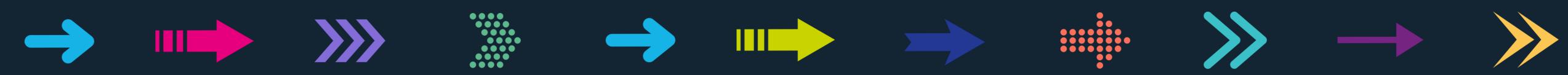
PERSONAL STATEMENTS 2026 MASTERING THE NEW APPROACH

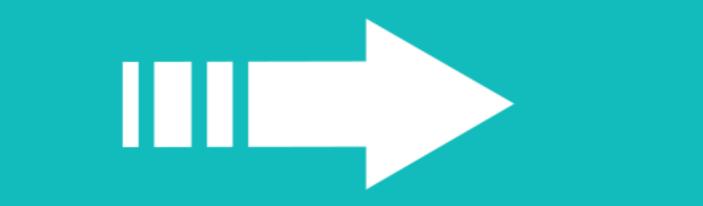


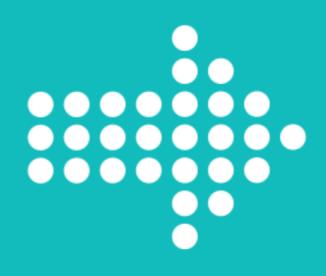
SAM SYKES, UCAS GORDON DENT, KEELE UNIVERSITY STEVE MINNEY, SWANSEA UNIVERSITY MIKE NICHOLSON, UNIVERSITY OF CAMBRIDGE ELLIOT NEWSTEAD, DE MONTFORT UNIVERSITY





PERSONAL STATEMENTS 2026



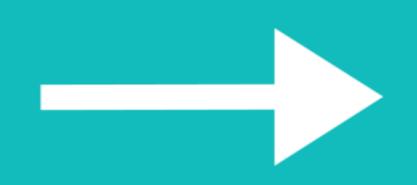


Mastering the new approach

















THE BIG QUESTIONS - RESEARCH VS REDRAFTING?



3

after choosing final 5?



How is the PS process managed in your school or college?

2 When do you start planning with students; do they finalise PS

Do you support students in researching and linking evidence?

THE BIG QUESTIONS — AI AND THE PERSONAL STATEMENT



Have you seen an increase in the use of AI?

How do you approach the use of AI; do you have an internal policy?



How can you promote appropriate use of Al?

THE BIG QUESTIONS - REVIEWING PRACTICE



Do you give exemplars?

How might you approach multiple subject areas?

How will you approach the new structure and will you review timelines?





PERSONAL STATEMENT 2026 CYCLE SUPPORT

- Information, advice and guidance
- <u>What you need to know video</u>
- <u>Resources for internal staff training</u>
- <u>Classroom resources</u>
- Checklists
- ster

ACTIVITY SHEET Looking at the examples of evidence, can you identify any you a Ip highlight your personal experiences, skills or knowledge SKILLS BINGO UCAS

STATEMEN

	CUT OUT SHEET			
	INDEPENDENCE	COMMUNICATION	COMPUTER Programming	
	LEADERSHIP	TEAMWORK	<u>PLAYING A MUSICAL</u> <u>Instrument</u>	ted here you can think of? ur digital footprint , to look for evide y (YouTube, social accounts, brows
	<u>INTEGRITY</u>	ORGANISATION	DRIVING	
	PATIENCE	NUMERACY	PLAYING A SPORT	
	FLEXIBILITY	LITERACY	CHEMICAL ANALYSIS	
	<u>sion</u>	<u>CRITICAL THINKING</u>	SPEAKING A LANGUAGE	ratched, read, or listened to are the area you might be thinking about for
	<u>ry</u>	REFLECTION	<u>GRAPHIC DESIGN TOOLS</u>	ve been researching for a piece of w sting or surprising you've learnt fron
	NCE	PROBLEM SOLVING	FIRST AID	
	IVE IVE	COMPUTER LITERACY	STATISTICAL ANALYSIS	
7	TION	ATTENTION TO DETAIL	BUDGETING	
0			Illustrations designed by Storyset on freepik.com	

/ show vou've watched or a blo

UCAS

	Lesson	Learning Outcomes	Activity Summary	Suggested time	Resources
			Activity 1: What is a skill?		
			Ask students what they think a skill is. Show the dictionary definitions of the word skill. Do they agree with these definitions?		
NCE	UCAS	In pairs or groups can they write their own definition of what a skill is? Why do they think it's important to think about skills for their personal statement? Explain that it's important to think about skills when planning their personal statement as they will need to use lots of examples.	20 mins		
	<u> </u>		Activity 2: Discuss the 3 types of skill categories.		
have in the evidence b e name of a book you'v follow.		/	There are lots of different ways to categorise skills; for simplicity we are exploring it as follows:		
		what	Transferable skills: general skills that are important for many areas of life including our education or job. They are skills you can develop and be transferred across different areas.		
		and ise 9	Personal skills: abilities we are born with, our natural talents, or things we develop through our experiences.	20 mins	Bingo grid Bingo example cut outs
		it skills.	Knowledge based skills: skills that are specific to a subject, areas or topics.		Activity slides
		rsonal nces	Remind students that skills are gained through all experiences (personal, education, training etc).		Student activity worksheet
	~	ghise Is you	Paired or group discussion: students to think of 3 examples of skills that might fall into each group. Feedback and share answers. Show slide with a range of other examples to support discussion if needed.		
			Activity 3: Skills bingo		
history) any our future?			To help start student reflection on their experiences, skills and strengths use the bingo grid to play 'Skills bingo'. Students choose 9 skills off the list of 24 provided and write them on their blank grid. Cut up the skills provided and pull them out randomly. For each skill read out if the student chose to put it on their grid, they need to	20 mins	-111-60
			mark it off. Keep going until someone has 3 in a row, column, or diagonally.	201110	
			Extension: for each skill they have on their grid, they must provide an example of when they have used this skill before it can be marked off. Keep going until someone has 3 in a row, column or diagonally.		Í



