University of Hertfordshire **UH**
Widening Access and Student Success

Aspire HIGHER

Year 4/5
- Future U
- Big STEAM

Year 6 & 7
- The Joy of Reading

Year 9
- Pathfinder Day

Year 12
- Wayfinder Day
- Personal statement support package

Year 6
- Discover Uni

Year 8
- Pathways theatre visit

Year 10
- Year 10 in-school workshop

Year 13
- Student finance and responding to offers
- A-Level Results Day support

Event and In-School delivery Lesson Plan

Workshop Name:		Year Group / Key Stage:	
Personal Statements		Year 12/13	
Written by:	**Date written:**		**Review date:**
Emma Pearce	**04/10/2022**		**29/05/2023**
Resources and Requirements from Learning Space:		**Links to previous learning:**	
Tables laid out in for students to sit in groups. **Whiteboard with projector with link to computer required to display presentation.**		**Links to material covered in year 12 wayfinders 'why go?' session.**	
Preparation and Health and Safety considerations:			
Classroom to be set up for group work. Worksheets to be printed to provide enough for each student.			

Post-it notes and pens available for the class.

Learning Objectives *what are the key questions we will be asking?*	Links to Gatsby Benchmarks
Learner understands how to apply to HE, including financial support available, and is able to make a successful application.	7. Encounters with further and higher education

Success Criteria	Learner Progression Framework Outcomes
- Evaluate and plan education routes available to them, including FE, HE and apprenticeships. - Confidence to use UCAS to complete a full HE application.	- Learner understands the choices available to them including different progression routes, courses and institutions, and is able to identify the best pathway for them. - Learner understands how to apply to HE, including financial support available, and is able to make a successful application.

Key Terminology used
UCAS – Universities and Colleges Admissions Service Personal Statement Super Curricular Core Curricular Extra Curricular

Where can I signpost students to discover more about this?	What is the next activity on the programme?
Personal Statement e-module: https://aspire-higher.co.uk/e-learning/	Personal Statement support 1:2:1's Student Finance and responding to offers

EDI statement
We value and embrace the diversity of our students and are committed to supporting their ambitions. We promote educational equity and firmly believe that every student should be empowered to succeed and to challenge the disparities that impact their access to high quality education. We strive to ensure our programme content is accessible to all students. This includes, but is not limited to: • **Digital accessibility**. Content is designed to be inclusive of students with disabilities • **Representation**. People from a range of backgrounds are represented throughout our programme

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• **Impartiality**. Information is provided to participants objectively	
To facilitate an inclusive and personalised approach to student engagement, please notify our team of any accessibility considerations prior to our events.	

Teaching Activities		Time
Starter Activity	*How will you assess prior knowledge?*	
Question 1: What is the purpose of a personal statement?	**Content:** Staff talk through UCAS timeline highlighting key dates and putting personal statement in context of wider application process. Staff explain key elements of personal statement and how it functions as part of UCAS online form.	5mins
	Activity: *(include differentiation and assessment for learning)* In pairs or small groups learners discuss why universities ask for personal statements. Learning to be assessed by open questioning as staff move between groups. Staff ask for groups to provide feedback through post-it notes from each group stuck to the table/board at the front. *Differentiation:* students may work individually or in groups. Feedback can be given verbally in front of the class individually or as a group or via written post-it note. Students have option to access electronic copies of worksheets on Aspire Higher website.	2mins
Question 2: What content should you include in your personal statement? Finding your super curricular experience	**Content:** Staff outline top level overview of personal statement sections with ideal character count of each section. Staff introduce the concept of super curricular experience with some examples of what this could include to give students context for the following task.	5mins
	Activity: *(include differentiation and assessment for learning)* Individually – learners write down all experiences they have that could be included in the extra curricular section of their statement.	10 mins

	In pairs students swap worksheets with responses and review, adding their own ideas of material their partner could add to this section of their statement. Learning to be assessed through individual questioning during the task and through informal discussion during group feedback of responses. *Differentiation:* students may work individually or in groups. Feedback can be given verbally in front of the class individually or as a group or assessed individually through staff and student questioning one to one. Worksheets to be printed on a range of coloured papers. Students have option to access electronic copies of worksheets on Aspire Higher website.	
Question 3: What content should you include in your personal statement? Finding your core curricular experience.	**Content:** Staff introduce the concept of core curricular experience with some examples of what this could include to give students context for the following task. Staff to highlight the importance of identifying relevant skills, especially if subjects they are studying do not match chosen degree closely in content.	
	Activity: *(include differentiation and assessment for learning)* Learners write down all their current A Level/BTEC Subjects and compare with chosen degree subject, identifying at least one relevant skill from each of their subjects. Following individual discussion staff ask for student feedback and discuss responses. Learning to be assessed through individual questioning during the task and through informal discussion during group feedback of responses. *Differentiation:* students may work individually or in groups. Feedback can be given verbally in front of the class individually or as a group or assessed individually through staff and student questioning one to one. Worksheets to be printed on a range of coloured papers. Students have option to access electronic copies of worksheets on Aspire Higher website.	10 mins
Question 4	**Content:**	

What content should you include in your personal statement? Finding your extra curricular experience.	Staff introduce the concept of extra curricular experience with some examples of what this could include to give students context for the following task.	
	Activity: *(include differentiation and assessment for learning)* Learners write down at least three things they do outside of school/college that could be used in the extra curricular section. For each learners try to identify at least one skill they have gained from each experience. In pairs students review responses and offer further feedback and additions Learning to be assessed through individual questioning during the task and through informal discussion during paired and group feedback of responses. *Differentiation:* students may work individually or in groups. Feedback can be given verbally in front of the class individually or as a group or assessed individually through staff and student questioning one to one. Worksheets to be printed on a range of coloured papers. Students have option to access electronic copies of worksheets on Aspire Higher website.	10 mins
Question 5 How do you structure your personal statement content?	**Content:** Staff outline key information needed in the introduction and conclusion of the personal statement, including commonly used opening sentences to avoid. Staff also highlight the idea of writing the introduction last to avoid procrastination and going over the word count. Staff to use this opportunity to reiterate the key criteria involved in choosing a course; writing a personal statement should enable learners to identify key reasons why you are interested in the course and if they are struggling with this it could highlight they need to go back to course selection to ensure it is the right one for them. Staff should also highlight the e-learning module at this stage.	5mins
	Activity: *(include differentiation and assessment for learning)* Learners write down two sentences, one for the introduction covering the main reason they chose the course and one sentence outlining one thing they would like to do after the course. If learners struggle with this, they can write a list of bullet points instead and use this as the basis for thinking about possible sentences.	5mins

	Learners then look at all the notes they have written during the session and evaluate the strength and number of examples against template structure included on the slides. Learning to be assessed through individual questioning during the task and through informal discussion during paired and group feedback of responses. *Differentiation:* students may work individually or in groups. Feedback can be given verbally in front of the class individually or as a group or assessed individually through staff and student questioning one to one. Worksheets to be printed on a range of coloured papers. Students have option to access electronic copies of worksheets on Aspire Higher website.	