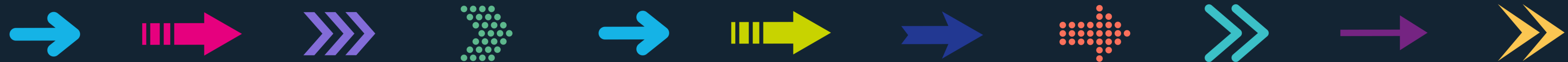


PERSONAL STATEMENTS 2026: MASTERING THE NEW APPROACH



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PERSONAL STATEMENTS 2026

Mastering the new approach



UCAS

THE BIG QUESTIONS — RESEARCH VS REDRAFTING?

1

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

2

When do you start planning with students; do they finalise PS after choosing final 5?

3

Do you support students in researching and linking evidence?

THE BIG QUESTIONS — AI AND THE PERSONAL STATEMENT

1

Have you seen an increase in the use of AI?

2

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

3

How can you promote appropriate use of AI?

THE BIG QUESTIONS — REVIEWING PRACTICE

1

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

2

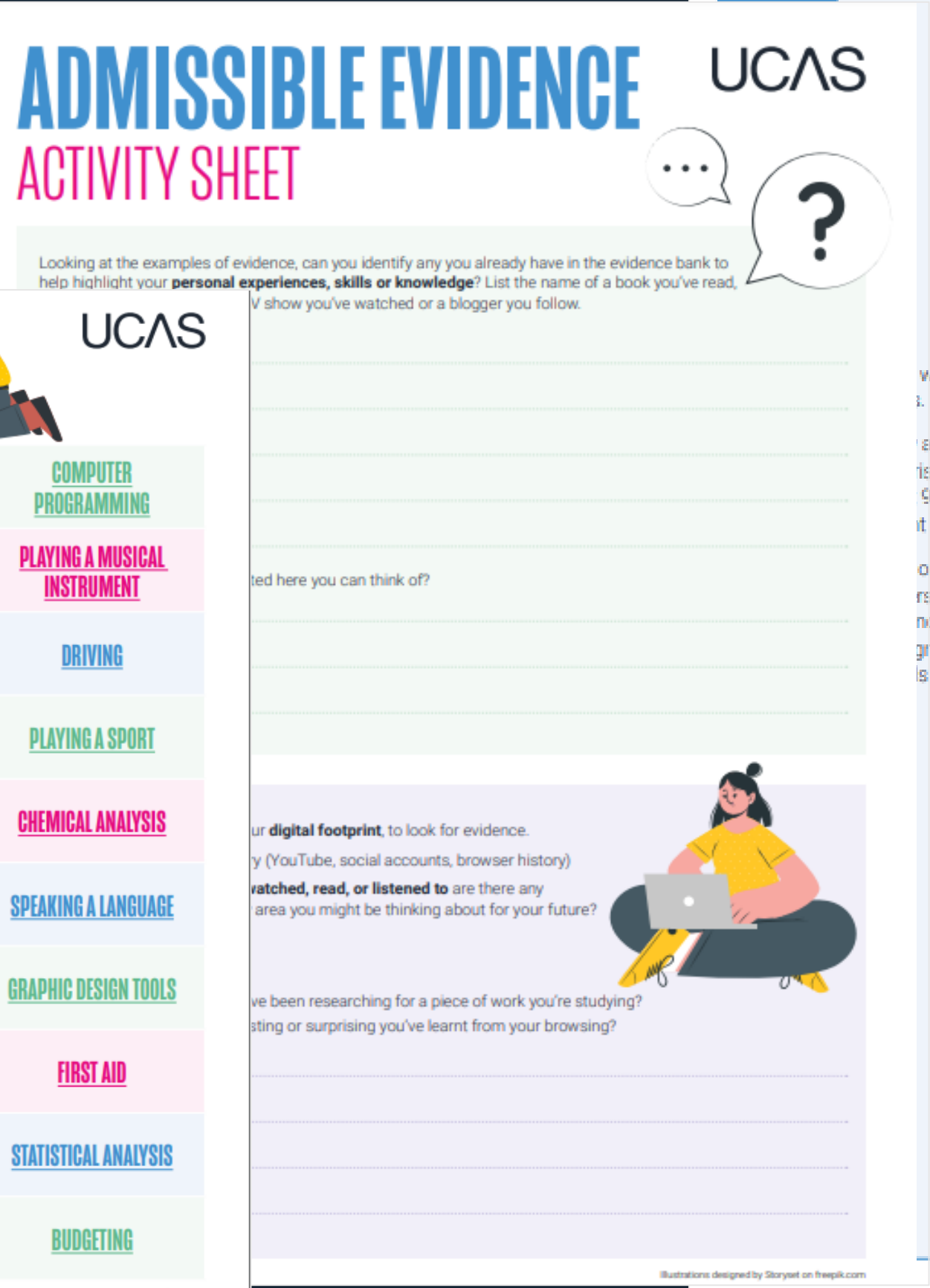
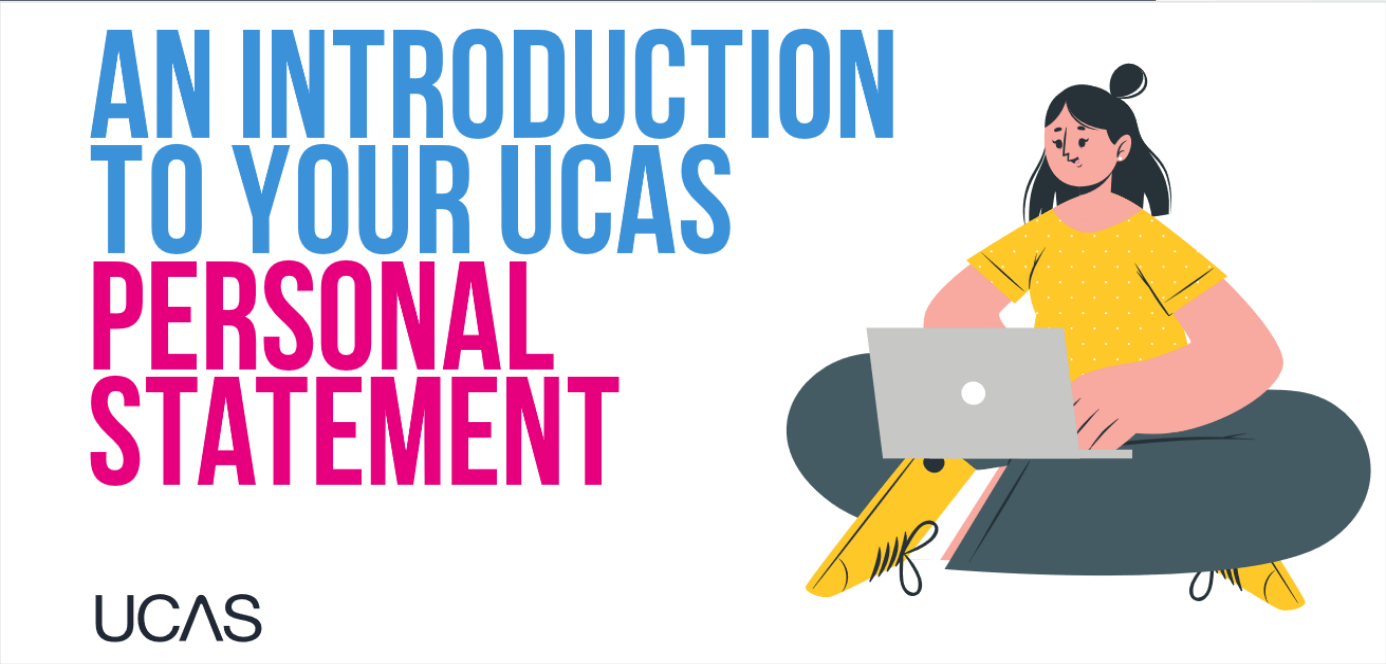
Do you give exemplars?

3

How might you approach multiple subject areas?

PERSONAL STATEMENT 2026 CYCLE SUPPORT

- [Information, advice and guidance](#)
- [What you need to know video](#)
- [Resources for internal staff training](#)
- [Classroom resources](#)
- [Checklists](#)
- [Poster](#)
- [FAQs](#)



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? 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	
		Activity 2: Discuss the 3 types of skill categories. There are lots of different ways to categorise skills; for simplicity we are exploring it as follows: 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. Personal skills: abilities we are born with, our natural talents, or things we develop through our experiences. Knowledge based skills: skills that are specific to a subject, areas or topics. Remind students that skills are gained through all experiences (personal, education, training etc). 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.	20 mins	Bingo grid Bingo example cut outs Activity slides Student activity worksheet
		Activity 3: Skills bingo 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 mark it off. Keep going until someone has 3 in a row, column, or diagonally. 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.	20 mins	

Q&A



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