diplomas are mainly offered at colleges of higher education. They tend to be in non-vocational subjects such as English but also include the Diploma in Nursing.
- ❖ Students are often encouraged to complete a third year to gain the equivalent of degree level.
- ❖ Entry requirements are similar to degrees, so two A level passes (or the equivalent) may be acceptable.

Foundation Courses

- ❖ These are one year courses for students who want to take an honours degree but who do not have a related GCSE, A level or vocational course.
- ❖ Students can apply for a degree course after completing a foundation course.

Single Subject Degrees

- ❖ As the name suggests, study is concentrated on one main subject, for example, geography, maths or English. There is often the chance to study other areas, particularly in the first year, but not in depth.

Joint Degrees

- ❖ Students study two subjects on a 50:50 basis. These subjects may be from different faculties. In general, if two subjects are joined by 'and' (for example, psychology and sociology) they are likely to be offered as a joint degree.

Combined Degrees

- ❖ These are varying balances. The joining title 'and' usually means there is a 50:50 split. 'With' means that the first subject is the major subject and the one after is the minor subject.

Modular Degrees

- ❖ This is an increasingly common method of study. Students choose from a wide range of different modules, building up credits towards a final degree. Depending on the modules students take, they can achieve a single-subject, joint or combined degree.

Sandwich Courses

- ❖ These courses combine study with paid work placements. Students can either take a 'thick' sandwich (a block placement of one year) or a 'thin' sandwich (several shorter placements spread out during the course). Sandwich courses are usually offered in vocational subjects, such as engineering and business studies. One of the attractive things about this type of degree is that not only does the student achieve their qualification, they also have a years relevant work experience which makes them very employable.

Foundation Degrees

- ❖ These are similar to HNDs in that they are for two years and are available in vocational subjects. They offer the chance to 'top up' to a degree through further study. There are no set entry requirements but college leavers may be asked for specific grades or points.

Entry Profiles

How Entry Profiles can help applicants make the right decision

Entry Profiles are intended to give potential applicants specific information to help them make informed decisions about the courses they apply for. Detailed knowledge about the course, formal entry requirements and the qualities and experiences that universities and colleges are looking for in their applicants can ensure that every student finds their way onto the right course.

Entry Profiles are published on the UCAS website under **Course Search**. They are therefore available to all potential applicants to view as they search for courses and start making important initial decisions about where to apply.

Entry Profiles are invaluable guidance tools for parents and students. They are compiled by the staff at the university or college who understand the kind of detail applicants need to know about their courses and what kind of personal qualities, interests and experiences will be helpful in order to be a successful student on the course ultimately chosen.

Entry Profiles help students differentiate between courses

Courses vary enormously at different universities and colleges, even though the names of two or more courses might be the same. Differences in course content, structure, the availability of optional modules and the department's approach to learning and teaching can make the experience of studying a particular subject very different for students at different institutions even before the size and location of the institution is taken into account. It is important, therefore, that applicants are fully informed about every aspect of the course and the institutions offering it before they apply and that they know what kind of qualities are being sought in an applicant. They can then make fully informed choices.

What are Entry Profiles for?

- to provide important information to anyone interested in applying for a higher education course
- to help applicants imagine what it would be like to attend that university or college
- to let applicants know what the entry qualifications are so that they can be sure that they are studying the required subjects for that course and are on track to gain the grades which the university or college expects
- to tell applicants about the course in detail – what makes it different from other courses with the same title? What is the content of the course? Are there optional modules, special features, opportunities to travel abroad?
- To tell applicants about the university or college that is offering the course. Where is it? How far away from their home is it? What facilities does it have? What kind of accommodation is available to first year students?
- To let applicants know what interests, personal qualities or relevant experience the admissions staff might be looking for in their applicants
- To explain the institution's admission policy and selection procedures, including information about interviews or auditions where applicable.

Having noted the Entry Profile information, students can then target their Personal Statements to suit the course being applied for.

An example of an entry profile as shown on www.ucas.com – via course search

Cardiff University
Law and Criminology
3 year full-time Degree

- > [About This Degree](#)
 - > [Entry Requirements](#)
 - > [The Cardiff Experience](#)
 - > [Visiting Cardiff University](#)
 - > [About this institution](#)
-
- > [Fees, bursaries and financial support](#)

[Why should I study Law and Criminology at Cardiff University?](#)

About This Degree	
Course Information	Employment Prospects
Teaching and Assessment	Further information on studying Law and Criminology at Cardiff
School Facilities	
Entry Requirements	
Course Specific Requirements	Access & Supporting Qualifications
English, Welsh and Northern Irish Qualifications	Other Qualifications
Scottish Qualifications	Overseas Student Applications
Other Tariff Qualifications	Applying to Cardiff
The Cardiff Experience	
Excellent Teaching	Location! Location! Location!
Outstanding Research	Your Home from Home
First Choice	Capital City Advantages
Bright Prospects	Modern Facilities
Students Succeed	Your Choice
Visiting Cardiff University	
Open Days	
Fees, bursaries and financial support	
Fees for home students	Additional information
Fees for EU students	Bursary and scholarship outline
Fees for international students	Links to further information

The Foundation Diploma in Art & Design

From September 2012, Barton Peveril will be offering this course.

❖ **What is the purpose of an Art Foundation Course?**

The Foundation is designed to prepare students for a specialist degree in Art and Design covering many activities and skills that will tease out creative abilities and ideas that students may not have had the opportunity to fully explore. The course will also offer students the chance to decide and select the right degree course for them as each HE institution offers very different specialist facilities, content and quality.

❖ **Where to go?**

Many Barton Peveril students will decide to stay on here to study this course from September 2012, but others may apply to The Arts University College Bournemouth, Portsmouth University or Eastleigh College which also offer quality provision locally. Kingston, Falmouth, Wimbledon, Central Saint Martins and Chelsea have strong reputations with good transition rates to prestigious degree courses.

❖ **How do students apply?**

Applications are usually directly to the institution. The prospectus will clearly state deadlines and how to apply.

❖ **Portfolio deadlines**

Deadlines for applications vary with each institution but students should aim to have their applications and portfolio ready for the beginning of January.

❖ **The Personal Statement**

It is important for students to concentrate on their creative drive, involvement in their art specialism and include any interests across all the arts in their personal statement.

❖ **Who should students give their applications to?**

Tutors will check the students' applications. Their art teacher should also be asked to read through the personal statement as they may have some further hints and guidance that may help.

❖ **Will a prestigious university accept a student without a Foundation Diploma?**

If the ambition is to follow a career in some form of Art and Design it is vital to study on the best degree course available. These courses usually have set high standards for selecting students – portfolio inspection and interview, good A2 grades and, in the 17-19 age group, usually a Foundation Diploma is required.

Beware the “recruiting” university – if entry requirements are low it is always best to find out why.

❖ **Fees for Art Foundation Diploma courses**

Fees are paid if students are under 19.

❖ **Extra support for Barton Peveril Art Students**

Practice interviews are available in the Art department on request.

Portfolio preparation sessions take place during tutor periods on request.

The Arts Fair and HE Fair is a great way to gain up to date, first hand information

College activities, such as Art History or Life Drawing will enhance a student's application

HOW THE UCAS PROCESS WORKS

As Year 2 Students:

September 2012 – January 2013

Students complete the UCAS on-line application form and submit it to UCAS. The official closing date is 15th January 2013 but the form can be submitted any time after 1st September 2012. We will have our own internal deadline in November 2012 – if students meet this deadline then we will guarantee that their application will be processed by the UCAS deadline date in January 2013. **We strongly recommend that students complete their applications as early as possible.**

The sooner applications get into the system the sooner offers can be made although, officially, earlier forms are not at an advantage. Students can apply for up to 5 university courses (a maximum of 4 can be for Medicine/Veterinary/Dentistry). The most common approach is to apply for the same or very similar courses at 5 different universities. Sometimes students apply for more than 1 course at a university.

In order to work the system successfully, i.e. to get as many offers as possible, students need to think strategically. They should apply for courses which require grades which they can achieve. Some universities will offer places as early as November 2012.



January 2013 – May 2013

Universities will either:

Make an offer based on points or grades – possibly interviewing before deciding

Or

Reject an application

It is not uncommon to get a mixture of offers and rejections but a realistic and well thought out application should help minimise rejections. Students can keep an eye on offers being made via the UCAS Track system.



May 2013

Students need to decide on their 2 final offers – making a firm choice and an insurance choice

They will need to choose 2 of their offers to carry through – one as their firm choice and one as their insurance choice. Standard practice is to keep the firm choice as their most desirable university and course, usually with higher grades, and an insurance offer of slightly lower grades as a fallback position. Any other offers are then discarded and no longer count.



August 2013

A Level results are published on Thursday 15th August 2013.

Students will need to confirm their place with their chosen university or enter Clearing.

When the A Level results are published, if students achieve the grades for their firm offer then these are automatically accepted and their place will be confirmed. If not, and they get the grades for the insurance offer, then their place will be confirmed there. If they fail to get the grades for both offers then they can enter into the Clearing process – although it is very often worth contacting both the firm and insurance universities to see if they will still consider the application.

UCAS TARIFF POINTS

	Grade A*	Grade A	Grade B	Grade C	Grade D	Grade E
GCE A2 Level	140	120	100	80	60	40
GCE AS Level		60	50	40	30	20

NB: If the student achieves an AS and A2 in the same subject, only the points from the A2 level can be counted.

	DISTINCTION	MERIT	PASS
OCR Nat Cert (6 units)	120	80	40

	DISTINCTION	MERIT	PASS
OCR Nat Dip (12 units)	240	M1 = 200 M2 = 160	P1 = 160 P2 = 120 P3 = 80

	DISTINCTION	MERIT	PASS
BTEC National Award (6 units)	120	80	40

Music Exams	DISTINCTION	MERIT	PASS
Grade 8 Practical	75	70	55
Grade 7 Practical	60	55	40
Grade 6 Practical	45	40	25
Grade 8 Theory	30	25	20
Grade 7 Theory	20	15	10
Grade 6 Theory	15	10	5

Points are for ABRSM, Guildhall, LCM, Rockschoool and Trinity exams.

Speech & Drama Exams	DISTINCTION	MERIT	PASS
PCertLAM	90	80	60
Grade 8	65	60	45
Grade 7	55	50	35
Grade 6	40	35	20

LAMDA, LCM and Trinity Guildhall Exams from 2008 entry.LAMDA L3 Certificate in Speech and Drama Performance Studies (PCertLAM).

UNDERSTANDING THE UCAS LINGO!

Below is a list of commonly used words and phrases, together with a summary of their meanings.

Apply: the online application system for applying for higher education courses.

Clearing: a system used towards the end of the academic cycle. If you have not secured a place, it enables you to apply for course vacancies.

Conditional offer: an offer made by a university or college, whereby you must fulfil certain criteria before you can be accepted on the relevant course.

Confirmation: when conditional offers that you have accepted become unconditional or are declined. Confirmation is dependent on your qualification/exam results.

Deferral: holding an offer until the following year.

Entry Profiles: comprehensive information about individual courses and institutions, including statistics and entry requirements. Entry Profiles are found on the [Course Search](#) area of the UCAS website.

Extra: the opportunity to apply for another course if you have used all five choices and not secured a place.

Firm offer: the offer that you have accepted as your first choice.

Institution: a university or college offering higher education courses.

Insurance offer: the offer that you have accepted as your second choice, in case you do not meet the requirements for your firm offer.

Personal ID: a 10-digit individual number assigned to you when you register to use [Apply](#). It is printed on every letter UCAS send you and is displayed in the format 123-456-7890. You will be asked to provide this number if you contact the UCAS Customer Service Unit.

Point of entry: your year of entry to the course, for example, 2 refers to the second year of the course.

Track: a system where you can track the progress of your application online, reply to any offers received, and make certain amendments, for example, change of address or email.

Unconditional offer: an offer given to you by a university or college if you have satisfied the criteria and can attend the course.

Unistats: a website for students who want to research and compare subjects and universities before deciding where to apply. You can also look at student satisfaction ratings and explore the figures about getting a graduate job after completing a course.

Withdrawal: either you or a university/college cancels a choice before a decision has been made - a reason will be included if the withdrawal was issued by an institution.

How do we help students progress after College?

- **Tutor Programme**

All of our students are timetabled to have two Tutor periods each week and it is during these sessions that we provide them with information and guidance about options after Barton Peveril. During the current Spring Term, our first years will be attending presentations from University staff as part of their research into higher education courses and also to get hints and tips on making their personal statement stand out from the rest. We give the students as much support as we can with their personal statements and applications to university – they are actively encouraged to speak to their Tutor, Student Progress Manager or any of the staff in Student Services if they have any specific enquiries or concerns about life after College.

- **Dedicated Careers Staff**

Maureen Latham (our Work Experience and Careers Co-ordinator) and Joanne Gabbott (Work Experience and Careers Assistant) work very hard to help our students secure work experience placements and give them valuable careers information. A weekly Careers Bulletin 'The Blue' is sent out to give the latest information about careers and progression related matters. Together with Hampshire County Council Youth Support Services staff, Maureen runs specific work experience information sessions for students who are interested in careers such as teaching, dentistry, medicine, law, social work, media and science and we very often invite speakers from industry and the workplace to come in to college to discuss particular careers.

- **Hampshire County Council Youth Support Services Staff**

Hampshire County Council Youth Support Services staff are based at Barton Peveril from Monday to Friday and can help students with their progression on to Higher Education, careers advice and guidance and financial matters.

Barton Peveril Progression Events

We aim to give our students as much help as we can to prepare them for life after College, whether they are intending to go onto Higher Education or into the workplace. Our HE Fair and Futures Day are primarily aimed at our Year 1 students but students in their final year with us are also welcome to attend if they are still undecided about their future choices. We also hold an Enrichment and Wellbeing Event in the Autumn Term which gives students the opportunity to sign up for volunteering opportunities which enables them to enhance their CV and personal statement whilst giving something back to the community. Details on the events are shown on the following pages – due to space restrictions we regret that we are unable to invite parents to these sessions.

ENRICHMENT AND VOLUNTEERING FAIR

Thursday 15th September 2011

This event gave students the chance to speak to delegates about the opportunities available to them both locally and nationally. Volunteering is an excellent addition to a CV when students are applying to university or actively seeking employment. Here are some of the organisations who attended this event:

Autistic Society
Hampshire & Wight Trust for Maritime
Archaeology
Hampshire Constabulary
Hampshire Countryside Service
Red Cross

RNLI South Coast
Southampton University Trust Hospital
Volunteer Centre Eastleigh
West End Youth Club
YMCA Fairthorne
Youth Clubs Hants and IOW

HIGHER EDUCATION FAIR

Wednesday 7th March 2012

There are over 55,000 higher education courses available and if they are intending to go on to HE after leaving Barton Peveril your sons and daughters have the daunting prospect of choosing up to 5 of them!

To help research their options we have invited over 70 HE Institutions to Barton Peveril in March. This is a wonderful opportunity for the students to speak to HE staff first hand and to find out what they need to know about moving on. Hampshire County Council Youth Support Services staff will also be on hand throughout the event to answer any general progression queries and there will be further advice on personal statement writing.

Last year we were delighted to welcome the following institutions and we are confident that these, along with some others, such as Loughborough, Warwick and even The Open University, will attend again this year.

Aberystwyth University
Arts University College at Bournemouth
Bath Spa University
Bath, University of
Birmingham University
Bournemouth University
Brighton, University of
Bristol, University of
Brunel University
Buckinghamshire New University
Cambridge, University of (Homerton
College)
Canterbury Christ Church University
College
Cardiff University

Cardiff, University of Wales Institute
Chester, University of
Chichester, University of
Hampshire County Council Youth Support
Services
Degrees Ahead
Dundee University
East Anglia, University of
Essex, University of
Exeter, University of
Farnborough College of Technology
Glamorgan University
Glasgow University
Gloucestershire University
Greenwich, University of
Hertfordshire, University of

Kent, University of
Kingston University
Leicester, University of
London Metropolitan
Manchester University
Middlesex University
North East Wales Institute
Nottingham University
Oxford Brookes University
Plymouth, University of
Portsmouth, University of
Queen Mary, London
Reading, University of
Roehampton University
Royal Holloway, University of London
Royal Veterinary College
School of Nursing & Midwifery
Southampton

Southampton Solent University
Southampton, University of
Sparsholt College
St. Marys University
Staffordshire University
Surrey, University of
Sussex, University of
Swansea University
University Campus Suffolk
University of Plymouth, St Mark & St John
University of West of England
Warsash Maritime Academy
Westminster, University of
Wiltshire College Salisbury
Winchester School of Art
Winchester, University of
Worcester, University of

FUTURES DAY - Wednesday 4th July 2012

We are delighted to be able to offer our students the opportunity of attending presentations and workshops and get further advice about their future career plans. We are in the process of organising this event at present, but to give you some idea last year the following employers attended:

AAT
Armed Forces Careers
AVIVA
Barclays Bank
BDO Stot Hayward
British Gas
Construction Skills
Grant Thornton UK LLP
Hampshire Constabulary
Hampshire Fire and Rescue

Institute of Chartered Accountants
Institute of Chemical Engineers
Kaplan
Planet Sport
Royal Air Force
School of Nursing and Midwifery
SETA Training
South Central Ambulance Service
Southampton General Hospital
The Tenon Group

In addition to this, we had representatives from Gap Organisations and Volunteering Services such as:

Changing Worlds
Fit for Sport
Group Activity Projects
Hampshire Hampshire County Council Youth Support Services
Latitude Global Volunteering
Oyster Worldwide Ltd
Project Trust

Frontier
Global Xperience
STA Travel
Teaching Projects Abroad
The Year in Industry
Travellers Worldwide
Trekforce

During the course of the day the students can attend up to five presentations or workshops on topics such as:

A Career in Audiology
Accountancy
Apprenticeships in the Construction Industry
Archaeology
Art Foundation
Artificial Intelligence and Robotics
Can I afford to go to university?
Careers in Banking
Careers in Broadcasting and Media
Careers in Dance
Careers in Primary Teaching
Careers in the IT Industry
Criminology and Forensic Science
Degrees in Art
Degrees in Business
Degrees in Fashion
Degrees in PE
Degrees in Pharmacy and Biomedicine
Engineering and Construction
English and Creative Writing
English Literature
Geography and Conservation Science

Getting into Photography
Getting into the Music Industry
How to become a Barrister
How to become a DJ!
Improved Access to HE for students with disabilities and learning difficulties
Journalism
Law – Ways In
Maths Degrees and after
Medical Schools – The Reality
Modern Languages
Not going to University – alternative pathways
Nursing and Midwifery
Opportunities in Business and Finance
Oxbridge – The Reality
Pop Music Degrees
Psychology
Sports Coaching
Sports Science
STEM
Student Life – The Reality
What do Admissions Tutors really look for?

We will also be holding a 'CV Clinic' to assist those students who intend to go out into the workplace straight after College. Once again we will be asking all students to complete an on-line application form to UCAS this year, even if it is not their intention to proceed on to Higher Education, as this will provide them with experience of completing the type of application form now used by many employers.

LIFE AFTER BARTON PEVERIL – Popular Destinations

At the time of writing this booklet in January 2012, 850 students have made applications to Higher Education via UCAS for entry in 2012 or deferred entry to 2013. Of this figure, 40 were ex-students who had decided to apply after taking a gap year, had reconsidered their options or who were looking to transfer to a new university.

In 2011 868 students applied to UCAS and the ten most popular university destinations were:

Winchester University
Portsmouth University
Solent University
University of Southampton
University of Plymouth
Chichester University
Cardiff University
University of Kent
University of West of England
Bournemouth University

The ten most popular subjects chosen to study at university last year were:

Business/Marketing/Advertising/Management/Accounting and Finance
English/Linguistics/Journalism
Sciences
Teaching/Education Studies
Sports Science/Studies
Maths/Computing/IT
Law/Criminology
History
Psychology
Fashion
Science other (including nursing, midwifery, physiotherapy)
Engineering

The Importance of Work Experience

As competition for university places becomes more apparent, good grades are often not enough and students will need to get as much work-related experience as they can in their chosen areas to enhance their application to Higher Education.

This is particularly important for all vocational courses, but is **essential** if your son or daughter is looking to move into the following professions:

- Medicine
- Dentistry
- Veterinary Science
- All professions allied to Medicine
- Physiotherapy
- Teaching
- Social Work

Work experience is also very desirable for students applying for law or media courses.

Why?

Work experience can enhance students' communication, interpersonal and team-building skills. It helps them manage their time and gain independence as well as giving them valuable insight into the career that they may be planning to move into later. Sometimes it can help them re-think about their career choices as the reality may not match their perception!

When?

If your son or daughter is looking to start university in 2013, they should be looking to find a work experience placement before September 2012 if possible as they can then include details of this in their personal statement and comment on the benefits they have gained. We would prefer students to organise their work experience placements outside of term time to avoid them missing lessons at College.

How?

Your son or daughter should contact Maureen Latham in our Careers Resource Centre as soon as possible. If we arrange work placements for them, there will be a lot of paperwork to complete to ensure that all health and safety checks are undertaken. Where the work involves working with children or vulnerable adults there will be a need to complete a Criminal Records Bureau application and it can take some time for clearance to be given.

Making an Application to Higher Education

- Applications are made via UCAS (University and College Application Service).
- Students are able to make up to 5 choices
- UCAS will be unaware of the order of preference of these choices – they are shown in alphabetical order on the student's application
- Each university that your son or daughter applies to will not know about their other choices
- Some universities will invite the student for an interview after receiving their application
- Conditional offers will be given to the student – it is quite unusual for students to be given an unconditional offer of a place
- Once all offers have been received, your son or daughter will decide a Firm choice and an Insurance choice using the Track facility on the UCAS website
- If your son or daughter does not receive any offers, they are able to access other choices via UCAS Extra

It is very important to attend University Open Days wherever possible – your sons and daughters need to have a clear idea about the course they are choosing to study but if they are planning to move away from home it is also vital that they will settle and be comfortable in the location they have selected.

Don't just look at the University - wander around the local area and town to get a feel for the place. They will probably be living there for at least three years so they need to like the location as well as the course! Unfortunately we have processed applications from ex-students who have started university only to find that they did not like the course or area they were living in – **it is well worth spending time researching the options!**

Be aware that you may need to book a place to attend Open Day – do not assume that you can just turn up! An excellent website to use is www.opendays.com which will give you the dates of all university open days – there is a flyer at the back of this booklet.

Help Available From Barton Peveril

- Your son or daughter should speak to their Tutor regarding their application – they can start making their on-line application from July 2012.
- Barton Peveril's 'Rough Guide To UCAS' booklet, which gives step by step instructions on how to make an application, is available on the College intranet for all students. Please encourage your son or daughter to read this carefully – it is important not to miss out any stages of the process.
- Further presentations about how to make an application will be made in the Autumn Term 2012 in case students have forgotten anything over the summer break!
- Student Services staff are available Monday to Friday, from 12 noon until 2:20pm, from September until January specifically for UCAS enquiries and students can get help and advice about their application in small groups or on a 1:1 basis. They are welcome to contact Student Services staff at any time via email outside of these times with any questions they may have.
- Information and guidance about HE Finance is available on the College website and intranet to help students and their parents when Student Finance England open the system for them to apply for their loans and grants.

ADMISSIONS TESTS

Some university courses require students to take an Admissions Test as part of the application process. The following table gives you some guidance based on information for entry to university in 2012, but it is obviously very important for your sons and daughters to check any Tests that they may need to take and also the dates and deadlines. **It is the student's responsibility to check if they need to take an Admissions Test. If they do, they also need to contact our Exams Department in case we need to order test papers.**

<u>Test</u>	<u>Description</u>	<u>Location</u>	<u>Cost</u>
BMAT	BioMedical Admissions Test For entry to medicine and veterinary schools ** Register by 30.09.11**	Test is taken in College on 2nd November 2011	£42.50
ELAT	English Literature Admissions Test For entry to English and Some joint honours degrees involving English at Oxford	Test is taken in College on 2nd November 2011	No charge
HAT	History Aptitude Test For entry to history and joint honours degrees involving history at Oxford	Test is taken in College on 2nd November 2011	
LNAT	National Admissions Test for Law	On-line registration. Students choose a date to take the LNAT at a test centre near their home: Capital House, 6 th Floor, Houndwell Place, Southampton SO14 1HU Testing for 2011-2012 begins 1st September 2011.	£50
MML	Modern and Medieval Languages Test For entry to modern and medieval languages at Cambridge	Applicants need do nothing special about entering for the test, as colleges will inform applicants of all admissions requirements. The test will be administered mainly during the interview period. This written test will be taken by applicants, in the College by which they are being interviewed, while they are in Cambridge for their interviews.	

STEP	Sixth Term Examination Papers For entry to mathematics at Cambridge	College (Test taken in June)	£41.45
TSA (Cambridge)	Thinking Skills Assessment For entry to Computer Science, Natural Sciences, Engineering and Economics at Cambridge	Typically, candidates sit the TSA at their college; however some colleges choose to use a central testing site in Cambridge. Candidates will be notified of where they will be sitting the TSA by the college to which they have applied. The test will be arranged by the college to which students are applying and is normally taken while they are in Cambridge for their interview.	No Charge
TSA (Oxford)	Thinking Skills Assessment For entry to the Philosophy, Politics and Economics and the Economics & Management courses at Oxford. Also for entry to Experimental Psychology and all PPP courses.	Exams Office at BP need to register students for Test by 10 th October 2011. Test taken in College on 2nd November 2011.	No charge
TSA (UCL)	Thinking Skills Assessment For entry to European, Social and Political Studies at University College London	Typically, candidates sit the TSA at UCL but candidates will be notified of where they will be sitting the TSA when they apply. The test will be arranged by UCL when students apply and is normally taken while students are in London for their interview.	No charge
UKCAT	UK Clinical Aptitude Test For entry to medical and dental schools ** Registration Deadline: 23.09.11**	On-line registration. Capital House, 6 th Floor, Houndwell Place, Southampton SO14 1HU Test taken between 5 th July and 7 th October 2011	£65 or £80 depending when the Test is taken

COMPACT APPLICATIONS

Universities are very keen to encourage widening participation and a Compact is an agreement between the student, college and university to provide opportunities for the students to progress on to Higher Education. These arrangements are aimed at providing HE for those students who may otherwise not have had the chance.

Barton Peveril has arrangements with the following Universities:

Chichester University
Southampton Solent University
Winchester University

An outline of eligibility for Compact Arrangements is given below (please note that the individual universities will have their own criteria so all of the items listed may not apply).

- Health
- Disability
- Bereavement
- Family problems
- Family financial difficulties
- Caring responsibilities
- Has been in the care of the local authority
- Disrupted pattern of education
- From a group who is under-represented in HE
- Being the first person in the family to go on to university (Winchester only)

Southampton University has an Access To Southampton Scheme (A2S) and a representative from Southampton University came in to Barton Peveril to give a presentation to students who were interested in this Scheme on 1st February 2012. For entry to university in 2013, this Scheme will cover many degree courses and full details can be found from the Southampton University website at:

www.southampton.ac.uk/a2s

This is an excellent scheme which gives eligible students the chance to get an offer to study at Southampton University which is **2 grades below** their normal offer, along with a **£1000 bursary in the first year of study**.

Students are required to attend specific events at Southampton University as part of their application.

Please note that all of the above schemes are through application and therefore it is the universities who decide whether or not the students are accepted and not Barton Peveril.

Further information is available from Student Services, but if your son or daughter wishes to make a Compact Application then they will also need to complete an application form. For students who are applying for 2013 entry, these forms will be available from Student Services Department from June 2012 onwards when further information will also be given to the students.

WHAT IS A PERSONAL STATEMENT?

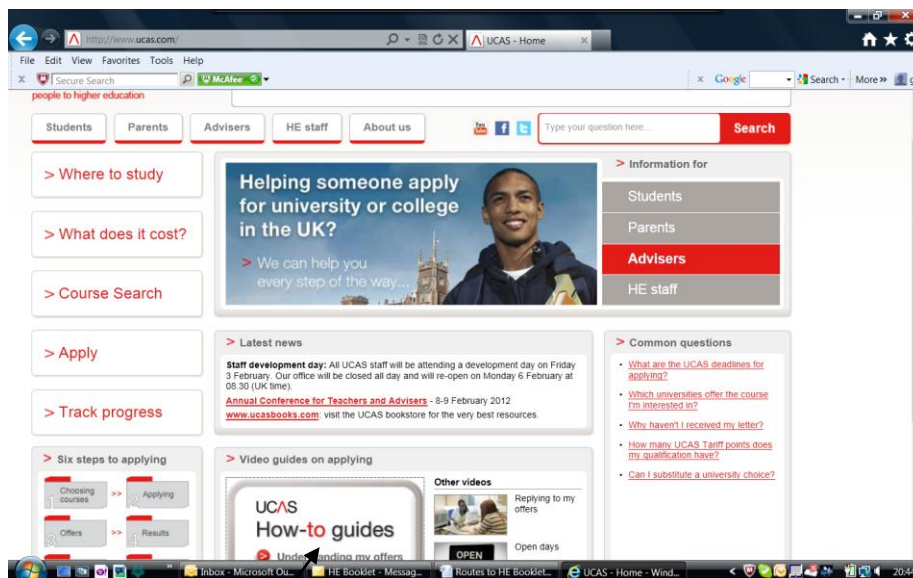
When students make an application to University, they need to include a Personal Statement and we spend a lot of time in College helping and guiding them with this. Staff from universities come in to give hints and tips on what to include (or exclude!) to make a Personal Statement stand out from the rest – there is no strict formula and it is meant to be personal to the student.

As parents, it is very useful if you can read through and check your son or daughter's Personal Statement – it is very important that it is grammatically correct with no spelling errors as obviously first impressions count and the Admissions Tutors are reading through hundreds of them. This is their opportunity to really 'sell themselves' on paper and they should be able to provide evidence and refer to their Personal Statement if called for an interview. They will only have **47 lines** (approximately 500 words) to do this so they need to be succinct.

It is also important to realise that UCAS check Personal Statements for plagiarism – please stress to your son or daughter that their statement should be their own work and they should not be tempted to copy from websites!

UCAS now provide excellent help and advice to students and parents on all aspects of applying to University. There is a short video which is very useful when starting the Personal Statement:

Log on to www.ucas.com



Select the link to 'How-to guides' to see all the video guides available, and then select the video guide for 'personal statements'.

In addition to helping with Personal Statements, UCAStv offers short videos to help with applying to university, attending events such as Open Days, choosing courses and tracking applications once they have been made and replying to offers.

Personal Statements – what to include:

Here are a few key things which students should aim to include in their Personal Statement. It is a very good idea to start planning and drafting their statements early. They should draft and redraft their statement, fine tuning it so that it meets the requirements of the course as much as possible. To make it flow, it is a good idea to avoid starting too many paragraphs with 'I'. As a parent you can help your son or daughter by being the 'critical friend', but ultimately the Personal Statement has to be true to them.

- **Why** they want to study their chosen subject
 - They should have carefully researched their chosen course and provide evidence of the skills required. Make use of the UCAS Entry Profile to find out what Admissions Tutors are looking for.
 - Contact the Admissions Tutors with any questions or queries – they are usually very helpful and able to give some valuable pointers to students
 - Make reference to current studies, coursework, field trips, projects or books associated with the subject. Provide evidence of extra-curricular study or research and include this.
 - What aspects of the course do they want to explore further?
 - Is there a future career plan in mind? If so it should be mentioned with an explanation why this has been chosen.

- What has your son or daughter done in the **recent past** that makes them particularly **suitable** to study the course?
 - Refer to paid employment, voluntary work, work experience, travel, and College activities such as clubs.
 - What have they learnt from the above and does it relate to their chosen subject in some way?
 - What transferable skills have they developed as a result? Will they be able to use these at university? (e.g. leadership, time management, communication, decision making, team working, presentation skills, IT skills etc).

- **What else** has your son or daughter done that will contribute to the course and university and makes them **interesting** and **unique**?
 - Avoid writing a list – if making a comment about reading then it is good to mention favourite authors and briefly explain why. If writing about films, mention genres, directors etc.
 - Include comments about things that they would like to get involved with at university, such as clubs, sports, societies. It is important for students to indicate that they will be an active part of the student community.
 - What can your son or daughter offer that will set them apart from other applicants?

Remember: the personal statement gives your son or daughter the opportunity to really 'sell' themselves – this is their chance to impress the Admissions Tutors and should be thought of as a personal paper interview!

Application Procedure for UCAS Entry 2013 What Should Your Sons and Daughters Be Doing?

February/March 2012	<ul style="list-style-type: none"> Thinking about the types of courses that they may wish to do – make good use of www.ucas.com which will give them lots of valuable information about choosing courses, entry requirements etc Attending talks on 'Making your HE Choices' and 'Writing Your Personal Statement' – university staff will be visiting each Year 1 tutor group as part of the Tutor Programme Drafting their Personal Statement Attend the HE Fair on 7th March to find out more about the courses available and different universities
April 2012 (after the Easter break)	<ul style="list-style-type: none"> Research University Open Days – look on the www.opendays.com website which will give a list of all university open days – choose the ones that they would like to visit. Very often they will need to book a place! Discuss the first draft of their Personal Statement with their tutor
May 2012 onwards	<ul style="list-style-type: none"> Attend the Open Days for the universities they may be interested in going to
June/July 2012	<ul style="list-style-type: none"> Start their University Application by using APPLY2013. Prepare for any tests – e.g. LNAT, UKCAT, BMAT if applicable Barton Peveril FUTURES DAY – Wednesday 4th July 2012 – attendance compulsory!
August 2012	<ul style="list-style-type: none"> Add their AS final results to their UCAS application and also add their A2 subjects – leaving the grades 'pending'
September 2012	<ul style="list-style-type: none"> All applications for Oxbridge, Medical, Dentistry and Veterinary courses must be completed and approved by Tutor by Monday 1st October 2012*
October 2012	<ul style="list-style-type: none"> Oxbridge, Medical, Dentistry and Veterinary courses must be submitted to UCAS by 15th October 2012*
November 2012	<ul style="list-style-type: none"> All students making applications (excluding Oxbridge, Medical, Dentistry and Veterinary) must complete their application and have it approved by Tutor by Friday 9th November 2012* to ensure they are processed by the UCAS deadline. Late applications will be accepted but it is not guaranteed that they will be processed by the UCAS deadline.
January 2013	<ul style="list-style-type: none"> 15th January 2013* – UCAS Deadline <p>Late applications can continue after 15th January 2013 but will be treated as 'late'.</p>

***these dates may be subject to change – students will receive details of confirmed deadline dates in June 2012.**

PLEASE ENCOURAGE YOUR SONS/DAUGHTERS TO MEET THESE DEADLINES!

They really are **very** important. They also do not have to wait until the deadline to complete their application – we will work on the applications as they come in so the earlier they finish their application, the earlier it will be sent off to UCAS.

AND FINALLY

Please also note that it can take quite some time for us to process all of the applications that we receive. Each application has to be thoroughly checked and an academic reference prepared and attached. We appreciate that it can be an anxious time for students and once they finish their applications and 'pay/send' to UCAS in APPLY13 they often think that everything is complete!

When your son or daughter has completed their application it will be checked by their Tutor. He/she will then advise them to pay and send on APPLY13.

When they pay and send on APPLY13 their application comes through to Barton Peveril to be approved – it does not go directly to UCAS. It can take up to a further 2 weeks before we have finished processing the application. Very often we have to return the application to the student due to silly errors that could have been avoided so the more attention and care they make when completing and checking through their application, the less likely it is to be returned.

After checking each application carefully, and when we are confident that it is the best it can be, we will then approve it and forward it on to UCAS who will in turn distribute it to each of the chosen universities.

You can help us to help your sons and daughters by advising them:

- Not to wait until the deadline date to complete their application well in advance of our internal deadline if possible – if all students complete on the deadline date it creates a huge workload in one day and will take even longer to process all the applications
- To be patient – if applications are completed by our specified internal deadline date then we will guarantee that the application will be processed by the final UCAS deadline date in January 2013.

Barton Peveril Contacts

The thought of your son or daughter moving on to university can be a daunting one – especially if it is your first time 'going through the system'. If you have any queries or concerns regarding the application process for Higher Education, please do not hesitate to contact us here at College. Our Student Services Team will be happy to help with your enquiries or alternatively you can contact any of the staff below for further assistance.

Debra Collins	Student Services Manager e-mail: DAC@barton.ac.uk
Maureen Latham	Careers and Work Experience Co-ordinator e-mail: MJL@barton.ac.uk
Carys Fuller	Oxbridge Co-ordinator e-mail: CSF@barton.ac.uk
Student Services	studentservices@barton.ac.uk

We obviously want our students to have the best chance possible of securing a place at their chosen university so will do all we can to help and support them through the process.

NOTES