

United Kingdom (U.C.A.S.)

The United Kingdom operates a similar system to the C.A.O. system. This is referred to as U.C.A.S. Any student interested in attending college in the Britain, or indeed anywhere else outside the Republic should let the careers office know **towards the end of 5th year**. The following points are worth noting:

- The system allows for a maximum of five courses in any order on an application.
- A candidate can only apply for Oxford or Cambridge but not both.
- Oxford and Cambridge operate an interview process and an assessment test procedure.
- Other colleges also operate an interview process for their more popular courses such as Medicine, Veterinary and Dentistry.
- No more than four choices allow in (i) Medicine, (ii) Dentistry, (iii) Veterinary.
- Closing date for Oxford and Cambridge is mid-October.
- Closing date for Medicine, Density, and Veterinary is mid-October.
- Closing date for most other courses is mid-January.
- Closing date for Art & Design courses is mid-March.
- The courses you apply for are described as being “invisible”. There is because each college is not aware of the other colleges/courses you have applied for.
- Once the application is sent it cannot be returned or amended if errors are found later.
- The website for applications is wwwucas.co.uk
- A personal statement (4000 character essay, 47 lines, about 1¼ A4 pages) is required when making an application, along with a reference for the school Principal, as well as predicted results from subject teachers.
- Entrance qualifications are as follows, (i) based on points (U.C.A.S. not C.A.O.), (ii) Exam grades, e.g. ABBC is any or specific subjects, (iii) a combination of either (i) or (ii).
- Here is a table listing the UCAS tariff points for Leaving Certificate subjects.

Grade		Tariff points
Higher	Ordinary	
A1		90
A2		77
B1		71
B2		64
B3		58
C1		52
C2		45
C3	A1	39
D1		33
D2	A2	26
D3	B1	20
	B2	14
	B3	7

- You may be offered anywhere from one to all five choices. You can only accept two, the one you want most, a firm offer, the other is referred to as an insurance offer. The offers may be unconditional or conditional subject to results obtained.
- To study the courses listed below you must sit the **BMAT** aptitude test.

University of Cambridge:	Medicine Graduate Medicine Veterinary Medicine
Imperial College London:	Medicine Biomedical Science Pharmacology & Medical Science
University of Oxford:	Medicine Physiological Sciences
Royal Veterinary College:	Veterinary Medicine Combined Degree Programme
University College London:	Medicine
- To sit this test telephone The Institute of Education (01-6613511) and ask for an information pack including an application form. The latest date for registration is September. Further information on www.admissionstests.cambridgeassessment.org.uk
- Other Universities/Colleges in the U.K. use the **UKCAT** aptitude test. These tests take place in Dublin from July to October. You need to register on www.ukcat.ac.uk. Practice questions and answers can be downloaded free on this website. (Questions cannot be printed).
- Those wish to apply to Cambridge or Oxford should check out www.admissions.cam.ac.uk and www.admissions.ox.ac.uk.
- **The personal statement and course searches should be carried out over the summer holidays in 5th year so as to not interfere with study time in September/October in 6th year.**
- You will need three numbers/codes to begin the application process. You will be provided with these in September in 6th year. You do not need these numbers to search for courses or write your personal statement.

The Personal Statement (Text taken from www.ucas.com)

Explain **why you want to study the course** you are applying for. If you mention your personal interests and hobbies, don't just list them, try to link them to the skills and experience required for the course. The content should be at least 70% academic and 30% other material.

The personal statement could be used as the basis for an **interview**, so be prepared to answer questions on it.

This may be your only written work that the course tutor sees before making a decision: make sure it is organized and literate. **Get the grammar, spelling and punctuation right.** A statement filled with errors will give a negative impression of your skills and the effort you have put in to being accepted. Your statement must be written in English.

The Undergraduate Admissions Manager at The University of Nottingham makes the following point:

'These types of skills are the basics that academics will expect from someone at this level of education. Incorrect spelling, poor grammar and punctuation can make a poor impression on the reader. For courses such as English, these skills are of paramount importance.'

Writing about yourself is probably not something you do very often, so you might need to practice writing in this particular style. It is a good idea to list your hobbies and achievements, and then you can decide which ones demonstrate your strongest skills and personality.

Applying to multiple courses

Remember that you only write one personal statement so it will be used for all your choices. Try not to mention a university or college by name, even if you're applying to only one university - your personal statement cannot be changed if you apply to a different place later.

If you're applying for a joint degree you will need to explain why you are interested in both aspects of this joint programme.

If you're applying for different subjects or courses, you need to identify the common themes and skills that are relevant to your choices. For example, both mathematics and law are subjects where you have to think logically and apply rules. You may like both subjects because you enjoy solving problems, using theory and natural or man-made laws to come to a correct conclusion.

Attention-grabbing

Some statements start with quotes, some include jokes, some set out to be unusual or eye-catching. Sometimes it works, but it might have the opposite effect to what you hoped. The admissions decision maker may not share your sense of humour so be careful when trying to make your statement stand out.

Write what comes naturally

Which of the following examples would you write? “Objective consideration of concrete evidence compelled me to realise the phenomenon was not unprecedented” or “I realised this often happened”. This is not a serious example; but it shows that good writing is often concise, which is very helpful when you have a limited word-count.

In your personal statement you need to put your meaning across directly and simply. You can do this by keeping your sentences to an average of 12-20 words, and using English in a way that is natural to you. Avoid sounding either over-familiar or over-formal and write to get yourself and your message across clearly. Check that each sentence adds something new, otherwise it is just adding to the word count rather than adding value. Ask yourself if a person will ask themselves “so what” after a sentence.

The quality of your writing reflects the quality of your thinking. Show that you know your strengths and can outline your ideas clearly. Use words you know will be understood by the person reading your statement; you might find it easier if you imagine you are talking to them across their desk. In fact, you can sometimes spot where your statement doesn't work well by reading it aloud.

Most courses have an Entry Profile that you can view in Course Search - these explain what the university is looking for in their students and what qualifications or experience you'll need for the course. Check these because they'll give you some ideas about what to include in your statement. Below are some suggestions of what to include in your personal statement. These are guidelines only so don't worry if some of the suggestions do not apply to you.

Writing about the course

Two of the most important things to include are:

- **why you're applying for the course you've chosen:** this is particularly important when you're applying for a subject that you have not studied before. Tell the university the reasons why that subject interests you, and include evidence that you understand what's required to study the course, e.g. if applying for psychology courses, show that you know how scientific the subject is.
- **why you're suitable for the course:** tell the universities the skills and experience you have that will help you to succeed on the course.

Also think about how your current or previous studies relate to the course(s) that you have chosen any activities that demonstrate your interest in the course(s) and why you want to go to university or college. We looked at some of the reasons why applications were unsuccessful and here's a few that were sent to applicants in 2010:

- Your personal statement does not strongly support your desire to study your chosen degree.
- Your personal statement did not show sufficient understanding, relevance or knowledge about the course you are applying for.
- You failed to demonstrate sufficient knowledge and interest in the subject in your personal statement.
- There is a lot of competition for places on this course and your personal statement and experience was not as strong as other applicants this year.
- Application form (including personal statement, reference and predicted grades) does not evidence accurate understanding of or motivation for subject.
- Unsuccessful as you have not expressed a strong enough interest in the subject area in your personal statement.

This should give you an idea of how important it is to show **why you want to study the course** and **what you can bring to it** - especially because it might be compared with other applicants applying for the same course. Also, If you're an international student, use the personal statement to tell universities why you want to study in the UK.

Skills and achievements

Universities like to know the types of skills you have that will help you on the course, or generally at university. They also like to see if you've been involved in any accredited or non-accredited achievements., including non-accredited skills and achievement which you have gained through activities such as certificates obtained in 4th year and other activities outside school.

Hobbies and interests

Think about how your hobbies, interests and social activities demonstrate your skills and abilities. If there's anything that relates to your course 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 of study.'

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. 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.'

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 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

'I 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.'

Some do's and don'ts when writing your personal statement

- Do** create a list of your ideas before attempting to write the real thing.
- Do** expect to produce several drafts before being totally happy.
- Do** ask people you trust for their feedback.
- Do** use your best English/Welsh and **don't** let spelling and grammatical errors spoil your statement.
- Do** be enthusiastic - if you show your interest in the course, it may help you get a place.
- Don't** feel that you need to use elaborate language. If you try too hard to impress with long words that you are not confident using, the focus of your writing may be lost.
- Don't** say too much about things that are not relevant - if you think that you are starting to, take a break and come back to your statement when you feel more focused.
- Don't** lie - if you exaggerate you may get caught out at interview when asked to elaborate on an interesting achievement.
- Don't** rely on a spellchecker as it will not pick up everything - proof read as many times as possible.
- Don't** leave it to the last minute - your statement will seem rushed and important information could be left out.
- Don't** expect to be able to write your personal statement whilst watching TV or surfing the internet - this is your future, so make the most of the opportunity to succeed.

Structure and format

Think about the structure of your statement - it needs to look and sound good. A bad statement can say a lot, so make sure you check spelling and grammar as well.

A representative from Ulster Business School told us:

'The presentation of the personal statement is of critical importance to demonstrate use of English language and grammar at a standard suitable for entry to higher education.'

We've provided examples on this website to help you plan your statement, but the formats we've used are just suggestions; it's more important that the university sees your writing style than ours.

How to provide your personal statement

You can enter up to 4,000 characters (this includes spaces) or 47 lines of text (this includes blank lines), whichever comes first. You do not have to use all the space provided. When you save text, the system will tell you how many characters are still available or if you have used too many characters. You can preview your statement after you have saved it. Please note that you cannot use *italics*, **bold**, underlining or foreign characters (such as á, ë, ö) in your personal statement - the system will automatically remove these when saved. This will not disadvantage your application. **We strongly recommend that you prepare your personal statement offline using a word-processing package and copy and paste it into the Apply system.** Whether you are typing your statement directly into the box, or amending a statement that you pasted in, you should click 'save' regularly because Apply will time-out after 35 minutes of inactivity. The countdown on the screen displays how much time you have left before it times out.

If you want to send more information, contact your chosen universities and colleges to check that they are happy to accept further details. If they are, send it direct to them after we have sent you your welcome letter and Personal ID. Do not send it to us.

This was not accepted.

Personal Statement

Medicine is a profession, which to me, epitomises dedication, determination, challenge and has the opportunity to make a positive impact on lives. Having always been stimulated and challenged by Science and Mathematics, I was awarded the "Thompson Cup" for success at GCSE. My choice of A-level subjects was also clear: Chemistry and Biology are my favourite subjects, and I was awarded a scholarship in Chemistry and the "Science Cup". Physiology and genetics are fields of Medicine which are of particular interest to me and incorporate these two sciences.

In making a career choice, it was very important for me to gain experience of the job and the working environment. I have completed several work experience placements at Doncaster Royal Infirmary, Darlington Memorial Hospital, the Dental Clinic in Newcastle and a walk-in GP surgery in Middlesbrough. I was able to see a whole range of patient problems, from the routine to the critical, and was particularly struck by the manner in which doctors were able to deal with both patients and relatives. This reinforced my driving ambition to pursue medicine. I have taken an active role in developing and promoting an interest in Medicine. I attended a "First aid course" and was able to learn the basics of patient care in an emergency. I have a particular dedication to the Alzheimer's Society and this commitment drove me to raise a modest amount of £800 for their benefit. As a registered organ donor myself, I have organised a stand at school to raise the awareness of organ donation. Apart from these activities, I have worked at weekends at the Doncaster Royal Infirmary, as a volunteer, and registered to work at the local hospice this October.

I have actively sought to deepen my understanding of Medicine as both an academic science and a practical profession. One particularly valuable activity which I undertook in this respect was a course entitled 'Medicine for you' during which there were in-depth discussions on subjects including stem cell research. We had the opportunity to make a presentation in groups on important ethical topics, vibrant in the medical profession, such as euthanasia. This opened my eyes to the ethical aspects of Medicine, as well as vastly improving my communication and team working skills. I have also taken part in a MEDLINK course at Nottingham University. At school I was made a member of the inaugural team of school council members for two years running. In year 12, I was elected Prefect and subsequently appointed as a House Captain. This reinforced my diplomacy and active listening skills and my problem solving abilities. Furthermore, I am in the process of gaining the Duke of Edinburgh Gold Award, as well as, volunteering as a pack leader with the brownies. In order to maintain a healthy work-life balance I attend the gym, play football and badminton and take a keen interest in dancing, cooking and drama.

Medicine is a branch of science which is constantly evolving and one that will stimulate and challenge me throughout my career. Being a doctor is not just about having knowledge of scientific principles used in healing, but also about caring for and interacting with people. I believe I have these qualities. I would describe myself as a compassionate person, a good communicator and a natural team player. I am prepared to take on the wider responsibility of a healthy society. As an individual, I have always looked forward to new challenges, whilst at the same time being able to help people and achieve success, in whatever way this is measured. Drawing on my interest in the sciences, the service I have provided to others and my personal qualities, I know that this is the career for me.

This is "good" but was not accepted

This was accepted.

Personal statement

I was just 10 years old, when my cousin was born extremely premature weighing 750 grams. She survived with Autism. I was devastated at the thought of her being disabled for life. Witnessing the compassionate care, continuing support and medical attention she received from birth that nurtured her towards near normality, played a decisive role in my choice of medicine as a profession. My decision to reapply to medicine is a testament to this. Attending the Premed, "Medicine for you" and Med-link courses gave me a deeper insight into medicine. I have completed work experience in various clinical specialties including Maternity, Gynaecology and Orthopaedics. This gave me first hand experience of life as a doctor. Experience in the community and GP surgery made me understand the importance of listening skills and empathy. I also gained an appreciation of the need for primary and secondary care to work together in treating patients. Volunteer work at St Teresa's Hospice was a humbling experience. It made me understand the difference between curative and palliative care. I realised, that doctors can still help people in their final stages of life and make their passing more dignified. This experience left me with a sense of pride and satisfaction, which I never thought was possible seeing the critical condition of these patients. As a proactive member of the community I have raised GBP 800 for Alzheimer's research and increased awareness in blood and organ donation by organizing my own marketing campaign. I enjoyed teaching basic computer skills to the elderly for Age Concern for a year. My current role as a health care assistant is giving me an insight into how the NHS works. I am pleasantly surprised at how comfortable I am in using my scientific knowledge to recognise real life conditions! Throughout school life, my leadership, communication and team working skills were honed as a prefect, house captain and as a council member for 3 years. I had the opportunity to captain the School physics team in a regional competition, where I was proud to accept "the best team leader" award. Having received a scholarship for chemistry, which I cherish, I was awarded the "Science Cup" and the "Thompson Cup" for my hard work in A level science subjects. As a pack leader for the local brownies, I mentored a child with developmental needs over a 2 year period. This has immeasurably enhanced my listening skills and patience. I have completed the bronze and gold Duke of Edinburgh awards which required great perseverance and commitment. During an expedition a team member suffered severe hypothermia and I identified the condition and called upon the skills that I acquired in completing a British Red Cross First Aid course - remaining calm in the crisis; a vital quality for a doctor. The experience I had teaching English to underprivileged children in a remote Indian village, was very rewarding as I quickly built a rapport with them. I also supported the local women in a government sponsored cervical cancer screening camp and through speaking Hindi I witnessed the enormous effect basic communication can have on patient responses. Living without basic human comforts made me realise the importance of things such as toilet paper! My interest in languages has grown from my multilingual upbringing and I am looking forward to adding Spanish to my repertoire. Realising the importance of work-life balance I have always taken a keen interest in sports and dance. Marrying diverse cuisines, drama and playing the piano help me to express my creative side and are therapeutic. My interest in world affairs has led me to arrange a trip to Africa in February 2009 when I will be teaching children art and design and I look forward to widening my experience of various cultures as I intend to explore the continent. Drawing on these experiences I feel that no other career would offer me greater satisfaction and to me the medical profession has now become a vocation.

A statement can only be determined as "good" / "better" when compared with other applicants.

There are some example personal statements on the internet that have been used by applicants, in some cases word for word. The service we use, called Copypatch, finds statements that show similarity, works out how much of the statement may have been copied, and reports the findings. It helps admissions staff at universities and colleges judge applications, and it is the institutions who decide what action, if any, to take regarding notified cases. Research has shown that the majority of UCAS applicants do write their own personal statements. However, the number making use of other people's material was high enough to justify the introduction of the Similarity Detection Service.

Each personal statement is checked against:

- a library of personal statements previously submitted to UCAS
- sample statements collected from a variety of websites
- other sources including paper publications.

Each personal statement received at UCAS is added to the library of statements after it has been processed.

What happens if a personal statement has similarities?

- Any statements showing a level of similarity of 10% or more are reviewed by members of the UCAS Similarity Detection Service Team.
- Applicants, universities and colleges are notified at the same time by email when an application has similarities confirmed.
- Admissions tutors at individual universities and colleges decide what action, if any, to take regarding reported cases.

The Copypatch process ignores commonly used words that many applicants use in their statements such as 'and', 'so' and 'with'.

Copypatch also ignores a selection of commonly used words and phrases including 'Duke of Edinburgh' and 'football'. Copypatch identifies sentences in a personal statement that are matched to other personal statements already held in the Copypatch system. Levels of similarity are checked by trained staff who decide whether you and the institutions you are applying to need to be informed that similarity has been found. The universities and colleges you are applying to decide on the significance of the results and what action, if any, to take. Your personal statement will not be compared to your earlier applications, if you have applied in previous cycles or schemes.

If Copypatch finds a significant level of similarity in your personal statement and the Verification staff at UCAS decide to inform the institutions you have applied to, we will let you know by email (if you have a verified email address). This email includes instructions on how you can view what Copypatch has found in Track, and gives you a link to frequently asked questions for further advice and guidance.

The report sent to you is identical to the report sent to the institutions. It displays your personal statement marked up to identify sentences similar to others in the Copypatch system.

As a feasibility study discovered, some web sources are very popular, and may appear on more than one website, or have been used in a modified form in a personal statement within the UCAS collection.

Why the program works

- A personal statement of 4,000 characters will contain approximately 600 words, about half of which will be words that are eliminated from consideration (see above).
- Usually, if two personal statements are randomly selected and compared, you would expect very little or no similarity. Most sentences will be significantly different.

- This means that if Copycatch finds two sentences in different statements which have exactly the same words, it is very likely that one is a copy of the other, or that both have been copied from a third source. Of course this can and does happen in essays if a quote from a text is included, but is very unlikely to occur in a personal statement.

If Copycatch finds a number of identical or similar sentences in a personal statement and a file held in the library, then a similarity report is generated.

E-mail Address

Please ensure you use a professional looking e-mail address. No slang should be used. Here are examples of inappropriate e-mail addresses used in the past by other students.

Liam_turns_me_on@...	Student's name was Liam
serialkiller@...social	Applied for nursing
murder_man2003@...	Applied for a social work course
stalker_at_work@...	Applied for a course in Law

Other points regarding Oxford & Cambridge

- *Personal statements* confirm choice of subject and course and can provide a starting-point for discussion at interview
- They should be largely academic, focusing on chosen subject, reading and other wider exploration, which might include work experience for vocational subjects
- They must be both honest and *personal*
- Most *references* describe excellent students but few describe exceptional ones, and we are especially interested in:
- The personal statement is used to determine where an applicant lies in relation to his/her peers
- The personal statement should focus on academic and subject-related issues
- ~70% of Oxford applicants will be asked to take an aptitude test
- Some of these are multiple-choice tests of critical thinking and problem-solving, whereas others are text- and essay-based; some combine both elements
- All Oxford tests, plus the BMAT used by both universities, have associated websites with past papers and sample questions
- The tests are not generally content-based, though some of those that include essays will reward knowledge to a degree
- It is a good idea to do some practice, via the available past papers, in advance of taking a test
- The vast majority of applicants are called for interview
- Interviews usually take place in December, and are conducted principally by the 'preference' College; Oxford applicants may well be interviewed by more than one College
- Applicants usually have 2-4 interviews, each lasting 20-30 minutes
- Interviews are academic, subject-focused discussions in which lecturers hope to see applicants thinking problems through for themselves
- There is no hidden agenda or no 'trick' questions!
- Focused and challenging questions, typical of teaching and learning at Oxford or Cambridge
- Applicants are usually asked about:
 - Academic work they have completed in the last year or two
 - Relevant wider reading or work experience
 - Subject-related issues that are very readily visible in the wider world
 - 'Prompt' material
- You may be asked to think about your existing knowledge in new ways
- You may well need to ask us questions and it is likely that we will need to prompt you now and again
- Prepare for interview
- Complete extra reading or other wider exploration
- In advance of interview, refresh your memory about:
 - The Oxford or Cambridge course for which you have applied
 - Your recent school/college work
 - Your UCAS personal statement
 - Any work you were asked to submit
- Practise discussing academic work and ideas
- Every year, well over 10,000 unsuccessful Oxbridge applicants go on to achieve grades AAA at A Level or better, and we could happily take many more of our applicants were places available
- In the end, competition is immensely stiff and our decisions are hugely difficult
- We do our very best, but inevitably we don't always get it right

Your Reference

Your referee should know you well enough to write about you and to comment on your suitability for higher education. References are usually written by someone who knows you academically. Most references will talk about you from a teacher's or tutor's perspective: how you work and interact with other students and teachers, for example. Your reference does not have to be academic, but if you're studying or have recently left school or college, a reference from your school or college will be expected.

Who should write the reference?

- Your referee should know you well enough, in an official capacity, to write about you and your suitability for higher education.
- If you're at school or college, or left recently, ask your principal, head teacher, teacher or tutor.
- If you left school or college several years ago, ask your current or previous employer or in the case of voluntary work your supervisor.
- If you've recently attended any training courses you could ask your training provider.

Who should not write the reference?

- It is not permitted for family, friends, partners or ex-partners to write your reference. If we find this to be the case, your application may be cancelled.

A full written reference is required. The name and address of the referee is not sufficient, unless all your chosen universities and colleges have already agreed that no reference is required on your application.

Your reference - practical tips

Your referee must write your reference in English. Please provide your referee with a copy of your personal statement to assist them in writing the reference.

Most references will contain the following information:

- Predicted grades in each subject.
- D.A.T.'s results from 4th year.
- their opinion of your suitability for a particular profession (eg you've demonstrated your dedication and calm nature for nursing)
- your proposed career plan - if you have one - so make sure your referee is aware of your career ideas and any work experience
- your performance in individual modules or course components: for example, if you were one mark from a higher grade, they may highlight this
- anything that may have affected your academic work (e.g. an ongoing illness)
- any other personal circumstances which may have affected, or will affect, your performance
- any specific needs you may have, like a disability or learning difficulties, and how you cope with these at school or college.

Any health issues or disabilities can only be mentioned with your permission. If you have any issues that you would like the universities and colleges to be aware of when considering your application, these should be included in the reference rather than the personal statement, so discuss this with your referee.

There is space for 4,000 characters (this includes spaces) or 47 lines of text (this includes blank lines), whichever comes first, for your reference. When you preview or save a pasted-in reference, the system will tell you how many more characters and lines are still available or if you have used too many characters. If your reference doesn't fit into the box, request a shorter version from your referee - don't edit it yourself. You can view the layout and format of any text you have entered before or after you have saved it.

www.ucas.com

Course Search

The screenshot shows the UCAS homepage. At the top, there's a navigation bar with links: Home, How it all works, Apply, Members & providers, Data & analysis, News & events, and About us. Below this is a large banner with four red buttons: 'Explore your options', 'How it all works', 'Your application', and 'After you apply'. A central orange banner says 'Applying? Everything you need is in 'How it all works', or you can access specific advice below.' Below the banner, there's a green box for 'Search for courses and course providers' with a 'Search for courses' button. To the right is a purple box for 'Track is currently unavailable' with a 'Register or log in' button. Further down, there's a section for 'Higher education in the UK' with links to Undergraduate options, Postgraduate options, Flexible and part-time, and International applications. A sidebar on the right has a 'Give us your feedback' link. The Windows taskbar at the bottom shows the date 09/06/2013 and time 18:35.

Zoology

Elsewhere in EU

Search

The screenshot shows the UCAS Search tool. At the top, there's a banner for 'ucas.com/ucascard'. Below it is the UCAS logo and navigation bar. The search tool has three input fields: 'Search for: Zoology', 'and/or location: Enter a country, city, town or postcode', and 'and normally live: elsewhere in the EU'. A red search button is to the right. Below the search fields, there's a section titled 'UCAS Search tool' with text: 'Use our new search to find up to 100 courses at conservatoires. We'll be adding all our other courses soon - until then, click the links below for:'. There are three links: 'Postgraduate courses', 'Postgraduate teacher training courses', and 'Foundation degrees'. To the right of the search tool is a large image of a young man and woman looking at a tablet. The Windows taskbar at the bottom shows the date 09/06/2013 and time 18:37.

Select "Courses"

Select one for entry requirements

Year of entry
2013 (102)
2014 (114)

Available through
Clearing (0)
Extra (95)

Provider types
Universities and colleges (102)
Conservatoires (0)

How you study
Full-time (93)
Full-time with a placement (sandwich) (9)
Full-time with study abroad (0)
Flexible study (0)
Flexible study (evenings only) (0)
Flexible study (daytime only) (0)
Flexible and full-time study (0)

Providers **Courses** **Map**

102 courses found

Zoology
The University of Aberdeen (Main Site)
Undergraduate Degree
Qualification BSc (Hons) Duration 4 Years Study mode Full-time

Zoology
Aberystwyth University (Main Site)
Undergraduate Degree
Qualification BSc (Hons) Duration 3 Years Study mode Full-time

Zoology/Microbiology
Aberystwyth University (Main Site)
Undergraduate Degree
Qualification BSc (Hons) Duration 3 Years Study mode Full-time

Zoology
Anglia Ruskin University (Cambridge Campus)
Undergraduate Degree
Qualification BSc (Hons) Duration 3 Years Study mode Full-time

UCAS Home / How it all works / Apply / Members & providers / Data & analysis / News & events / About us

Search again

< Back to results

Zoology
The University of Aberdeen

Duration 4 Years Study mode Full-time Attendance Study on site Qualification BSc (Hons)

Summary **Entry requirements** **Costs & finances** **How to apply** **Entry profile**

First year entry

Qualification requirements
The below entry requirements are for specific qualifications.

Overseas qualifications

Irish Leaving Certificate

The University of Aberdeen will make offers for this course based on this qualification and when combined with other qualifications

General information on subjects/grades required for entry:
BBBB including two science or maths subjects. The grading within band B must be at B2 or above.

Information:
English and Maths at a minimum of Ordinary Level required and either Chemistry or Physics.

Select "Entry Requirements"

Scroll down to "Irish Leaving Certificate"

If in August you don't get the course you want here is another option. In the same week as the Irish offers, the U.K. system publishes, on the U.C.A.S. site, a list of what is referred to a "*Clearing Vacancies*". This is a list of courses that have failed to fill all their places and are open to Irish students even if they have *not* originally applied to the U.C.A.S. system. Log on to ***www.ucas.co.uk*** and go to ***Clearing Vacancies*** and then to ***Search For Vacancies*** and then ***Vacancies for E.U. Applicants*** and then ***Search By Subject***. You will then need to contact the college directly and not U.C.A.S.

Finance

Points to consider:

- Tuition/registration fees.
- Cost of on-campus/off-campus accommodation
- Cost of living
- Transport to and from home. Is there a ferry port nearby? Is there an airport nearby? Do budget airlines fly there?

England	www.direct.gov.uk/studentfinance
Scotland	www.saas.gov.uk
Wales	www.studentfinancewales.co.uk
Northern Ireland	www.studentfinanceni.co.uk