TEACHER CHAMPION

UNIVERSITY OF BATH

Teacher/Adviser CPD Programme

Supporting students to plan and write a competitive personal statement

Agenda

Welcome and reminders

Sam Wenman
Supporting students to plan and write a competitive personal statement

Any questions?

Time in Peer Groups

Resources for Parents/Carers

Our upcoming events for parents and guardians:

Supporting your child's UCAS application for courses starting in 2025

30 May 2024 6.30PM, *Online*
A session for parents and guardians of children applying to university courses starting from 2025.

Find out about further events and register here: **Information for Parents (bath.ac.uk)**

Teacher and Adviser Conference: Wednesday 3rd July 2024

Tuesday 2nd July Overnight guests – check in accommodation, dinner and a choice of evening activities including group walk
or time to explore Bath!

Wednesday 3rd July 9.30 - Registration and welcome coffee and pastries

- Keynote talk and Q&A with speaker from UCAS

• How to support personal statement writing (workshop)	• Student Finance (with speaker from Student Finance England)	• Careers and placements at Bath

Lunch (provided)
Campus tour with student ambassadors

- How to survive financially while at university – Q and A panel with current students
- Insight into undergraduate student admissions
- Teacher Champion Award presentations – University of Bath Vice Chancellor
- Close – Vice Chancellor

Join us with the Vice Chancellor to celebrate the Teacher Champion Awards - fizz and canapes

Teacher Champion Toolkit

Find everything you need and all programme resources in your Teacher Champion Toolkit webpage:

https://www.bath.ac.uk/topics/teacher-champion-toolkit/

Supporting students to plan & write a competitive personal statement

What universities are looking for

Effective research

High value evidence

Where does the personal statement fit into the UCAS application process?

Applying to University

- All applications must go through UCAS

- UCAS allows students to make up to five university/course choices

- Apply online at www.ucas.com

- Top universities are competitive – in a typical year Bath receives 27,000-29,000 applications for 3,000 places

Personal Statements as part of the UCAS application

| 1 | 2 | 3 | 4 | 5 | 6 |

Personal information

Qualifications

Work history

Course Choices

Personal statement

Teacher/ Tutor reference

- School details
- Support needs
- Contact details

- Jobs, part-time or full-time

- Up to 5 courses

Personal Statements: An overview

- A maximum 4000 characters, or around 47 lines (95 characters inc spaces per line)

- The personal statement is the only place on the UCAS application to *focus on* relevant *knowledge, skills, achievements*, and experience.

- It *demonstrates very specifically how these are relevant* to their choice of study.

- It may be read by two or more university staff at each university applied to. It should make sense to everyone.

- It will also be used when considering 'near miss' applications

752,025 applications to UK universities

554,465 applicants accepted

1/4 all students not getting a place

8% increase since 2010

Some courses have seen a 33% increase

Continuous rise of number of 18 year olds in UK until 2030

90,000 more applications in this cycle

How do universities decide between applicants?

Results
Preferred Subjects
Interviews
Tests
Auditions/Portfolios
Personal Statements

What are admissions staff looking for in a personal statement?
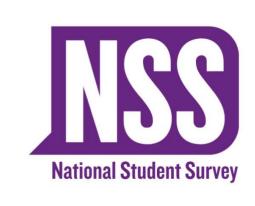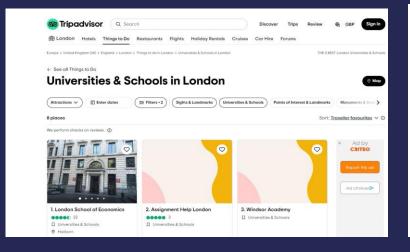
What are universities looking for?

'The best predictor of future achievement and dedication is past achievement and dedication'

Crowd

Demonstrates they are:
- Good all-round student

They include:
- Achievements
- Academic skills
- Wider reading

They organise around:
- Current studies
- Extra & super curriculars
- Work experience

Stand out

Demonstrate they are:
- Subject focussed

They include:
- Course specific knowledge, skills and behaviours
- High value, course specific examples

They organise around:
- Themes

Effective research

How to do research for an effective personal statement

	Knowledge	Skills	Qualities/Behaviours
CHOICE 1			
CHOICE 2			
CHOICE 3			
CHOICE 4			
CHOICE 5			

High value evidence

Make a list of what each of the courses are asking for and place them in column 1 of a two-column table.

Skill/Knowledge/Quality/Behaviour	Example experience
Collaborative critique	
Research for generating ideas	
Contemporary fashion design	

Make a list of what any experience where those KSQBs have been developed and put them in column 2   (The same experience can be repeated)

Skill/Knowledge/Quality/Behaviour	Example
Collaborative Critique	A level Art
Research for generating ideas	EPQ, A level Geography
Contemporary fashion design	A level Art, Wider Reading, MOOC, EPQ

Higher Value

Experiences are of higher value if:

- They are academically and professionally respected.

- They involve an investment of time.

- They require you to 'produce' something.

- The demonstrate measurable impact.

- They demonstrate a narrative of interest.

Lesser Value

Thank you for listening –
Any questions?

Next Online Session

- Thursday 23rd May 4-5pm

- Theme: How to write a UCAS teacher reference

- Presenter: Louise McCollum, Deputy Head of Undergraduate Admissions

Time in Peer Groups

- Around 12 professionals with a similar role in their setting

- Share reflections and thoughts about the information you have heard

- Designed to be a safe, confidential space to
     - share challenges and questions,
     - gain insights and support from each other

- Facilitators are members of the widening access and participation, or other linked teams at the university

We would love to hear your feedback

Thank you!