

INDEPENDENT REFEREE EXAMPLES

The UCAS reference has three structured sections. These changes were designed with providers, allowing the reference to focus on the areas they want to know more about.

These examples have been supplied by providers and advisers and are designed to show the range of different references that have supported students in gaining places at their chosen courses and universities. Provider feedback over the 2024 cycle has emphasised that references are only one part of the admissions process and are useful in supporting the application and supplying additional context about the applicant. There is no one best or good way to write a reference – the key thing is that the information is concise and factual.

Please see our additional advice and guidance on how to complete the reference for 2024 and access further support materials. <https://www.ucas.com/advisers/help-and-training/guides-resources-and-training/writing-references/writing-undergraduate-references-independent-applicants>

As with all aspects of the application process, we also suggest you continue speaking to universities and colleges, who will be able to give specific advice and guidance if required.

Examples for Relationship to applicant

Provide an overview of your relationship with the applicant

I have known Akemi from in my capacity as theatre anaesthetic and recovery lead and hospital resuscitation lead practitioner at the XX Royal Hospital. Akemi joined the Community Team for Learning Disabilities (CTLD) from January – May 20XX for her exposure to learning disabilities placement as part of her Trainee Nursing Associate training

I am the store manager of Next in XX and have held my position there for the last five years. I employed Kim and have known her in this professional setting for the last four years, and I must say it has been an absolute pleasure to have her as part of my team.

Fiona has been working as a clinical support worker within the Paediatric Critical Care unit for over 18 months. The unit is a tertiary referral centre for children requiring either high dependency or critical care in Scotland and takes children from birth up to the age of 18 in some instances. The children admitted can have a range of problems but most require ventilatory assistance. I am one of the Charge Nurses within the Critical Care Unit that Fiona works in.

I have had the pleasure of working beside Ajun for the past 5 years in the Pulmonary Rehabilitation team. As a senior Physiotherapist within the team I am often responsible for assignment of tasks within the team and am responsible for Ajun's yearly TURAS appraisal.

Examples for Extenuating Circumstances

Enter any information about extenuating circumstances which may have impacted the applicant's education and achievement

Akemi has dyslexia and at first really struggled to communicate, however her confidence progressed well; always finding the way to convey the messages exchanged.

I understand that Marly was raised in an environment where work and life skills were prioritised and was encouraged to gain full time employment at the earliest opportunity. While he did this admirably and has an impressive CV, it did mean that his attitude to education at the time he was at school doesn't reflect his current attitude. He has demonstrated at work that when he is committed to something he will pursue it to the very best of his ability, and I believe the same will be true at university.

Clem has commented frequently that although she has always had an interest in pursuing study in dance, this wasn't an available option at the school she attended, and a private dance school wasn't accessible either. She has had to work incredibly hard since leaving school to self-fund classes and training in order to gain the right foundation for further study.

Examples for other supportive information

Outline any supportive information specific to the applicant that you think universities/colleges should be aware of, or how they can support the applicant

Charlie has taken the decision to commit to further study and has successfully managed to balance family life, work life and additional responsibilities in his schedule and have no doubt about his ability and his commitment to the course

Ash has been a top asset for us during her work experience placement; her ability to balance the need for clear information with empathy and compassion when dealing with our clients has been outstanding. Responsibility to lead client sessions was delegated to Ash significantly faster than any other placement colleague we have had, exemplifying her capability and ability to inspire trust.

Jack was a very committed and conscientious student during their time with us, working hard to achieve their results. Since leaving, they have been undertaking voluntary work in Bali. In preparing for this they have greatly sharpened their organisational skills, and in discussing this application with them we have been impressed with how much more developed their understanding of marine conservation is, going well beyond anything covered within the school curriculum.

I cannot comment on her qualifications to date, but in my experience during her employment, Kim has held various roles having taken on additional responsibilities and proven her capability and adaptability in any given daily situation and have no doubt she is a suitable candidate for the course she is applying for.

Finn is a hard working member of staff. His main duties are ensuring bedspaces are cleaned and well stocked, often turning round bedspaces in short periods of time. He supports the nursing team and has taken on extra training to run blood gases and setting up ventilators. He is able to help care for patients in a supervised capacity due to their level of dependence. A large part of his role is ordering and maintaining stock levels which is an extremely important role within the unit. Finn is well liked, cheerful and enthusiastic. Finn is able to prioritise his workload and will seek out where help is required. He is a valuable member of the multidisciplinary team and I am sure will make a great nurse. I would definitely recommend him for the course.

Farrah has excelled in her role as a physiotherapy technical instructor. She is caring and compassionate and is able to develop strong relationships with colleagues and patients alike. Farrah has excellent communication skills and has often demonstrated her ability to have difficult conversations with patients including those in acute physical and mental distress. She is able to keep notes to an appropriate standard and communicate with members of the wider multidisciplinary team. She has a genuine desire to help patients achieve their exercise and self-management goals and always strives to do her best for them.

She is able to work with patients to set SMART objectives. Farrah is always keen to improve her knowledge of respiratory conditions and treatments and actively participates in the team's in-service programme and asks appropriate questions to senior clinicians. She has attended weight management training and is able to support patients with health diet and exercise advice. She works very well as part of a team but is also able to undertake tasks independently and knows when to seek support from others. Farrah has experience working with patients on an individual basis but also in a group environment in our pulmonary rehabilitation classes. She has an understanding of dynamic risk assessment and is able to progress patients exercise prescriptions safely. Farrah would be an asset to the course and to the nursing profession.

Within her current role Joyce works with and supports a class of P4-6 children who have complex additional needs. Joyce has developed and maintained excellent relationships with pupils, some of whom can be difficult to engage. Joyce has taken into account pupils' likes and interests to engage them in learning experiences. Joyce has shown excellent communication skills with staff across all levels and has developed and maintained excellent relationships. Joyce works well as part of a class team of other learning support staff and class teachers. Joyce has previously completed the HNC in Early Education, with this qualification Joyce had worked in nursery setting with pre-school children and used her knowledge from this within her current role. Joyce is currently undertaking additional study to enable her to meet the entry requirements for her midwifery course. While working with Joyce she has displayed and demonstrated many qualities which will benefit her as a midwife. Joyce has a calm and patient temperament which is essential when working with children. Joyce maintains a calm and consistent approach when working with children. Joyce creates and promotes a positive ethos when working with children. Joyce's hardworking and diligent attitude allows her to manage her time well. Joyce is creative and finds ways to engage children in activities based on their interests. Joyce builds positive and lasting relationships with the children she works with, by getting to know each child individually and sharing in their interests and hobbies. Joyce makes excellent use of the resources available to her and uses these effectively to support her learners. The skills and qualities that I have seen Joyce demonstrate while we have worked together will be easily transferable to working as a midwife. I have no hesitation in recommending Joyce for this.