

NAME:

24 and 25 June 2025
Future Festival
Student Guide

This is your schedule for Future Festival 2025. You must stay in your group and attend all sessions.

All of the activities have been organised for you, whether you want to apply to university, apply for an apprenticeship, go into employment or you're not quite sure.

All of the people you will meet over the next two days have a wealth of experience and want to help you make the best choices so listen carefully and soak up the information from the experts. Try and ask as many questions as possible so you're fully informed and ready for the busy months ahead.

We really hope you enjoy it!

The Sixth Form Team

WHAT'S ON?

DAY 1		
How to Choose and the UCAS Process	ARUP	R5
Personal Statements	University of Hertfordshire	E11
Team Building	CCF	Sports Hall
Apprenticeships	Form the Future	R4
Interview Skills	De Montfort	R1
CV Workshop	Ayeisha Kone Massouma/Amy Kaur/Becki Stafford	R3
DAY 2		
Student Life	Georgia O'Connell & Miles Morris	SE1
Life as an Apprentice	Ayeisha Kone Massouma & Bella Knight	SE2
Finance	ARUP	Ref 2
Budgeting	Loughborough	R5
Future Fair	Various Universities, Employers and Apprenticeship Providers	Sixth Form Centre

DAY 1: 24 June 2025

Period 1 9.00 – 9.50	Period 2 9.50 – 10.40	Period 3 10.40 – 11.30		Period 4 12.05 – 12.55		Period 5 1.30 – 2.20	Period 6 2.20 – 3.10
How to Choose and the UCAS Process R5 GROUP A	Team Building Sports Hall GROUP A	Apprenticeships R4 GROUP A	Visitors to Sixth Form Centre for refreshments Break 11.30 – 12.05	Interview Skills R1 GROUP A	Visitors to Sixth Form Centre for lunch Lunch 12.55 – 1.30	CV Workshop R3 GROUP A	Personal Statements E11 GROUP A
Personal Statements E11 GROUP B	How to Choose and the UCAS Process R5 GROUP B	Team Building Sports Hall GROUP B		Apprenticeships R4 GROUP B		Interview Skills R1 GROUP B	CV Workshop R3 GROUP B
CV Workshop R3 GROUP C	Personal Statements E11 GROUP C	How to Choose and the UCAS Process R5 GROUP C		Team Building Sports Hall GROUP C		Apprenticeships R4 GROUP C	Interview Skills R1 GROUP C
Interview Skills R1 GROUP D	CV Workshop R3 GROUP D	Personal Statements E11 GROUP D		How to Choose and the UCAS Process R5 GROUP D		Team Building Sports Hall GROUP D	Apprenticeships R4 GROUP D
Apprenticeships R4 GROUP E	Interview Skills R1 GROUP E	CV Workshop R3 GROUP E		Personal Statements E11 GROUP E		How to Choose and the UCAS Process R5 GROUP E	Team Building Sports Hall GROUP E
Team Building Sports Hall GROUP F	Apprenticeships R4 GROUP F	Interview Skills R1 GROUP F		CV Workshop R3 GROUP F		Personal Statements E11 GROUP F	How to Choose and the UCAS Process R5 GROUP F

DAY 2: 25 June 2025

Period 1 9.00 – 9.50	Period 2 9.50 – 10.40	Period 3 10.40 – 11.30		Period 4 12.05 – 12.55		Period 5 1.30 – 2.20	Period 6 2.20 – 3.10
Student Life SE1 GROUP A	Future Fair Sixth Form Centre GROUP A	Post Level 3 Options – Future Fair Coffee Lounge GROUP A	Visitors to Sixth Form Centre for refreshments Break 11.30 – 12.05	Budgeting R5 GROUP A	Visitors to Sixth Form Centre for lunch Lunch 12.55 – 1.30	Life as an Apprentice SE2 GROUP A	Finance REF 2 GROUP A
Future Fair Sixth Form Centre GROUP B	Student Life SE1 GROUP B	Finance REF 2 GROUP B		Post Level 3 Options – Future Fair Coffee Lounge GROUP B		Budgeting R5 GROUP B	Life as an Apprentice SE2 GROUP B
Life as an Apprentice SE2 GROUP C	Future Fair Sixth Form Centre GROUP C	Student Life SE1 GROUP C		Finance REF 2 GROUP C		Post Level 3 Options – Future Fair Coffee Lounge GROUP C	Budgeting R5 GROUP C
Budgeting R5 GROUP D	Life as an Apprentice SE2 GROUP D	Future Fair Sixth Form Centre GROUP D		Student Life SE1 GROUP D		Finance REF 2 GROUP D	Post Level 3 Options – Future Fair Coffee Lounge GROUP D
Post Level 3 Options – Future Fair Coffee Lounge GROUP E	Budgeting R5 GROUP E	Life as an Apprentice SE2 GROUP E		Future Fair Sixth Form Centre GROUP E		Student Life SE1 GROUP E	Finance REF 2 GROUP E
Finance REF 2 GROUP F	Post Level 3 Options – Future Fair Coffee Lounge GROUP F	Budgeting R5 GROUP F		Life as an Apprentice SEF GROUP F		Future Fair Sixth Form Centre GROUP F	Student Life SE1 GROUP F

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Introduction to Personal Statements

The personal statement is your opportunity to tell universities, colleges and employers about your suitability for the course(s) and jobs that you hope to apply for. You need to demonstrate your enthusiasm and commitment, and above all, ensure that you stand out from the crowd, therefore making a competitive application.

Some course tutors and employers find personal statements and application letters crucial when making decisions. Since you do not know who will be looking at your statement, the safest thing is to do a good job. For many UCAS courses, interviews are becoming more popular and your statement could secure you an interview or a place on the course.

The Assistant Registrar for Undergraduate Admissions from University of Warwick says: *'For highly competitive courses which attract applications from many more candidates than there are places, comparing all applicants' personal statements helps us to identify the most committed and suitable candidates.'* If you are offered a conditional place and narrowly miss the required grades for the course, the university is likely to look at your personal statement again to see if your interests and experience demonstrate any extra skills that could help you on the course. Remember that the person reading your statement is an expert in your chosen area of interest so they will want to know the reasons why you have chosen the subject.

HE Admissions Team Leader, Hartpury University and College

'When we consider an application we want to understand why someone has applied for the course, what interests them about it, and what inspires them to pursue education and a career in this area. An applicant is more than a set of qualifications; of equal importance is what they do outside of their studies. We use the personal statement to understand this.'

IMPORTANT: UCAS put all applications through similarity detection tests, which identify statements that have been copied from another source. Do not be tempted to copy another person's application materials, or download your personal statement from a website. There could be serious consequences to using other people's work. If any part of your personal statement appears to have been copied, UCAS will inform all the universities and colleges that you have applied to. They will then take the action they consider to be appropriate.

PD: Starting Questions for your Personal Statement

The personal statement is made up of 3 sections, each asking a question:

1. Why do you want to study this course?

What motivates you to study this course?

Have you been inspired by a key person or moment?

What are your future plans?

Have you taken part in any other activities that demonstrate your interest in the course(s)?

What have you done outside of class that is relevant to that course? It could be a book, a video etc.

2. How have your qualifications and studies helped you to prepare for this course or subject?

Why do you think you're suitable for the course(s)?

What are you studying that is relevant to that course?

Think about the skills you have developed through your Level 3 journey:

Skill	Where / when you have demonstrated it
EXAMPLE: Independent Research	EPQ project

Do you have any relevant educational achievements? (not grades, these are listed in a different section of the application)

3. What else have you done to prepare outside of education and why are these experiences useful?

Achievements / positions of responsibility	What attributes do these demonstrate?
EXAMPLE: Sixth Form Buddy to Year 7 students	<ul style="list-style-type: none">• Planning and leading sessions with groups• Communication• Reliability

What are your hobbies and Interests?

Make a list of your hobbies, interests and social activities. Then think about how they demonstrate your personality, skills and abilities. Link them to the skills and experience required for your course(s).

Have you done any work experience?

Include details of jobs, placements, work experience or voluntary work, particularly if it's relevant to your chosen course(s). Try to link any experience to skills or qualities related to the course.

Have you overcome any personal situations, or maybe you have caring responsibilities?

Have you any achievements outside of education such as competitions, musical achievements etc?

What to Include

Writing about the Course/Job

- **Why you are applying for your chosen course(s):** This is particularly important when you are applying for a subject that you have not studied before. Tell the university/employer the reasons why that subject/job interests you and include evidence that you understand what is required to study the course or the job, e.g. if applying for psychology courses, show that you know how scientific the subject is.
- **Why does this subject interest you:** perhaps you have read a book or are interested in a particular area of the course.
- **Why you are suitable for the course/job:** tell the universities/employer the skills and experience you have that will help you to succeed on the course/job.
- **Do your current or previous studies relate** to the course(s)/job that you have applied for?
- Have you taken part in any other **activities** that demonstrate your interest in the course(s)/Job?
- **Why** you want to go to university/college or work for a particular company?
- Any **work experience/paid work** which demonstrates your eligibility for the course.

Skills and Achievements

Universities like to know the skills you have that will help you on the course, or generally with life at university. List these skills here and any supporting evidence to back up why you are so excited about the courses you have chosen. Include any other achievements you're proud of, positions of responsibility that you hold or have held both in and out of school, and attributes that make you interesting, special or unique. Include skills and achievements you have gained through activities such as:

- Duke of Edinburgh Award
- Sixth Form Committee Roles
- Sports Leaders Awards
- World Challenge/Outlook Expedition
- Young Enterprise

- Achievements that you are proud of, e.g. being selected for the county cricket team (but remember to say how it is relevant).
- Year 12 Leadership and Year 13 Buddy System (skills they have given you).
- Positions of responsibility that you hold/have held both in and out of school, e.g. student council representative or representative for a local charity.

Work Experience, Interests and Future Plans

Include details of jobs, placements, work experience or voluntary work if it is relevant to your chosen course(s) or job. If you know what you'd like to do after completing the course, explain **how you want to use the knowledge and experience that you gain**. Try to **link any experience to skills or qualities** mentioned in the Entry Profiles. For example, rather than just saying:

'I spent two weeks working at a department store. I enjoyed speaking to customers and helping them with their enquiries'

You could say:

'Having spent two weeks managing customer enquiries at a department store, I learnt how to interact with customers and handle complaints. The experience highlighted the importance of positive communication between a business and its customers, and taught me how to manage difficult enquiries effectively. I would like to develop this skill further by studying a degree in public relations.'

Think about how your hobbies, interests and social activities demonstrate your skills and abilities. If there is anything that relates to your course/job or to the skills needed to complete a higher education course, include it - the more evidence the better. The Assistant Registrar for Undergraduate Admissions from University of Warwick says that: *'The strongest applicants are those who can link their extra-curricular activities to their proposed course or application.'*

Your statement will be more convincing and personal if you write about why an experience, activity or interest makes you a good candidate for the course or position. Include enough additional information to make it interesting and to demonstrate your own interest. Rather than making a statement such as:

'I enjoy badminton'

Try to provide context and show what you have learnt:

'I play badminton twice a week with a club that plays in local competitions and I play in both singles and doubles matches. Doubles matches requires good team working, an ability to support your partner, to devise a game plan but be able to adapt it as required and fast reactions. I enjoy the social side of the club and take responsibility for organising the social activities and fundraising events. This gives me an opportunity to develop my organisational and planning skills. Fitting in all these activities while keeping up with my academic studies demands good time management and I think I do that very well.'

Conclude your Statement

Finish by reiterating your interest in the course or vacancy - it summarises your application. It is your final chance to “clinch the deal” and assure them that you have put a great deal of time and effort into this decision.

Key Points

- Be **persuasive**
- Clearly identify all of the reasons why you think **you are an ideal candidate** for the course or job
- Keep it short and **to the point**.

Example Conclusions

University education will allow me to study human biology topics to a greater depth, and access current and topical research. This opportunity of laboratory experience will develop my practical and analytical ability - skills essential to further studies and my future career. I always aspire to achieve the best I possibly can; an aspiration which I hope will lead to a future filled with success.

I am keen to further my studies at university as I am self motivated with a natural ability to adapt. I feel that I am committed and determined to be successful in whatever I undertake. I think that university will be one of the best opportunities of my life, giving me the perfect foundations of a future career.

I feel that I have the motivation and natural ability to learn and will fit in well to university, as it is a good opportunity to develop myself as a person and prepare myself for a career in teaching, which I am eager to pursue. I believe I have built up a good skill base in which will help me in the future to succeed.

My vivid memory from my own secondary school years is of my technology teacher who was so vibrant and enthusiastic I aspired to be like her. I look forward to expanding on this letter at interview.

[The new personal statement for 2026 entry | UCAS](#)

[How to write your personal statement | 2026 UCAS applications](#)

Dos and Don'ts when writing a personal statement

- **Do** use your **best English** and check your spelling and grammar are correct.
- **Do** be **enthusiastic** – if you show your interest in the course, it will help your application.
- **Do** ask people that you trust, like your teacher/adviser or parent/carer to **read** through what you have written and give you feedback.
- **Don't** exaggerate – you might be **asked about what you have written** if you attend an interview with the course provider.
- **Don't** leave it until the **last minute** – it's a good idea to give yourself time to think about what you write to make sure you don't forget anything.

Top Tips

- Know **what** you want to apply for and **why**.
- Convince the reader of your **enthusiasm** for your course/job choice.
- Use the **opening paragraph** to grab the reader's attention.
- **2/3rd** of your statement should be linked to academic study (university applications).
- Make it **relevant** to the subject you want to study/field you want to work in.
- You want to “**read**” or “**study**” a subject, not “do” it.
- Link information to your course – how will it help you in your studies? (A Levels, interests, extra-curricular, wider reading, work experience etc).
- Make each paragraph count.
- Use proactive language (see “Words for your Personal Statement/Applications” section).
- Draft and redraft (show the subject teacher your personal statement to check for subject specialist information/terminology).

Get your statement/application letter checked for perfection; select 3 people to look at it such as, parent, subject teacher and form tutor. See the Personal Statement Timeline for tips on managing your time and the deadlines for personal statements. REMEMBER THIS IS YOUR RESPONSIBILITY – Form Tutors and the Sixth Form Team SHOULD NOT have to chase you!

Alternative Words for your Personal Statement/Applications

Key word	Alternative
Develop (ed)	become, broaden, deepen, grown, progressed 'I have broadened my knowledge...'
Enjoy	look forward to, relish, welcome, appreciation, pleasure 'My appreciation of...'
Fascinated	absorbed, attracted, inspired, motivated, enthused 'I am particularly motivated by...'
Gained	acquired, discovered, realised, recognised, attained '...through this I have acquired...'
Good	benefit, great, improve, success, secure '...evidencing my secure understanding of the Harvard Referencing System.'
Interested	active in, attracted, curious, motivated 'I am active in...'
Interesting	absorbing, appealing, challenging, thought provoking '...which I find incredibly thought provoking.'
Particularly	exceptionally, mainly, often, strongly '...which I find exceptionally...'
Plan	consider, organise, strategy, approach '...implemented a strategy...'
Study	examine, investigate, research, specialise, survey 'I aim to specialise...'
Topic	content, issue, matter, point, theme '...a particular matter which...'

Logging onto UCAS

Before you start you will need the following:

1. GCSE results and the exam board certificates (your tutor will give you these).
2. Your Unique Learner Number (your tutor will give you this).
3. Other qualifications (e.g. HSLA, EPQ).
4. Names of any previous schools you have taken exams at.
5. Your predicted grades for A Level / BTECs / Cambridge Nationals.

OKAY YOU ARE READY TO REGISTER

www.ucas.com

You have been sent a PowerPoint to help you register, save it somewhere that you will remember.

BUZZWORD: AMVC2026

Follow the instructions carefully and start to input each section, starting with:

PERSONAL DETAILS

- Check email address (**correct / sensible**)
- **Record your username and password somewhere safe in case you forget it**
- Input qualifications you are sitting next year (**pending**)
- Section that asks reference numbers – leave blank
- Don't need to fill in passport details
- Student Support fees – **OPTION 2** for most students
- Ensure correct LEA (Peterborough)
- Criminal Record Box (**do not tick**)

Once this is complete you can begin the other sections. **Remember to check entry requirements, it is important you are realistic with your course and university selection.**

PREPARATION FOR EMPLOYMENT

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Preparation for Employment - Your First Job

The job market is a wide world of opportunities and challenges. The first thing is work out what you would like to do, based on your interests and skills.

Don't worry that you are committing yourself for life when you take a job. Those days are long gone. Always keep an open mind and look for potential career development opportunities. To make a good career choice, you need:

- A clear understanding of your skills, ambitions, personality and limitations
- A good understanding of the range of career routes available
- The ability to match your skills with the opportunities out there

It's all about the experience

Everyone needs to start somewhere, so don't expect to walk straight into a management role, no matter how good your qualifications. Be prepared to work your way up the ladder and never miss the chance to chat to colleagues and learn from them about the different opportunities on offer.

Work experience is a great way to get your foot in the door. Work placements are respected by potential employers as they prove that you've got initiative. Placements can often turn into full time jobs, so make the most of the opportunity to impress. They may remember you when a position becomes available in the future.

Once you've found an industry and company that appeals to you, start searching and applying for jobs immediately. If there is nothing available, it's always worth writing prospective letters to companies to see if there are any roles available that aren't currently advertised that would be suitable for someone with your skills.

Useful Websites for Careers and Work Experience

<http://www.careerpilot.org.uk/>

<https://www.monster.co.uk/career-advice/>

<https://www.prospects.ac.uk/planner>

<https://nationalcareersservice.direct.gov.uk/>

<http://www.educationplanner.org/students/career-planning/find-careers/career-clusters.shtml>

<https://www.speakersforschools.org/experience-2/vwex/>

<https://www.springpod.com/virtual-work-experience/search>

<https://www.youthop.com/>

Apprenticeships

What your child chooses to do after GCSE or sixth form is both exciting and daunting. There are lots of options available and understanding the pros and cons between different choices can be challenging. Apprenticeships should not be over-looked; they offer the opportunity to combine study with paid employment resulting in a professional qualification. There are no tuition fees (these are covered by the employer and the government) and the salary can cover living expenses.

Apprenticeships used to be associated with trade industries (such as electricians, mechanics or plumbers). Nowadays, apprenticeships can be taken in a wide range of industry sectors and provide entry to all types of careers, including accountancy, banking, IT, law, management and television.

Relatively new to the apprenticeship suite are “degree apprenticeships”, offering an earn while you learn route to BSc or BA status. In other words, the

end qualification is the same as if your child had attended university full time, the difference is that they will not have incurred any debt in tuition fees and will finish their degree with robust and transferable workplace skills.

Taking an apprenticeship is not an easy option and competition can be fierce. It takes organisation and dedication to balance work, where your child will be expected to contribute to the same standards as everyone else, and study. Holidays are far fewer than at college or university. However, if they have a more practical, work-related bias towards learning this will suit them well and they will obtain valuable experience which will strengthen opportunities in finding rewarding work when the apprenticeship is over.

Selecting the right apprenticeship will require your child to have reasonable confidence in the type of career they wish to follow although there is some flexibility. So how do you help them decide? We'll guide you.



LEVEL 2

Intermediate apprenticeships

Typical length

12-18 months

Entry requirements:

None or few

Qualifications obtained:

GCSE, BTEC or equivalent

Who's it for?

Mostly for 16-year-olds with limited or no academic qualifications.



LEVEL 3

Advanced apprenticeships

Typical length

12-24 months

Entry requirements:

Usually 5 GCSEs

Qualifications obtained:

A levels or equivalent

Who's it for?

Mostly for 16-year-olds with reasonable academic achievements but who don't want to study in sixth form.



LEVEL 4/5 *Higher apprenticeships*

Typical length

3-5 years

Entry requirements:

A levels or equivalent

Qualifications obtained:

Higher national diploma / foundation degree

Who's it for?

Mostly for those who want to qualify for professional career paths without attending university or college. Sometimes referred to as 'school leaver' or 'non-graduate' programmes.



LEVEL 6/7 *Degree apprenticeship*

Typical length

3-7 years

Entry requirements:

At least 2 A levels or equivalent

Qualifications obtained:

A BA or BSc degree or higher

Who's it for?

Mostly for those with excellent sixth form results that want to study for a degree or similar whilst working. Aimed at attracting high-calibre candidates to bridge professional skills gaps.

Some useful websites

<https://www.notgoingtouni.co.uk/>

<https://www.gov.uk/apply-apprenticeship>

<http://www.apprenticeshipguide.co.uk/>

<https://amazingapprenticeships.com/>

Notes:

Write down any login and passwords for sites you may be asked to register with and email addresses from the visiting businesses.

Writing a CV

When it comes to getting work experience, your CV is paramount. Get it right, and you'll have an interview or offer in no time, but get it wrong, and you may face rejection after rejection. Every CV is different as you want to show why your set of skills makes you suitable for the position you're applying for at that moment, but all follow a similar structure.

What is a CV?

Your CV, short for curriculum vitae, is a personal marketing document used to sell yourself to prospective employers. It should tell them about you, your professional history and your skills, abilities, and achievements. Ultimately, it should highlight why you're the best person for the job.

A CV is required when applying for a job. In addition to your CV, employers may also require a cover letter and a completed application form.

Your CV should be in sections:

- Contact details
- Personal profile (a paragraph introducing who you are)
- Education
- Work experience (part time jobs, volunteering)
- Other interests

How should I organise my CV?

Chronological (starting with the most recent)	Personal Profile
<ul style="list-style-type: none">• Highlights your qualifications and jobs• Shows your experience	<p>Mary Smith 24 Maple Road, Cardiff, Wales CF10 XXX Telephone: 0207 536 253 Mobile: 077-283522 Email: mary.smith@address.co.uk</p> <p>Personal profile</p> <p>I am a very positive, proactive and enthusiastic person who works well both on my own and as part of a team. I am confident and motivated to aim high. I have a strong desire to develop a career in customer service.</p>
	Education and qualifications
	<p>2014–2019 Northvale Park Secondary GCSEs: Maths C English B Science C Design & Technology D Geography C</p>
	Employment and work experience
	<p>2019–2020 Customer Assistant, Tesco Express</p> <ul style="list-style-type: none">• Collected, replenished, organised and managed stock, and dealt with a range of customers• Worked under pressure and learned to stay positive and adapt in a diverse environment• Strengthened my communication, numeracy, listening and customer service skills <p>2017–2019 Mentor, Poplar Youth Club</p> <ul style="list-style-type: none">• Led a group of young people aged 9–13, working to promote an interest in learning• Helped them improve their self-confidence and academic achievement, and assessed their work to help them set targets
	Other skills and achievements
	<ul style="list-style-type: none">• Leadership: a successful captain for the school football team, with a proven track record• Employee of the month on three occasions during 2018• Class President during 2018–19• Level 3 certificate in 'Introduction to Mentoring Skills' (2017)• Team working: reliable, honest and capable, helping teams complete learning tasks and projects properly and on time• Short story published in 'White Now: Expressions of Youth' (YOUNG WRITERS 2016)
	Interests
	<ul style="list-style-type: none">• I enjoy team and individual sports including football, cricket and badminton• At present, I play league football for Newark FC. This involves me training once a week (Thursday)• Keen on technology, in my spare time I like to research this industry to keep myself up to date
	Referees
	<p>Available on request.</p>

How to Prepare for an Interview

The STAR model

Student Sheet 2.1 

The STAR model helps you give great answers to interview questions about your skills.



Interview Checklist

Using the technique above try the following questions in order to prepare yourself.

1. Where would you like to see yourself in 5 years' time?
2. Have you undertaken any work experience? What skills do you believe you gained from this?
3. What do you understand as key skills needed for your future career?
4. What do you consider to be your strengths?
5. What do you consider to be your weaknesses and how do you overcome these?
6. Can you give me an example of a time that you contributed to the success of a team?
7. Can you give me an example of when you have demonstrated resilience?
8. Can you give an example of a time where you have had to solve a problem?

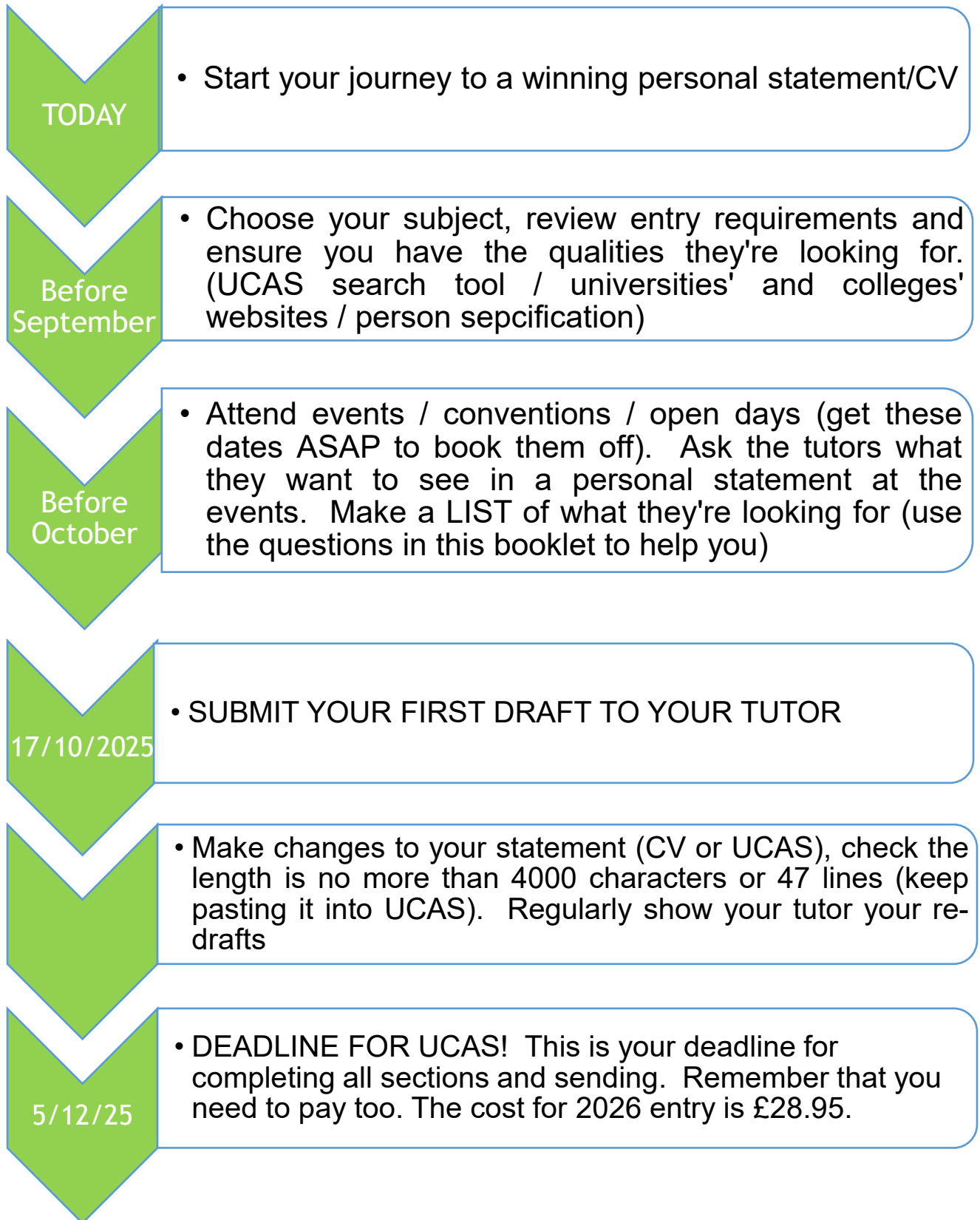
It is always good to have a question to ask the interviewer so when you find out who is going to interview you research their company, try to find something obscure that not many other people may have heard of and ask something related to this.

Preparing yourself...

This is the bit most people forget to give enough time to, so don't get caught out. Just like when you're going into an exam, feel confident that you can field any question they throw at you, and try to feel as good about yourself as you can. It really does shine through. Here are a few top tips:

- Be prepared for a telephone interview and make sure you have arranged it at a time where you are in a quiet place with good mobile reception
- You may also be invited to an online interview, be ready and make sure you have tested any links you have been sent. Take advantage of the fact you will be in comfortable surroundings but remain professional
- Be sure you know the time, date and location of the interview and the name of interviewers
- Decide how you will get there and when you need to set off to arrive in good time, anticipating any delays. Do a dummy run if necessary
- If you look good, you tend to feel good too. Avoid any last-minute panic by preparing what you are going to wear the night before

Timeline



Key Dates



June	17 – registration for UCAT test opens 24 & 25 – Future Festival 2024
July	7 – UCAT opens for testing (Medicine and Veterinary Medicine/Science)
August	14 - Results day (End of Year 12 – some level 3 exam results issued)
September	2 – completed applications can be submitted to universities/colleges (UCAS) 26 – testing for for UCAT closes
October	2 – Music Conservatoire Deadline 15 - Oxbridge and Medicine, Veterinary Medicine/Science and Dentistry application deadline 17 - first draft of Personal Statement deadline/CV to form tutors 16 - AMVC Careers Fair
November	Virtual Mock Interviews 26 - all UCAS applications complete
December	5 – UCAS Deadline Mock Exams
January	14 – Conservatoire deadline Drama, Dance Musical Theatre Live Mock Interviews at AMVC
February	UCAS Extra opens / Mock Assessment Centre
March	Psychometric Testing Workshops
April	Accept / reject offers (FIRM and INSURANCE)
May	Study leave Offers not accepted will be withdrawn
June	Exams
August	13 – Results Day / UCAS Clearing vacancies are displayed

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