



Royal Wootton Bassett
Academy Sixth Form
Weekly Newsletter #152
28 June 2024



The parents of Year 12 students who have been invited to parents evening will receive their invite next week.

The invite only parent evening will take place on **Monday 8th July in the Sixth Form block.**

On the 10th of July we invite the parents of all Year 12 students to our **UCAS launch presentation for parents.** Learn how we can support the students through their application process whether applying to university, apprenticeships or the world of work.



**Wednesday 10th July
6-7pm
Sixth Form lecture theatre.**



On Monday 1st and Tuesday 2nd July we welcome the new Year 12 students on their induction days.

The Sixth Form block will again be bursting at the seams with students. We are very much looking forward to meeting new students and seeing familiar faces in a different environment. The induction days are a mix of information sessions, academic lessons, socialising and house competitions.

The Sixth Form blocks will be very busy, please mindful, respectful and help out where needed.



Monday 1st July & Tuesday 2nd July



Remember we can only
take **CASH**



Cans £1 Crisps 50p Sweets £1

Friday
29th
Monday
1st July

Ice Cream:



The identity cabinet is hosting ice cream and bake sales this week and throughout next week to raise money for culture day at break

Friday -The Shack
Monday-Assembly Hall

Are you Year 13 ready??



Year 12 students have continued to develop their academic skills by attending effective learning skills workshops this week. Thank you to Dr Shepperson for taking the time to run these.

Students have also forensically analysed their Yr 12 end of Year exams and now know what an exemplar answer looks like and how they can work towards improving their knowledge, skills and understanding.

Scarily enough Yr 13 mocks are only 10 school weeks away!!!

This morning, we launched the UCAS process with Year 12. UCAS is now a one stop hub for all applications to universities, apprenticeships and a great resource for job seekers.

UCAS

All students need to log on to UCAS Hub this term.

<https://www.ucas.com/what-are-my-options/create-your-ucas-hub-today>



Bin the sticky notes. Delete your screenshots. **Now you can organise everything – including your application – in one place.** Start by exploring your options, favouriting subjects, and using our handy tools.

What is it?

With your very own UCAS Hub, you can plan your next step. **The best bit – you can save your progress and carry on whenever you want.**

We've created lots of handy tools to help you make choices and prepare your application:

The explore tool – where you can search subjects and discover courses.

The notepad – so you can keep all your thoughts about your next step in one place.

Apprenticeship finder – for the latest vacancies, locally and nationally.

The personal statement builder – to help you structure your writing and introduce yourself to universities.

The Tariff calculator – for tallying up your UCAS points to see if you meet entry requirements.

Your Hub is your space. Organise the widgets, remove the ones you don't need, and tick off your to do list. However you use it, make it yours.



Why sign up?

Here are four reasons to sign up:

1. **Options.** Search from over 35,000 courses. Then narrow down your choices and pick your next step.
2. **Opportunities.** Not going to uni? Explore apprenticeships, college, and conservatoire options.
3. **Application.** Register and complete your application in the Hub.
4. **Tools.** For everything from shortlisting options to writing your personal statement.

How to get started

Explore the Hub and see for yourself what it's all about.

Here's how to create your account:

Introduce yourself. Help us get to know you by sharing some basic info.

Tell us what interests you. It doesn't matter if you don't know exactly what you want to do yet.

Check out the explore tool. See what courses we've suggested for you based on your subjects.

Get Started Now:



<https://accounts.ucas.com/account/login?returnUrl=https%3A//www.ucas.com/dashboard%23/>



The new UCAS Subject Spotlight offers so many opportunities for work experience and super curricular including attending virtual lectures. A couple are highlighted below.

<https://www.ucas.com/explore/search/spotlights?query=>

Can robots think for themselves?

This is a Computer science Subject Spotlight with Dr Christoph Salge from the University of Hertfordshire. An interactive, cinematic course taster experience to allow students to gain insights into what it's like to study Computer science.

POWERED BY

Springpod 

Child & Family Law: A window into our personal lives

This is a Law Subject Spotlight with Dr Imranali Panjwani from Anglia Ruskin University. An interactive, cinematic course taster experience to allow students to gain insights into what it's like to study Law.

POWERED BY
Springpod



ECG's: Exploring The Human Heart.

with Dr Matt Hardy from University of Bradford



Engineers Of The Future: Sustainability And Social Responsibility.

with Professor Abdunaser Sayma from City, University of London



Euthanasia: Should It Be Legalised In The UK?

with Dr Kieran Doran from University of Sunderland



Esports Business Management: A Whole New Career At Your Fingertips.

with Iain Earle from the University of Salford



How Do We Tell Stories Through Animation?

with Jim Le Fevre from University for the Creative Arts



How To Get Rich Without Getting Lucky, The Opportunities Within Entrepreneurship Today.

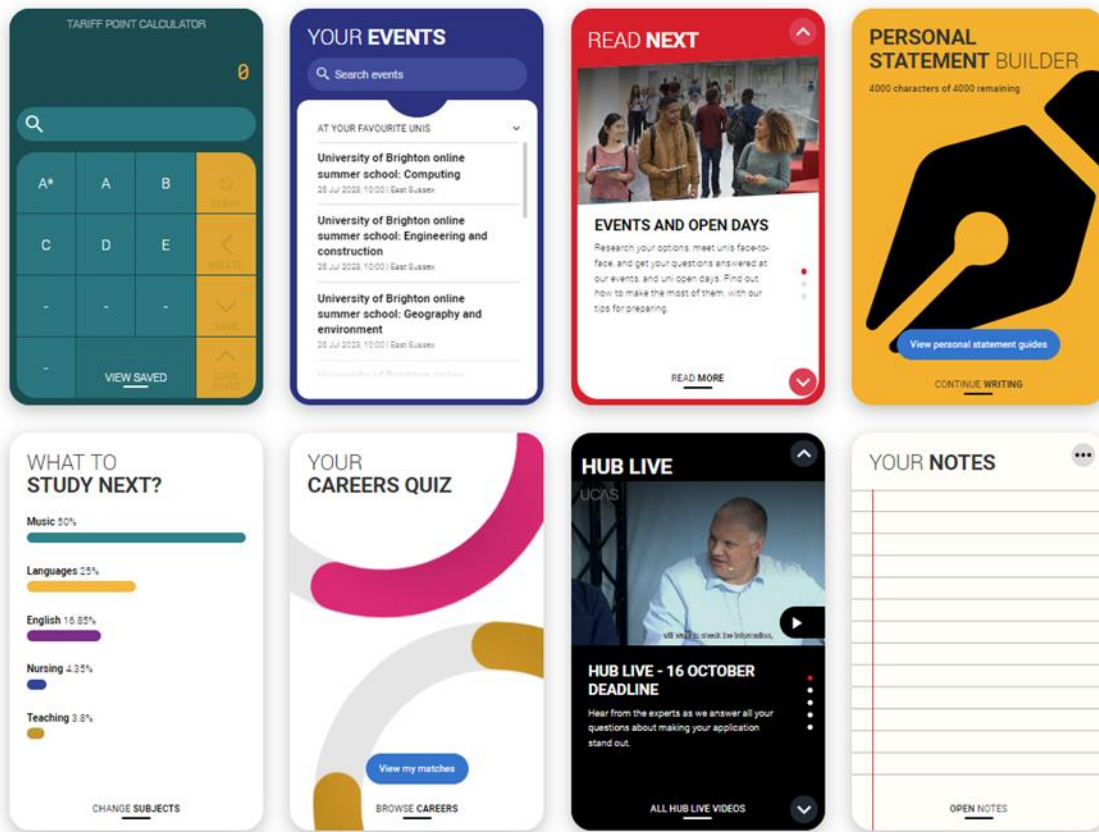
with Tom Stacey from Anglia Ruskin University



Social Media Marketing: Going Viral In The Modern Age

with Stuart Ailion from The University of Law

UCAS HUB landing page looks like this logon and explore.



HUB LIVE SESSIONS

- Application sent! What next?
- How to make yourself employable
- Studying in the UK
- How to apply for an apprenticeship
- How to finish your uni application – sponsored by University of Suffolk
- What are my options after school? – sponsored by Nottingham Trent University
- The secrets to a successful interview or audition
- How to apply to a UK university
- Applying to Oxford and Cambridge
- Should I use AI to write my personal statement?
- 16 October application tips
- Personal statement hacks
- UCAS application essentials
- Ask Me Anything: World of work
- Ask Me Anything: Careers advice
- Ask Me Anything: University life
- Shortlisting workshop
- Studying in the UK
- Researching your options
- How to get the most out of events and open days – sponsored by the University of Plymouth
- Sent your application? What next?
- Weighing up your options: Uni? Apprenticeship? Gap Year?
- Interviews and auditions workshop
- Write-along CV workshop
- Personal statement week: Smashing the 47 lines
- 15 October application secrets
- Practical tips for open days
- SQA results day live
- How to smash your maths, engineering or computing personal statement
- How to smash your social sciences, humanities, or teaching personal statement
- How to smash your personal statement for creative courses
- Hands-on learning – a degree apprenticeship
- The secrets to a killer personal statement
- How to choose which path is right for you
- So, you think you know what you want to study?
- How to find the perfect course for you
- Top tips to smash your UCAS application
- Personal statement write-along with Jane Marshall

<https://www.ucas.com/undergraduate/what-and-where-study/university-events-and-open-days/hub-live-sessions>



With the summer holidays approaching students are encouraged to make some time for super-curricular activities.

When applying to study at university, admissions tutors will want to see students' **passion for the subject** they are applying for. They do this by looking at students' super-curricular activities. These are activities that take students **beyond the A Level curriculum** in the subject they are planning to study, beyond what school subject teachers are teaching, demonstrating a passion for their chosen subject.

Admissions tutors also look at extra-curricular activities, however, these are not the same as super-curricular activities. **Extra-curricular activities are those out of school activities that show students have a range of soft skills** – these are about the student as a person and how they might work with others and get a job done – such as being able to **work in a team, time management and leadership skills**. So, extra-curricular activities count but it's the super-curricular activities that makes for a successful university application.

The range of super-curricular activities is huge, some cost but many are free and, with the internet, students have plenty of opportunity to **go that extra mile** and show their passion for the subject they are planning to study at university. When students do a super-curricular activity, it is a good idea to keep a record and think about the impact of the activity on students' existing knowledge about the subject, how it has developed their thinking or knowledge, any skills developed and so on. Above all, super-curricular activity have to be thought of as building a case to support the student's university application and a **great deal of fun!!**

It can be recorded on the UCAS Hub personal statement builder as explained in assembly this morning.

The Clever Podcast is all about design and inspiring interviews with top designers.
<http://www.cleverpodcast.com/>

Edge magazine is an online resource that brings together leading thinkers in their fields and within broad subject areas – mind, life, culture, universe and technology. Expert conversations range from Alzheimer’s prevention to How to be a systems thinkers.

<https://www.edge.org/>

Isaac Physics Is described as a Department of Education project at the University of Cambridge. It aims to give students transitioning from GCSEs to Sixth Form, to university, insight into and understanding of physics by problem solving. A Level resources range from problem solving, mentoring schemes to extension resources (includes a section on maths questions to help prepare for a STEM course interview).

<https://isaacphysics.org/alevel>

MOOCs – online courses

MOOCs is short for Massive Open Online Courses that are mostly free. The range of online courses available is huge, from those that may be related to the subject being studied at university level to those that help develop soft skills. By selecting courses carefully, students can show a passion for their subject at university level.

Alison (<https://alison.com/courses>) offers a range of courses, from art to humanities.

Coursera (<https://www.coursera.org/>) has a range of courses, and works in partnership with top universities and organisations to offer courses online. Courses range from an Introduction to Engineering Mechanics to Introduction to Mathematical Thinking, and more.

EdX (<https://www.edx.org>) has a wide selection of courses, ranging from science to languages and law. EdX was founded by Harvard University and MIT (Massachusetts Institute of Technology).

Futurelearn (<https://www.futurelearn.com>) has partnered with leading universities to provide a wide range of MOOCs. See their website and go to individual university pages to explore the range of MOOCs available

My HE Plus is hosted by Cambridge University. The website aims to give students the opportunity to explore different subjects beyond the school curriculum. Each subject section has been put together by Cambridge postgraduate students and academics who are at the cutting edge of research in their field. As well as guided activities, there are questions to think about and suggestions for further reading.
<http://www.myheplus.com/>

Created by Oxford University, **Explore** aims to engage young people in debates and ideas that go beyond the classroom. A wide range of subjects are covered, from archeology to zoology, and linked to the latest research being carried out at Oxford.
<https://explore.org/>

Staircase 12 is hosted by Oxford University and has a wealth of an online resources and information with lots of ideas to help students extend their knowledge beyond the school syllabus.
<https://www.univ.ox.ac.uk/applying-to-univ/staircase12/>

Why Not Chem Eng has everything students need to know about chemical engineering.
<https://www.icheme.org/education/whynotchemeng/>

TED talks. Most students are familiar with TED talks and they are a great source of inspiring talks from leading experts. A good place to start are ted talks recommended by students for students.
<https://blog.ed.ted.com/2017/03/16/9-ted-talks-recommended-by-students-for-students/> or <https://www.weareteachers.com/ted-talks-students/>



Volunteering is a great way to get experience and do something good while also gaining a range of transferable skills to help with students' university or apprenticeship applications to the volunteering section of the Gold Duke of Edinburgh Award Scheme.

Students should think carefully about the time commitment needed as well as what they will gain from the activity, and what they can offer too. It might help students to volunteer for activities that relate to their preferred university degree course – if this is not possible, then to think about the transferable skills they may gain that relate to their degree course. Volunteering could also provide the opportunity to develop soft skills that says something positive about a student. Students can look for volunteering roles via several organisations:

V-inspired is the UK's main volunteering charity for 14 to 25 year olds. The charity helps young people to make a mark on causes they care about while learning new skills at the same time. It is possible to search by area and a specific interest or activity and find something to suit the student's interests.

www.vinspired.com

Do-it lists volunteering opportunities for all ages so with a little persistence, students may find volunteering opportunities locally, searching by activity and area or postcode.

<http://www.do-it.org.uk>

Wider reading

Students are advised to read around the subject they plan to study and keep up to date with developments in their subject of choice. This can be through journals or through books written by experts in their areas of interest, or documentaries. A starting point may be to look up university research/areas of development/projects, which can be found on individual university websites.

Check out our read, listen and watch lists on the RWBA website.

<https://www.rwba.org.uk/summer-work-sept-2022/>

Work experience

Students are advised to gain work experience relevant to their chosen field of study. This will not only give students an insight into their preferred subject/career, but it enables them to make an informed choice and it shows a level of commitment to the degree subject they are planning to study. We do not have a designated week please organise this and let us know so we can support any applications and authorise time off if required.