

unifrog

OHA Student & Parent Guide

What is Unifrog?

Unifrog is a one-stop-shop where students can easily explore their interests, then find and successfully apply for their next best step after school.

Unifrog will help you to explore your key interests and what career paths you can take to reach your goals!



The Unifrog Tools in Year 7



Exploring pathways

Careers library

Subjects library

Know-how library

MOOC

Searching for opportunities

UK universities

US universities

Canadian universities

Asia

European universities

Oxbridge

Apprenticeships

College/ Sixth Form

Recording what you've done

Activities

Competencies

Interactions

Drafting application materials

Personal Statement

CV / Resumé

Teacher References

Common App Essay

Making applications

Post 16 Intentions

Locker

Applications list

1) Exploring pathways

Use the tools in the *Exploring pathways* section to do some research into the options available to you after school.



Our Tools:

Careers library

Subjects library

Know-how library

MOOC

* Click the text boxes above to take you to these *Exploring pathways* tools.

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Careers library

From the student dashboard at unifrog.org/student/home, click 'Go to tool' on the **Careers library** box.

ACCESS ALL THE TOOLS BELOW
 Exploring pathways

Careers library
 ✕ Careers favourited
 Go to tool >

Subjects library
 ✕ Subjects favourited
 Go to tool >

Know-how library
 ✓ Guides favourited
 Go to tool >

MOOC
 You have 5 shortlists
[View shortlists](#)

More than 800 job profiles are featured on the careers library! Your favourites will be stored at the top of the page, for easy access.

Careers library

Find the best careers for you, then save your favourites here:



Newspaper or magazine editor



Newspaper and magazine editors manage the style and content of printed publications.

[Read the guide >](#)



Digital marketing officer



Digital marketing officers promote brands, products and services through social media, websites and apps.

[Read the guide >](#)



Social media manager



Social media managers communicate with organisations' customers and clients through social media channels.

[Read the guide >](#)

Use the smart searching options on the library homepage to access and explore different career profiles suited to your particular needs and interests.

First of all you can search by a keyword using the text box provided.

Search by keyword
 Search for careers using a keyword

[Go >](#)

By career area

[Administrative and clerical >](#)

[Alternative therapies >](#)

[Animals, plants and land >](#)

[Arts, crafts and design >](#)

[Catering services >](#)

[Construction >](#)

[Education and training >](#)

[Environmental sciences >](#)

[Financial services >](#)

[General and personal services >](#)

[Information technology and information management >](#)

[Legal services >](#)

[Maintenance, service and repair >](#)

[Management and planning >](#)

[Manufacturing and engineering >](#)

[Marketing, selling and advertising >](#)

[Medical technology >](#)

[Medicine and nursing >](#)

[Performing arts, broadcast and media >](#)

[Publishing and journalism >](#)

[Retail sales and customer service >](#)

[Science and research >](#)

[Security and uniformed services >](#)

[Social services >](#)

[Sport, leisure and tourism >](#)

[Storage, dispatching and delivery >](#)

[Transport >](#)

You can also search by a particular career area you are interested in finding out more information about e.g. Legal services or Publishing and Journalism.

By subject

- [Art >](#)
- [Biology >](#)
- [Business studies >](#)
- [Chemistry >](#)
- [Chinese >](#)
- [Classical languages and studies >](#)
- [Computing >](#)
- [Creative writing >](#)
- [Dance >](#)
- [Design tech and graphical design >](#)
- [Drama >](#)
- [Economics >](#)
- [Engineering >](#)
- [English >](#)
- [Film and photography >](#)
- [French >](#)
- [Geography >](#)
- [German >](#)
- [History >](#)
- [Italian >](#)
- [Japanese >](#)
- [Law >](#)
- [Leisure and Tourism >](#)
- [Maths >](#)
- [Media studies >](#)
- [Middle eastern languages >](#)
- [Music >](#)
- [Philosophy >](#)
- [Physics >](#)
- [Politics >](#)
- [Portuguese >](#)
- [Psychology >](#)
- [Russian >](#)
- [Scandinavian languages >](#)
- [Spanish >](#)
- [Sport science >](#)
- [Statistics >](#)
- [Theology >](#)

Searching 'By subject' will allow you to explore careers in a subject you may find particularly interesting at school or are considering taking at university.

IT project manager

[← Back](#)



What you'll do

You could work in-house for a large organisation, or for a consultancy firm going into different organisations for specific tasks.

This is a broad role and your day-to-day tasks will include:

- finding out what the client needs and minimising risk to the business
- working out and agreeing timescales, budgets and quality
- using project management software to plan and resource stages
- co-ordinating the project team, keeping clients and managers informed of progress
- solving problems as they arise and adjusting plans
- providing documentation and training for users of the new system
- ensuring a smooth changeover from the old IT system to the new one
- confirming satisfaction before signing off and evaluating completed tasks

Career path and progression

With training and experience, you could become a senior project manager or move into more specialised roles like cyber security.

You could become a freelance consultant.

You could also go into departmental management or operations management.

Skills required

You'll need:

- excellent organisational and leadership skills
- the ability to understand complex information and explain it to others
- advanced IT skills

Related career profiles

You may also be interested in:

- [IT security coordinator](#)
- [Web developer](#)
- [Network manager](#)
- [Software developer](#)
- [Business project manager](#)

Where next?

[Information technology and information management](#)
36 guides and videos

[Management and planning](#)
109 guides and videos

[Return to the careers library Start.](#)

Each guide contains a career summary, followed by information on areas such as earning potential, future job prospects, day-to-day responsibilities, and what exactly you'll need to get there.

Make sure you scroll down the page to find out lots more great information!

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Subjects library

From the student dashboard at unifrog.org/student/home, click 'Go to tool' on the **Subjects library** box.

ACCESS ALL THE TOOLS BELOW

Exploring pathways

Careers library

✕ Careers favourited

Go to tool >

Subjects library

✕ Subjects favourited

Go to tool >

Know-how library

✓ Guides favourited

Go to tool >

MOOC

You have 5 shortlists

[View shortlists](#)

- 1 Start
- 2 Filter
- 3 Learn

Subjects library

Find the best subjects for you, then save your favourites here:

Emma Phillips
Modern Languages & Business
(Spanish & Portuguese) (BA)
University of Nottingham

Portuguese and Portuguese studies ❤️

The study of Portuguese language, culture, history and politics.

[Read the guide >](#)

Stephanie Storry
Geography (BA)
University of Liverpool

Geography ❤️

The study of the physical environment and human impact on it, including issues such as coastal management and global warming.

[Read the guide >](#)

Emelia Wojcik
English Language (BA)
Newcastle University

English language and literature ❤️

The analysis of English language in books, plays and poetry through a range of approaches and critiques.

[Read the guide >](#)

More than 100 subject profiles are featured in the subjects library! You can store your favourites at the top of the library for easy access.

Use the smart searching options on the library homepage to access and explore different subject profiles suited to your particular needs and interests.

First of all you can search by a keyword using the text box provided.

Search by keyword
 Search for university subjects using a keyword

You can also search by your favourite subjects you take at school. This will show you university subjects which students who did the same subjects at school as you went on to do at university.

Search by school subjects

Search for university subjects using the subjects you're studying at school that you like the most

English Literature
✕

Psychology
✕

Geography
✕

Go >

You also have the option to search by a particular area you are interested in.

E.g. 'Arts', a characteristic of the course such as 'Least students', or something which interests you such as 'Food'.

By area

- [Animals and agriculture >](#)
- [Arts >](#)
- [Business >](#)
- [Engineering and buildings >](#)
- [Health >](#)
- [Humanities and social sciences >](#)
- [Mathematical sciences >](#)
- [Sciences >](#)

By characteristics

- [Fewest students >](#)
- [Least competitive >](#)
- [Least study >](#)
- [Most competitive >](#)
- [Most students >](#)
- [Most study >](#)

By interests

- [Arguing >](#)
- [Computers >](#)
- [Food >](#)
- [Helping people >](#)
- [Making things >](#)
- [Numbers >](#)
- [Sports >](#)
- [Travelling >](#)
- [Words >](#)

Searching by keyword, characteristic or interest will show you different subject areas that are relevant to you.

You can jump between subject areas using the buttons at the top of the screen.

Specific university subjects will feature underneath each subject area.

Keyword: experiments

Watch, favourite or read more...

← Back

Jump to: [Engineering and buildings](#) [Sciences](#)

Engineering and buildings



Alice Robinson
Chemical Engineering (BEng)
Newcastle University

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Chemical engineering

The design, development and operation of systems that change raw materials into useful end products.

[Read the guide](#)



General engineering

The practical application of mathematical and scientific knowledge to create products which solve real world issues and problems.

[Read the guide](#)



Manufacturing engineering

The understanding and application of engineering procedures in manufacturing processes.



Mechanical engineering

A combination of physics, maths and computing to design and manufacture a range of products from cars to mobile phones.

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Know-how Library

From the student dashboard at unifrog.org/student/home, click 'Go to tool' on the **Know-how Library** box.

ACCESS ALL THE TOOLS BELOW
Exploring pathways

Careers library
✕ Careers favourited
Go to tool >

Subjects library
✕ Subjects favourited
Go to tool >

Know-how library
✓ Guides favourited
Go to tool >

MOOC
You have 5 shortlists
[View shortlists](#)

There are hundreds of guides and videos within the library, stored across different categories, with each relating to different pathways. Click 'Go' on whichever category you would like to explore.

Know-how library

Use our guides to find out what you need to know

UK universities

117 guides and videos

Go >

US universities

104 guides and videos

Go >

European universities

85 guides and videos

Go >

UK apprenticeships

34 guides and videos

Go >

Asian universities

31 guides and videos

Go >

World of work

23 guides and videos

Go >

Canadian universities

23 guides and videos

Go >

Australian universities

20 guides and videos

Go >

Oxbridge

14 guides and videos

Go >

UK college & 6th form

10 guides and videos

Go >

Your selection will return several related sub-categories which allow for quick and targeted research.

Specific information related to each sub-category will feature underneath each sub-heading. To find out more about these particular topics, click 'Read the guide'.

UK universities

Watch, favourite or read more...

[← Back](#)

Jump to: [Preparing to apply](#) [Finance](#) [Applications](#) [Personal Statements](#) [Tests & interviews](#) [Post application](#)

Preparing to apply



A guide to work experience [♥](#)

How to find it and how to be successful on it

[Read the guide >](#)



Open Days [♥](#)

7 tips for making the most out of UK university Open Days

[Read the guide >](#)

Each guide contains a wealth of information on your chosen topic.

You will find plenty of tips, advice and useful statistics to help you to successfully prepare and apply for your chosen pathway.

Many guides feature useful videos for further insight.

Medicine: the 5 steps to getting in

It's a marathon not a sprint



Successful applicants will have been preparing their application up to 2 years in advance of the UCAS admissions cycle. The long process is necessary in order to ensure that successful applicants are the right calibre to become future doctors. Here are our 5 key steps to help you get in for Medicine:

1. Subject choices

When picking your A Level / IB / Pre-U options, be very careful. Often Medicine courses have very specific subject requirements (as you can see from the examples below) so it is imperative that you check course websites to ensure you do not waste an application.

The vast majority of medical schools require a combination of Biology and Chemistry. The third option does not necessarily have to be Maths or Physics; other essay subjects like English Literature, History, or a Modern Language can be equally desirable.

Examples:

Bristol University requires Medicine candidates to have studied Biology, Chemistry and one other laboratory based science subject (ie. Physics) at Sixth Form in order to apply.

For Birmingham University, if a candidate's third subject is Physical Education, Theatre Studies, Dance, Art or Music, then a fourth academic subject is required at Sixth Form.

The A Level entry requirements for medicine vary from AAA - A*A*A. This is a tough goal, so

At the bottom of each guide, there is an option to add it to your favourites, so that it can be easily retrieved for future reference.

Medicine: the 5 steps to getting in

Instead of: "I want to help people and I'm interested in biology so I would like to be a doctor."

Try: "I have always coped with high intensity situations. I have a deep curiosity for human biology, and in particular, the inner workings of the brain. This, combined with my desire to help others, is why I aspire to a career in Neurological Surgery."

Interview preparation can be done with the help of books, friends and teachers. Ask a friend who's also applying if you could give each other practice questions, or try get a teacher to provide you with a mock interview.

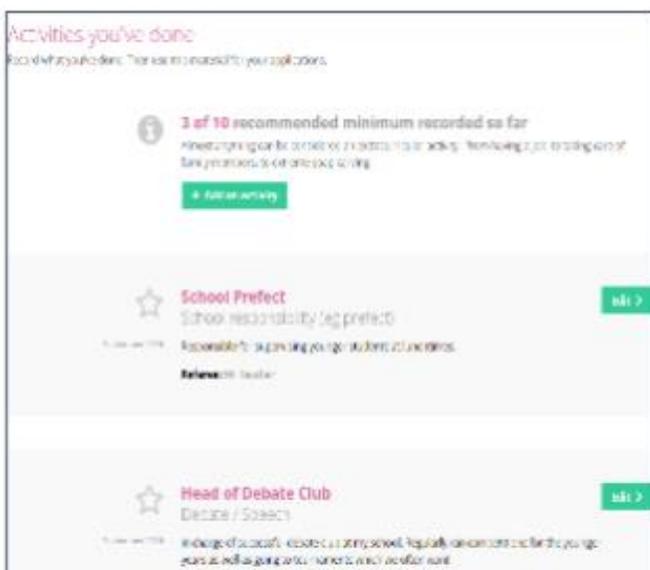
There are always some standard questions you should be prepared for, like 'Why do you want to be a doctor?', or 'Why choose medicine over nursing?' but you shouldn't just stick to practising these. There are many different potential interview formats: in a multiple mini interview (MMI) you will be asked to move around stations and role play situations whereas in an Oxbridge interview you will be asked longer, more scientific questions which will test your ability to form a logical argument.

For more information on acing the Medicine interview, check out Unifrog's article *Medicine interviews: Overview*.

 [Add to favourites](#)

2) Recording what you have done

Use the tools in this section to get *Recording what you have done*, using guidance and examples and preparing yourself for making applications.



The screenshot shows a section titled "Activities you've done" with the subtitle "Record what you've done. This is an essential to your applications." Below this, there is a progress indicator: "3 of 10 recommended minimum recorded so far" with a note: "We encourage you to record as many activities as you can, including your participation in any extracurricular activities." A green button labeled "Add new activity" is present. Below the progress indicator, there are two activity entries, each with a star icon and a green "add" button:

- School Prefect**
School responsibility (eg prefect)
Responsible for supervising younger students at activities.
Role(s): teacher
- Head of Debate Club**
Debate / Speech
In charge of a school's debate society, regularly organising and participating in the society's activities as well as giving presentations at other events.

Our Tools:

Activities

Competencies

Interactions

* Click the text boxes above to take you to these *Recording what you have done* tools.

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Activities

Recording what you've done

The image shows three colored boxes representing progress for different tools. Each box has a title, a list of items with checkmarks or crosses, and a 'Go to tool' button with a right-pointing arrow.

- Activities** (Pink box):
 - ✓ Started
 - ✗ Recorded at least 10
 - Go to tool >
- Competencies** (Purple box):
 - ✓ Started
 - ✗ Completed all 7
 - Go to tool >
- Interactions** (Blue box):
 - ✓ 17 Interactions recorded
 - ✗ Missing 5 Interaction types
 - Go to tool >

From the student dashboard at unifrog.org/student/home, click 'Go to tool' on the **Activities** box.

Activities you've done

Record what you've done. Then use this material for your applications.



2 of 10 recommended minimum recorded so far

Almost anything can be considered an extracurricular activity - from having a job, to taking care of family members, to extreme soap carving.

[+ Add an activity](#)



School Prefect

School responsibility (eg prefect)

September 2016

Responsible for supervising younger students at lunchtimes.

Referee: Mr Teacher

[Edit >](#)

To begin, click on 'Add an activity' to take you to the template for recording your example.

To complete an activity, state your role and select an activity type from the drop down menu.

If you are unsure how to define the type of activity, you can use the guide to help you.



Add activity

Record what you've done.

* Your role

eg 'Babysitter for 2 energetic siblings'

0 of 50 characters

What type of activity was it?

Each activity can only be associated with one type.

Check [how to define the different types](#) ✓

* Activity type

---- select an activity type ----

Description + achievements

Write like a boss by [following these 5 tips](#) ✓

* Description

eg 'Regularly look after younger siblings. Cook healthy dinner, ensure they do their homework. At times their behaviour is challenging. Keep calm and firm.'

0 of 150 characters

* Date started

--- select month ---

--- select year ---

* Referee

(someone who can attest that you did this activity)

Add activity

or [cancel changes](#)

Then you need to write the description.

If you need them, there are tips on how to describe your examples expertly.

Please note: do not try to use these as templates; the entries need to be personal to you.

Description + achievements

Write like a boss by [following these 5 tips](#) ^

- 1** **Emphasise tangible, measurable impact**
 Who did your activity help? How many people? How much money did you raise?

Instead of: Raised money for children in Africa.

Try: Raised £3,000 to provide 75 uniforms and 3 scholarships for students attending the Waweru School in Kenya.
- 2** **Be specific**
 Use detailed examples of things you've done

Instead of: Worked at a clinic doing a wide range of activities.

Try: Organized patient diagnosis notes, sterilized tools for surgeries, assisted with x-ray analysis.
- 3** **Use the present tense if it's something you still do**
 The present tense is normally more engaging

Instead of: I helped tour visitors around the campus and presented some information on school history and student life.

Try: I give campus tours, providing info on school history, student activities, boarding life.
- 4** **For each activity include any responsibilities you had**
 This lets you demonstrate your leadership skills

Instead of: I swim on the swim team.

Try: Responsible for leading swim practices, planning fundraising events, assisting in recruitment process.
- 5** **Explain the significance of the activity**
 Especially useful if there isn't much to say, or if it was a one-time event

Instead of: Tutored students.

Try: Supported students revising for a maths exam with concepts they found particularly difficult, such as simultaneous equations. Helped stop them falling behind at critical point in their studies.



Add activity

Record what you've done.

* Your role

Head of Debate Club

19 of 50 characters

What type of activity was it?

Each activity can only be associated with one type.

Check [how to define the different types](#) ✓

* Activity type

Debate / Speech

Description + achievements

Write like a boss by [following these 5 tips](#) ✓

* Description

In charge of successful debate club at my school. Regularly ran competitions for the younger years as well as going to tournaments which we often won!

150 of 150 characters

* Date started

September

2016

* Referee

Mrs Kent

Add activity

or [cancel changes](#)

Once completed, click on 'Add activity' at the bottom of the page.

If you would like to share what you have written, you can email it straight to a teacher by selecting them from the drop down list.

...or anyone else by typing in their email address.

You are also able to download what you have written.

Email my activities to a teacher for feedback:

⇅

Send

Or email it to:

An email address

Email my activities

Or download it:

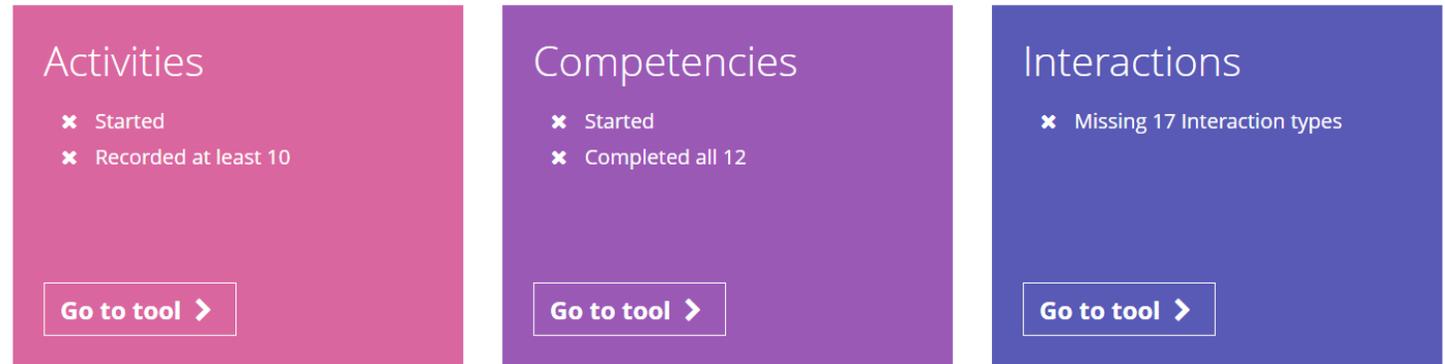
As a [PDF Document](#)

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Competencies

From the student dashboard at unifrog.org/student/home, click the 'Go to tool' button on the **Competencies** box.

Recording what you've done



The image shows three dashboard cards arranged horizontally. Each card has a title, a list of items with 'x' icons, and a 'Go to tool >' button at the bottom.

- Activities** (pink background):
 - ✘ Started
 - ✘ Recorded at least 10
- Competencies** (purple background):
 - ✘ Started
 - ✘ Completed all 12
- Interactions** (blue background):
 - ✘ Missing 17 Interaction types

There are twelve competencies that Unifrog have identified as being key.

You can add an example for each of these competencies.

To begin to complete your competency list, click the green ' + Add now ' button.

You can also add additional competencies of your own. Click ' + Add example ' to create an additional competency to add to your list.

Universities and employers look for twelve star competencies

Record examples of you demonstrating each of these competencies. Then use this material for your applications.



Missing competencies

Universities and employers look for twelve star competencies. Add examples of the competencies you're missing using the buttons below.

There is no record for you for the following competencies:

- **Aiming high**
When have you set a tough goal and devised a plan to achieve it?

[+ Add now](#)
- **Creativity**
When have you used your imagination to come up with new ideas?

[+ Add now](#)
- **Leadership**
When have you motivated people to do something positive?

[+ Add now](#)
- **Listening**
When have you shown particularly strong skills in receiving and processing information or ideas?

[+ Add now](#)
- **Presenting**
When have you shown particularly strong skills in orally transmitting information or ideas?

[+ Add now](#)
- **Problem solving**
When have you displayed strong critical reasoning skills?

[+ Add now](#)
- **Staying positive**
When have you overcome a set back?

[+ Add now](#)

To complete a competency select a situation and start date from the drop down menus.

Explain how you demonstrated this competency in detail.

If you need a structure to follow, use the star technique which is summarised on this page.



Add an example of a competency

Record in detail how you've demonstrated a competency.

What type of competency was it?

Each of your examples can only be associated with one competency.

Check [how to define and write about the different types](#) ▾

* Competency type

* Situation

* Date started

* Description

What to include:

- ✓ Situation: Set the scene
- ✓ Task: What was the task?
- ✓ Action: What did you do?
- ✓ Result: What was the outcome?

or [cancel changes](#)

If you need help on what the competencies are or how to write about them then look at this handy table which you can expand by clicking on the green text.

Do not try to use these as templates; the entries need to be personal to you.



Add an example of a competency

Record in detail how you've demonstrated a competency.

What type of competency was it?

Each of your examples can only be associated with one competency.

Check [how to define and write about the different types](#) ^

Type	Definition	Example situation	Example description
Independence	When have you had to work on your own to achieve something?	Independent academic work	I decided to do an Extended Project Qualification (EPQ), to develop my ability to work independently, and to grow my interests in English Literature. I examined how Coleridge's and Byron's works 'Kubla Khan' and 'Don Juan' respectively contribute to our understanding of the 'Romantic' movement in literature and the arts. These are two of my favourite works by two of my favourite authors, so it was easy for me to immerse myself in studying the poems. One thing I particularly enjoyed was the space I had to read around the subject - as well as the primary texts, I studied how these works were received by the authors' contemporaries. To source material I travelled on my own to a nearby town to a specialist library.
Leadership	When have you motivated people to do something positive?	Duke of Edinburgh	I began working at a local restaurant, 'The Klondike', as a washer-upper. I am now a front office manager, which entails planning how many people we need on the floor, ensuring that we have enough staff booked for the shift, and managing the staffs' performance. Leadership is necessary in my role because the waiting staff are often doing the job on a temporary basis, and as they are not particularly well paid, they are at risk of not taking the job very seriously. To ensure that staff deliver an excellent service, I have to motivate my team to want to work together to do the job well.
Teamworking	When have you worked with others to get something done?	Sports	With a few friends, and the encouragement of one of the music teachers, we decided to start a school choir. We've never had a choir at the school before, and a lot of my fellow students laughed at us for trying. It was also hard to fit in time to practice because of people's busy schedules. Some people wanted to quit the choir before we had really started, so I persuaded everyone that we should aim for one performance at an assembly - if it wasn't a success we could give up. I got the headteacher to agree to let us perform. This event gave us the focus we needed to bring us all together. We really impressed the students and teachers at the assembly, and now the choir is going strong -



Examples for 3 of 7 star competencies recorded so far

What you've done isn't as important as the skills you've developed. Give examples of you demonstrating each of the 7 star competencies.

+ Add example

Repeat this process for each competency you want to add. You should try to do at least one for each category.



Independence: when have you had to work on your own to achieve something?

March 2015

I have been working part-time at the local library, learning about how a business operates and taking in French literature.

Situation: Drama



Resilience: when have you overcome a set back?

January 2015

When playing as part of the Hockey 1st team for the school, we managed to qualify for the school's cup final's. It was the first time a team from my school had qualified for the final and we were really riding on a high. The whole school came to watch and we really thought we would win, we really believed it. The other team ended up beating us and the whole team felt really down. However after a few days of feeling low we came back, started training hard, and ended up winning a school's tournament the next month!

Situation: Sports

Your teachers are able to give you feedback on your competencies.

If you have received a comment you will be notified via your email and on your competencies page.

You are able to mark these comments as read to ensure you keep up to date.



You have an unread comment from your teacher

Comment from Ms Farquharson

on 21 Aug 2017 at 8:12

Great start!

[✓ Mark as read](#)



Examples for 1 of 7 star competencies recorded so far

What you've done isn't as important as the skills you've developed. Give examples of you demonstrating each of the 7 star competencies.

[+ Add example](#)

If you would like to share what you have written you can email it straight to your form tutor...

...or anyone else by typing their email in.

You can also download what you have written.

Email the completed competencies to your form teacher:

hayley@unifrog.org >

Or email it to:

[Email my competencies](#)

Or download it:

As a [PDF Document](#)

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Using the Interactions Tool

Recording what you've done

Activities

- ✓ Started
- ✗ Recorded at least 10

Go to tool >

Competencies

- ✓ Started
- ✗ Completed all 7

Go to tool >

Interactions

- ✓ 17 Interactions recorded
- ✗ Missing 5 Interaction types

Go to tool >



From the main dashboard, click 'Go to tool' on the Interactions box.



World of work: Meeting

Meeting people in employment

22 May 2018

So and so came in from HSBC to talk about finance.

Added by MS Fowler on 22 May 2018, 15:55



World of work: Experiencing

First hand experience of jobs

10 May 2018

Going in to MK Santander office

Added by Ms Eckardt on 10 May 2018, 14:41



University: Meeting and University: Experiencing and University: Applying

Meeting people with experience of uni, first hand experience of uni
and learning how to apply for uni

15 March 2018

meeting with leeds uni, talk on applying and visit of site

Added by Ms Lloyd-Williams on 15 March 2018, 15:23

Here you can see all the experiences you have had through school in relation to your future.

Email my interactions to a teacher for feedback:

+ add a note

Send

Or email it to:

+ add a note

Email the interactions

Or download it:

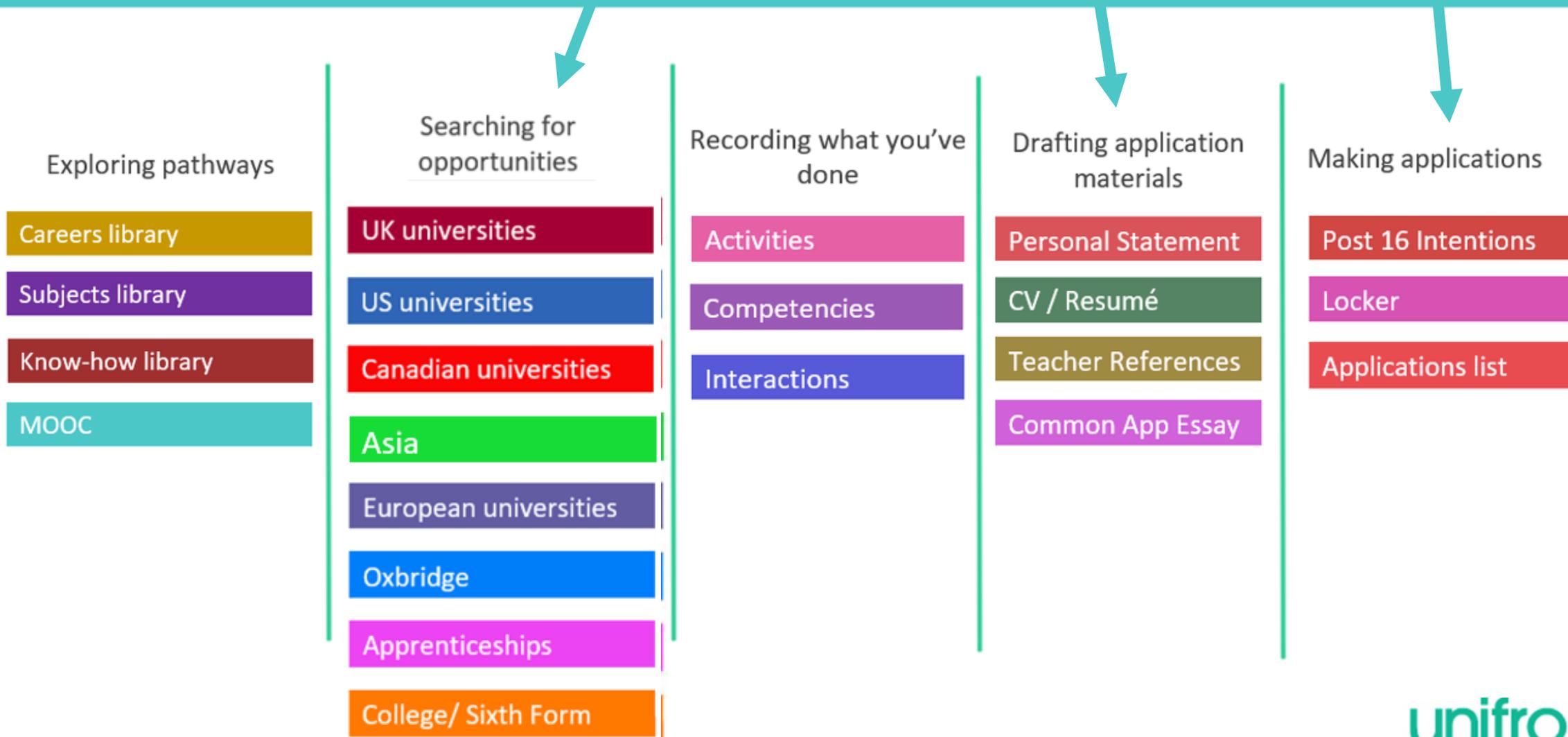
All time interactions as a [PDF Document](#)

This academic year (2018-19) interactions as a [PDF Document](#)

If you've already done something which hasn't been recorded, email your Form teacher/another to get it added in.

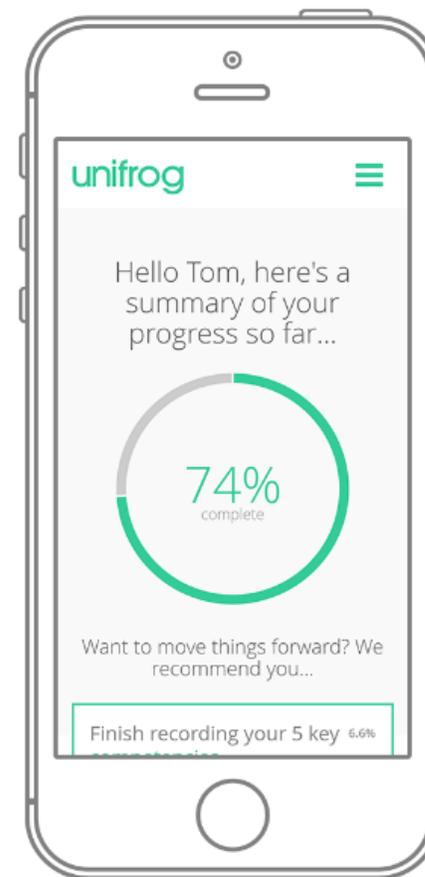
You can also download all your interactions.

As students progress through OHA, we will then begin to introduce them to the following sections -



In summary

- Unifrog can help you make decisions now about your college and sixth form choices and what you want to study.
- Later, it will help select the university or apprenticeship that's right for you.
- Be smart. Get ahead of the game!



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