



Important Dates

- All students return to school site – Week 1 – 12/04/2021
- May Bank Holiday – 03/05/2021
- Inset Day - 28/05/2021
- Inset Day – 09/06/2021
- End of summer term – 16/07/2021



6th Form News

Vet Application Process

Cerianne is a year 13 student studying Chemistry, Biology, Geography and the Welsh Baccalaureate. We are very proud of her achievement in achieving a conditional offer to Cambridge to study veterinary science. She was also interviewed for veterinary science in Edinburgh, RVS London/Aberystwyth and Liverpool. Cerianne has also achieved two other conditional offers and is awaiting Liverpool's decision. A fantastic achievement.

"Applying for Oxbridge is no mean feat. The applications process is rigorous, the interviews are challenging, and the entrance exams are, in all honesty, difficult. But, aside from this it's an opportunity. I certainly never went through school thinking of applying to Oxbridge, let alone getting an offer. It just wasn't something I considered, especially coming from state education, but after some thought I decided why not? When it came down to the interviews I actually enjoyed them, and though the questions got progressively harder they were stimulating, and I was even asked about a subject I hadn't studied for two years. Don't be put off by this though, the interviewers will try to get the best out of you, and when I got stuck or didn't understand something they would explain it. I did have practice at mock interviews, something I would definitely recommend. Some were organised through the school's myriad of contacts with Cambridge veterinary graduates from Penglais and the rest were with family friends. Along with the sixth form learning coaches, they gave me guidance on my application, including things to add to my personal statement and how to approach the additional exams that Oxbridge ask for. Overall, for those of you who want to apply, I would say choose at least one University whose application process is going to challenge you, whether its Oxbridge or elsewhere! School will do their best to help you in whatever way they can and with enough determination it is possible. I almost gave up. I'm very glad I didn't."

- Cerianne Y13



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Y13 Student Studying in the USA

Matilda is a year 13 student currently studying Maths, Chemistry, Biology and the Welsh Baccalaureate. She applied to the Sutton Trust / Fullbright organisation to study in the USA. The process is highly competitive and we are immensely proud of the huge amount of work that has been needed to secure a place at a highly respected US University.

"Ultimately, the reason I chose US study was the liberal arts system, and the way they want you to intellectually explore. Of course, they encourage students to eventually study one subject area in depth, but their colleges are designed so that you can keep an open mind, and study as large a variety of courses as possible before you decide. Many students apply without even naming a subject as their 'intended major', and this is a perfectly respected option, since the institutions value students who have a love of learning in general. I am passionate about Neuroscience; however I am really eager to study other topics, specifically Linguistics, English, Maths, and Theatre. In the UK I couldn't showcase any other interest other than Neuroscience, which personally didn't feel right. The UK system works really well for many people, but I felt that the US system was a much better fit for me. Not only do they encourage studying lots of different subjects before narrowing down, they really like teaching their students how to think, discuss and debate. Most universities have the majority of students living on campus, with really excellent student support. Depending on the place, many have amazing arts scenes, research facilities, and study abroad opportunities.

The two main obstacles that I experienced when applying to US institutions were how expensive tuition is, and how long and complicated the application process is, especially in comparison to the UK. I personally had help and guidance from the Sutton Trust US programme, which made the process a lot easier, and gave me lots of opportunities to better my understanding and chances of admission. They also prepare students for the dreaded ACT exam – a lot could be said about this, but overall I found it a lot easier than UK exams. Granted, it is four hours long, but all the answers are multiple choice and the style is exactly the same every year. Once you learn to beat the practice papers there is almost no chance you will be surprised in the exam.

It is a very competitive admissions process: firstly, the top institutions in the US have very low admissions rates to start with. (And 'top institutions' doesn't just cover the Ivy League – there are countless good universities, given the size of the country). Secondly, it is far more competitive for international applicants. Thirdly, the tuition fees are incredibly expensive, and the institutions expect families to contribute. The only feasible way to afford the fees is to receive a sizable grant from the university. Again, very competitive. However, there are scholarships and grant money available, and there are many opportunities during the admissions process to prove that you deserve them. There is a Common Application which most universities accept, which acts like UCAS in that you can send one application to all your institutions. There is no limit to the number of universities you can apply to, however there is a catch.

Each institution has their own personal admissions requirements, which, for me, ranged from one extra essay, to seven! Before deciding on which ones I wanted to apply to, I went through a rigorous research process, involving lots of lists. This was the most exciting part since every university has its own nuances and a unique atmosphere. American institutions are very eager to connect with prospective applicants, and there were lots of online events and webinars that I was able to attend to help me. US institutions are very keen on students demonstrating interest, and it is actually a very real factor in whether they will want to admit you. In a frantic attempt to demonstrate interest I attended webinars, signed up for interviews with students and emailed admission officers, and ultimately it seemed to have worked. I simultaneously managed to talk to lots of interesting people and build connections, making it very much worth the effort.

Overall, I think I wrote about 40 essays while I was applying. (I did apply to 14, which feels like too many, in hindsight) I cannot stress how different the process is to the UK. Firstly, there is one big essay that all the universities see, which may be called a personal statement, but do not be fooled. There are many different prompts you can respond to, but the main idea is to tell a story that shows who you are as a person. I attended an online workshop to prepare me for writing it, and one exercise we did was to think of objects in our life that captured our essence. It felt very strange. A popular theme is a challenge you've faced in life, and what you have learned from it, but the workshop leader was brutal about which life challenges were challenging enough to stand out. In the end I wrote about a play I had been involved in, that hopefully portrayed me as 'empathic, community-minded, with good leadership skills.' It seems less relevant than the academic UK personal statement, but US institutions appreciate lots of soul searching. There is also a section on the common application to list 10 extracurricular activities. It seemed simple enough, but it was tricky. The activity and the role you played have to be showcased in a very small amount of characters, also emphasising any 'impressive statistics' that show impact. Individual institutions' essays ranged from talking about an extracurricular, my favourite books, a role model, why I wanted to attend that particular college (specificity is key, they love hearing how much you want to go there), to social issues I was passionate about. Truly, it was lovely to apply to institutions who see students holistically, and care about their interests and values. Another key thing to note is that Americans have no qualms about boasting, and you really have to sell yourself to be in with a chance. It is fully possible to beat the competitive odds, but you have to prove that you're good enough. I was told 'Why would they think about admitting you if you don't think they should?'

Without being cliché, I did learn a lot about myself, because I had to figure out in great detail what I wanted out of the next four years, and why I was worth admitting. It was a lot of work, and I had to make sure I was passionate about actually going, but if you feel like it's truly the right fit for you, it's absolutely worth it!"

- Matilda Y13

Chemistry Olympiad

On Friday 22 January, eight of our Year 13 students were brave enough to sit the challenging UK Chemistry Olympiad Round 1 Exam. The Olympiad is designed to challenge and inspire, and is the leading chemistry competition for students in secondary education across the British Isles. This enriching experience is a unique opportunity for students to push themselves further and excel in the chemistry field. Budding chemists develop their critical problem-solving skills, learn to think more creatively and get a chance to test their knowledge in new, real-world situations. Despite the challenges facing these students with the current circumstances, they decided to take up this new challenge. Results have now been published and we have some great results!

- Thomas is to be awarded a Silver Award
- Maddie is also to be awarded a Silver Award
- Theo is to be awarded a Bronze Award.



The Chemistry Department are very proud of all students who took part as they were competing against students in all schools and colleges across the UK. A total of 7120 entries! Education executive Chloe Francis, who organises the competition, extended her congratulations and thanks to both teachers and students for their participation: 'Well done to all students who took part in this year's Olympiad during a particularly stressful time, and thank you to all the teachers who took the time to facilitate this opportunity for their students during a national lockdown.' Well done also to Millie, Matilda, Dionysius and Khadija who put in an extremely good effort.

Virtual Learning Experiences'

Creative Student's Perspective on Lockdown & Learning-Reading Webinar

Firstly, in the webinar, there was discussion of the creative subjects the students were taking at Reading. Something that resonated with me was one student's struggle to decide what they wanted to do at university. I know myself and my peers have in lockdown begun to shift in our ideas on what we view our future to be, and I've begun to notice a pattern where there is far more of a desire to focus on creative subjects. Lockdown can be seen as a sort of creative revolution, rising from this whole new way of perceiving the world around us. This alone time can be crucial to developing yourself as a creative.

Before the webinar I was already aware of some of the challenges that come with creative subjects and lockdown from my music A level course, from a lack of outside stimulation and inspiration to more practical technical issues. However, the webinar really opened my eyes to how useful lockdown can be for creative student's, there is a silver lining. By using a little bit of innovation, one can use lockdown as a way of finding out more about your creative process, the way you work individually and begin to mirror the way that you would work at university. For example, motivating yourself and having independent and individual study time was incredibly difficult at first. I've found that the more you delve into learning by yourself, the more you get out of it. By this I mean that reinforcing your learning, taking the time to do extra research around your subject starts a cycle of motivation wherein you take genuine pleasure in your learning instead of it being a chore.

The students gave advice on how to achieve this during lockdown and I felt reassured by the fact that about 85% of attendees voted in a poll for feeling less motivated during lockdown. It was emphasised how important it was to see what other people are doing and creating this sense of community that takes away from the isolation of lockdown. Some things that helped were having online studios meet up and talk about work and reaching out to your peers and teachers. Especially at a time where everything can feel very insular and isolated, it's good to know you're not alone in your course or learning. Another point was how important it was to hold yourself accountable for your work. Examples of this were making a list of things to achieve each day or setting goals for yourself to keeping a schedule of when to start and finish your working day.

This in itself was a way of keeping up productivity levels and having that feel of a work environment.

To quote one of the students- 'It took me a very long time to decide what I wanted to do, I went to loads of open days and looked at courses I was interested in but I still wasn't convinced and not even sure if I wanted to go to Uni, until I found a course that really spoke to me.' I think there is an emphasis here on the fact that no one should settle for a course they are completely passionate about it. This is something you will be completely immersed in for 3/4 years, make sure it's a course that really speaks to who you are and what you want to gain from university. Taking the time to do that research really pays off in the long run, and this goes for all subjects not just creative ones. - 'I did loads of research, talking to my teachers and career advisors and finding something that was stimulating to me. I ended up taking psychology and art together and found a great combination course at Reading.'

One international student from Spain is currently taking English and film as a joint degree. She wanted to find a course that was less theoretical and much more practical. She found this at Reading as a sort of coincidence. Quite comedically, she recounted how she had only put down Reading because she recognised it as the city that had Reading festival. She also emphasised that visiting the University really polarised her decision as she fell in love with the campus. It's important to look at other aspects of university, not just the course. Look at the campus and where it's situated, whether you want a more rural and peaceful atmosphere or to be in the middle of everything in a bustling city.

The next part of the webinar was based on the question- What advice would you give to your 17 year old self? These answers gave great advice on how to aim for university and set yourself on the right path. The first piece of advice was to improve on your value as a candidate. Work on projects and do your own independent learning and research- show initiative and passion. An example was a student who wanted to do psychology but had not taken the course in school- she took an online course in it to boost chance of getting into art and psychology course. Looking for opportunities to stand out and show you're passionate about your subject will really raise your chances of getting into the university of your choice. They also said it was important to look at the modules itself and specification for your university course- see how it suits you and what you want out of it. The end of the webinar and last piece of advice resonated with me. The student talked about how it is so easy to see university as an ultimatum or the decider of your life. A lot of people aren't aware that trying other options and persevering is just as valid as trying and succeeding on your first time. - 'My 17 year old self was so stressed about exams, I remember going into university and feeling absolutely at peace after those two years of exams. I feel it's so easy to get wrapped up in those narratives about university being the only career choice. What I needed was someone to sit me down while studying for retakes, and tell me stop frying my brain, take a break, and that I was going to be fine. If you're really passionate about it and look for opportunities there are so many different pathways to reach your creative subject, don't feel boxed in.'

- Liberty

Forensic Science Webinar

A virtual talk on Forensic science was organised for the Sixth Form with Dr Debra Croft. Debra is an experienced forensic scientist with a successful career behind her. As a forensic scientist, Debra explained how forensics encompasses a wide range of specialisms, branching from the study of botany to calculate where and when a crime has occurred to studying the generation and type of insects in a body for determining the length of time since the crime. She specialises mainly, on the other hand, with soil and sediments.

Debra provided a helpful, yet also unfiltered, idea of what being a forensic scientist is actually like, aside from the glamour often portrayed in films. She discussed the different elements which can be associated in obtaining information by forensic science (of which there are many). Physical fitting is often used as a basis on which to conduct further tests. It involves matching ripped clothing, or things like teeth to bite marks. Chemical fitting would be a next step to prove, such things.

'Dr Debra Croft speaking at Forensics Science Webinar'



Debra also went into detail about how trace evidence such as pollen grains in soil samples or diatoms found in different bodies of water can be used to pinpoint locations of crimes. Concerning these trace evidences, Debra recounted a case where someone had been drowned and discovered in a pond. However, because the diatoms discovered in the pond water did not match the ones discovered in the victim's stomach after conducting an autopsy, it was concluded that the drowning occurred at a different site and the body was then transferred.

These are simply examples of what Debra covered. She helped provide me, and I'm sure the others in the meeting as well, with a new angle on forensics and its different aspects and uses. Now all I need to worry about is deciding what I want to do in my future, Debra's talk made my decision a lot harder!

- Dylan Y13

Food Science Talk

"On Wednesday the 17th of February, I attended a Teams meeting with Lorna, a Food Science student in her third year at Nottingham University. Having always been interested in food, I found this to be an invaluable experience and I am now considering taking the subject at University. Lorna spoke of the different projects she has had to complete and the contents of the course. The course included sensory science, flavour chemistry, microbiology, and product development, as well as the option of a year in industry and even the option of a year abroad. In her third year, she is currently doing a project on product development, where she has been given a brief by a company who want to change their recipe for a chocolate coated biscuit. She has had many different ideas which she shared with us but is most invested in her idea of a yoghurt and honey coated biscuit, which could even be made available to the market! I thoroughly enjoyed this talk and, as an industry with so many job opportunities in so many different and exciting areas, this course seems perfect for anyone who is interested in food and the science behind it."

- Poppy Y12

Effects of Lockdown on 6th Form Students

"Lockdown was taken two ways, it seemed. It was taken with messy desks, dodgy wifi, and sleeping in past twelve. It was also taken with a new lease of creativity, a chance to learn something a new, perhaps a newfound drive for independent learning.

I think lockdown was without a doubt difficult. It challenged the way we are used to learning, replaced people with computers and classrooms with Teams. However, I think it also taught us some valuable skills. How to motivate and engage ourselves without the concrete unity and companionship of other pupils and teachers. Learning alone is often a challenge, and in the lead-up to assessments, we will be revising by ourselves. I think lockdown has given us the ability to do this effectively. Lockdown has given us a different perspective on individual learning and the way we process information and ideas while we are alone. Going forward, this is a skill we can use to really get a grasp of our subjects over Easter and in the lead-up to assessments."

- Y12 Student

"I never realised how much I missed human interaction until I returned to the sixth form centre. Even though we were all in masks, I felt a sense of normality and the satisfaction of not getting a headache from looking at my computer screen all day."

- Y12 Student

"Within a year the whole world has changed. Every aspect of our lives as students has been impacted by the pandemic. As a Year 13 student I have experienced Sixth Form pre-pandemic and during a pandemic which is something I could never have imagined. Despite the doom and gloom, school has been at least one positive thing to focus on during these difficult times.

When I was in Year 12 I thoroughly enjoyed Sixth Form. For the first time I was confident in saying that I looked forward to going to school. I was happy with my AS subjects and I was able to develop my learning skills in a new way. Everyday the sense of community I felt as soon as I walked through the doors in the morning put a smile on my face. The independence we had as Sixth Formers was just the icing on the cake. I was very excited and enthusiastic about what the next year would hold.

Then came March the 23rd 2020, the beginning of what we assumed would be a two-week break from school. Little did we know that two-weeks would extend into six months. I was genuinely saddened when the realisation hit that Sixth Form would not be the same again. The pandemic not only stopped face to face learning, exams and socialising with friends, it changed the way students would experience school and education in the future. For us in Year 12 going into Year 13, this meant spending the majority of our last year in secondary school sat in front of a computer at home. It was hard not to think about all the memories and learning we were missing out on by not being able to spend time in a classroom with our friends and teachers.

If this last year has taught us anything, it is to make the most of the little things. For many online learning was a challenge, students and teachers included. However, there were some positives. For example, in my geography class we all decided to have the same background as Mrs Elgood because it was the closest we could get to being "together" in the same place. This simple action put a smile on everyone's faces and soon became a running joke. Best of all, as our lessons were being recorded any funny moments were also recorded. It is like having a virtual memory book of our best moments as a class which will eventually become precious memories as time goes on.

My fears and concerns about returning to Sixth Form soon disappeared after the first week back at school. The sense of community that I felt in Year 12 was stronger than ever before as students and teachers were delighted to physically be in school after what felt like an eternity. Yes, a lot had changed and the uncertainty of what the next couple of weeks would hold continued for most of the term. However, the one thing that hasn't changed is our enjoyment of being in Sixth Form and being able to socialise with one another again. The whole experience of going through Sixth Form during a pandemic has brought teachers and students closer together. I already had a lot of respect and trust in my teachers pre-pandemic but now more than ever we are realising how truly incredible teachers are. I will forever be grateful for their support and dedication. One year on, if there is one thing that I have learnt in the last 12 months it is to make the most of every moment and to never take the privilege of going to school for granted ever again."

- Charlotte Y13

Canteen Menus



Canteen Menu WEEK 1



Day of the Week	Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime Hot Dish	Chicken Curry Vegetarian Curry	Sausages, Mash and Gravy Vegetarian Sausages Jacket Potato and Baked Beans	Meal Balls Pasta Bake Tomato Pasta Bake	Homemade Beef Pie Vegetarian Pie	Fish and Chips Vegetarian Burger
Baguette (Break & Lunchtimes)	Chicken Tikka Cheese	Chicken & Bacon Egg	Ham Guorn & Pesto	Chicken & Sweetcorn Tikka Guorn	Tuna Cheese & Pickle

All baguettes served with fresh salad. All hot meals served with a selection of vegetables.

Meal Deal 1

Hot Main
+
Fresh Fruit (apple or banana) or
yoghurt

£2.50



Separate price for individual items available
in the canteen areas.

✓ Suitable for vegetarians ✗ Suitable for vegans

Meal Deal 2

Baguette
+
Fresh Fruit (apple or banana) or
yoghurt
+
Small Bottle of apple juice, orange
juice, water or Mooies milkshake

£2.50



Canteen Menu WEEK 2



Day of the Week	Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime Hot Dish	Spaghetti Bolognese Vegetarian Bolognese	Meat Lasagne Vegetarian Lasagne	Chicken Pie Cheese & Potato Pie Jacket Potato & Beans	Chilli & Rice Vegetarian Chilli & Rice	Pork & Noodles Macaroni Cheese
Baguettes (Break and Lunchtimes)	Chicken Tikka Cheese	Chicken & Bacon Egg	Ham Guorn & Pesto	Chicken & Sweetcorn Tikka Guorn	Tuna Cheese & Pickle

All baguettes served with fresh salad. All hot meals served with a selection of vegetables.

Meal Deal 1

Hot Main
+
Fresh Fruit (apple or banana) or
yoghurt

£2.50



Separate price for individual items available
in the canteen areas

✓ Suitable for vegetarians ✗ Suitable for vegans

Meal Deal 2

Baguette
+
Fresh Fruit (apple or banana) or
yoghurt
+
Small Bottle of apple juice, orange
juice, water or Mooies milkshake

£2.50

Opportunities for 6th Form Learners

Note from the Sixth Form Team:

Many of these opportunities have been undertaken by our learners, but you should note those that are still available. We intend to send out only upcoming available opportunities in future newsletters.

Date(s)	Event	Details	Booking Information
April 21st and 22nd 2021	SWANSEA UNIVERSITY'S LAW AND CRIMINOLOGY SHOWCASE	<p>Our two-day virtual event will introduce you to studying law or criminology at degree level, including engaging live sessions and handy resources.</p> <p>5 Reasons to book:</p> <ul style="list-style-type: none"> • Experience live taster sessions • Hear from guest speakers, including industry professionals and graduates • Research your career options • Learn more about our student experience • Explore our content at your leisure, from pre-recorded lectures to downloadable guides 	https://www.swansea.ac.uk/law/showcase-registration/
<p>23 - 24 March, South West, South Wales, Bristol, Dorset, Devon, Gloucestershire, Somerset, Wiltshire, Hereford & Worcester, Cornwall, Exeter, South Wales, Bristol, Cardiff.</p> <p>20 - 21 April, South East. ...</p> <p>27 - 28 April, Midlands. ...</p> <p>5 - 6 May, North, North Wales, Northern Ireland, Scotland. ...</p> <p>11 - 12 May, East.</p>	UCAS Discovery Day	<p>There are so many different paths your students can take after school or college. But discovering the right option for them takes research.</p> <p>Our exhibitions are now online – giving them the chance to meet, chat, and discover the answers to their questions. Where they can join in at home or in-class.</p> <p>To really make it count, we've designed a UCAS/DiscoveryDay toolkit, for you to use in-class or remotely. It's a series of hour-long session to inspire, motivate, and introduce your students to the world of possibilities.</p> <p>We're taking a virtual tour (literally) of the UK with dates dedicated to different regions...</p>	https://wwwucas.com/introducing-ucasdiscovery
Multiple dates	HE+ Seren Workshops	University of Cambridge academic lecture series.	Ask your Learning Coach.
	The Start Something Good Challenge	<p>Big Ideas Wales is excited to launch the Start Something Good Social Enterprise Challenge 2021 for young people aged 11-18 living in Wales. Everything the young people need can be found at:</p> <p>www.bigideas.wales/startsomethinggood The Challenge focus is on Social Enterprise – doing something good. We</p>	www.bigideas.wales/startsomethinggood

		<p>want to hear from young people if they can think of a SOLUTION to something that would have a POSITIVE impact on people around them / in their community. The idea can be big or small – we just want to see that they have really felt motivated and enjoyed taking part. On the webpage the About The Challenge link/pdf will help you get started and the Inspiration and Resources link/pdf will give you lots of great resources (video clips, downloads, activities) to inspire, and help the young people understand and plan. We think we have provided all they should need – including a Template (draft application form) word doc to practice completing it before entering online. We are inviting the young people to capture their idea in either a short video clip or PowerPoint slides. The Challenge can be worked on independently or in groups at home, school, college or in any outside of education setting. We hope the Challenge will help develop enterprising, creative, ethical and informed citizens. We know they have strong opinions about the world around them and there's a growing movement across Wales who want to do something good – so please encourage participation! It will also provide opportunities for them to showcase their entrepreneurial talent and their understanding of the impact of a social enterprise. For details on how to enter, timeline, prizes and much more, go to:</p>	
<p>2021 applications closed</p> <p>2022 applications open in January 2022</p> <p>Occurs in summer, timeline is on website.</p>	Sutton Trust Summer School	<p>SUTTON TRUST UK SUMMER SCHOOLS GIVE YOU THE CHANCE TO EXPERIENCE WHAT UNIVERSITY LIFE IS REALLY LIKE</p>	<p>https://summerschools.suttontrust.com/</p>
	University of Bristol Year 12 Summer Schools	<p>The application deadlines for the University of Bristol's Year 12 summer schools (Insight into Bristol and Sutton Trust) are fast approaching. Both summer schools offer an extensive programme of sessions and experiences for Year 12s to enjoy, including live seminars with academics and researchers, information, advice and guidance sessions and a wide variety of social activities led by current Bristol students – all completely free! All students who complete these summer schools will receive either a guaranteed contextual offer or guaranteed interview from the University of Bristol, so long as they meet the other criteria for the course in question.</p>	<p>Orockanyo Nsoatabe</p> <p>Widening Participation and Undergraduate Student Recruitment Officer</p> <p>University of Bristol</p> <p>Level 3, 31 Great George Street, Bristol, BS1 5QD</p> <p>Email: orock.nsoatabe@bristol.ac.uk</p> <p>Tel: +44 (0)117 428 2258</p> <p>My pronouns are she/her</p>

<p>Wednesday 17th March from 12 - 6pm</p>	<p>UK University & Apprenticeship Search Virtual Fair</p>	<p>Students, teachers and parents can register for their free place here.</p> <p>Please see the email below with further details which you can pass to your students. Or view here.</p> <p>The event for students in Years 13, 12 and 11, will feature over 100 exhibitors and a range of vital webinars. We have also now added an exciting new feature which enables users to view virtual tours of university campuses. Exhibitors will include the universities' of Oxford, Cambridge, Kings, Bangor, Bristol, Birmingham, Cardiff, Glasgow, Kent, Manchester, Newcastle, Nottingham, Queen Mary, Leicester, Liverpool, Southampton, Sheffield, Surrey, Swansea, Warwick and York, as well as the National Apprenticeships Service.</p>	<p>See our list of exhibitors and webinars at: https://ukunisearch.fairs.com/</p>																								
<p>Various dates (most past)</p>	<p>University of Bath Webinars</p>	<p>Be Ready Easter Programme: Academic Skills This Easter the University of Bath is putting on two weeks of practical interactive workshops for students in Years 12 & 13 looking to boost their academic progress and equip themselves with skills and knowledge that universities are looking for. Sessions include Time Management, Presentation Skills, Academic Writing, Note Taking, Revisions Skills, Building Resilience, Referencing & Plagiarism, Finding and Evaluating Sources, and Leadership. So if you are looking to improve your current academic performance, build a strong university application</p> <table border="1" data-bbox="560 1070 1265 1496"> <thead> <tr> <th>Insight into Bristol</th> <th>Sutton Trust</th> </tr> </thead> <tbody> <tr> <td colspan="2">Biomedical Science</td> </tr> <tr> <td colspan="2">Economics</td> </tr> <tr> <td colspan="2">Engineering</td> </tr> <tr> <td colspan="2">English</td> </tr> <tr> <td colspan="2">History</td> </tr> <tr> <td colspan="2">Law</td> </tr> <tr> <td colspan="2">Medicine</td> </tr> <tr> <td>Maths</td> <td>Maths and Physics</td> </tr> <tr> <td>Geography</td> <td>Modern Languages</td> </tr> <tr> <td>Veterinary Science</td> <td>Social and Political Sciences</td> </tr> <tr> <td>Psychology</td> <td></td> </tr> </tbody> </table> <p>Currently, we have received few applications for Maths, English, Modern Languages, Geography, History and Veterinary Sciences. However, we are still accepting applications for all subject streams. The deadline for the Sutton Trust summer school is tomorrow, Tuesday 16 March (apply here), and the deadline for Insight into Bristol is Tuesday 23 March 2021 (apply here). Please note that Insight into Bristol is targeted at Black, Asian and Minority Ethnic students.</p> <p>I would be very grateful if you could pass on this information to any students or teachers you know who may be interested in these fantastic opportunities. If you have any questions about these events, please do not hesitate to contact me.</p>	Insight into Bristol	Sutton Trust	Biomedical Science		Economics		Engineering		English		History		Law		Medicine		Maths	Maths and Physics	Geography	Modern Languages	Veterinary Science	Social and Political Sciences	Psychology		<p>See left.</p>
Insight into Bristol	Sutton Trust																										
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Maths	Maths and Physics																										
Geography	Modern Languages																										
Veterinary Science	Social and Political Sciences																										
Psychology																											

		<p>or hit the ground running when you get there, then find out more and sign up to any of these sessions here.</p> <p>Be Ready Thursday Webinar Sessions For level 3/Year 12 & 13 students, there is still time to sign up to next weeks session (Thursday 18th at 4.30) which is geared towards those interested in Biosciences: What is the Evidence for Evolution? Presented by Professor Matt Wills of The University of Bath's Milner Centre for Evolution this webinar will give you a taste of undergraduate learning in our Department of Biology & Biochemistry while also asking and answering a wide range of questions on evolution and its importance in understanding life as we know it.</p> <p>Find out more and register here.</p> <p>The following week (Thursday 25th March at 4.30) we will be running a Psychology themed webinar: Are we in touch with reality? Presented by Professor Richard Joiner from the University of Bath's Department of Psychology. This webinar will try and help you see that your experience of 'reality' is but one of version and your reality can be different from other people's experiences. To find out more and register here</p>	
Various dates	University of Bangor Webinars	<p>Forthcoming on-line events with the College of Arts, Humanities and Business, Bangor University.</p> <p>Zoomposium – The Music of John Metcalf</p> <p><i>Location:</i> Online event</p> <p><i>Time:</i> Friday 12 March 2021 – Saturday 13 March 2021</p> <p>X-Troop: The Secret Jewish Commandos of World War II</p> <p><i>Location:</i> Online event</p> <p><i>Time:</i> Monday 31 May 2021, 16:00–17:30</p>	See left
Various dates	Discover Cardiff	<p>Range of webinars etc.</p>	https://discovercardiff.sched.com/