



Before you begin writing, make sure that you are familiar with the student's application;

- What courses they are applying for
- The skills and experiences referring to their current studies that they have chosen to include
- Ensure you add the predicted grades in the reference section
- Avoid repeating what the student has said unless you wish to comment on it
- This template is for guidance only, full details of requirements can be found at <https://www.ucas.com/advisers/references/how-write-ucas-undergraduate-references>

Brief Description of the student's attitude overall/learning personality:

e.g.

- Attitude
- Motivation
- Commitment to Learning

Why you believe the student has the potential to progress to HE/succeed on this particular course:

e.g.

- Significant growth/progress that the student has shown during the course
- Personal milestones e.g. confidence, new skills
- How the student managed the progression to FE/Level 3
- Professional awareness, how their skill set meets that of their chosen industry, can be subject specific or relate to qualities such as resilience, independence, adaptability

Their key technical skills relating to their subject (subject specific and relevant to degree course)

This may only be brief/included if the student has missed any key skills relevant to desired qualification

Their key learning skills:

e.g.

- Time Management/Meeting Deadlines
- Research
- Ideas Generation
- Development
- Refinement
- Reflect/Evaluate Outcomes

This is a useful place to use the language of the P/M/D criteria relevant to your subject, and can help you to identify suitable statements based around their predicted grades e.g.

- **Pass = Present and Explain**
- **Merit = Coherent, Fully Realised, Evaluate**
- **Distinction = Creative, Independent, Refined**

How the student's performance relates to that of their peers/within a group dynamic:

e.g.

- The scale and nature of your institution/course
- Where this student's performance stands in relation to others
- If relevant, what the student's role tends to be within this group dynamic and the skills this demonstrates
e.g. leadership, communication, empathy, supportive attitude

Extra-Curricular Activities, Work Experience, Achievements

e.g.

- Hobbies, Volunteering relevant to the course, or providing evidence of a key skill such as time-management
- Student Ambassador/Peer Mentor
- If the student does not have significant extracurricular activity this could include participation in live briefs/group projects

Contextual information about the student or the institution that may have impacted on grades/performance:

e.g.

- Disability, Mental Health, Illness
- Mature Student
- Institutional Factors e.g. significant staff changes
- Information about schemes/initiatives the institution is involved in

Any further information you feel it is important for the university to be aware of

This format can be rearranged as required.

