



# Application Forms

Booklet written and produced by Careers & Employability  
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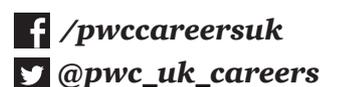
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# Application Forms

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## Introduction

It is important to perform well at this early stage of the applications process in order to give yourself a chance of joining the 20% of applicants who make it through to interview. Use this booklet to help you.

If you have any further queries after reading this booklet:

- ✓ Bring a draft to a Quick Enquiry consultation to discuss with a Careers Adviser.

## Vital preparation

Before you consider completing the application form you need to carry out some research:

- Find out about the organisation (company literature, website).
- Find out about the job (job description, specification, informal discussion).
- Identify exactly what the employer is looking for.
- Methods of application.

In addition you will need to do some thinking about yourself: what you have to offer, how your skills and abilities match those of the employers, and how you are going to market yourself to them.

## What are employers looking for?

Employers are looking for far more than the successful completion of your degree studies. Although exact requirements will vary according to the occupational area and the specific jobs you apply for some common skills and attributes required by graduate employers are:

- analytical skills
- decision making skills
- enquiry and research skills
- ability to solve problems
- independent judgement
- imagination and creativity
- numeracy
- ability to use IT
- logical Argument
- 'self-skills'
  - self-management
  - confidence
  - self-awareness
- flexibility and adaptability
- ability to work in a team
- ability to communicate effectively
  - listening
  - clear written and spoken communication
- specialist subject knowledge
- ability to relate to wider context

*Source: Association of Graduate Recruiters*

In order to make effective applications you will need to give clear evidence, with specific examples, against the criteria that the employer specifies.

Check the definitions on page 4 to help you clarify what is meant by these skills and attributes, but be careful to tailor your application form answers to any more specific employer definitions.

## Skills and qualities employers look for

### ANALYTICAL SKILLS

- being able to engage in the active process of examining, searching, comparing, dissecting, synthesising - all in the pursuit of understanding and knowledgeable judgement; being able to employ these analytical abilities in both personal and professional areas of life.

### DECISION MAKING SKILLS

- setting realistic goals and action plans; recognising when a decision has to be made; extracting information from a variety of sources by research and questioning; identifying options, using both intuition and logic in reaching a conclusion.

### ENQUIRY AND RESEARCH SKILLS

- showing initiative and thoroughness in information gathering; being able to think both analytically (seeing logical sequences and component parts) and conceptually (seeing patterns, themes and connections).

### ABILITY TO SOLVE PROBLEMS

- using past experience to help identify and resolve problems; seeking advice from appropriate sources; analysing situations, identifying key elements, establishing priorities, overcoming obstacles and achieving goals.

### INDEPENDENT JUDGEMENT

- displaying an independence of thought and standing by own views but willing to accept suggestions/direction from others where appropriate.

### IMAGINATION AND CREATIVITY

- showing ability to think laterally; using imagination to explore alternatives; generating new ideas and better ways of doing things, being able to support others' good ideas.

### NUMERACY

- being familiar with basic quantitative principles and procedures; being able to use them effectively to find solutions to quantitatively based problems.

### ABILITY TO USE INFORMATION TECHNOLOGY

- having developed skills in word processing and data processing, including keyboard skills.

### LOGICAL ARGUMENT

- being able to examine and develop an argument by testing the steps and conclusions, identifying the 'non sequitur', identifying and excluding emotion and distinguishing between the problem and its content.

### SELF-SKILLS

- Self-management
  - being able to consciously prioritise tasks, regularly completing tasks within prescribed time scales; keeping a balance between work and other interests.
- Confidence
  - setting high standards of performance for self; being assertive without being aggressive.
- Self-awareness
  - having developed an awareness of own values, abilities, skills and interests; being able to set realistic goals and evaluate own achievements.

### FLEXIBILITY AND ADAPTABILITY

- being able to respond to new situations; enjoying the challenge of change; willingly embracing new ways of working and new ideas.

### ABILITY TO WORK IN A TEAM

- participating in team activities by sharing ideas and knowledge to help solve problems; appearing to identify personally with team objectives; being able to accept shared responsibility; using contacts effectively by 'networking'.

### ABILITY TO COMMUNICATE EFFECTIVELY

- Listening
  - able to listen carefully to what is said before responding being a responsive, active listener.
- Verbal communication - written and spoken
  - expressing ideas and views in a clear and logical manner in language the reader or listener can understand.
- Non verbal communication
  - being aware of the impact of gestures, manner and dress on interpersonal communication.

### SPECIALIST KNOWLEDGE

- having theoretical knowledge of own subject area in both depth and breadth; being able to use this knowledge effectively in a variety of situations; being able to communicate this knowledge to others.

### ABILITY TO RELATE SUBJECT TO WIDER CONTEXT

- being able to relate activities to a national and international context; being aware of personal and corporate responsibility towards the global environment; having developed a concept of 'effective citizenship' which includes working for the common good.

## Completing the application form - practicalities

### Take your time

- ✓ Leave yourself plenty of time.
- ✓ Don't fill in a form in a panic the night before it is due.
- ✓ Although possibly available 24 hours, always save your draft application and ensure that you submit at least a day in advance of the deadline to avoid any potential technical hiccups.
- ✓ Put aside time to work on it calmly
- ✓ Do your research on the company
- ✓ Think about the skills/qualities you can offer
- ✓ Take into consideration the opinions of a friend

### Presentation

- ✓ Good layout is important
- ✓ Spelling mistakes are disastrous - an invitation to the employer to reject you. Don't rely on spell checkers
- ✓ Don't cram long rambling answers into a tiny space - if the space on the form is small, then a short answer is expected
- ✓ Take time to make your answers relevant, clear and concise

### Use of language

As with CVs, the use of positive language will help in presenting yourself as effectively as possible on paper.

Use action words like:

Achieved	Managed	Wrote	Implemented
Persuaded	Presented	Organised	Produced
Invented	Developed	Researched	Analysed
Negotiated	Created	Conducted	

Avoid words like:

Only	Limited	Just	Some
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### Always follow instructions

- Read through the form several times to make sure you are clear about the sort of information that is being asked for.
- Follow their instructions exactly - many employers who receive large numbers of applications are ruthless about rejecting applications which do not comply with their requirements. Don't make it easy for them to reject you.

- Employers design application forms so that they can easily compare your application against their criteria. If you don't answer their questions properly, leave bits out, or put in lots of irrelevant information, they may find your application difficult to analyse quickly - and reject it.
- Never just assume you know what's wanted and reel off a pat answer - always make sure you are really answering the question by referring back to the job requirements/person specification.
- Don't just list things - write about them giving examples.

Stick rigidly to word counts. Even if allowed, any excess is likely to be ignored and may mean that an otherwise good answer is discounted.

### Answering questions – STAR approach

A simple strategy for answering situational questions:

<b>Situation or Task</b>	Describe the situation that you were in or the task that you needed to accomplish. You must describe a <b>specific</b> event or situation, not a generalised description of what you have done in the past.
<b>Action you took</b>	Describe the action <b>you</b> took and be sure to keep the focus on <b>you</b> . Even if you are discussing a group project or effort, describe what <b>you</b> did - not the efforts of the team. Don't tell what you might do, tell what <b>you did</b> .
<b>Results you achieved</b>	What happened? How did the event end? What did you accomplish? What did you learn?

### Examples of the more difficult questions

Some application form questions are straightforward, such as:

- **Please describe what attributes you can bring to this role.**

Here, you can give a summary of your own skills and experience, matching them with the employer's specification.

Others are more difficult:

- **Describe a situation where you have met with opposition. How did you handle it?**

In answering this question, you should include a very short description of the situation and concentrate mainly on how you dealt (positively!) with the situation. Think about what the employer is looking for and reflect this in your answer.

- **What are the most difficult experiences you have had in the last 5 years, and what have you learnt from them?**

Again, try to analyse exactly what they are looking for before you start. Select experiences that demonstrate skills and abilities they are seeking. Use examples where you can show a positive outcome.

Other examples of the more 'difficult' questions' are:

- Give an example of when you have set yourself a demanding goal and overcome obstacles to achieve it.
- Describe a situation when you had to persuade someone to your point of view.
- Describe the best/worst decision you ever made and what you learnt from it.
- Describe the best team effort you've been part of. Explain your role and contribution.
- What are your main strengths/biggest weaknesses?

### **A strategy for personal statements**

Alternatively, a number of employers and course providers use application forms which require you to complete a personal statement instead of competency questions. The wording may vary but a typical example of a personal statement is as follows:

*Please outline your reasons for applying for this post.*

*Describe in detail any work experience, skills etc you have which are relevant to this job (referring to the person specification for this post) or any project or voluntary work that you feel is relevant.*

To help with structure, consider the following:

- Why are you applying for this course/job and what is your motivation?
- What do you think you can bring to it?

for example: Academic choices/options to date, research/thesis

Work experience or voluntary work

Skills gained through all aspects of life and personal qualities

▪ Summary – and how does the course/job fit into your longer term career plans. Think along the same lines as the covering letter (discussed in detail in the CV booklet) and if a person specification is supplied, use this as a framework, perhaps using each criterion as a side heading. Address each criterion in a clearly themed paragraph-

- State how you meet/relate to the requirement
- Provide concrete examples as evidence
- A sentence showing reflection adds depth

Doing it in this way makes it very easy for the shortlisting person to mark your application against the essential and desirable criteria for the job. Make sure you address **all** the essential points in the person specification.

### **Consider the following example from the Prospects website:**

When asked about commitment to promoting Equal Opportunities:

*'I have always tried to ensure in my personal and work life that I am sensitive to and inclusive of the cultures and circumstances of other people. In 2009, I worked as a mentor/facilitator to a group of students on the Aim Higher project to encourage pupils from non-traditional backgrounds to consider university. I designed projects and activities that recognised and focused on the diverse experience within the group to ensure*

*participation. The programme was successful for the pupils and a rewarding learning experience for me. The experience showed me that working together with mutual respect is more productive and rewarding.'*

The first sentence is the **statement**, the second and third sentences describe the **example**, and the last sentence is the **reflection**.

Source:

[prospects.ac.uk/applying\\_for\\_jobs\\_write\\_a\\_successful\\_job\\_application.htm](https://prospects.ac.uk/applying_for_jobs_write_a_successful_job_application.htm)

Make sure your statement:

- Shows enthusiasm for the role and company/organisation/ academic department/university
- Summarises how your skills match the post
- Shows that you have done your research on the organisation
- Highlights their strengths as an employer

### **Other considerations**

**Don't panic** and apply for every job you see advertised.

**Focus** on the jobs you really want.

### **To cover up - or not to cover up**

- It can be tempting sometimes to embellish your qualifications or work experience on an application but it rarely pays off - and can be dangerous.
- It is normally easy for a company to check up on exam results and work experience, and they are unlikely to employ you if you are found to have lied. However, you do not have to list exam failures unless you are asked to.
- A more likely pitfall is that you can't remember what lie you told - and when you reach the interview stage it becomes clear you have been bluffing.
- Experienced interviewers will see through you very quickly, so if you claim to be a county sports player, or an avid theatre goer, be sure you can discuss the finer points of your interest in convincing detail.

### **Not everyone loves a clown**

- Don't use jokes or sarcastic remarks on an application form. Not everyone may share your sense of humour and you risk being labelled as "immature" and rejected.

### **Final details**

- Be meticulous in getting the details right.
- Spell all names correctly.
- If sending a written application, allow three days for the post, to be on the safe side.

If mailing your application, don't fold it more than once, invest in some large envelopes.

Keep a copy of every application you make to look at again if you are called for interview.

Give the status of your referees (eg course tutor, employer).

### **Covering letters**

Not all employers ask for a covering letter with an application form. If you are asked to

enclose one, keep it simple and concise. See our booklet called *CVs and covering letters*.

### **Next steps**

- Find out when you can expect to hear back about an application and make a note of the date.
- Be ready to respond quickly to any invitation to attend an interview - and remember that some employers may contact you by telephone, so check out your telephone manner and keep it business-like if expecting an important call.
- File away copies of your application forms so that you can refer back to them easily.

### **Other services on offer:**

#### **Interview and Assessment Centre Workshops**

We offer workshops dealing with competency-based questions and the difficult questions you may be asked. These are run in every semester and are bookable through our web-based booking system. Also, pick up our booklet, full of hints and tips. We also keep a wide range of reference literature.

#### **Psychometric Tests**

These may form part of the selection process at any stage. Careers & Employability is currently able to offer a free on-line practice sample test, check our website for details.

The Careers & Employability Centre also holds an extensive range of reference titles, encompassing the majority of aspects of the testing process.

#### **Don't give up - think positively**

- Don't be too disheartened if you don't get an interview every time you send off an application.
- You should have more chance of success if you have done your research on the company and been very focused in your application, but there is still an element of luck in applying for a job and it's not always possible to guess exactly what each employer is looking for.
- If you are invited for interview, you will know the company has already decided you have the skills you are looking for, so get in there and impress them! Prepare by attending the Interview Workshop or get a copy of the *Interview Booklet* from the Careers & Employability Centre.

#### **Remember**

- ✓ Think about what the employer is looking for and follow their instructions
- ✓ Select evidence which matches their needs
- ✓ Choose examples with positive outcomes
- ✓ Address the actual question, not what you would like it to be
- ✓ Give measures of achievements if possible
- ✓ Try not to rely on common examples eg prioritising academic workload

## **Activity 1 - Matching your skills to what employers want**

Consider the list of skills and other attributes given on the next two pages. For each area try and think of a good example you could use in an application, that would give clear evidence that you had developed relevant skills.

Remember to select your examples from paid/unpaid employment, your studies and social and sporting activities. More recent examples are stronger evidence. Please be prepared to share some of your examples with others.

Quality/Skills	Evidence
Analytical Skills	
Decision Making Skills	
Enquiry & Research Skills	
Independent Judgement (critical thinking)	
Ability to solve problems	
Imagination & Creativity	
Numeracy	
Ability to Use IT	

Logical Argument	
'Self' Skills	
Flexibility & Adaptability	
Ability to work in a Team	
Ability to Communicate Effectively	
Specialist Subject Knowledge	
Ability to Relate a Subject to the Wider Social & Economic Context	

## **Activity 2 – Good and could do better**

Study the completed extracts from application forms provided on the next few pages.

Rate each extract from 1- 5 (with 5 being good, 1 – poor) against the following criteria:

- Answering the question
- Use of evidence
- Planned answer
- Presentation

A form has been provided to make it easier to record your ratings.

Please be prepared to discuss and justify your decisions to the whole group.

**Recording form – applications forms – good and could do better!**

Complete the grid for each form by shading in the square you think is appropriate. Try to give a quick response - an HR Officer wouldn't spend long on each form. Mark any spelling or grammatical errors that you find.

What factors have you considered in deciding upon your proposed career? Explain how your personal skills and experience make you a suitable candidate.

I feel I would be suitable in the Human Resources department of your organisation because I get on with people and I am able to argue a logically sound argument. I have work experience in a number of HR settings which has given me a valuable insight into the profession and makes me sure I could do a good job. I have also studied modules within my degree which could be useful – advanced statistics, conflict in society, the psychology of language and the power of corporate organisations.

		Good			Poor	
1.	How far does this answer satisfy the question?	5	4	3	2	1
	Does the person back up statements with evidence?	5	4	3	2	1
	Does this answer look as if it has been thought about and planned?	5	4	3	2	1
	Presentation	5	4	3	2	1

Drawing on any aspect of your life so far, describe an idea or project that was implemented successfully because of your efforts. How did you plan this and establish priorities?

During my work with Beechams, one of my first projects was to establish the cause of poor cooling on one of the reactors. After investigation and elimination I decided that there was sludge formed in the lines. But the Utility Manager disagreed saying that the coolant does not form sludges. I therefore arranged to have the pipes removed for inspection. We found that the pipes have been blocked with sludge from the coolant. Thus on cleaning, we restored the cooling back to normal.

		Good				Poor
2.	How far does this answer satisfy the question?	5	4	3	2	1
	Does the person back up statements with evidence?	5	4	3	2	1
	Does this answer look as if it has been thought about and planned?	5	4	3	2	1
	Presentation	5	4	3	2	1

Drawing on any aspect of your life so far, describe an idea or project that was implemented successfully because of your efforts. How did you plan this and establish priorities?

Secretary of University Geography Society – organised a Valentine’s Ball.

Main priorities were : to plan far in advance to reduce competition  
 : set a budget and remain within it  
 : make a profit for the society

I began contacting venues and bands in November, to obtain prices and to book in advance. I selected the best combination of band and venue within my budget. I designed and distributed posters and leaflets to publicize the event. I obtained a provisional list of numbers to attend and booked accordingly, leaving plenty of time for notifications of alterations to this number. I established dietary requirements and notified venue. I engaged help of the Student Union to print cheap tickets, and sold them early to allow for alterations. The event ran successfully, the majorities and minorities needs were met and I kept within budget and still made £1/head profit.

		Good				Poor
3.	How far does this answer satisfy the question?	5	4	3	2	1
	Does the person back up statements with evidence?	5	4	3	2	1
	Does this answer look as if it has been thought about and planned?	5	4	3	2	1
	Presentation	5	4	3	2	1

WE ARE LOOKING FOR PEOPLE WHO HAVE PROBLEM SOLVING AND DECISION MAKING SKILLS.

My job as sales coordinator involved making decision about which of the team was to work in which are and what to do about if appointments were cancelled. As a retail assistant in charge of a department, I had constantly to solve problems as they arose. As an English teach in Romania I had to decide on the progress of the pupils and how best to stimulate their learning.

		Good			Poor	
4.	How far does this answer satisfy the question?	5	4	3	2	1
	Does the person back up statements with evidence?	5	4	3	2	1
	Does this answer look as if it has been thought about and planned?	5	4	3	2	1
	Presentation	5	4	3	2	1

**WE ARE LOOKING FOR PEOPLE WITH STRONG INTERPERSONAL SKILLS**

As a member of the Rock society, which I joined because I play the guitar and wanted to improve, I was involved in setting up and operating the PA for some concerts in the Students' Union. Setting up a PA required teamwork, due to the large equipment needed, the requirement that it should be set up quickly and adjusted accurately to give optimum sound balance between vocals and instruments.

		Good		Poor		
5.	How far does this answer satisfy the question?	5	4	3	2	1
	Does the person back up statements with evidence?	5	4	3	2	1
	Does this answer look as if it has been thought about and planned?	5	4	3	2	1
	Presentation	5	4	3	2	1

WE ARE LOOKING FOR PEOPLE WHO ARE ABLE TO DEMONSTRATE CHANGE, INNOVATION AND FLEXIBILITY.

My degree course has demonstrated the need for flexibility and an innovative approach. This has been particularly evidence in my final year. Where I have four modules and a dissertation to complete – and as such, may have two or three tasks to complete in as short time. I have to plan and prioritise as necessary and also take into account any problems that may arise (usually associated with my position as hall rep) and deal with these as necessary.

Good

Poor

6. How far does this answer satisfy the question?

5	4	3	2	1
---	---	---	---	---

Does the person back up statements with evidence?  
Does this answer look as if it has been thought about and planned?

5	4	3	2	1
---	---	---	---	---

Presentation

5	4	3	2	1
---	---	---	---	---

5	4	3	2	1
---	---	---	---	---

### Activity 3 - Personal Statements

Compare the following two statements for teacher training.

I was inspired to teach by my own experiences at school; in particular by my maths and drama teachers. Above all, they treated me as an individual, encouraging me to achieve my personal best. In drama, our teacher's enthusiasm and commitment motivated us to produce grade A presentations. In maths, a subject that I did not enjoy initially, my tutor used his sense of humour to teach us tricks and mnemonics to make learning interesting. Both were approachable and friendly and their honesty encouraged a sense of openness in the classroom.

I believe I would thrive as a teacher because of my own enthusiasm for and dedication to my subjects; coupled with my ability to relate to people in the 11-16 age group. I have tried to gain as much teaching experience as possible, beginning whilst in Y12 by attending Y9 and 10 English lessons as a classroom assistant. My positions as house and camp prefect enabled me to get to know the younger students outside of the classroom. A trip to Kenya to assist in an orphanage allowed me to use these skills to encourage the Kenyan children to love communication and learning.

As teacher of both English and drama in the Edenfield Summer Programme for non-English speakers, I was able to teach children both practical and emotional expression. Conveying my own enthusiasm for my subjects helped the students develop more confidence and a better understanding of spoken and written English. I sought to find new ways of presenting familiar ideas, to ensure that my class gained as much as they could from the summer school. The positions of responsibility I held at Edenfield also included Head of Drama and radio media course and group leader. In these demanding roles I participated in planning the overall structure of the whole course, in addition to preparing lesson plans for my own classes.

During my time at university, class discussion and open forum have proved useful when preparing my own written work and analysing that of others. I appreciated studying a wide range of texts, analysing period and context. I have also maintained a keen interest in extra-curricular activities; including being an active member of the children's theatre company and attending Archbishop's School weekly to assist in their drama classes. I learnt a great deal from all of the above and as a teacher I hope to continue discovering and learning along with my students.

I wish to be responsible for the next generation of designers. To educate future pupils to become excited and interested in design. I would also like to make them aware of the possibilities their designs could have on the future. I would also enjoy helping children to develop their existing skills and help them develop through encouragement.

I have always enjoyed working with children as I have a brother and sister who are both much younger than me. I have seen how creative they can be with some encouragement. I would like to use the knowledge of design which I have to encourage others.

My work experience is as follows:

Porter/barman            June-Sept 07

Tourist Office            June-Sept 08

Store Supervisor        June-Sept 09

Primary Observation    July 10

In September 09 I travelled Europe with two of my friends to gain a knowledge of foreign languages, cities and cultures. I am presently a student finishing my BSc.

The first statement clearly follows the progression and outlines suggested from page 8 of this booklet. The second example has no real structure and is far too light on detail and evidence.

### **Warning!**

Use these examples for ideas only. Avoid copying the text, as your personal statement will work best if it is unique to you and your personal circumstances.

## Notes on good and could do better

### Career Choice

1. The employer gives specific guidance on what to address in the wording. Do read the questions carefully; they help you structure your answer. It would appear that this candidate has the potential to develop a strong answer to this question. However, in the introductory statement, they do not articulate their understanding of what human resource management involves or what skills are needed, and cannot therefore demonstrate that they possess those skills. The personal attributes they have selected are not backed up with evidence. The unsupported statements continue in the next sentence when they mention their relevant experience without going into any detail whatsoever. Finally, be careful of listing academic modules. Without placing these in context, they can be meaningless to the recruiter.

2. The key words in this question are "plan and establish" priorities. It is no good describing an idea which does not involve these stages as this person has done. Even though she/he had a good idea which turned out to be correct, this answer does not show any evidence of planning.

3. This answer very clearly sets out the structure of the project and bullet points help to give a dynamic well organised feel. It takes us through the steps which obviously involved a lot of work and co-ordination. It is also good when you can give hard evidence of success eg a profit of £1 per head.

On the down side the writing could be more fluent in the latter stages. Does every sentence have to start with 'I'? This could suggest poor planning.

4. Here, they want you to carefully select an example of problem solving and decision making which will reflect this. Whilst this person has obviously had three responsible jobs they have skated over the surface of everything and therefore failed to give enough detail on anything. It would have been for the better if she/he had concentrated on one example and gone into an appropriate amount of detail regarding the type of problems encountered and the decisions that needed to be made.

5. Teamwork is vital in industry and through your experience of working in teams an employer can learn a great deal about your interpersonal skills. Unfortunately, in this answer, we learn far more about the challenges of setting up a PA system. We would like to have discovered what this candidate contributed to the team, how she/he communicated with other members and how disputes were resolved.

Always read the question again after you have drafted an answer and ask yourself "Have I answered the question?".

6. There is evidence of some flexibility here, although it could be argued that it's fairly normal to choose from a range of options in your final year. There is little evidence of innovation or change skills. This is not a rank bad answer but its ordinariness is not going to make it leap from the page and demand to be noticed. Don't go over the top in describing the interesting segments of your life, but avoid sounding unimaginative and ordinary.

What about the experience as hall rep. referred to briefly? This could probably offer a better opportunity to talk about situations which other graduates would not have had to face.

## **Further help**

If you have found this booklet useful, you may want to download other booklets from our website **careercentral.cardiff.ac.uk** – use Cardiff login.

This booklet is available in Welsh on request from the Careers & Employability Centre, 50 Park Place.

Careers & Employability aims to offer a fair and equal service to all its clients, regardless of their sex, ethnic origin, age, sexuality, religion or disability. We are able to offer additional support to students who may benefit from extra help. Please contact us for further details.

### **DISCLAIMER**

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## Careers & Employability Locations

### Cathays Campus

#### Student Support Centre

50 Park Place, Student High Street

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#### Skills & Opportunities Hub

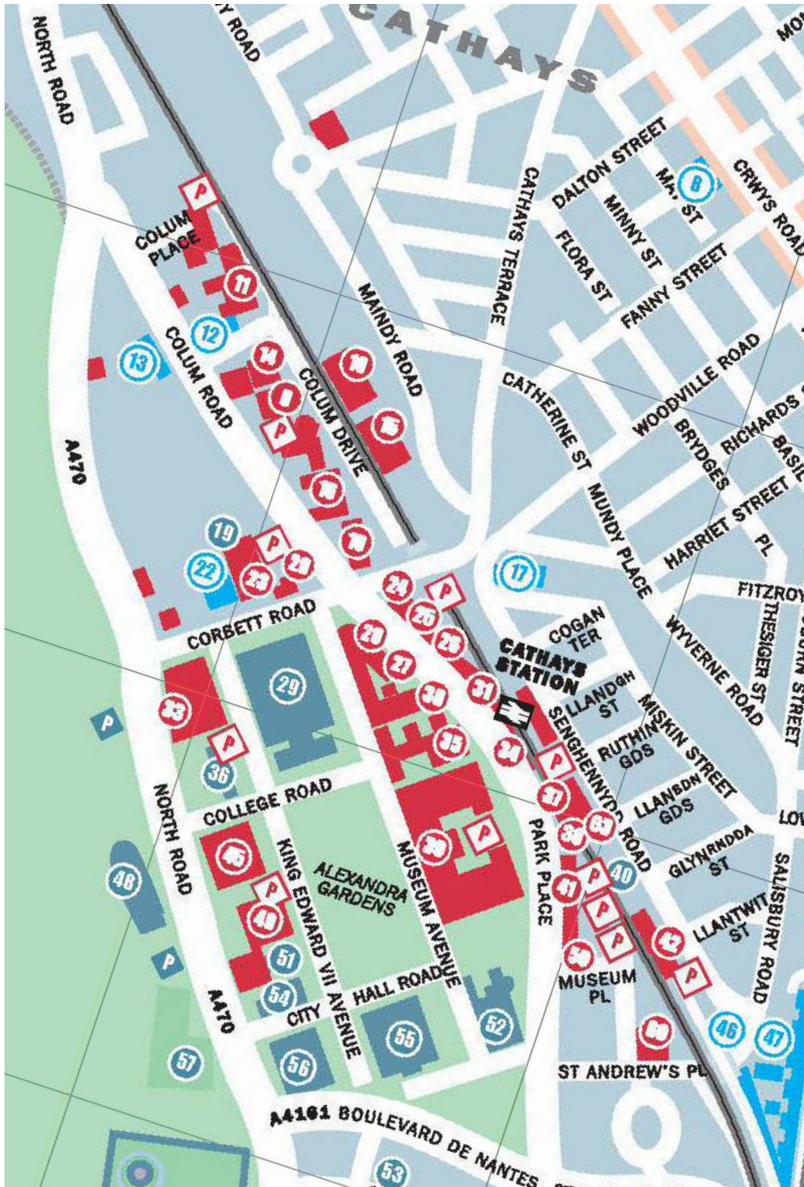
37 - 38 Park Place, Student High Street

**41**

#### Cardiff Business School

Aberconway Building

**11**

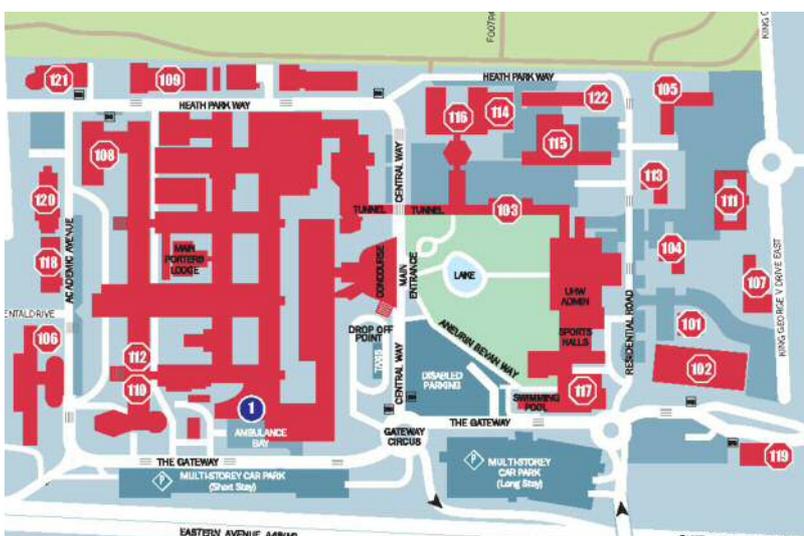


### Heath Park Campus

#### Cardigan House

Heath Park Campus

**103**



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