

# CAREERS & UNIVERSITY NEWSLETTER

*Monthly newsletter from Mrs. Eleanor Nolan, Student Careers & University Advisor*

**The University of Groningen is the second oldest university in the Netherlands and has built a reputation for excellence. Many talented people have passed through the university during its rich 400-year history, including Nobel Prize winners like Ben Feringa and Frits Zernike . Some have been pioneers in their respective fields, such as the first female University student and the first female lecturer in the Netherlands, the first Dutch astronaut and the first president of the European Bank.**



[CLICK HERE](#)

## UNIVERSITY OF THE MONTH

The University of Groningen is a beacon for international students seeking top-tier education, with its outstanding provisions, competitive pricing, and world-class academic offerings. Renowned for its research prowess, the university is distinguished by its breadth of programs, robust international presence, exceptional student services, influential alumni network, and innovative teaching methods.

**Research Excellence:** Groningen is synonymous with cutting-edge research across various disciplines, consistently earning accolades in global university rankings. From groundbreaking scientific discoveries to groundbreaking advancements in the humanities, the university's research output stands as a testament to its commitment to academic excellence.

**Wide Range of Programs:** With a diverse array of programs spanning sciences, humanities, business, and social sciences, the University of Groningen caters to the multifaceted interests and aspirations of students. Whether pursuing a degree in astrophysics or international relations, students benefit from a rich academic landscape that fosters interdisciplinary learning and exploration.

**International Environment:** Groningen's international character is reflected in its student body, with over 6,000 international students hailing from more than 120 countries. This multicultural milieu enriches the educational experience, offering opportunities for cross-cultural exchange and global collaboration.

**Exceptional Student Services:** The university's commitment to supporting international students is evident in its comprehensive range of student services. From personalized assistance with visa procedures to language courses and cultural integration programs, Groningen ensures that students feel welcomed and supported throughout their academic journey.

**Alumni Excellence:** Groningen's alumni network comprises influential figures making significant contributions worldwide. From Nobel laureates to industry leaders, graduates of the university are trailblazers in their respective fields, embodying Groningen's tradition of excellence and innovation.

**Innovative Teaching Methods:** At Groningen, teaching goes beyond traditional methods, embracing innovation and technology to enhance the learning experience. Interactive lectures, flipped classrooms, and experiential learning opportunities empower students to engage actively with course material and develop critical thinking skills essential for success in the modern world. In summary, the University of Groningen's blend of academic prowess, global outlook, supportive infrastructure, and forward-thinking approach to education make it a premier destination for international students seeking a transformative university experience.





## Inside Out: Work Experience at Reverse Psychology

### Ziza



With mental health and psychology becoming increasingly talked about in society, my love and interest in the subject grew as well. Hence, I wanted to explore the field further when I was given the opportunity to spend a week at 'Reverse Psychology' by talking to their experienced psychologists and managing directors, while observing the work environment as a whole. My goal for the week was to gain a closer insight into a psychologist's own views of the profession (its positives and negatives) and some of their personal experiences and approaches during their many years of providing counselling and therapy. In addition, I chose a topic to investigate - 'The effects of social media on mental health problems in teenagers' - by gathering primary data from the psychologists and secondary data from things like scholars' articles and documentaries online.

On the first day, I got to meet the two other students that would be joining me for the week and spent some time talking to them about the different reasons they are interested in psychology, which branched the conversation off into discussing much more specific and interesting topics. Then we met with the managing director, Ross Addison, who works as a primarily child CBT therapist at the clinic. We spent an hour discussing his experience with the negative effects of social media on some of his patients as he recently gave a talk about this to parents in a school; for example, the average screen time for a teenager is 8 hours and 49 minutes! During the rest of the day we met two other psychologists, Amarylis Harris and Dr Lauren Smith. They provided us with an insight into things like their journey into psychology, how different formulations and treatments may work and recommended documentaries that would help me investigate my chosen topic further.

The following day was by far my favourite as we got to sit through and be a part of the weekly team training/meeting that all the psychologists in the clinic take part in. This is a one hour slot each week where one psychologist leads the session (they rotate and change every week) and either picks a case that they may currently be stuck on to get the others' views and perspectives to help or chooses a type of treatment/mechanism that they often use or find may be overlooked but is still effective and talk to the other psychologists about it to remind or educate them about. They then go through made up scenarios or actual cases from their past experience to apply this together. What happened this week was the latter. It was really interesting to see and hear Ross leading the session and discussing CBT strategies like the downward arrow and the graded hierarchy as ways of getting to the patient's core beliefs or helping overcome phobias. Even we, as the interns, got the chance to give our own input and opinions into some of these discussions to work through the given scenarios. Later, we also talked to Eugene Traboulsi, who is actually not a psychologist, but rather a psychotherapist and social worker. He worked in many different fields, not just clinical work, like presenting patients in front of the criminal justice system, so we learnt more about different types of jobs, rather than the classic counselling, that a degree in psychology could help you get into.



## Inside Out: Work Experience at Reverse Psychology



Wednesday included more conversations with three more of the eight psychologists that work at Reverse Psychology. In between these talks we had lots of time to spend researching our chosen topics, which I spent taking notes on and watching the Netflix documentary, 'The Social Dilemma' which I would really recommend to anyone, as the information they reveal is very shocking, but valuable. We talked with Ross again, this time for longer and in more detail about topics like ADHD, dealing with different types of clients, child vs. adult therapy and CBT, which is what he specialised in. Following this, we met Rico Idris, who recently moved here from the Netherlands and works as a clinical psychologist with anyone 12+ years old. It was really interesting to hear about his studies in the Netherlands and initial work experience there and how it differs from the mental health system and views here in the UAE. Sitting down and talking to Dr Jamie Stephenson was the perfect end to this day, as he talked to us a lot about one of the increasingly popular and most effective therapies for treating trauma that he is trained in - EMDR (eye movement desensitisation and reprocessing). For those of you who may want to know more about it, essentially this therapy works by having the client follow a light/object move from side to side with their eyes which stimulates their brain to work in the same way as when it is in REM sleep. Meanwhile, the psychologist asks the client to 'notice' the worst part of their experience and tell them how they feel, which causes their nervous system to bring this memory up from the unconscious memory system to the conscious, allowing the client to reprocess this traumatic experience in different ways than before, leading to them eventually not having painful associations to this trauma.

This experience then concluded on Thursday, our last day. Exploring another different side to psychology, we were able to meet with Maha Cooper who, while still providing therapy for anyone aged 12-40, is also very experienced in conducting psycho-educational assessments for children. We were able to see what an example of one of these reports looked like, gaining an insight into the more quantitative and written aspect of this profession, rather than just talking therapies. This really interested me because apart from all the data analysis, it also includes talking to the child, their parents and school to gain a holistic view of the situation to make the right diagnosis. Finally, we also talked to the reception team about the admin aspect of this clinic, including prices, insurance, client views and relations and how this impacts the whole system as well.

Overall, even though I will miss the latte from their kitchen and didn't have much time to rest this week, the conversations I had and the experiences I witnessed are truly incomparable and definitely worth the lack of relaxation I got. I would sincerely recommend immersing yourself in any work experience opportunity that you can get for any profession, and reaching out to the Reverse Psychology team if you may be interested in potentially studying psychology. It's a great way to get more information about things you hadn't thought about before and expose yourself to a brand new environment that you think would be how you would like to spend your future.

## Ziza



## FROM SCRUBS TO STETHOSCOPES: A WEEK AT ZABEEL VETERINARY HOSPITAL

Another work experience placement that I had during the spring break was at my dad's workplace - Zabeel Veterinary Hospital. Even though this is not a profession that I think I will be pursuing in the future I still thought it would be valuable to go and look at the profession from a psychology point of view by observing the different types of patient-vet interactions and relationships, especially in very vulnerable situations involving important family members (the pets!) feeling unwell and potentially dying. Also, as most patients don't have animal insurance and have to pay out-of-pocket, watching the interactions from a more economic and business point of view interested me as well.

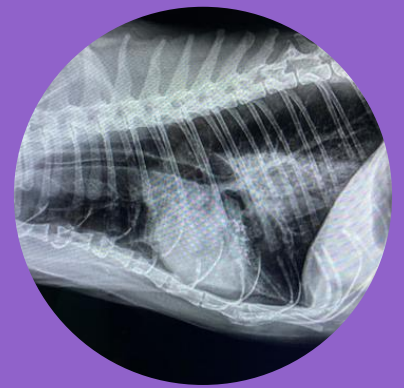
From day one, it was straight into the action. I shadowed my dad throughout his rounds in the early afternoon and during the evening clinical appointments. Here, I got to see cases like tooth decays, UTIs, routine vaccinations and skin problems. Watching the doctors even work together to come up with possible treatments and diagnosis for cases with a collection of strange symptoms and what may be the root cause of these, during their daily rounds or in between patients was really interesting to see. I even got to see the stitching up of a surgery performed by the clinic's Dr Stas, where he removed an infected uterus as part of the cat's treatment plan to relieve its problems.

Tuesday was full of various different cases and procedures as well. From watching another pyometra surgery in the operating room, this time from the beginning to the end, to consultations about various dermatological issues, bacterial infections and laboratory analysis of skin swabs to routine checkups and deworming. To apply my A level biology knowledge into practice, I even got to use the microscopes and observe lymphocytes and phagocytosis in action as well.

Wednesday followed a similar pattern, but with a bit more excitement. Some of the highlights included the fact that I watched a full tooth removal surgery take place, where 13 teeth were removed from the cat's mouth, leaving it with only 3 teeth still remaining. Also, the performing of an x-ray on a wild serval, due to the swallowing of a foreign body.

On my penultimate day at the clinic, I decided to observe and work with more people from different parts of the clinic. I started off by helping at the reception, which included a lot of talking, whether it be answering phone calls or explaining the process to new and returning clients by filling out consent forms. Further, I went into the consultation rooms of other veterinarians to see the different approaches they have to clients. This day included the performing of a CT scan as well, on a patient with respiratory issues, which allowed me to see what we learn about in A level psychology in real life too.

### Ziza



# FROM SCRUBS TO STETHOSCOPES: A WEEK AT ZABEEL VETERINARY HOSPITAL



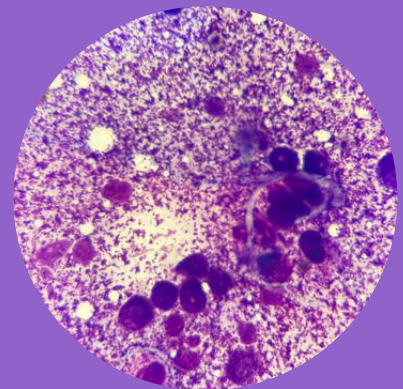
Even observing teenagers younger than me come in with their pets, all on their own, and present the patient's history to the vet better than some adults was exciting to see.

My final day followed this pattern of excitement. Starting off, I saw the marking aspect of the profession, where they filmed and interviewed a veterinarian at the clinic about their human-animal bond and passion for the profession. Also, I witnessed two routine surgeries, a castration and spaying. Some of the cases were similar from before, with dermatological and behavioural issues and vaccinations still being the most predominant. However, a case that stood out to me that day was a dog that was rushed into the hospital after three days of not moving and having had its heart not beating for a few seconds when it arrived. They managed to resuscitate the dog so that its heart was now beating and it was able to breathe on its own, but the owner decided that they did not want to carry out further treatment on the dog, which was devastating to hear.

To sum up, the experiences this week provided me with were very unique and ones I will remember for a long time. From a psychology point of view it was interesting to see the owners in their vulnerable stages and how this affects their decision making abilities – do emotions and attachment take precedence over money and financial status? In the majority of cases, I would say that they do. It was obvious to see that a lot of these owners do view their pets as their best friends, which the statement “yes Dr, do anything you have to, it’s no problem,” that was often said further confirms as well. So, even though I may not be a future veterinaria, to any of those that may be interested, do reach out to Zabeel Veterinary Hospital for potential internship opportunities as it will certainly be worth your time.

## ***Work experience***

Work experience is crucial for students as it provides practical skills, industry insights, and enhances employability. Through internships, part-time jobs, or volunteering, students gain valuable hands-on experience, build professional networks, and discover their career interests. Additionally, work experience helps bridge the gap between academic knowledge and real-world applications, making graduates more competitive in the job market. Moreover, university scholarships play a vital role in ensuring access to education for deserving students, regardless of financial constraints. Scholarships not only alleviate the financial burden of tuition fees but also recognize academic excellence, leadership potential, and community involvement. By offering scholarships, universities empower students to pursue their educational goals and contribute positively to society, fostering a diverse and talented student body.



## ***Work experience***





# UCAS 2025 IMPORTANT DATES COMMON APP ESSAY PROMPTS

## Important date for UCAS applications

**30th April 2024:** UCAS' search tool displays 2025 courses

**14th May 2024:** Undergraduate applications open for 2025 entry

**15th October 2024:** Deadline for applications to the universities of Oxford and Cambridge, and for most courses in medicine, dentistry, and veterinary medicine/science (18.00 UK Time)

**29th January 2025:** Equal consideration date for applications for most undergraduate courses (18.00 UK Time). *Please note our school deadline is Friday 29th November to ensure all application are checked by the 6th Form team and submitted to UCAS prior to the Winter Break.*

**26th February 2025:** Extra opens

Applicants who have used all five choices and are not holding any offers may be able to add another choice in their application.

**30th June 2025:** Applications received by this deadline will be sent to universities and colleges

After this time, applications are automatically entered into Clearing.

**4th July 2025:** Last day for applicants to add an Extra choice in their application

**5th July 2025:** Clearing opens for eligible applicants, and vacancies are displayed in UCAS' search tool. Our students cannot access Clearing until August once the A Level & BTEC examination results have been released.

## Below is the full set of US Common App essay prompts for 2024–2025.

- Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
- The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
- Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
- Reflect on something that someone has done for you that has made you happy or thankful in a surprising way. How has this gratitude affected or motivated you?
- Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
- Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
- Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.





# A GUIDE TO THE LANGUAGE OF UCAS

**Adviser** – someone who provides you with information, advice, and support with your application. This could be a teacher, tutor, counsellor, or agent.

**Agent** – also known as consultants or educational advisers, agents are representatives from around the world who represent UK universities and colleges, English language centres, or independent boarding schools. They typically have a contractual relationship with one or more course providers who pay them commission for each student placed on their courses.

**Buzzword** – for UCAS Undergraduate applications, your school, college, or centre will give you a buzzword so you can link your application to them. It's a word you add to your application when you register to make a UCAS Undergraduate application (unless you're applying independently).

**Centre** – a school, college, or organisation that can help students apply to higher education.

**Changed course offer** – in your application, you might get one of these if you haven't met your conditions, or if the university or college has made changes to the courses they run. It might involve a different start date or point of entry, or a different course altogether.

**Choice** – a choice is a course you apply for on your application – many students make multiple choices to increase their chances of getting a place.

**Clearing** – in a UCAS Undergraduate application, Clearing is another service you can use to look for alternative courses. If you didn't get a place on a course – whether you didn't receive offers, declined your offers, or didn't get the grades you needed – Clearing allows you to apply for courses that still have vacancies.

**College** – a provider of further and higher education. When we use the term 'uni' or 'university', this is often a generic reference that incorporates colleges too. For example, when we say 'applying to university', we mean 'applying to university or college', but in a more concise way.

**Conditional offer** – in your application, an offer of a place on a course subject to conditions. To be accepted on the course, you'll need to meet the conditions – usually related to your exam results. This is a common type of offer for students applying directly from further education.

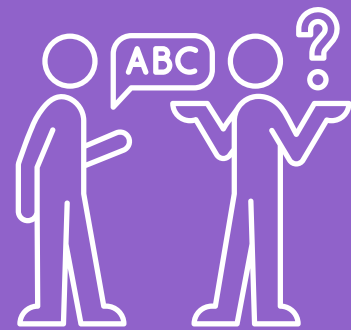
**Confirmation** – in your application, the outcome of a conditional offer you've accepted. If you meet the conditions, your place will be made unconditional (meaning you've got a place on the course) – if not, the offer will be declined.

**Conservatoire** – a provider of performance-based music, dance, screen, and drama courses.

**Contextual admissions/offers** – when a university takes your personal circumstances into account when making you an offer – this might be a reduced or adjusted offer (e.g. an offer which is a grade or two lower than the advertised entry requirements) or other support (e.g. a guaranteed interview).

**Course** – there are many different courses across different levels, subjects, and locations – from foundation degrees to PhDs.

**Course and training providers** – a university, college, conservatoire, School Direct school, or other provider offering higher education courses.



*The language of  
University  
Applications in the  
UK from the  
UCAS website!*



**Deferral** – in your application, this is what you do if you'd like to carry an offer over to start it in the following academic year.

**Entry requirements** – this is what the course provider recommends you need to do/have to get on the course – from qualifications and specific subjects or grades, to interviews, admissions tests, and medical requirements. You aren't guaranteed an offer if you meet or already have these.

**Extra** – in a UCAS Undergraduate application, Extra is a service you can use to apply for alternative places if you do not hold an offer from your first five choices.

**Fresher** – slang term for students in their first year of university.

**Firm choice** – in your application, an offer you accept as your first choice.

**Further education (FE)** – the level of education you complete at school or college before you start higher education.

**Gap year** – a year typically taken after completion of secondary-level qualifications before starting a higher education course. During this year, students often travel, volunteer, or complete work experience.

**Graduate** – a student who has completed and graduated from an undergraduate course – they can now apply for postgraduate courses if they'd like to.

**HEP** – a higher education provider – a university, college, or conservatoire.

**Higher education (HE)** – the level of education we can help you apply to – from undergraduate courses when you've finished further education, to postgraduate courses you can move on to after graduating from an undergraduate degree.

**Insurance choice** – in your application, an offer you accept as your second choice – just in case you don't meet the conditions of your firm offer.

**Invitation** – in your application, you may receive an invitation from a university or college asking you to attend an interview or audition, or to provide a portfolio, essay, or another piece of work.

**League tables** – rankings of course providers – these can be an overall ranking, or listed by reputation, courses, or departments.

**Personal ID or UCAS ID** – the ten-digit number you get when you begin an application – displayed in 123-456-7890 format on every email we send you. You'll be asked for this if you get in touch with our Customer Experience Centre. Note: This number is not generated until you start an application.

**Personal statement** – a piece of text applicants write to show why they're applying and why they'd be a great student for a course provider to accept.

**Point of entry** – in your application, which year of the course you start at – for example '2' means you'd start in the second year of the course.

**Postgraduate** – higher education study for graduates who have already completed an undergraduate course.

**Predicted grades** – the grades a teacher, tutor, or other adviser qualified to remark on a student's academic suitability believes they will achieve when they complete their secondary qualification.

**Referee** – in your application, someone who provides a reference for you.







**Reference** – in your application, a recommendation on an applicant's application from a teacher, adviser, or professional.

**Sandwich course** – a course with an additional year where you work in the profession you're studying for.

**Scheme code** – in your application, this is used along with your Personal ID to identify your application.

**Tariff** – the UCAS Tariff is the system for allocating points to the different qualifications you can use to get into undergraduate higher education. Not all qualifications will be included in the Tariff. It is for use in admissions only and is not transferable to the job market.

**Transcript** – an official or unofficial academic record produced by a school, college, university, or awarding body.

**UCAS** – the Universities and Colleges Admissions Service in the UK.

**UCAS Conservatoires** – the name of the application service for performance-based courses.

**UCAS Hub** – the place to search, save, and review options – as well as apply for courses and track your application.

**Unconditional offer** – in your application, an offer of a place on a course with no conditions – the place is yours if you want it.

**Undergraduate** – the first level of study in higher education. If you graduate from an undergraduate degree, you can move on to postgraduate study.

**University** – (or 'uni' for short) – a provider of higher education.

**Unsuccessful** – in your application, either you haven't been made an offer or you haven't met the conditions of a conditional offer.

**Withdrawal** – in your application, before the decision has been made to make you an offer or not, either you or the university or college can withdraw a choice.

## Qualifications

**A level** – The General Certificate of Education Advanced Level (GCE A level, or more commonly, the A level), is an academic qualification taken in England, Wales, and Northern Ireland by students completing further education (secondary or pre-university education).

**AS level** – the common term for the Advanced Subsidiary or first part of a full A level qualification.

**Bachelor's degree** – a three or four year course you can take in undergraduate higher education after you've finished further education – also known as a 'first degree' or 'undergraduate degree'. Most courses are either a Bachelor of Arts or Bachelor of Science.

**BA** – a common abbreviation for a Bachelor of Arts degree.

**CertHE** – a Certificate of Higher Education is a higher education qualification offered in the UK, typically taking one year (full-time) or two years (part-time) study to complete.

**DipHE** – a Diploma in Higher Education is a higher education qualification offered in the UK, and generally awarded after two years of full-time study at a university or higher education provider.



*Qualifications*





**First class honours** – Most UK course providers use a degree classification system. First class honours, or a 'first', is the highest level degree classification awarded.

**GCSE** – the abbreviated term for the General Certificate of Secondary Education – an academic qualification taken by students aged 14–16 in England, Wales, and Northern Ireland.

**Honours** – for example an 'honours degree'. Most first degrees in higher education can come with 'honours'. It's not a grade as such – it just means it's possible to get your degree 'with honours', which would be an extra indication of quality. Check what you need to do to get honours – it might be getting a certain grade or submitting a good dissertation.

**MA** – the abbreviation for Master of Arts, which can mean two different things. Often it stands for Master of Arts, a postgraduate-level qualification. It can also be an undergraduate degree studied at one of the UK's ancient universities, such as the universities of St. Andrews, Oxford, and Cambridge.

**Ordinary degree** – generally a degree passed without honours. Some universities offer ordinary degree courses in their own right. Ordinary degrees can also be awarded to those students who do complete an honours degree course, but without achieving the conditions required to gain 'honours'.

**Postgraduate research (PGR)** – a research-intensive higher education course for graduates who have already completed an undergraduate course.

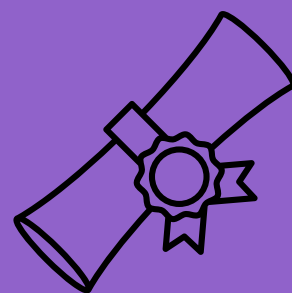
**Postgraduate taught (PGT)** – a higher education course for graduates who have already completed an undergraduate course – often including a variety of coursework, lectures, and seminars, etc., as well as a supervised dissertation, project, or thesis.

**Sandwich course** – the year of a course where you work in the profession you're studying for.

**Second class honours** – most UK universities and colleges use a degree classification system. The highest level is commonly called a 'first', with second class honours broken down into two further classifications – upper division (or 2:1), and lower division (2:2). A 2:1 – or upper second class honours – classification is often required for entry into many postgraduate courses in the UK.

**Third class honours** – most UK universities and colleges use a degree classification system. Third class honours is typically the lowest degree classification awarded by UK universities and colleges.

Next month we will delve into the terminology in North America looking at the differences in terms between Canada and the USA and how these do in fact differ to the UK and have a look at some of the subtle nuances in other parts of the world. It's by no means essential to have and understand every single term internationally but this does provide you with a useful reference guide in addition to a go-to source of information. It is a very exciting time for our current year 12 students as they gear up to start the application process and for parents and families as they support them through this very exciting next chapter!



## A little reminder pertaining to the usefulness of MOOCs, available on Unifrog!

Massive Open Online Courses (MOOCs) for students:

1. **Accessibility and Flexibility:** MOOCs offer worldwide accessibility and flexible study options, allowing students to learn at their own pace and from anywhere with an internet connection.
  2. **Affordability:** Compared to traditional education, MOOCs are often more affordable, with many free courses available and lower overall costs.
  3. **Diverse Course Offerings:** MOOC platforms provide a wide range of courses across various subjects, catering to diverse interests and allowing for exploration or specialization.
  4. **Self-Paced Learning:** MOOCs typically follow a self-paced model, accommodating different learning speeds and styles.
  5. **Skill Development and Career Advancement:** MOOCs offer practical skills relevant to careers, often providing certificates that enhance employability.
  6. **Networking Opportunities:** Students can interact with peers globally, fostering networking and collaboration possibilities.
  7. **Personal Growth and Lifelong Learning:** MOOCs encourage continuous learning and intellectual growth, beyond career advancement.
  8. **Interactive and Engaging Content:** Multimedia elements and interactive exercises enhance the learning experience.
  9. **Learn from Experts:** Courses are often taught by experts, providing valuable insights and knowledge.
  10. **Instant Feedback and Assessment:** Immediate feedback helps students gauge their understanding and improve their learning strategies.
- In conclusion, MOOCs are hailed as a powerful educational tool, democratizing access to knowledge, and shaping the future of learning on a global scale.

### Have you tried the quizzes on Unifrog?

Unifrog's comprehensive psychometric testing is an enjoyable way for students to explore their interests, strengths, and areas for development, and to see how their results relate to possible careers and subject choices. This helps students to build a foundation to then conduct focused careers research in the areas that most interest them.

Unifrog's psychometric testing consists of four quizzes, three tests, and one profile tool:

The Interests quiz is based on John Holland's theory of personality and job choices.

The Personality quiz is based on the theory behind the Myers-Briggs personality framework.

The Work environments quiz is based on the ONET 'Work contexts', and gets students to consider different work settings, activities, and situations to get a sense of what they would be most happy with.

New: The Skills quiz asks students to self-evaluate their level on 22 different skills by considering specific scenarios where they would need to use these skills.



## Unlock your full potential with the wonderful world of MOOCs



*Our mission is to level the playing field when it comes to students searching for the best opportunities and applying successfully by working closely with our community of students from over 3,500 partner schools and colleges.*

*Unifrog*



# A few helpful hints and tips for the night before an exam.

TOP  
TIPS



How you spend the night before an important exam can greatly impact how well you perform the following day. To ensure you achieve your full potential, here is some advice from Dr Petra Skeffington for some pre-exam tips.

## Stick to your routine

Crucial for maintaining a healthy and balanced lifestyle, sticking to a routine during exam periods can help you achieve your academic potential, in addition to instil good habits which you can take to other stages of your life.

On the night before a major exam, it's important to stick to the routine you've already established. Eat dinner at the same time as usual, go to bed when you normally would, and don't miss out on watching your favourite show if it's on!

According to Dr Petra Skeffington, Associate Professor at Murdoch University and clinical psychologist, sticking to your plan will allow you to perform better.

"Building and sticking to a good routine will protect your physical and emotional health under pressure."

## Get a good night's sleep

We all know how much harder it is to concentrate and retain information when we're tired. While you might be tempted to pull all-nighter to cram for your exam tomorrow, it may have the opposite effect. Research has shown that memory and learning are consolidated during sleep, particularly in the Rapid Eye Movement (REM) phase.

To ensure you perform well on exam day, Dr Skeffington recommends getting 8 to 10 hours of sleep.

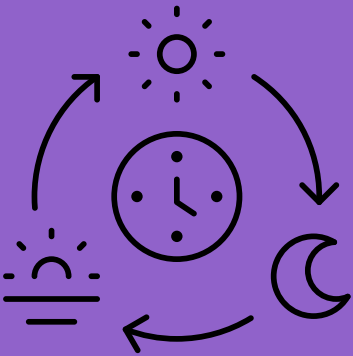
"The amount of sleep you need may be different from your friends; however, most of us need between 8 to 10 hours of sleep each night. If you're getting less than this, it may impact your physical and emotional health."

To ensure you aren't kept awake mulling over tomorrow's exam, avoid using your phone, laptop or tablet about 30 minutes before you head to bed. This is because most of these screens use blue light, which suppresses the secretion of melatonin, the hormone which makes us sleepy.

## Have a good meal

Constant studying means you're working your poor brain pretty hard – so make sure you feed it! Dr Skeffington insists diet is an essential part of achieving academic success.

"What you eat fuels your brain, so if you're not eating a balanced diet you can't produce the necessary neurotransmitters for your brain and mind to function well."



## A few helpful hints for the night before an exam.

# Take Care



"Eating a balanced diet helps with mental energy, emotion regulation, concentration and memory. In the lead-up to exams, make sure you are eating plenty of fresh foods and avoiding processed 'junk' foods. This will help you study for longer, remember more, think clearly and ultimately perform better on exam day."

Some brain-friendly foods we recommend for dinner include fish and a selection of greens including kale, chard, spinach and broccoli, and on the morning of your exam eggs, peanut butter and fresh fruit.

### Hydrate for the next day

Dr Skeffington confirms drinking water and brain functions are directly linked, which means it's no surprise that not drinking enough water can cause problems with focusing, forgetfulness, mental fatigue, headaches, and sleep problems.

"Mild dehydration can change your mood, energy level, and ability to think clearly. Keep a bottle of water nearby when studying, to ensure you are drinking enough."

Red Bull won't give you wings and it won't help you study either – energy drinks are much more likely to increase nerves on exam day and leave you feeling worn-out once the initial energy burst is over. Instead, aim to drink 8 to 10 glasses (2 litres) of water before and on the day of your exam.

### Fit in some cardio

Not only will exercising help your physical well-being, it can also help your exam preparation and relieve feelings of stress.

Fitting in some cardio exercise on the evening before your exam will get blood, oxygen, and nutrients pumping to your brain, improving your memory and problem solving skills.

It doesn't mean having to go to the gym either – something as simple as walking the dog or a quick swim at the beach is enough.

### Get organised

Have your pens, pencils and everything else you may need (calculator, ruler, notes, etc.) for your exam ready to go the night before.

Make sure you set an alarm, allowing yourself plenty of time for a big, healthy breakfast, and to get to your exam destination with ample time.

### Don't stress yourself out

Although it may seem like it right now, exams are not the be-all and end-all.

Exams don't define you as a person and even if the worst occurs – there are many different pathways to achieve your goals, including enabling courses which can qualify you for a multitude of university courses.

# University offers continue.....



**University Offers**



We are proud to announce that Zayed has already received an offer from the following university:

**Regent's University London**  
Business and Sustainability

*Zayed*

**University Offers**



We are proud to announce that Zayed has already received an offer from the following university:

**University of Surrey**  
Environmental Sustainability

*Zayed*

**University Offers**



We are proud to announce that Uzayr has already received an offer from the following university:

**Newcastle University**  
Computer Science

*Uzayr*

**University Offers**



We are proud to announce that Pete has already received an offer from the following university:

**University of Bristol**  
Business and Management

*Pete*

**University Offers**



We are proud to announce that Ikshu has already received an offer from the following university:

**California State University, Sacramento**  
Mechanical Engineering

*Ikshu*

**University Offers**



We are proud to announce that Nell has already received an offer from the following university:

**University of Leeds**  
International Business and Marketing

*Nell*



**University Offers**



We are proud to announce that Pete has already received an offer from the following university:

**University of Exeter**  
Business and Management

*Pete*

*Congratulations!*

**University Offers**



We are proud to announce that Ikshu has already received an offer from the following university:

**Arizona State University**  
Mechanical Engineering

*Ikshu*

**University Offers**



We are proud to announce that Zayed has already received an offer from the following university:

**Oxford Brookes University**  
Paramedic Science

*Zayed*



**University Offers**



We are proud to announce that Naem has already received an offer from the following university:

**University of Westminster, London**  
Psychology

*Naem*

**University Offers**



We are proud to announce that Zico has already received an offer from the following university:

**University of Bath**  
Politics and International Relations

*Zico*

*Stay Tuned*

**University Offers**



We are proud to announce that Saai has already received an offer from the following university:

**University of Bristol**  
Biomedical Sciences

*Saai*

**University Offers**



We are proud to announce that Ikshu has already received an offer from the following university:

**University of Surrey**  
Mechanical Engineering

*Ikshu*

**University Offers**



We are proud to announce that Ramla has already received an offer from the following university:

**University of Bath**  
Computer Science and Mathematics

*Ramla*

**University Offers**



We are proud to announce that Ikshu has already received an offer from the following university:

**University of Illinois Chicago**  
Mechanical Engineering

*Ikshu*

Congratulations!

Congratulations!

Congratulations!