



SCOTLAND'S
UNIVERSITY FOR
SPORTING
EXCELLENCE

UNIVERSITY of
STIRLING



Applying to University

think
Stirling

Why go to University?

- Improved career prospects
- Higher earning potential
- Some jobs require a degree
- Greater opportunities for progression
- Independence
- New experiences and friends





University of Stirling

BE THE DIFFERENCE

SCOTLAND'S
UNIVERSITY FOR
SPORTING
EXCELLENCE

UNIVERSITY of
STIRLING

UNIVERSITY of
STIRLING



1st

in the UK and
2nd in the world
for sports facilities

ISB 2024

Stirling

is the **safest**
student city
in Scotland

Complete University
Guide 2023

Stirling

is the **happiest**
place to live
in Scotland

Rightmove Happy at
Home Index 2024

1st

in the UK and
top 3 in the
world for campus
environment

ISB 2024

top 10

in the UK and
top 20 in the world
for clubs and
societies

ISB 2022



Studying at Stirling

Faculty of Arts & Humanities

English, Film & Media, History, Journalism, Languages, Law, Philosophy, Politics, Religion

Faculty of Health Sciences and Sport

Adult Nursing, Mental Health Nursing, Paramedic Science, Sport & Exercise Science, Sport Business Management, Sports Development & Coaching, Sport Psychology

Faculty of Natural Sciences

Animal Biology, Biology, Cell Biology, Computing, Data Science & AI, Ecology, Environmental Sciences, Geography, Marine & Freshwater Biology, Mathematics, Psychology, Software Engineering

Faculty of Social Sciences

Criminology, Primary Education, Physical Education, Secondary Education, Social Policy, Social Work, Sociology

Stirling Business School

Accountancy, Business Studies, Economics, Finance, Human Resource Management, Management, Marketing, Retail Marketing

Degree Structure

UNIVERSITY of
STIRLING



**Four-year and Three-year
Undergraduate courses**



Two semesters per year



**Study abroad
opportunities**



**Flexible degree structure
170+ combined degrees**



Graduate Employability



Personal Tutor



Applying to University

Applying to University

- Online application through UCAS – your own account but application linked to school
- UCAS sets its own deadlines but so will your school – your school's deadline will be earlier!
- Deadlines are there to support you and make sure you're on track with your application

UCAS Deadlines for 2026:

- Wednesday 15th October 2025, 6pm (Medicine, Dentistry, Veterinary Medicine, Oxford or Cambridge)
- Wednesday 14th January 2026, 6pm (Equal Consideration Deadline)
- Conservatoires – deadlines may vary

UCAS

Applying to University

Fees

£28.95 for one or more choices – you must pay before submitting your application

Fee will be waived if you are or have been in receipt of Free School Meals at secondary school

After you apply

Universities will reply to your application:

- Unconditional Offer
- Conditional Offer
- Unsuccessful

Once you hear back from all choices you will need to make final **Firm** choice, **Insurance** choice (if necessary), and decline all other others

Main UCAS Sections

Choices

Profile

Education

Employment

Personal Statement

Reference

UNIVERSITY of
STIRLING



Application status

Centre information
You are not linked to a centre. Use the link below to link your application to your centre.

[Add buzzword](#)

0/5

0%

NOT STARTED

NOT STARTED

0%

CHOICES

PROFILE

PERSONAL STATEMENT

REFERENCE

[Review and submit >](#)

Profile

Personal details

Name, age, title and gender

✓ Section complete

Contact & residency details

Address, email, telephone and where you live

✓ Section complete

Nationality details

Birthplace and nationalities

✓ Section complete

Supporting information

So that providers know how to support you during your studies

✓ Section complete

English language skills

Is English your first language?

✓ Section complete

Finance & funding

Tell us how you'll fund your study

✓ Section complete

Diversity & inclusion

Only shared with a provider once you have a place or your application is archived

✓ Section complete

More about you

Tell us about any circumstances that you might need support for during your studies

✓ Section complete



Nominated access

Do you want someone else to be able to act, or speak on your behalf, about your application? e.g. A parent, teacher, other relative or guardian. If you are using an agent, you can choose to enter their details.

You're able to enter details of someone you're happy to help manage your application - this is called nominated access.

☒ Yes ☐ No

Full name of nominee *

The first and last name of your nominee. They will be asked this information when speaking to UCAS on your behalf.

Relationship to you *

How you know your nominee. They will be asked this information when speaking to UCAS on your behalf.

Nominated access – we cannot talk to parents, guardians etc unless they have been nominated.

Profile: Contact Details



Every year, over 60,000 students with a physical and/or mental health condition, long-term illness, or learning difference apply through UCAS to study at a university or college in the UK, and access a range of support available to help with their studies, day-to-day activities, travel, or lifestyle. Would you consider yourself as living with any of the following: *

None

A visual impairment uncorrected by glasses (e.g. blindness or partial sight)

A hearing impairment (e.g. deafness or partial hearing)

A long-term illness or health condition which may involve pain or cause fatigue, loss of concentration or breathing difficulties – including any effects from taking associated medication.

A mental health condition, challenge or disorder (e.g. anxiety or depression)

A learning difference (e.g. dyslexia, dyspraxia, or AD(H)D)

A physical impairment or challenges with mobility (e.g. climbing stairs or uneven surfaces), or dexterity (e.g. using a keyboard or laboratory equipment)

A condition or impairment not listed (please give details in the box below)

Two or more impairments or conditions (please give details in the box below)

A social, behavioural or communication impairment (e.g. an autistic spectrum condition, Tourette's Syndrome, or speech and language difficulties including stammering)

Disability – to share any information that may have impacted your studies and to inform you about our Student Support Services if required. You can also add further details if needed

[Profile: More About You](#)

Have you been in care?

Select yes if you've ever lived in public care or as a looked-after child, including:

- with foster carers under local authority care
- in a residential children's home
- being 'looked after at home' under a supervision order
- living with friends or relatives in kinship care

Note: This does not refer to time spent in boarding schools, working in a care or healthcare setting, or if you are a carer yourself. Please note that eligibility for support may differ between higher education providers – we strongly recommend contacting the student support team in advance of making an application

☐ Yes ☐ No

Would you consider yourself estranged from both your parents (i.e. you are not in contact with and supported by either of your parents)?

☐ Yes ☐ No

Do you have any unpaid caring responsibilities (not including parenting)?

☐ Yes ☐ No

Are you a parent or do you have parenting responsibilities for a child aged 17 or under?

☐ Yes ☐ No

Do you have official refugee status or limited leave to remain, or are you seeking asylum?

☐ No ☐ The UK government has granted me refugee status or humanitarian protection in the UK

☐ I have limited or discretionary leave to remain in the UK ☐ I'm currently seeking asylum in the UK

Do you have a parent or carer who currently serves in the UK Armed Forces, or who has done so in the past?

☐ Yes ☐ No

Have you ever served in the UK Armed Forces?

☐ Yes ☐ No

Are you currently receiving free school meals, or were you in receipt of free school meals between the ages of 11 to 18?

☐ Yes ☐ No ☐ Don't know

Have you been in care? – under local authority supervision, kinship care, foster care etc. Does not mean work in care sector or unpaid care

Profile: Diversity & Inclusion

Would you consider yourself estranged? – you are studying without the support of your parents due to a breakdown in your relationship, you are not in contact with them and this is unlikely to change in the future

Do you have any unpaid caring responsibilities? – do you provide physical, practical or emotional support regularly to a friend or family member who would not manage without your help?

Refugee status/asylum seeker – have you received refugee status after arriving in the UK, or are you waiting to find out if you will receive this status?

Parent/carers in the UK Armed Forces – does one or more of your parents/guardians currently serve in the Army, RAF, Navy, etc, or have they previously?

Free school meals – do you receive free school meals or have you received free school meals since you turned 11?

Profile: More About You

Choosing your Course

- Choose up to 5 courses on your UCAS application
- Can be different courses and universities, but you will submit one personal statement for all choices
- UCAS Search



DONE

+ University or college

+ Subjects

+ Entry requirements

📍 Where do you want to study?

🕒 How far do you want to travel?

Point of entry ?

All

Search

Courses, apprenticeships, information guides and more

 Hub  For you  Favourites  What to do  Where to go  Search

🔍 What are you looking for?

< Search all | 33227 courses from 349 providers

≡ List  Grid  Sort by: Best match

 Filters  Undergraduate  2024-2025  Clear filters

Important things to consider

- What are the entry requirements?
- What is the course content?
- How will I be taught and assessed?
- What is the student experience like?
- Are there other pathways to University?
- Can I visit the University to find out more?

UCAS Discovery Days

- Taking place across Scotland throughout August, September and October
- Attend as a school group or individually
- <https://www.ucas.com/undergraduate/what-and-where-study/open-days-and-events/ucas-discovery-exhibitions>



UCAS Forth Valley

- Thursday 28 August 2025 at the University of Stirling
- Attend as a school group or individually
- <https://www.ucas.com/events/ucas-discovery-forth-valley-2025-455926>





Writing your Personal Statement

Personal Statement

- 3 questions
- 4000 total character count
– min. 350 characters per question
- Plagiarism checker on work submitted
- Use ChatGPT/AI with caution

1. Why do you want to study this course or subject?

Talk about your passion for subject area, any extra-curricular activities related to the subject, and any future plans related to course choice

2. How have your qualifications and studies helped you to prepare for this course or subject?

Talk about current studies relevant to your chosen course, or transferable skills to prepare for university study

3. What else have you done to prepare outside of education, and why are these experiences useful?

Talk about other work or other personal experience, hobbies, and achievements outside of school

Why is the personal statement important?

- To decide whether to make an offer – we check that you have the right motivation and understanding for the subject you want to study
- To shortlist applicants – some courses have an interview process or a second stage
- For applicants to stand out – lots of students may apply to our most popular courses with the same grades – personal statement helps us get to know you better especially if there's no interview
- To check work experience – for some courses, we might expect you to have completed some paid or voluntary work experience

What are we looking for?

It's as easy as...

A

Activity

*What experience do I have?
What have I done at school?*

B

Benefit

*What did I learn from this?
What skills did I gain?*

C

Course

*How will this relate to the
course I want to study?*

A: Activity

What activities have you done while at school?

- Work experience
- Volunteering
- School trips
- Coursework
- Positions of responsibility
- Clubs
- Sports
- Part-time job

What exactly did you do? Break the **activities** down

Volunteering as a peer mentor:

- 2 periods a week volunteering with S1 Maths classes
- Role model to younger pupils
- Supported teacher with tasks

School trip to local museum

- Visited exhibits related to Higher History class
- Took part in source material workshop with museum staff
- Took notes to use for Higher History study

B: Benefit

What skills did these activity give you?

What did you learn about yourself or your subject?

- Knowledge of the subject
- Knowledge of a career
- Team work
- Leadership
- Study skills
- Practical skills

What did you learn? Tell us the **benefits**

Example 1 – volunteering as a peer mentor

- Communication skills – explaining Maths concepts to younger pupils in appropriate language
- Leadership and responsibility
- Time management – volunteered alongside S6 timetable

Example 2 – school trip to local museum

- Developed interest in subject area outside of the Higher course
- Note taking skills
- Increased confidence

C: Course

How did this experience relate to the **career**?

How do these skills relate to your **course**?

Example 1 – volunteering as a peer mentor

- Understanding of how numeracy skills affect other subject areas, such as Geography or Business Management
- Developed interest in potential career pathways such as youth work or teaching
- Explaining concepts to younger pupils improved understanding of subject area and adapting communication skills

Example 2 – school trip to local museum

- New interest in specific area of History and excited to learn more in University course
- Study skills to prepare for degree – transferable skills such as team work for group projects in course
- Interested in a career in museums and heritage.

ABC

1. Think about the skills or experience for your course
2. What skills or experience do you have that matches this?
3. How do these link back to your plans and course choice



Skills and experience for my degree	My skills and experience
<ul style="list-style-type: none">• Demonstrating interest and passion for subject	<ul style="list-style-type: none">• Did extra reading• Attended taster session• Watched documentary
<ul style="list-style-type: none">• Team work• Communication• Time management	<ul style="list-style-type: none">• Taking part in sports• Committees at school• Part time job
<ul style="list-style-type: none">• Work experience related to subject and career choice	<ul style="list-style-type: none">• Better understanding of career and what job involves

Examples of using ABC with new format

1. Why do you want to study this course or subject?

Course: BA (Hons) Social Policy & Politics

As part of my Higher in Modern Studies, I have particularly enjoyed studying units covering social issues and inequalities. In addition to our studies in the classroom, I took the initiative to contact our local MSP to learn more about the political process and government policies that address inequalities in disability and health.

On the back of this, our Higher class was invited to attend Parliament to attend a debate around these topics. This was a fascinating opportunity to learn more about different parties' approaches to social inequalities and to see political systems in action. This improved my subject knowledge and my practical understanding of the Scottish parliamentary system.

Seeing how topics I have studied in the classroom have real-world implications inspires me to want to make a difference, which is why I hope to study a degree in Politics and Social Policy to play a part in making change in society.

2. How have your qualifications and studies helped you to prepare for this course or subject?

Course: BSc (Hons) Marine & Freshwater Biology

My interest in Marine & Freshwater Biology started with my studies in Higher Biology and Geography. As part of Higher Biology, I particularly enjoyed studying topics such as sustainability, biodiversity and symbiosis, and thinking about how these concepts can impact aquatic animals and their habitats. In S5, I went to a subject taster session at the University of Stirling where I attended a lecture about marine science. As part of the lecture, we learned more about how aquatic animals have evolved and adapted to live in water, and developed useful skills for university study, such as note taking. I found it inspiring to hear from academics who were incredibly passionate about their research, and I am now more familiar with different teaching styles at university compared to school.

In Higher Geography, I completed a day of fieldwork at a local beach. Within our group, I was responsible for collating statistics and data for our final analysis. As part of this activity, I worked successfully in a team by establishing responsibilities at the start of the day, and we communicated on a continuous basis to achieve a positive outcome. This experience will prepare me for fieldwork as part of a Marine & Freshwater Biology degree, by visiting different environments to undertake primary research and using these findings to support a research hypothesis.


3. What else have you done to prepare outside of education, and why are these experiences useful?

Course: BA (Hons) Primary Education with Specialism in Literacy

To develop my understanding of working with primary school children, I completed work experience at a local primary school in S5. I spent one week shadowing a Primary 4 teacher and observing the different responsibilities such as behaviour management and lesson planning. Working with this class for a full week allowed me to better understand the primary curriculum and the interdisciplinary approach between subject areas. For example, I enjoyed seeing how numeracy skills were reinforced by learning to count and complete simple sums in Spanish, and how a creative writing activity was based on a recent class trip to a local museum. I also found it very useful to talk to teachers about the challenges they experience as part of their roles to gain a realistic understanding of the job.

Following my work experience, I volunteered at my local library to support the Summer Reading Challenge. As a volunteer, I supported library staff with day-to-day tasks, and I was responsible for organising an event in the library to encourage children to enjoy reading outside of school. This allowed me to gain further experience in working with children and planning educational activities to promote literacy skills.

These experiences have reinforced my desire to study Primary Education and has been useful in preparing for the practical elements of this course, where I look forward to completing placements as a student teacher.

 / Applying / Applying to university / Writing your personal statement

2026 PERSONAL STATEMENT GUIDES

Explore this section ▼

<https://www.ucas.com/applying/applying-university/writing-your-personal-statement/2026-personal-statement-guides>

BE THE DIFFERENCE



SCOTLAND'S
UNIVERSITY FOR
SPORTING
EXCELLENCE

UNIVERSITY of
STIRLING



Thanks for listening!

Open Days - www.stir.ac.uk/openday

- Saturday 20 September
- Wednesday 8 October (virtual)
- Saturday 1 November

recruitment@stir.ac.uk

wp@stir.ac.uk

think
Stirling