



Year 13

The Year Ahead

Information Pack

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1. Headteacher's Welcome

i Flwyddyn 13!

Welcome back! I hope you've had a restful summer and are feeling ready for the exciting - and sometimes challenging - year ahead. This is a pivotal time in your journey, filled with opportunities to grow, achieve, and prepare for life beyond school.

Whether you're aiming for university, apprenticeships, work, or something else entirely, this year is about building confidence, independence, and resilience. You'll be supported every step of the way, but remember: your effort, attitude, and ambition will shape your success.

Let's make this final year one to be proud of. Work hard, ask questions, support each other, and don't forget to enjoy the moments along the way.

Rhowch eich gorau glas – give it your best!

Best wishes,

A handwritten signature in black ink, appearing to read 'D Mead'.

Mr D Mead

Headteacher

2. Key Dates

Interim Report 1	4th November 2025
Parent/Carer Evening	11th December 2025
Interim Report 2	20th January 2026
Full Report	1st May 2026

For pupils who have not attained a C grade in Mathematics or English Language, resits will be in November 2025.

3. Assessments and External Examinations Summer 2026

Subject	Units	Worth as total of A2 grade	Assessment method (Exam/Nea)	Exam Date / NEA deadline	Notes / Links (Trip dates, fieldwork, visits, useful websites etc)
Biology	B3	42%	Exam	4 th June 2026	AS/A Level Biology
	B4	42%	Exam	12 th June 2026	
	B5	16%	Practical Exams	29 th April 2026 1 st May 2026	
Business Studies	U3	30%	Exam	19 th May 2026 am	AS/A Level Business
	U4	30%	Exam	9 th June 2026 pm	
BTEC Information Technology	U1	33.3%	Exam	15 th May 2026 pm	Resources shared on Teams in Files section
	U5	16.7%	NEA Coursework Project	Submission deadline: 17 th April 2026	
Computer Science	U3	20%	Exam	10 th June 2026 pm	AS/A Level Computer Science Resources shared on Teams in Files section
	U4	20%	Exam	17 th June 2026 am	
	U5	20%	NEA Coursework Project	Submission deadline: 17 th April 2026	
Religious Studies	U3	30%	Exam	4 th June 2026 am	AS/A Level Religious Studies
	U4	35%	Exam	9 th June 2026 am	
	U5	35%	Exam	15 th June 2026 pm	
Geography	U3	24%	Exam	-Thurs 22 nd May (pm) 2026 - 2hrs	AS/A Level Geography
	U4	16%	Exam	-Fri 6 th June (am) 2026 - 2hrs	
	U5	24% of the full qualification	NEA	-Submission deadline: 19 th December 2025	
Physics	U3	25%	Exam	1 st June 2026 am	AS/A Level Physics
	U4	25%	Exam	8 th June 2026 am	
	U5	10%	Practical Exam	25 th /27 th Mar 2026	
English Literature	U3	33%	Exam	Monday 1 st June am	AS/A Level English Language and Literature
	U4	33%	Exam	Friday 10 th June am 1 st draft: 2 nd October	

	U5	33%	NEA	Final draft: 19 th December 2025	Resources shared on Teams in Files section
Physical Education	U3 U4	36% 24%	Exam NEA	21 st May 2026 am 13 th February 2026	AS/A Level Physical Education
Health and Social Care	U3 U4	50% 50%	Exam NEA (2)	19 th May 2026 am NEA 1 - 19 th December 2025 NEA 2 - 20 th April 2026	Repository - Hwb
English Literature and Language	U3 U4 U5	33% 33% 33%	Exam Exam NEA	Monday 1 st June 2026 am Friday 10 th June 2026 am 1 st draft: 30 th September 2025 Final draft: 19 th December 2025	AS/A Level English Language and Literature Resources shared on Teams in Files section
Chemistry	U3 U4	25% 25%	Exam Exam	2 nd June 2026 am 9 th June 2026 am	AS/A Level Chemistry
History	U3 U4 U5	33% 33% 33%	Exam Exam NEA	2 nd June 2026 pm 11 th June 2026 am Internal deadline 1: 19 th Dec 2025 Internal deadline 2: 13 th Feb 2026	AS/A Level History
Psychology	U3 U4	50% 50%	Exam Exam	20 th May 2026 am 5 th June 2026 am	AS/A Level Psychology
BTEC Sport	Unit D1, Unit 1 & Unit 2	100%	NEA	1 st May 2026	BTEC Level 3 Diploma in Sports Coaching and Development
Welsh	U4 U5 U6	25% 15% 20%	Oral Exam Written Exam Written Exam	16 March-8 May 2026 5 th June 2026 11 th June 2026	AS / A Level Welsh Second Language
Mathematics	U3 U4 U1 (AS) U2 (AS)	35% 25% 25% 15%	Exam Exam	3 rd June 2026 am 11 th June 2026 pm	WJEC Maths Spec TL Maths Physics and maths tutor Maths DIY Madasmaths Desmos

Art	U2	36%	NEA	Submission deadline - 30 th January 2026 Submission deadline & Exam Date (15 hours) 5 th -7 th May 2026	7 th October – Gallery Visit to London Pupils need to allocate 2 free lessons per fortnight for independent Art lessons.
	U2	24%	Exam		
Media Studies	U3	36%	Exam	13 th March 2026	AS/A Level Media Studies All resources, ppt lessons and exemplum materials for both modules are shared in the Files section of the team.
	U4	24%	NEA		
Economics	U3	30%	Exam	22 nd May 2026 pm 4 th June 2026 am	AS/A Level Economics
	U4	30%	Exam		
Further Maths	U4	33%	Exam	5 th June 2026 am	Further Maths WJEC
	U5	33%	Exam	12 th June 2026 pm	
	U6	33%	Exam	12 th June 2026 pm	
Law	U3	50%	Exam	1 st June 2026 pm	AS/A Level Law
	U4	50%	Exam	9 th June 2026 am	

4. Understanding Non-Exam Assessment (NEA)

What is NEA?

NEA stands for Non-Exam Assessment. It is a form of coursework that contributes to your child's final grade in most subjects. Unlike traditional exams, NEAs are completed over a period of time and often involve research, practical work, extended writing, or project-based tasks. NEAs allow students to demonstrate their understanding, creativity, and ability to work independently. They are an essential part of many qualifications and can significantly impact final outcomes.

Why is NEA important?

NEAs give students the opportunity to:

- Apply their knowledge in real-world or practical contexts
- Develop independent learning and time management skills
- Showcase strengths that may not be fully reflected in written exams

The work is marked either by teachers or exam boards, depending on the subject, and forms a percentage of the final grade.

How You Can Support Your Child

- Encourage Good Time Management – help your child plan their work and avoid last-minute stress.
- Create a Quiet Study Space – a calm, distraction-free environment at home can help your child focus.
- Show Interest – ask your child about their NEA topic and progress.
- Avoid Doing the Work for Them – NEAs must be the student's own work.
- Keep in Touch with School – encourage your child to speak to their teacher if they need help.

Tips for Managing NEA Stress

- Break Tasks into Steps – divide the NEA into smaller, achievable goals.
- Use a Planner or Calendar – visualising deadlines can reduce anxiety.
- Encourage Regular Breaks – short breaks help maintain focus.
- Promote Healthy Habits – good sleep, meals, and exercise support wellbeing.
- Celebrate Progress – recognising effort boosts morale.
- Stay Positive and Reassuring – remind your child that asking for help is okay.

We understand that NEAs can be a source of pressure, but with the right support and strategies, your child can approach them with confidence and resilience. If you have any questions or concerns, please do not hesitate to get in touch.

5. Level 3 Advanced Skills Baccalaureate Wales at Bryntirion

Overview

All Sixth Form students at Bryntirion study the **AdvSBW qualification**. This **A Level** course is recognised by universities and employers. It develops **skills, confidence, and independence** for life beyond school. Active and responsible citizenship is promoted based on **real-world projects** and projects support progression to **university, apprenticeships, or employment**. The final grade, like all A Levels, can contribute towards **UCAS tariff** points and is accepted in most university offers. The course complements other Level 3 courses, including A levels and reflects Bryntirion's commitment to nurturing **well-rounded, ambitious individuals**.

Qualification Structure

The qualification consists of **three projects**:

Project	Value	Year	Description
Global Community Project	25%	Year 12	Research a global-local issue and take community action
Future Destinations Project	25%	Year 12/13	Reflect on personal goals and career aspirations
Individual Project	50%	Year 13	Dissertation/Artefact on a chosen topic

Key Assessment Deadlines Advanced Skills Baccalaureate Wales

Year 13 Assessment

Component	Value	Assessment method	Assessment Deadline	Notes / Links / Useful Websites
Future Destinations Project	25%	Controlled Assessment / Submission of Digital Portfolio	Friday 14 th November 2025 (Moderation December 2025)	Candidate Assessment Guide WJEC
Individual Project	50%	Controlled Assessment / Submission of Digital Portfolio	Friday 13 th March 2026 (Moderation May 2026)	Candidate Assessment Guidance

How Parents Can Support

- Encourage **time management** and meeting deadlines.
- Discuss **project themes and progress** regularly.
- Use **WJEC guidance** to understand expectations.
- Stay connected with the **Skills Challenge Coordinator**.

Further Information

- Link to Level 3 Advanced Skills Baccalaureate Wales page on **WJEC website**.

[Level 3 Advanced Skills Baccalaureate Wales | WJEC](#)

6. Enrichment in the Sixth Form

Beyond gaining a competitive edge in their academic journey, enrichment activities help students to build confidence, ignite curiosity and foster a genuine love of learning.

6th form enrichment provides extracurricular activities that go beyond academic subjects. In addition to the completion of A Level Courses, at Bryntirion we encourage extra-curricular activities such as special interest clubs, participation in debate club, school productions, work experience, volunteering, developing leadership, subject ambassadors, cast captains, sports, coaching, insight opportunities, maths challenges, educational visits and university summer schools. These activities help students develop new skills, broaden their knowledge, improve university and apprenticeship applications, and prepare for life after school.



Our annual Eisteddfod and Sports Day are major events on the school calendar – Organised and led with energy by our sixth form students, as House Captains, Vice Captains, Sports Captains, Secretaries and any other valuable role contributing to the success of the day, whether it be coaching the Welsh recitation, choreographing the disco dancing and folk dancing or playing in the house band for example.



We welcome visits from Alumni. Having grown up in the same area and perhaps having had some of the same teachers, former students are ideal role models as they are instantly relatable. They can offer advice to students from their own context and help show the young people in Wales what's possible. Alumni can prove to students that 'someone like me' can succeed and prosper.

SEREN students are identified at the start of Year 12. The Seren Network provides academic enrichment and opportunities like overseas summer schools for talented Welsh sixth form students helping them gain entry to top universities by supporting their ambitions and broadening their horizons. Students can enrol on structured workshops, masterclasses, interview preparation, work experience etc, via SEREN Space.

Benefits of Enrichment

University and Job Applications: Enrichment helps students stand out from other applicants, in competitive university admissions, by demonstrating a well-rounded education and a wider range of skills and experiences.

Skill Development: Students gain crucial skills such as critical thinking, cultural awareness, and confidence, which are valuable for future success.

Subject Exploration: It offers a chance to explore subjects beyond the curriculum or delve deeper into areas of existing passion.

Personal Growth: Enrichment encourages personal development and can provide opportunities to become more well-rounded with valuable skills (leadership, teamwork, communication).



7. Attendance

Strong attendance is directly linked to stronger A-Level performance. Students who maintain 95%+ attendance dramatically increase their likelihood of high grades, whereas those who fall into persistent absence (<90%) are at risk of significantly lower results. If you want the best odds of A-Level success, aim for excellent attendance.

Some points to support attendance in the sixth form:

Parental engagement is crucial in promoting good attendance habits. Teenagers become more independent in sixth form, but parents still play a key role in **emphasising the importance of attendance and punctuality**. Simple actions make a difference: for example, scheduling appointments or driving tests outside school hours, encouraging your child on tough mornings, and communicating with the school about any issues. By staying informed (eg. monitoring attendance via school apps or reports) and addressing problems early (such as anxiety or illness), parents can help prevent small absences from snowballing.

Address underlying causes of absence. Year 12–13, absences are often due to legitimate issues like health or stress rather than truancy. It's important to **work with the school if your child is struggling** – whether it's mental health, academic difficulties, or other challenges. Schools increasingly recognise mental well-being as a factor in attendance.

Seeking support (counselling, tutoring, etc.) can reduce avoidable absences. For example, if a student is anxious about a particular subject, getting help early can restore their confidence to attend those classes. **Removing barriers to attendance** – even something like unreliable transport – will improve your child's continuity of learning.

Celebrate and reinforce good attendance. Acknowledging your child's effort to attend regularly (especially through two demanding years) reinforces its value. Many schools issue attendance awards or positive communications. As parents, **showing that you notice and care about their attendance** sends a powerful message. It aligns with the shared goal: you, your child, and the school all want the best possible A-Level outcomes, and attendance is a manageable factor that can tip the scales in their favour.

Punctuality Matters Too

Being late by just 10 minutes a day = 6 full school days lost per year.

8. Signing In/Out

There are times when a sixth form student may need to leave the school premises during the school day, for example, a medical appointment, driving test, family emergency or volunteering as part of the ASBW Global Project.

If leaving the premises during the day, students must sign out of school. There are two ways of doing this:

1. Sign out using the iPad in reception.
2. Download the “Companion” app. Students have recently received an email inviting them to download the app. This allows for a mobile sign out. Students would have to be on the school premises to do this.

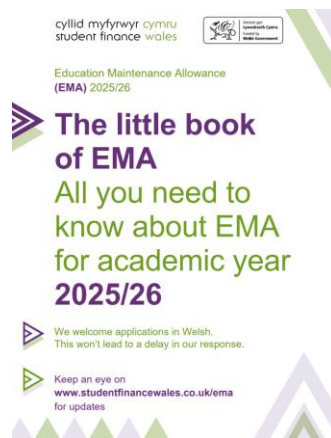
If a student is returning to school following a medical appointment etc, they would need to “sign in” on their return – Again, either using the iPad in reception or the Companion app.

Similarly, if a student arrives at school after registration has closed, sixth form students would need to sign themselves in, again, using the iPad or the app.

9. EMA (Education Maintenance Allowance)

EMA is a weekly payment of £40 to help 16-18 year olds with the costs of further education. Payments are made every 2 weeks as long as students meet the school's attendance criteria. Students **could** be entitled to EMA if your household income is less than £23,400 or less **or** your household income is £25,974 or less and there are other young people in your household who qualify for Child Benefit. Parents/guardians will need to give details of their income as part of the students application for EMA.

For further details look up Student Finance Wales or follow this link to the "Little Book of EMA" - [EMA Wales Little Book of Ema 2025-2026](#)



Student Finance Wales EMA - [Education Maintenance Allowance, funding for Further Education | Student Finance Wales](#)

10. Target Setting

During their A Level studies, learners are set a target grade using a system called ALPs, which generates a minimum expected grade based on prior attainment.

Understanding ALPS MEGs: A Guide for Parents

What is ALPS?

ALPS stands for Advanced Level Performance System. It's a nationally recognised tool used by schools and colleges to monitor and improve student progress at A level. ALPS helps educators set ambitious targets and track how well students are progressing throughout their courses.

What are MEGs?

MEG stands for Minimum Expected Grade. It's a target grade set for each student based on their prior academic performance, usually their GCSE results. MEGs are not predictions or limits; they are aspirational benchmarks that reflect what students can achieve with consistent effort and support.

How Are MEGs Calculated?

MEGs are calculated using national data and follow these steps:

- A student's average GCSE score places them into a 'prior attainment band'.
- Each band has a corresponding MEG for each A level subject.
- MEGs aim to reflect the performance of students in the top 25% of schools and colleges nationally.

Why Are MEGs Important?

MEGs are important for several reasons:

- They help teachers and students identify strengths and areas for improvement.
- They provide a clear, personalised target for each subject.
- MEGs are reviewed regularly to ensure they remain relevant and challenging.
- Meeting or exceeding a MEG means a student is making excellent progress compared to national standards.

How Are MEGs Used in School?

Schools use MEGs in the following ways:

- At the start of the A level course, students are given MEGs for each subject.
- Teachers use MEGs to monitor progress through assessments and feedback.
- If a student is on track to meet or exceed their MEG, it's a strong indicator of success.
- If a student is falling short, teachers will work with them to identify strategies for improvement.

How Can Parents Support Their Child?

Parents can support their child's academic journey in the following ways:

- Understand the MEG: Ask your child what their MEGs are and what they mean.
- Encourage reflection: Help your child think about their progress and how they can improve.
- Support study habits: Encourage good organisation, regular revision, and independent learning.
- Stay informed: Attend parent evenings and communicate with teachers to understand how your child is doing.
- Promote resilience: Remind your child that MEGs are minimum expectations -they can exceed them with effort and support.

Key Takeaways

- MEGs are designed to be challenging but achievable.
- They help students aim high and stay focused.
- Parents play a vital role in encouraging and supporting their child's academic journey.

11. Developing Learner Effectiveness

Throughout their time at Bryntirion we support your child to develop their effectiveness as learners and equip them with skills needed for work and life through our Dysgu Byw curriculum.

As your child embarks on their A Level journey, we are excited to introduce you to the **VESPA programme** - a proven framework designed to help students develop the mindset and behaviours needed for academic success and personal growth.

VESPA stands for **Vision, Effort, Systems, Practice, and Attitude**. These five key areas are the foundation of high performance and are based on research into what makes the most successful students thrive - not just in exams, but in life beyond the classroom.

- **Vision:** Helping students set clear, motivating goals for their future.
- **Effort:** Encouraging consistent hard work and resilience.
- **Systems:** Building effective study habits and time management strategies.
- **Practice:** Developing subject mastery through deliberate and focused practice.
- **Attitude:** Cultivating a positive, proactive mindset towards learning and challenges.

Through regular timetabled sessions, **mentor sessions(*)** during registration and independent study, the VESPA programme empowers students to take ownership of their learning and make meaningful progress. As parents, your support is vital in reinforcing these principles at home, and we'll be sharing ways you can get involved throughout the year.

All learners will keep a record of the VESPA activities and strategies in their Llyfr Taith Dysgu, which will also be used for them to reflect on progress and set targets for improvement.

Sessions will also cover strategies to boost effective revision, building on work completed in year 11. Effective revision can only happen once the building blocks are in place. The first stage in this is for learners to summarise their learning and notes regularly, an activity they should have already started. As the year progresses we will focus on more effective revision.

Together, we can help your child not only achieve their academic goals but also grow into confident, independent learners ready for the future.

(*) Mentor Sessions

This academic year, Year 13 students will attend **one compulsory registration** (mentor session) per week (8.40-9.00am). It is also hoped that students will make productive use of their time and help prepare them for a hybrid work pattern that many will experience after Sixth Form.

These mentor sessions are in small groups and activities focus on supporting students at this critical stage of their education, as well as developing work habits, target setting, revision, motivation etc, providing support, to ensure students reach their academic potential. We have three very experienced members of staff who are mentoring these students.

Students have identified a day to attend these sessions. It made sense to choose a day where they had a timetabled lesson one. Please check with your child the day that they identified, so that you are aware of the days that they are expected to attend.

On the other hand, we are not saying that students have to stay at home. Our sixth form study areas are available every day from 8.00am onwards if students feel that they are more productive in school, rather than at home.

Year 13 is a crucial time for our students as we prepare them for their next destination, and we want to ensure that they have been given the relevant support to move on to the next chapter and these **compulsory** sessions play an important part in that.

12. Some Revision Tips– to start with

Create a revision timetable: Break subjects into manageable chunks. Prioritise topics you find hardest.

Use the WJEC exam calendar: Know your exam dates and work backwards. [Microsoft Word - Summer 2025 - WALES and Eduqas AS+A level - FINAL Exam Timetable \(14.04.24\)](#)

Balance is key: Include breaks, hobbies, and sleep in your schedule.

Active Revision Techniques - Don't just read - engage! e.g.

- **Flashcards:** Great for definitions, formulas, and key facts.
- **Mind maps:** Visualise connections between ideas.
- **Teach it:** Explain topics to a friend or family member.
- **Past papers:** Use WJEC papers to practise under timed conditions.

Limit distractions: Use “Focus Mode” or app blockers during study time.

Record yourself: Listening to your notes can reinforce learning.

Final Words of Wisdom!

- **Start early:** Cramming = stress.
- **Ask for help:** Teachers, friends, and family are there for you.
- **Believe in yourself:** You've got this. Pob lwc!

13. Standards/General Housekeeping

Attendance/Punctuality - Students have made decisions to return to sixth form and it is imperative that they attend all timetabled lessons, arriving promptly.

Reporting Absences – The school is to be informed of any absences by Classcharts, telephone or email.

Uniform - Students are asked to recognise the vital role they have in setting an example for the younger students.

A reminder of our uniform.

- Plain black tailored skirt – Skirts should not be too tight or short and worn with black opaque tights.
- Black tailored trousers (leggings, jeans or skin tight trousers are not permitted).
- Black school jumper or cardigan with sixth form logo.
- White shirt (plain white shirt – long or short sleeved).
- Black school shoes. (Plain black). Trainers/sports shoes are not permitted at any time of the year.
- Black socks or black opaque tights.
- Sixth form school tie (Provided to students by the school).
- Black blazer (Plain black tailored blazer with full length sleeves. It should be worn with the school enamel badge on the lapel, provided by the school).

Mobile phones/Headphones - no mobile phones/headphones to be seen or used around the school, including lessons. The Oriel/Lle Dysgu is an exception.

Medical appointments – ideally out of school hours, school to be informed of any appointments.

Driving lessons – not during lesson time, to be arranged around studies.

Driving tests - authorised as limited availability.

Homework – this will increase as time goes on. Deadlines will need to be adhered to. In addition to study at school, all students should expect to work at home. As a guide, sixth form students should set aside at least 4-5 hours per subject for study each week. Start the good routines early.

Use of Non-Contact Time/Self Study/Facilities - One of the big differences between GCSE and A Level is that students suddenly find that they have “gaps” in their timetable. These should not be considered as “free periods” but as study periods. There is a higher workload as a sixth form student and this time should be used sensibly to keep up with the demands of the subjects. This is an important step for preparing for life after school where students will be expected to plan their own time a lot more. We have excellent facilities for private study; The Oriel/Lle Dysgu is available before school, during non-contact time as well as after school. Chromebooks are available and there is BT Wi-Fi for students.



UCAS

There are several options available for students after Sixth Form. The majority of Year 13 will make an application to University through UCAS (Universities and Colleges Application Service).

Bryntirion UCAS Timeline

(For Early Entrants (Oxford, Cambridge, Medicine, Dentistry, Veterinary) – See Paragraphs below).

YEAR 12	
Summer Term – Post AS Exams	Activity <ul style="list-style-type: none"> Open Day Research – Student responsibility University/Course Research (Ongoing) – Student responsibility (Check Entry Requirements, whether there will be an interview, portfolio, audition etc.) Introduction to Higher Education – Exeter University Presentation Introduction to the UCAS Process – School Presentation Students set up UCAS Hub accounts using the buzzword Bryntirion2026Introduction to Personal Statements – School Presentation
Summer Holidays July/August	Activity <ul style="list-style-type: none"> Complete all sections of the Application (not including Education, Choices, Personal Statement) Start working on first draft of Personal Statement
YEAR 13	
September (Ongoing)	Activity <ul style="list-style-type: none"> Attend Open Days (Organised independently)
September	Activity <ul style="list-style-type: none"> Complete Education Section of UCAS Application – School Presentation Students/Parents to ensure ALL qualifications are listed (GCSE's, Vocational Qualifications, Skills, A Level Subjects) handout provided to students
October	Activity <ul style="list-style-type: none"> Hand in first Draft of Personal Statement (24th October 2025). To be emailed to Lisa.Allinson@bryntirioncs.bridgend.cymru It is also recommended that the first draft is shared with an appropriate subject teacher or specialist who understands the subject being applied for. Students do not have to wait until the above date, in fact, they are encouraged to submit a first draft earlier to allow time for amendments.
October - December	Activity <ul style="list-style-type: none"> Finalise and add Choices Finalise and add Personal Statement Send completed Application to UCAS
December (15 th)	Activity <ul style="list-style-type: none"> Deadline for completed applications. Students do not have to wait until this date. Again, they are encouraged to submit their application earlier – the sooner the application is submitted, the sooner the offers arrive, allowing time to focus on A Level studies. By applying through school, pressing “Send” on the application sends it to us, not directly to UCAS. Once “Sent” there is a still a lot for the school to do, which is why we set an internal deadline. This allows staff (Mrs Allinson, Mr Shell, Mr Beard) time to check the application, write the reference and add in predicted grades before processing the application in a timely fashion, to ensure the equal consideration deadline is met (14th January 2026).

Oxford / Cambridge / Medicine / Dentistry / Veterinary

Whilst the UCAS published deadline is 15th October, we as a school set an internal deadline to allow time to check the application, write the reference, add predicted grades and send the whole completed application to UCAS. It is vital that students complete their application as soon as possible. As a school, to meet the 15th October deadline, we have asked students to complete and send their applications off by 12th October at the latest – Early entrant students were made aware of this at the start of the academic year.

Many Oxbridge courses require specific admissions tests so careful research and preparation is required. Students will also need to decide on their other 4 choices too.

Medicine, Veterinary Science, Law and Dentistry – many Universities expect students to complete an additional test. These are called the BMAT, UCAT and LNAT.

Staff at school are available to answer any queries and the UCAS website has a section specifically designed for parents:

[Advice for parents, guardians and carers | UCAS](#) ALSO [Parent, Guardian and Carer Guide | UCAS](#)

Useful slides from Student Presentation:

THE APPLICATION – KEY FACTS

- Register with UCAS via the Hub.
- Only one application can be submitted in any given academic cycle.
- Students can make 5 choices of university and course.
 - There are some restrictions:
 - 4 choices for Medicine, Dentistry, Veterinary Medicine (5th choice – different course)
 - Oxford OR Cambridge
- Apply by the equal consideration deadline
- Only one personal statement
- Cost is £28.95
- Consideration is simultaneous and 'invisible'.

THE APPLICATION – KEY DATES

- 15 October - Medicine, Dentistry, Veterinary Medicine, Oxford/Cambridge
- 14 January - Main deadline for guaranteed consideration

All deadlines 18:00 UK time

IMPORTANT
Bryntirion will set a deadline earlier than 14th January to ensure references are written and applications can be processed to meet this deadline.

June – September Research
September – December Apply
January – December Offers & Acceptance

THE PROCESS

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graph TD; A[School Registers online as an "Apply Centre" Appointed "Apply Co-ordinator" sets up details and creates a "Buzzword"] --> B[Student registers using "buzzword" and completes UCAS application form. Completed/Amended application is forwarded (electronically) to school/HoY.]; B --> C[HoY checks completed applications in Adviser area and adds reference and predicted grades. Completed Applications are sent to UCAS]; C --> D[UCAS]; C --> E[If application contains errors or omissions, tutor can return it to the student.]; E --> B;
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Tracking Your Application

When UCAS has processed your application, you will be given access to "Track". When ready, each University records a decision on each application. Each time Track is updated you will be emailed and advised to check Track.

Universities will review your:

- Personal Statement
- Qualifications/Predicted Grades
- Reference

They may also ask for:

- Admissions Test
- Interview
- Portfolio/Audition

Decisions

UNSUCCESSFUL UNCONDITIONAL OFFER CONDITIONAL OFFER

Replies To Offers

When all decisions are in – Students get a reply date for offers in Track.

FIRM ACCEPT

• The one you really want.

INSURANCE ACCEPT

• A back-up.

DECLINE

• Any other offers or all offers.



Other Options after Sixth Form

- Apprenticeships
- Employment
- Gap Year
- Studying Abroad

Apprenticeships (This information has been taken from a Careers Wales Presentation)

Apprenticeships are ideal if you want to continue learning while working, gaining a qualification and get paid at the same time. Gaining an apprenticeship means taking on a real job with a contract and holiday leave in a particular career. Whilst you earn you learn, multitasking between the responsibilities of your job role and studying towards a qualification. Apprenticeships are therefore very demanding, but they increase your work experience, allowing you to earn a salary and potentially fast-tracking your employability skills.

What Are The Apprenticeship Levels?

- Foundation Apprenticeship - you would usually gain a Level 2 qualification (equivalent to GCSE A*-C Level) that is relevant to the job
- Apprenticeship - you would work towards a Level 3 qualification (equivalent to A Levels) that is relevant to the job
- Higher Apprenticeship - you would work towards a higher qualification of Level 4 and above. This could be an HNC/HND or Foundation Degree
- Degree Apprenticeship - these offer learning at Level 6 and provide the opportunity to gain a full bachelor's degree. They combine working with studying part time at a university or college

Where can I find Apprenticeships?

Search and apply for Apprenticeships through [Apprenticeship Search](#). You can look at all the vacancies, not just the ones in your area or just look at the type of jobs you are interested in.

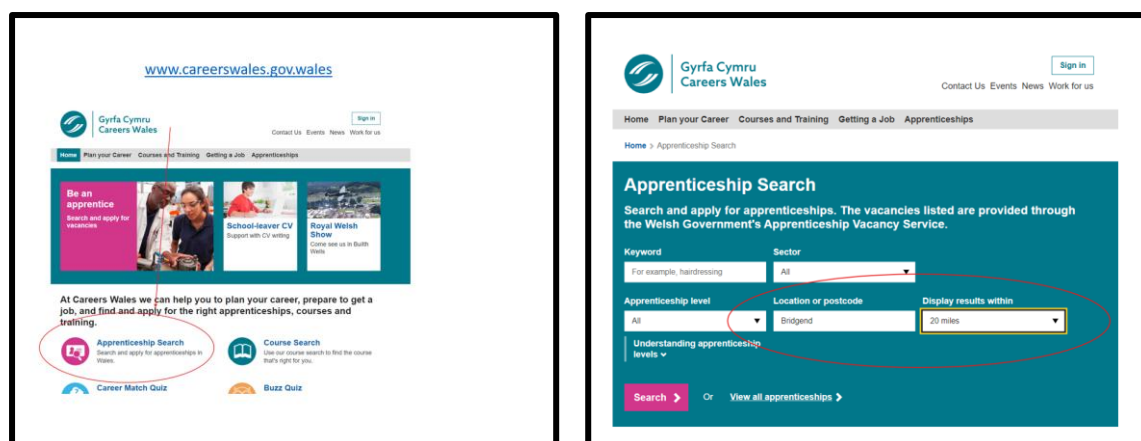
[Employers who offer Apprenticeships](#) lists web links of employers who offer apprenticeships. You can visit their websites to:

- View and apply for any live vacancies they may have
- Find out when they are next recruiting if they haven't got live vacancies now
- Register your interest or submit your CV if they invite you to

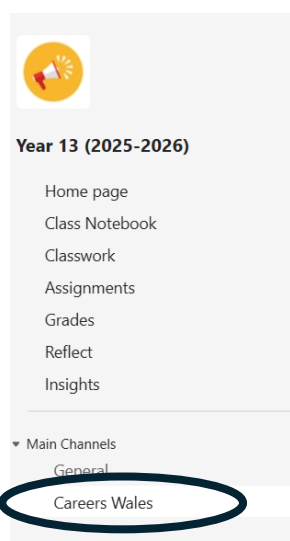
Some employers also advertise on social media and online job sites like [Find a job\(external website\)](#) and [Indeed\(external website\)](#).

To find degree and higher level apprenticeships visit:

- [Degree Apprenticeships](#) - lists universities in Wales who provide IT based degree apprenticeships
- [Higher Level Apprenticeships](#) - lists employers, who offer A Level entry (and equivalent) apprenticeships in a wide variety of subjects



Links are also regularly posted in our “Year 13” Team in the Careers Wales Channel



Careers Advisor

Our Careers Advisor, Mrs Claire O’Brien is based at Bryntirion every Monday, Tuesday and Wednesday. Sixth form students can book an appointment with Claire to explore “Future Destinations”.

Contact details:

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