

BHASVIC

Dedicated support through tutorial

Research on University courses & degrees, study abroad

Guest speakers, Higher Education evenings for parents

Specialist tutor groups for Oxbridge, Medics and Visual Arts

1:2:1 Personal Statement support & UCAS Apply form

Opportunities for Taster Days and Summer schools

Close links with many Universities including Sussex, Brighton & Chichester

Progression Day - taster lectures & campus talks

Support for ex-students

Parents & Carers Guide to Higher Education 2020-21

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Summer Term 2021 Update

This booklet has been updated with additional information due to the Covid-19 lockdown.

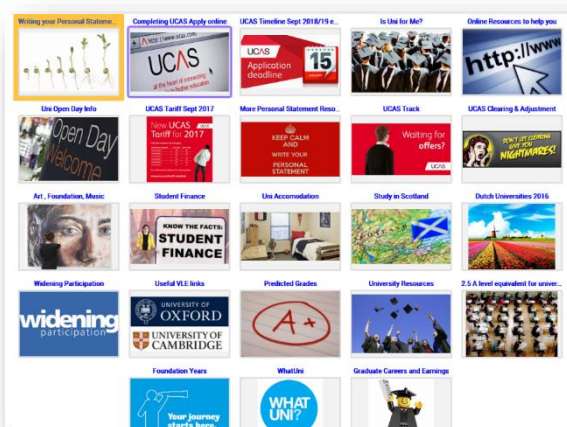
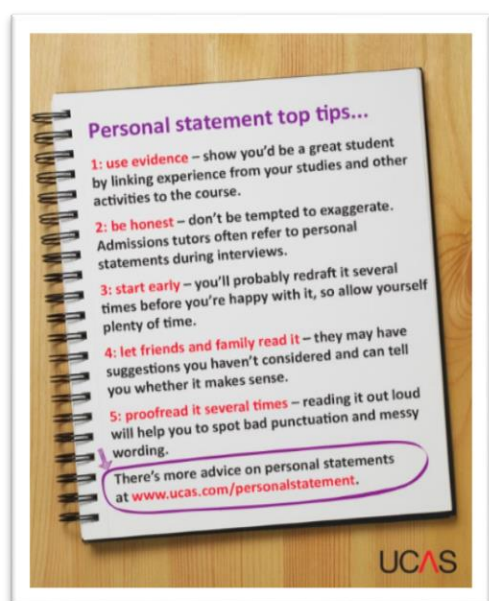
This is because:

- We are running tutorial sessions remotely.
- Your young person is still likely to be researching university options for Sept 2021 entry.
- Universities are working hard to adapt to changing times and setting up new ways of marketing and advertising themselves e.g. virtual tours. This booklet contains useful links.

However, taking into account the changes due to the global pandemic many HE considerations will be the same.

Please encourage your young person to access the college intranet (VLE) and also the UCAS Teams page.

Both have plenty of information and links and give easy access to all the resources for students to complete their research, including subject guides and information, access all tutorial resources on My Future Plans and Personal Statements, useful videos and much more.



Introduction to Higher Education

It may seem as though your young person has only just started college, but it is important for them to start thinking now about what they will do when they leave.

The main options open to students are:

- To carry on in full time education, either at a University for a degree or higher level qualification
- To enrol in Further Education (e.g. Art Foundation) where a 3rd year of study comes at no cost
- To study a part-time course, e.g. with the Open University or Distance Learning Course
- To take up employment (with or without) training
- To begin an apprenticeship
- To take time out from formal learning (perhaps take a gap year)



A number of our student's progress directly to employment post-BHASVIC and we can provide advice and support on the range of opportunities available to those considering this route. Student can access appointments with the careers team through student services. However, the large majority of our students (72% in 2019) go on to study at university level, as many as 25% taking a gap year first. This guide has been produced to support that application process.

Before even considering applying to university, it is worthwhile getting your young person to think about the following questions:

- Why do I want to go to university?
- What do I want to study?
- Why this subject and not others?
- Where do I want to live?
- What are the financial commitments?
- Will it be worth it?

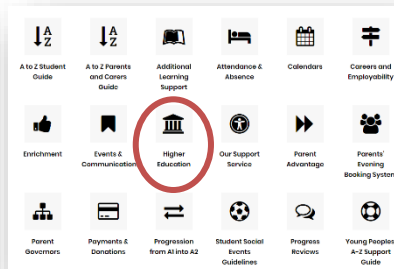
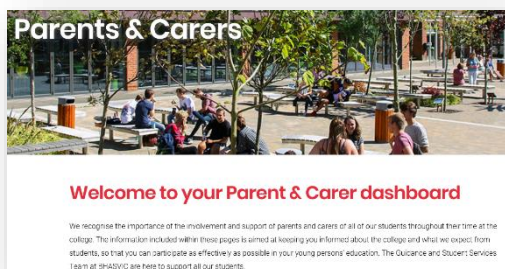


You will find many useful links on the back pages of this booklet.

Help on our website

Please visit our parents and carers dashboard for more information about Higher Education.

<https://www.bhasvic.ac.uk/parents-carers-dashboard>



Contact us for help

Nikki Fabry, Guidance Manager, Higher and Further Education, Study Abroad

E-mail: n.fabry@bhasvic.ac.uk or HE@bhasvic.ac.uk

<https://www.bhasvic.ac.uk/parents-carers-dashboard/higher-education>

Please do email me with any BHASVIC specific or general questions regarding Higher Education.

We have a dedicated email address for questions, although please be aware every higher education institution is different, and we often can't give specific advice on institutions and courses, admissions officers are the first point of call for those queries. Please do email though – I am happy to help.

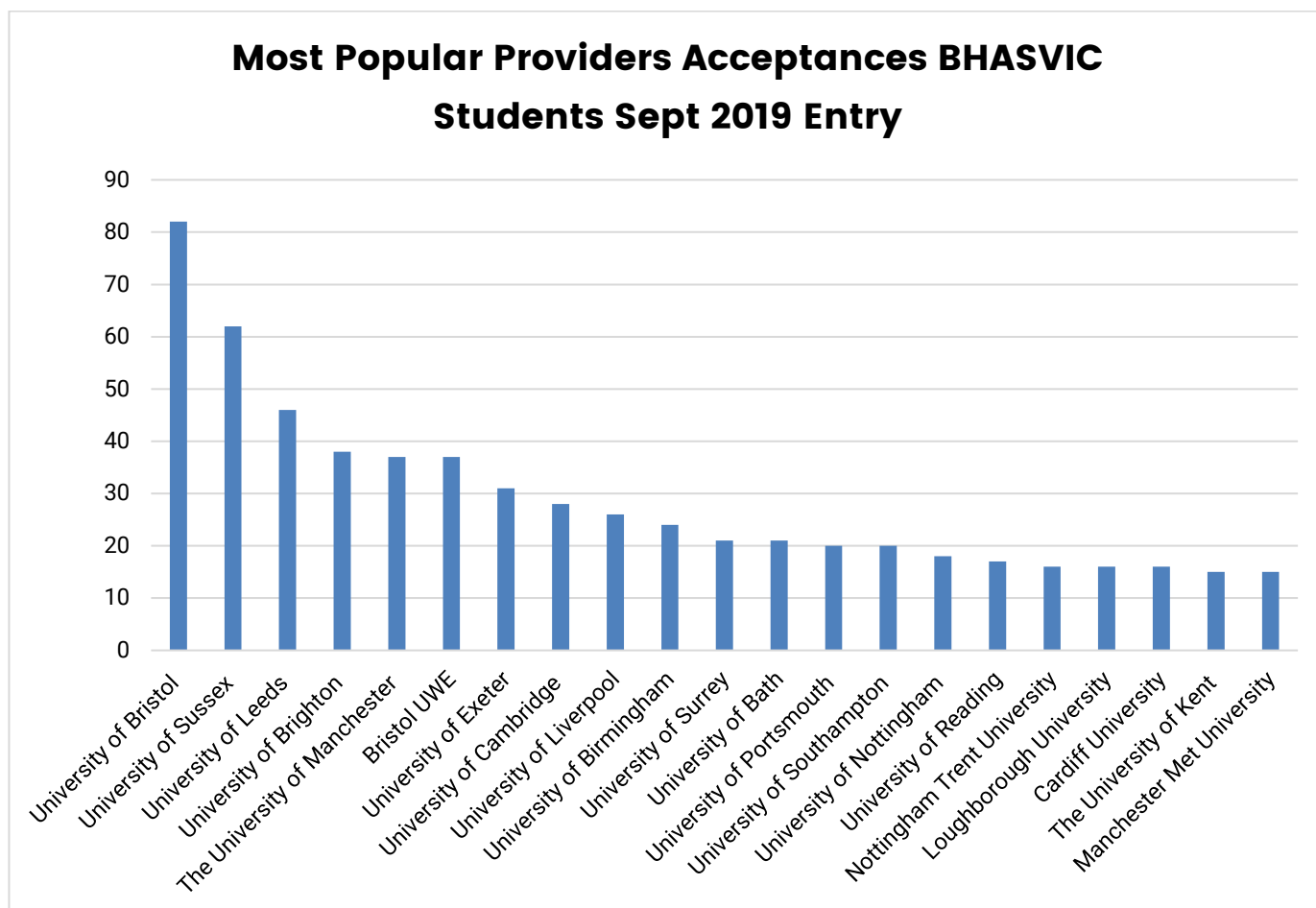
BHASVIC Higher Education Headline figures 2019 Entry

- Around 72% of our students enter Higher Education with around a quarter taking a gap year before they go.
- We continue to be pleased our percentage of Higher Education acceptance routes for Widening Participation (including low income, first in family to go to university, care-leavers) and BAME groups is significantly higher than the national average.
- 55% of BHASVIC students accepted a place at a high tariff university (including Oxbridge & Russell Group), substantially higher than the national average of 28%.
- Oxbridge offers increase year on year with 148 offers in the past three years – making us the highest non-selective state provider to Cambridge. Our disadvantaged students have an equal, or higher chance of an offer compared to our wider cohort.
- We have seen a sustained increase in Medics, Veterinary and Dentistry offers with an offer rate of around 1:2 compared to 1:10 nationally.
- HESA data shows 93% of our students achieve first and 2:1 degrees, substantially higher than the independent, state and sixth form sectors in general. For students from low participation wards the figure is 92% compared to 69% for the state sector.
- 70% of our vulnerable and disadvantaged students (low income, young carers, in care, care leavers) go onto university and 60% of our students receiving learning support – figures equal to our main student cohort
- 9% of our students progress into specialised further education, including very successful art foundation entry.

Most popular Universities Sept 2020 entry

Our students began University life at over 100 different higher education institutions last year.

Alongside more traditional institutions, students began studying degrees at BIMM, Northbrook, Ravensbrook, SOAS, Falmouth, and Glasgow Arts alongside conservatoires for Dance, Music and Drama.



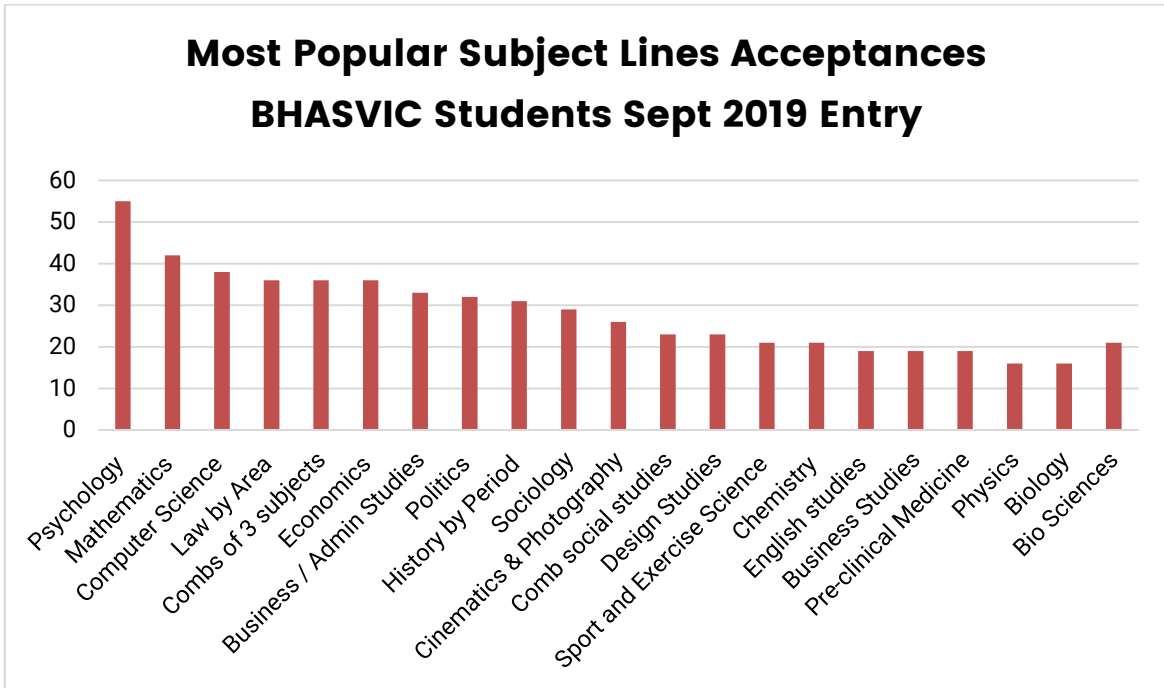
Our students benefit from contextual offers at Bristol to state colleges and also Widening Access Schemes at Leeds, Surrey, Newcastle and Sheffield who are keen to encourage social mobility from dis-advantaged students.

Close partnerships with the Universities of Sussex, Brighton and Chichester ensure that many of our students choose to apply locally.

It is worth remembering that universities will be specialists in particular fields for instance Loughborough is a top university for Sport. There are also a selection of creative arts universities such as Bournemouth Arts, Norwich and Falmouth which will be a main focus for students wishing to study in the creative fields.

Most popular subject areas Sept 2019 entry

Of note is the diversity of combined degrees studied for example: Mechatronic and Robotic Engineering, Liberal Arts with Study Abroad, Adventure and Outdoor Management, Photojournalism and Documentary Photography



Additional HE Subject specific information

You will find more specific subject information with graphs and guides on our Parents and carers HE page <https://www.bhasvic.ac.uk/parents-carers-dashboard/higher-education>

HIGHER EDUCATION SUBJECT POSTERS: Please find a list of helpful resources below relating to Higher Education in the subject areas we offer:-

Biology	Business	Business & Finance	Chemistry	Classical Civilisation	Computing
Economics	Engineering	English Language	English Literature	Environmental Science	Graphic Design
Geography	Health & Social Care	History	Law	Mathematics	Medical Careers
Philosophy	Photography	Physics	Politics	Psychology	Sociology



Click on the links on the website to open the pdfs & find out more.

Graduate Job Market Information

The UK's top 10 growth industries 2020

Despite uncertainty around the economy over the past two years, particularly surrounding Brexit, there are still industries in the UK which have enjoyed exceptional growth and have big projections for the future. The UK is transforming into more of a service economy, meaning we are making less and selling services instead. This is exemplified by the massive growth of newer industries employing more people.

- Financial Technology
- Advertising and Marketing
- Creative Industries
- Augmented and Virtual Reality
- Fintech (Financial Technology the industry has exploded in size in recent years)
- Digital, Culture, Media and Sport

It is worth mentioning that over 60% of Graduate jobs are not subject-specific.

For information about the **graduate job market** including salaries <https://www.prospects.ac.uk>

Changes in Higher Education

These are challenging times for those working in Higher Education and there is a lot of media coverage about potential changes.

At BHASVIC we keep a close eye on current issues and the effects they might have on our students.

It would be quite a discussion to write about changes that may, (or may not), occur but the following considerations are current live debates:

- Value for money for tuition fees
- Social mobility, particularly at 'top-end' universities
- Decrease in student numbers



Generally, we can summarise into two broad points;

1. To get maximum benefit from Higher Education, students have to **start researching choices early**, make use of all the sources of help available and take responsibility for making a decision about their future.
2. **Interested, supportive and objective help at home is invaluable when it comes to helping their young person choose between the bewildering range of courses and options on offer;** a choice which can often leave students suffering from 'paralysis of analysis', unable to make a decision.

In fact research shows that parents and carers are often the biggest 'influencers' when it comes to university choices.

University Entry Requirements

Universities usually have a general admissions policy about the average standard they expect their undergraduates to have achieved on entry, but also have subject specific entry requirements and grade requirements.

Subject specific entry requirements

Different subjects will have their own specific entry requirements which will vary from university to university. Information about entry requirements is available in individual university prospectus or on-line.

What are the entry requirements?

In general, the **minimum** entry requirements are:

For Degree Courses

- ✓ 5 subjects passed at GCSE Grade A* – C and 2 subjects at A-level
- Or**
- ✓ A BTEC National Certificate (12 units)

For Higher National Diploma/Foundation Degree

- ✓ 5 subjects at GCSE Grade A* – C and 2 subjects studied at A-level standard with at least one A-level pass
- Or**
- ✓ BTEC National Certificate (12 units)

These are the **minimum entry requirements to Higher Education** and do not necessarily guarantee entry to the course of choice. Individual institutions and indeed, individual departments within those institutions will often set specific subject and grade requirements and/or require further evidence of

Some university departments set tests for students thinking of applying for their courses. These include a BMAT or UKCAT for students applying to medicine, and an LNAT for students applying to law.

Entry requirements are clearly advertised on university course information webpages.

Will universities be flexible on entry requirements?

A good question to ask on open days is whether they might move on grades. Generally they will require grades around their requirements. More 'top-end' universities will require what they advertise – their courses are likely to be more competitive. If in doubt speak to an admissions officer – they are there to help.

KEY INFORMATION

Duration: 3 years full time

Typical A-level offer: ABB

Contextual A-level offer: ABB-BBB

UCAS code: L600

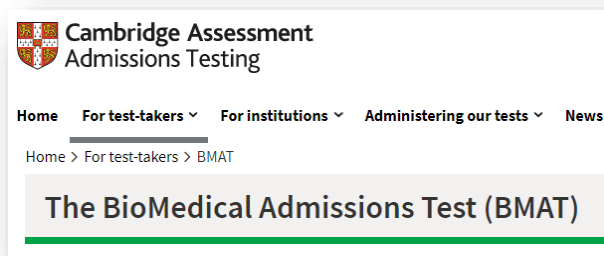
Start date: September 2021

Entry requirements

BTEC (QCF Level 3) Extended Diploma ▾

BTEC (QCF Level 3) Extended Diploma

Overall: DDM.



UCAS (University Central Admissions Service) Tariffs

Universities may ask an applicant to achieve a certain number of points rather than specific grades.

Please remember that our two year BTECs are equivalent to A-levels.

A level UCAS Tariff

A levels	
A*	56 (equiv. D* at BTEC Sub Dip)
A	48
B	40
C	32 (28 is A* for EPQ)
D	24 (20 points is A at AS level)
E	16

AS levels (40% A level)	
A	20
B	16
C	12
D	10
E	6

Extended Project (higher tariff than AS)	
A*	28
A	24
B	20
C	16
D	12
E	8

BTEC UCAS Tariff

And their equivalents at full A level

BTEC Certificate	
D*	28 (C/D)
D	24
M	16 (E)
P	8

BTEC Subsidiary Diploma	
D*	56 (A*)
D	48 (A)
M	32 (C)
P	16 (E)

BTEC Diploma	
D*D*	112 (A*A*)
D*D	104 (BBD)
DD	96 (AA)
DM	80
MM	64
MP	48 (DD)
PP	32

BTEC Extended Diploma	
D*D*D*	168 (A*A*A*)
D*D*D	160
D*DD	152
DDD	144
DDM	128 (ABB)
DMM	112
MMM	96 (CCC)
MMP	80 (BB)
MPP	64
PPP	48

There are lots of online UCAS calculators – try googling them

There are various UCAS points calculators online. For example

<https://www.ucas.com/ucas/undergraduate/getting-started/entry-requirements/tariff/calculator>

The screenshot shows the 'My qualifications' section of the UCAS calculator. It contains three identical rows of input fields. Each row starts with a dropdown menu labeled 'Please select a qualification...'. To the right of this is a text input field labeled 'Subject (optional)'. Further right is a 'Points' field with a small downward arrow icon.

What makes a good University?

Knowing where a university and/or course stands in the pecking order of Higher Education is often regarded as a vital piece of information for any prospective student and their parents and carers. Employers might discriminate between institutions and classes of degree; the existence of many diverse institutions and an ever-growing pool of graduates makes a pecking order inevitable.

However, the whole Higher Education system has changed dramatically over the past few years; it can be both misleading and dangerous to rely on other people's opinions and experiences (which may be at best subjective, and at worst out dated and inaccurate) or on the array of League Tables, unless you really understand the criteria on which these are based.

Your main guideline must be what is right and relevant for your young person; the 'best' course is the one that allows them to develop to their maximum potential.

So whilst you might use university rankings as a starting point, view them in context, not in isolation. They are only one of the information sources available and an excellent ranking for research may not equate to a stimulating and exciting undergraduate course.

1. Some points to bear in mind

1. **Do not assume that the content of courses across Higher Education Institutions is the same;** courses with the same title can vary enormously, reflecting the approach of the university and/or the interests of the department.
2. **Some universities will concentrate on developing a reputation in particular subjects; others spread their resources more widely.** It is important to look at the particular departments and subject areas within the institution and not just at the reputation of the university as a whole – the most modest institution may have a centre of excellence and the famous universities may have some mediocre departments. The TEF rankings of bronze, silver and gold provide some indication of the teaching and learning on a course or institution and act a little like OFSTED rankings for schools.
3. **Do not assume that high entry grade requirements indicate excellence;** they usually reflect the competitiveness of the courses which can be a comment on the popularity of the location of an institution. However, remember that courses with high entry requirements (for whatever reason) get filled by "high calibre" students which, in turn, may indicate a more challenging learning experience.
4. **Do look at the range of courses on offer in a department.** For instance, if a language department in a university only offers French, it is unlikely to be as well-resourced as a university offering a wide range of languages.
5. **Contextual Offers/Financial Incentives/Widening Participation.** Leeds, Surrey, Sheffield and Newcastle are among some universities offering schemes for Widening Participation students aiming to narrow the social mobility gap. It is worth exploring these options and Lynne Trower is our Widening Participation co-ordinator in Student Services who will have more information. It is also worth checking University incentive schemes for high grades etc. All students complete a survey in their first year to see if they qualify for Widening Participation. There are various criteria to complete – it may be the postcode that they have.

It is undoubtedly a good thing!

6. **University Prospectuses:** These are the main way to obtain information about specific courses. Information is also available on the Internet on each university's website which are generally updated more regularly than the annual paper version.
7. **Assessment and Teaching.** Different university courses will have different methods for assessment, for example exams and coursework, and the levels of each to reach the final grade. It is worth exploring with your young person their favoured way– it can make all the difference.
- **University Prospectus Finder** Order your **10** free copies sent to your home address.
<http://www.prospectusfinder.co.uk>
 - **Other useful websites**
 - www.thestudentroom.co.uk/wiki/Choosing_a_University
 - <http://www.thecompleteuniversityguide.co.uk/>
 - www.guardian.co.uk/education/universityguide

2. Open Days

Open Days: If students have not already visited universities of interest, they could attend an open day. Information on when these take place is available in prospectuses, on the website or by phoning universities.

We highly recommend students visit universities before they decide to apply. It is the most effective way of seeing whether a university is right for them.

Students are authorised for any open day absences – they just need to bring confirmation of their visit to reception. Some universities offer funding for open day travel which is worth exploring.

They are generally organised between March-Oct.

If your young person is unable to make the open days for any reason they can always visit the university in real time to get a sense of the uni and location.

And yes they can go on their own.

We would recommend taking a pen and paper with a list of questions to ask. Also remember to take photos on your mobile for review later. Really useful questions to ask can be found here <https://www.theuniguide.co.uk/advice/open-days>

Find out about taster days and summer schools <http://www.unitasterdays.com/>

To find out more about **University Open Days** visit [opendays.com](http://www.opendays.com/) <http://www.opendays.com/>



How to choose the right course

This is crucial for any student, not only because they will be spending three or four years of their life studying the subject, but also because the financial commitment is high.

It is therefore really important for students to do research into the appropriate course. The starting point is to identify courses that they will find interesting, and the following resources are very useful: -

- **UCAS (Universities Central Admissions System) Website:** This contains lists of degree courses within the UCAS system. It can search for subjects, types of courses (e.g. degree or HND), and locations in the UK. The address of the website is www.ucas.com and is available to all students on computers in the Library, computer rooms and the Student Services Centre. The website can be accessed from home
- **College Intranet (VLE):** This site provides up to date information on Higher Education applications and links to other sites. Available in and outside the College. The My Future Plans booklet has details of the SACU test (try it's fun!) https://sacu-student.com/?page_id=2850 and also A level Explorer <https://www.theuniguide.co.uk/a-level-explorer> can be useful too.

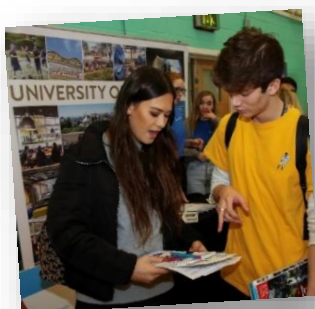
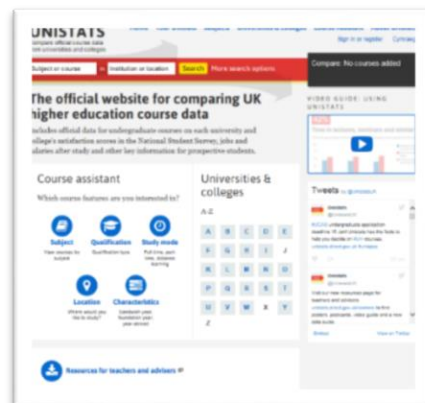
Having identified potential courses, it is essential that students research the course thoroughly. What A-level grades are needed to be considered for the course? Are certain A-levels required to do the degree course? Does the course involve work placements or a year abroad?

Students need to take advantage of the following if they want to be well informed about their course:

- **League Tables** are available online from a number of sources but do need using carefully as they don't show the whole picture.

If students are still confused, they can get further advice and help from their tutor, teachers or by going to the Student Services Centre.

Unistats is a very good source of information and useful for comparing courses. <http://www.unistats.co.uk/>



Types of undergraduate courses

Most university courses offer a three year undergraduate programme, but some offer “sandwich” courses which last four years, one of which is either spent in the workplace or studying abroad (particularly for courses such as languages). Either of these could have options overseas. It is worth exploring individual unis as not all offer these opportunities. Also worth checking is the ability to obtain certificates of education, diplomas, higher national diplomas and foundation degrees and vocational and important qualifications such as teaching, law, accountancy etc. depending on the course studied.

Bachelors

Usually three or four years long, these can be single subject, dual subject (dual or joint honours) or several subjects (combined honours). BHASVIC has an increased number of students taking combined subjects (e.g. Maths with Philosophy, Fine Art with Art History) every year. Typically there’s a core quantity everyone studies and then options to specialise by taking different modules. Some bachelors offer sandwich courses, which means an additional year in a work placement as part of the degree. In some cases there’s the option to convert the bachelors to masters by studying for an additional year.

Bachelor of Arts or Science?

The major difference between a Bachelor of Arts (BA) and a Bachelors of Science degree (BS or BSc) lies in the subject chosen for study (i.e. more science focused or arts focused). For some subjects, this classification may differ between universities, such as economics and psychology. In this case, a BSc in economics or psychology is normally more suitable for students with an aptitude for maths and scientific study compared to their BA equivalents.

Foundation years

This is a one-year study period that can count as the first year towards a degree or as a standalone course. Foundation years are designed to increase knowledge in specialised subjects required for a degree course and are usually taken if students didn’t meet the entry requirements of the university either because of lower grades or different subject combinations. It is an excellent option that will require funding for a student loan but will improve a student’s study skills or open up options previously unavailable.

Diploma in Foundation Studies (art and design)

A route towards art and design courses allowing specialisation in a student’s specific area of art or design. Especially useful if a student is unsure exactly what creative route they wish to study further. And it’s free. A popular BHASVIC route is GB Met.

Foundation degrees

Not to be confused with foundation years, foundation degrees last two years and offer an alternative if a pupil hasn’t reached the grade for a degree course, doesn’t want to commit to three or more years at university, or prefers more vocational study. They can be “topped up” with a final year to a BA degree.

Degree of bachelor level apprenticeship

This is a comparatively new university offering, allowing students taking an apprenticeship to gain a bachelors (or masters) qualification by both working and studying at university part time. These are quite limited in their subject scope and availability but an excellent option.

Higher National Certificates (HNCs) or Diploma (HNDs)

The Certificate takes one year and is equivalent to a first year degree course, whilst the diploma takes two years and is equivalent to the first two years of a degree course. Both can be topped up to a full degree by extending the course or joining a degree course at a later stage. The benefit here is to be able to study for a degree in stages.

Access courses

And excellent choice for students wishing to study a different pathway entirely – for example from arts to healthcare. It is generally aimed at 19+ and is a standalone course and is free if a student enters HE in the subsequent year. GB Met offers an excellent range of courses.

Summary of course considerations

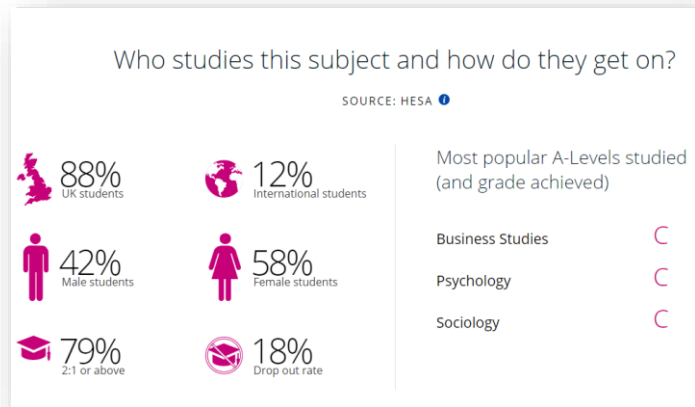
- What grades do you need?
- Assessment/exams/coursework
- lecture time/independent study
- Professional qualifications?
- Gender split/mature students?
- Combination of courses?
- Combination of subjects?
- Work experience needed?
- Work placements offered?
- Study abroad?
- Interview or portfolio needed?
- Accept resits?
- Grades or tariffs?
- Foundation year available?
- How many students receive offers?
- What kind of graduate destinations are there?
- Tuition fees?



Top tip for choosing a course – course information

A really useful website is <https://www.theuniguide.co.uk/> which provides a lot of useful information on courses.

It will tell you student satisfaction, numbers of students receiving offers, demographic of students on courses and what typical grades and subjects students studied to gain places on the course with.



It is really worth noting that courses with higher entry requirements don't always have the best student satisfaction.

Top tip for choosing a course – modules

A useful tip for students struggling to decide between courses. They can print out the course modules and decide how many of them they might actually want to study. These are freely available in the course content sections on university websites.

Here is a comparison of two Y3 Psychology degrees.

Status	Module	Credits	FHEQ level
Core	Criminological Case Studies (L5105)	30	6
Option	Attention, Distraction, daydreaming and diversity (C8895)	15	6
	Biological Psychology of Mental Health (C8504)	15	6
	Caring and Helping: the Psychology of Concern and Commitment (C8014)	15	6
	Cognitive Neuroscience (C8517)	15	6
	Contemporary Topics in Child Development and Wellbeing (C8851)	15	6
	Health Psychology (C8017)	15	6
	How Children Learn to Communicate (C8823)	15	6
	Intelligence in Animals and Machines (C1118)	15	6
	Living Well: Exploring Self-Focus (C8852)	15	6
	People and Planet: Psychology and Climate Change (C8834)	15	6
	Perspectives on Psychology (C8840)	15	6
	Psychology of Appetite (C8839)	15	6
	Psychology of Crowds and Collective Action (C8817)	15	6
	Psychology of the Family: Beyond Attachment (C8549)	15	6
	Science of Memory (C8853)	15	6
	Self Regulation: The Science of Achieving Your Goals (C8894)	15	6
	The Psychology of Exercise and Wellbeing (C8849)	15	6

- Year three (Level 6) modules**
- Dissertation: Design and preregistration
 - Dissertation: Research report
 - Developmental Psychology
 - Advanced Cognitive and Biological Psychology
 - Counselling Psychology
 - Clinical Neuropsychology
 - Social Psychology of Peace and Conflict
 - Applied Behavioural Psychology
 - Evolutionary Neuroscience and the Origin of the Human Mind
 - Child and Adolescent Neuropsychology
 - Psychology of sexual health
 - Animal behaviour
 - Somatics for Performance and Wellbeing
 - Publishing Industry Project
 - Music Psychology – applied and experimental

How BHASVIC helps students – Our UCAS timeline 2019/21

The following calendar gives you some idea of how we support students at BHASVIC in deciding whether to apply for higher education and if they do decide to apply, how to select their university and relevant course, and how to complete the application process.

A1 Year (Autumn 2019)

- **Careers staff available** – students encouraged to book appointments with our careers staff
- **How parents/carers can support:** Talk to students about their BHASVIC course choices, future plans.

A1 Year (Spring 2020)

- **My Future Plans** - Tutor sessions considering pathways – higher education, apprenticeships
- **Futures Fair** – wide range of exhibitors from all sectors
- **A1-A2 Transfer** - Students make their second year course choices
- **Higher Education/Specialist evenings** for parents/carers – parents evenings
- **Careers staff available** – students encouraged to book appointments with our careers staff
- **How parents/carers can support:** HE evening for parents/carers, talk to students about their BHASVIC course choices, future plans.

A1 Year (Summer 2020)

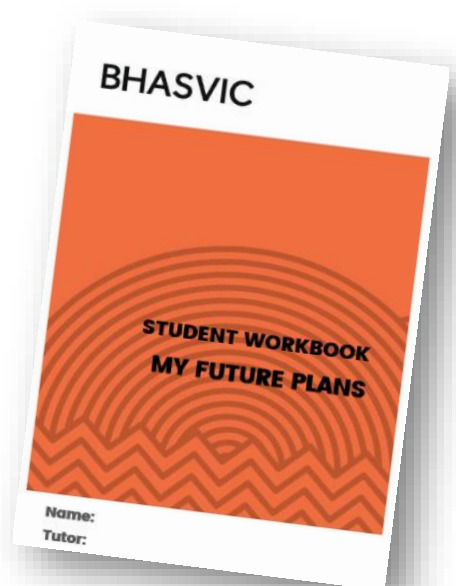
- **Research skills** – 6 Tutor sessions dedicated to considering future pathways
- **Open days** – Students begin to attend open days at universities they may be interested in
- **Progression Day** – Students have an opportunity to attend a local university
- **Careers Enrichment Day** – Students must attend careers sessions of their choice
- **Careers staff available** – students encouraged to book appointments with our careers staff
- **Personal Statements** – Students introduced to personal statements – an important aspect of their applications
- **Help me write your reference** – Students give information to tutors to help them write individual references
- **Subject references** – are completed in July. Subject references are made available via Parent Advantage to parents / carers at the end of term
- **Predicted Grades** – are completed in July and made available via Parent Advantage to parents / carers at the end of term
- **Tutor references** – student provide info and drafts completed, prior to September final updates.
- **Preparation work for Personal Statements** – to be completed in the autumn term
- **Summer schools and taster days** – in preparation for applying to university
- **How parents/carers can support:** Support students in researching options. Support and encourage students to attend university open days. Discuss choices and encourage matching preferred choices with realistic predicted grades. Home will receive subject references.
- **Open Days:** There is a lot of useful info online. Students will be spending a lot of time and money at University and we strongly suggest visiting universities to check they are right for them. Prime times are June/July and September/October. Students need to plan and book online in advance. We will authorise absences on receipt of evidence (emails) to reception.
- **UCAS Open Days search tool:** <https://www.ucas.com/ucas/undergraduate/getting-started/events-and-open-days>

A2 Year (Autumn 2020)

- **College Internal Deadlines for all guaranteed UCAS applications**
 - **Early Application deadline** Fri 25th September for Oxbridge and Medics.
 - **Priority Application** deadline Fri 13th November for guaranteed processing before the national deadline.
 - **Standard deadline** Fri 11th Dec.
 - **Ex-student deadline** Fri 11th Dec.
- **Personal Statements** – focus in tutor on writing Personal Statements (5/6 sessions) and support given by tutors on draft statements to improve quality. Additional support offered to WP students.
- **UCAS Apply Sessions** – BHASVIC runs regular sessions (every lunchtime through mid-October to end of November) where Guidance managers will check students online applications. Students **MUST** attend a session for their application to progress
- **References, Predicted Grades and Personal Statements** – checked and reviewed in tutor sessions
- **How parents/carers can support:** Continue to support researching options. Open days will still be available early in the autumn term. Read through personal statements. Encourage to be realistic about choices reflective of predicted grades. Remind students to check their emails.
- **Ensure deadlines are met:** This is crucial. Our general office staff (and university staff) are term time only so do not work over Christmas.
- **Encourage email checking:** If there is an error on a student's Apply form we will need to contact the student to ask them to correct the information. If students do not check their emails regularly this becomes problematic.
- **Aspirational/Solid/Safe:** We encourage students to make a mix of applications. Aspirational choices will be slightly above predicted grades, solid will predict their grades and safe may well be slightly under. This will ensure they are able to make effective Firm and Insurance Offers when universities make offers later on.
- **Firm/Insurance offers:** There is lots of really good information online regarding offers.

A2 Year (Spring 2021)

- **FINAL UCAS Application deadline 15th January 2021** (Internal deadline to book UCAS Apply session 27th November 2020)
- **Tutor – University preparation** - accommodation / Student Finance / Independent Living
- **1st May** – Deadline for offers and replies otherwise they disappear
- **Student Finance Applications**
- **How parents/carers can support: Remind students to check their emails and UCAS track.** Students need to register for student finance around May-time. They will need their NI number. If they delay their finance maybe delayed, including their maintenance loans for September.
- **Student Finance Applications:** Usually open for registration in May. Students must register before the deadline (please check – Usually sometime in May). They will confirm after results day when accepting their offers.



A2 Year (Summer 2021)

- **Deadline for University replies and offers** – check UCAS website
- **Clearing and UCAS Extra** opens for late applications.
- **Study leave and revision!**
- **How parents/carers can support:** Support students with revision. Planning for University – discuss accommodation and finance. Encourage learning skills of Independent Living including budgeting, basic cooking skills etc.

A2 Year (Results day)

- **Mid-August 2021** – BHASVIC Helpdesk opens (until end of August)
- **UCAS Adjustment opens**
- **UCAS Apply 31st August** Offer conditions must be met & Adjustment ends
- **How parents/carers can support:** Support students with acceptances/offers/clearing. Students may contact universities through clearing or adjustment (when grades are better than expected).



Finance

Firstly, you don't have to pay your young person's tuition fees upfront...

So you can start breathing normally again!

Your young person can apply for a tuition fee loan to take care of this. So they can head off to university, without the worry of paying this back until after they've graduated.

Breakdown of your young person's student loan

There are two types of student loan available: the tuition fee loan we mentioned above, and a maintenance loan. Both must be paid back at a later date.

The maintenance loan is there to help with living costs, such as accommodation, food, travel, going out etc. The amount your young person is eligible to borrow in maintenance loans depends on several factors, including where they will be studying and your family's household income (please note that this may well include partners or students parents).

There is much help and support online regarding student finance.

Your young person will be expected to register when Student Finance England opens (usually around March) and complete the application in May. Any later could delay their application.

Accommodation

University institutions provide information about accommodation.

There is usually information available on their websites and more information given on open days.

Accommodation is often the largest cost associated with attending University and whilst many halls of residence and first year accommodation is of reasonably similar cost care should be taken to assess the cost of private accommodation which is usually accessed in the second and subsequent years of degree study.



Progression / Oxbridge / Medics / Visual Arts / Conservatoires

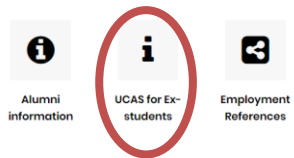
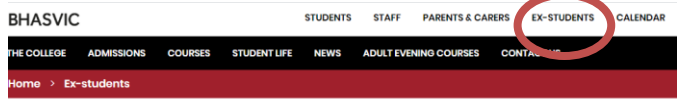
We have a dedicated A2 tutorial programme for Employment and Enterprise routes (including apprenticeships), Oxbridge and Medics (including dentistry and veterinary science), Visual Arts students applying to Art Foundation courses and will also support applications to Conservatoires.

Please note that if your young person falls into one of these categories they will have been given guidance and support during tutorial to ensure that they receive tutorial support through the second year for their chosen routes. There is a specialist information evening to explain more in May which will be clearly advertised on our college website.



Ex-students

We provide a similar service for ex-students applying after a gap year as we do to current students studying at BHASVIC. There is extensive instructions on how to apply through college on the college website. If students email into college they will be passed to both general Office and a Guidance Manager who will be happy to read and check personal statements, check and update their references and check their UCAS Apply forms. Students can either pop into college or liaise via email.



<https://www.bhasvic.ac.uk/student-dashboard>

What happens if students don't achieve their grades?

On results day we have specialist staff in college to help and also universities come in to help students. Our summer helpdesk is available from results day through to the end of August.

There are more options than ever with regard to university choices – it is a student market with a lower 18 year old demographic compared to previous years.

Students may well need to be flexible in their choices but we can help guide them through the process.

Many universities run foundation year degrees which require different entry requirements which might well be suitable.

We can help with advice, information and guidance.

Checklist for students

1. A level / BTEC results

We want to help students avoid disappointment by making sure they apply for suitable courses where they have realistic chance of being offered a place. Your young person should contact their teachers/tutor to find out their predicted grades to aid their decision. The following checklist should help students in making their choice:

- Am I likely to come near the grades/points they are asking for?
- Do I meet the specific subject requirements for the course?

2. The course

- Does the course contain those aspects of the subject I definitely want to study and avoid those I do not want? Courses with the same course title at different universities often have very different course contents.
- Is the course taught and assessed in a way which suits me? Do I prefer lots of contact with the lecturers, or being left largely to my own devices? Do I prefer more course work assessment to almost total dependence on written examination assessment?
- What is the length of the course?
- How flexible is the course and how much choice do I have in what I study?
- Is there an opportunity for work placement as part of the course? If there is, will I have to find the placement myself or will the university find it?
- If I want sponsorship, can I get help from the university?
- Does the course lead to any professional qualifications which are recognised by the relevant professional bodies?
- What are the job prospects with a degree from this university?
- If I want to learn a foreign language, do I have the opportunity?
- Are there opportunities to study part of the course abroad?

3. The University environment

- Do I want to be in a city, on the outskirts of a town or in the countryside?
- Do I require certain facilities such as a cinema, a theatre, an art gallery, a concert hall etc. to be nearby?
- How far is the university from my home? I'll need to get home sometimes for family events such as birthdays.
- How easy is it to get to the university by road or by public transport?



4. Accommodation

- ❑ Most universities guarantee first year accommodation but what do they mean by University accommodation and where exactly is it?
- ❑ If the accommodation is some way from the academic centre, how do I travel, how long does it take and how much does it cost?
- ❑ What help is there with accommodation after the first year?
- ❑ What form does the accommodation take? It can be in the 'in hall' system where meals are provided but will I find this restricting? If it is self-catering, will I starve?
- ❑ Will I have to share accommodation?
- ❑ What about cooking and laundry facilities?

5. Costs

- ❑ What is the cost of accommodation and what does it include? Do not assume that it is cheap to live in the North and expensive in the South.
- ❑ Will I be able to get a Saturday job if I want one to help with the finances?
- ❑ How much is it going to cost me to travel home?
- ❑ What are costs like in the Students' Union?
- ❑ What bursaries does the university offer?

6. Leisure

- ❑ If I'm interested in certain sports, what facilities does the university offer and are they within walking distance or ten miles away?
- ❑ Do I need to be near the sea or close to mountains to pursue my particular sporting interests?
- ❑ If I'm interested in music, can I join the orchestra or sing in the choir without being a music student?
- ❑ Are there opportunities to take up a new interest or sport and receive suitable coaching?
- ❑ If I'm interested in radio broadcasting or journalism, will I be able to work on the student radio or magazine?

7. Conclusion

Your young person needs to have read the prospectus carefully and talked to some students if they are going to find all the answers. Remember also that their teachers and personal tutors are there to help them.



Glossary – some definitions

Institutions

- ❑ **Higher Education** Course at an institution, which leads to a post advanced course qualification (E.g. Degree, Foundation Degree, Diploma in Higher Education, etc.)
- ❑ **University** Institution which provides primarily academic courses leading to degrees and in some cases other Higher Education qualifications (E.g. HND)
- ❑ **Oxbridge** The Universities of Oxford and Cambridge
- ❑ **Colleges and Institutes of Higher Education** A variety of institutions, which offer degrees validated by a local university.
- ❑ **Campus University** Style of more modern university design, where the university is situated on a green field site outside a city, has large grounds with all buildings, accommodation, lecture rooms, laboratories, Union buildings together (Surrey and Sussex are examples).
- ❑ **Collegiate University** A large traditional university comprising a group of colleges each of which has its own character and teaching staff (E.g. Oxford, Cambridge, Durham and York).
- ❑ **College of Technology/Technical College** Further Education institutions providing mostly vocational courses for full and part-time students for diploma or other certificated qualification. Some colleges also provide degree courses validated by a local university.



- ❑ **Russell Group** This is an association of 20 major research-intensive universities of the UK. These universities are Birmingham, Bristol, Cambridge, Cardiff, Edinburgh, Glasgow, Imperial College, King's College, Leeds, Liverpool, LSE, Manchester, Newcastle, Nottingham, Queen's (Belfast), Oxford, Sheffield, Southampton, UCL, Warwick.

Degree Structure

- ❑ **Single** One subject.
- ❑ **Joint** Two subjects studied equally.
- ❑ **Combined** Two or three subjects studied in varying proportions.
- ❑ **Foundation/Access/Conversion Course** One year course for students lacking appropriate A-level qualifications (does not necessarily guarantee progression to degree study).
- ❑ **Foundation Degree** These degrees were introduced in 2001 and are learning degrees delivered by further education colleges, universities and other training institutions working in partnership. Students will often study at a further or Higher Education College, but their degree will be validated by a university.
- ❑ **Modular** Self-contained units, minimum number required to be studied, mix and match.
- ❑ **Vocational** Directly linked to a career.
- ❑ **Sandwich** Practical experience included.
- ❑ **Sponsorship** Schemes by which some industrial and professional organisations find financial assistance for some courses. Competitive. May involve a commitment to working for the organisation
- ❑ **International element** Chance to study and work abroad.
- ❑ **Vocational** Directly linked to a career.
- ❑ **Sandwich** Practical experience included.
- ❑ **Sponsorship** Schemes by which some industrial and professional organisations find financial assistance for some courses. Competitive. May involve a commitment to working for the organisation
- ❑ **International element** Chance to study and work abroad.

Degrees studied in Scotland tend to be more modular and main subjects are not studied until the second year. <http://www.studyinScotland.org/find-a-university/>



UCAS

- ❑ **Adjustment:** An acceptance route where applicants who have met and exceeded the conditions of their firm choice choose to take up an alternative offer.
- ❑ **Clearing:** An acceptance route available late in the application cycle.
- ❑ **Conditional firm:** An offer made by a provider dependent on achieving specified conditions which has been accepted by the applicant as their first choice.
- ❑ **Conditional offer:** Offer made by provider depend on meeting specified conditions which may include academic and/or non-academic conditions.
- ❑ **Deferred Entry/Gap Year:** 'A year off'. Application made in the coming academic year, but for entry in 2020.
- ❑ **Firm choice:** An offer made by a provider confirmed by the applicant as their first choice. These can be either conditional (dependent on achieving specified conditions) or unconditional (applicant has met specified conditions and assumed to be accepted or placed at the provider).
- ❑ **Insurance choice:** An offer made by a provider which has been confirmed by the applicant as their second choice, in case the conditions of the firm choice are not met. These can be either conditional (dependent specified requirements) or unconditional (no further requirements met).
- ❑ **Main scheme:** The main UCAS application scheme through which up to five providers/courses can be applied to. This opens in September and closes to new applications on 30 June the following year.
- ❑ **Unconditional offer:** Offer made by provider when it is satisfied that the applicant has met specific conditions.
- ❑ **UCAS:** Universities Central Admissions System (based in Cheltenham). Central body which administers all university and most colleges of higher education applications.
- ❑ **UCAS Apply:** On-line application for applying for higher education courses.
- ❑ **UCAS Extra:** Allows students who have received no offers or who have declined all offers to make additional choices in March
- ❑ **UCAS Track:** A system where applicants can track the progress of their applications online, reply to offers, and make certain amendments, e.g. change of email address.
- ❑ **Unconditional offer:** Offer made by provider when it is satisfied that the applicant has met specific conditions.

Useful Links

Options & Careers

Career and Subject Explorer: https://sacu-student.com/?page_id=2850

Great careers advice: <https://www.prospects.ac.uk/postgraduate-study/professional-courses>

Choosing a career path: <http://www.careersadviceforparents.org/p/choosing-career-paths.html>

Real stories to inspire careers: <http://icould.com/>

Career Planner Questionnaire: <https://www.prospects.ac.uk/planner>

Careers and Uni advice for school leavers: <https://targetcareers.co.uk/>

Useful Careers Guidance: <http://www.plotr.co.uk/>

Lots of useful advice on life in HE: <https://www.brightknowledge.org/>

Careers advice: <https://www.careerpilot.org.uk/>

University Research

Essential resource: <https://www.ucas.com/what-are-my-options/create-your-ucas-hub-today>

Another essential website: <https://www.theuniguide.co.uk/>

UCAS City Guides: <https://www.ucas.com/city-guides>

UCAS points calculator: <http://www.universityfinder.org.uk/ucas-points-calculator.html>

Free student account: <https://www.whatuni.com/>

Download Uni PDF Prospectuses: <http://www.prospectusfinder.co.uk>

Scottish Universities: <http://www.studyinscotland.org/find-a-university/>

Comments from students: https://www.thestudentroom.co.uk/wiki/Choosing_a_University

Complete University Tables: <https://www.thecompleteuniversityguide.co.uk/league-tables/>

Guardian league tables: <https://www.theguardian.com/education/universityguide>

Compare courses & stats: <https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/discover-uni-and-unistats/>

Finance / Scholarships

Student Loans Company www.slc.co.uk

UCAS www.ucas.com/ucas/undergraduate/finance-and-support

Student Finance England www.sfengland.slc.co.uk

Student Finance www.direct.gov.uk/studentfinance

Money Saving Expert <http://www.moneysavingexpert.com/students/student-loans-tuition-fees-changes>

Scholarships available <http://www.thescholarshipclub.org.uk/>

Which Consumer Advice: https://www.which.co.uk/money/university-and-student-finance/student-finance?utm_source=whichcouk&utm_medium=email&utm_campaign=teachers050220

Open days / Taster Days / Summer Schools / Events

Open Day details <http://www.opendays.com/> or <https://www.ucas.com/events/exploring-university/find-open-day%20>

Useful open day questions: <https://www.theuniguide.co.uk/advice/open-days>

London taster days: <http://www.london.ac.uk/5197.html>

Uni taster days: <https://www.unitasterdays.com/>

Student events: <http://mystudentevents.com/>

Work Placements

Why a work placement:

http://www.thebigchoice.com/Placements/Advice/Benefits_of_a_Work_Placement.html

Opportunities: <http://www.studentladder.co.uk/work-placements.html>

Info about placements: <https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships/work-placements>

Professional Development: <http://www.etrust.org.uk/the-year-in-industry>

Study Abroad

Information & Advice: <http://thestudentworld.edufindme.com/>

Europe: <http://www.eunicas.co.uk/>

Holland: <http://astarfuture.co.uk/>

Information & Advice: <https://www.studyabroad.com/>

Information & Advice: <http://www.studyoverseas.com/>

Information & Advice: <https://www.topuniversities.com/>

Holland: <http://studyinholland.co.uk/>

USA: <http://www.fulbright.org.uk/>

Information & Advice: <http://www.studyoptions.com/>

Canada: <http://www.educanada.ca/>

Benefits of studying abroad: <https://www.topuniversities.com/student-info/studying-abroad/studying-abroad-benefits>

Gap year

Information & Advice: <https://www.prospects.ac.uk/jobs-and-work-experience/gap-year>

Information & Advice: <https://www.studential.com/gap-year-guide>

Information & Advice: <https://successatschool.org/advice/gap-years>

Safe travel abroad: <https://travelaware.campaign.gov.uk/>

Ideas and thoughts: <https://www.ucas.com/ucas/undergraduate/getting-started/alternatives-higher-education/gap-years>

Volunteering

Worldwide gap Volunteering: [BUNAC](#)

UK Volunteering: [Volunteering England](#)

Top Tips for parents sending their child off to university

- 1. Cooking: Teach them how to cook.** Start with 2-3 simple recipes they can cook for themselves and others, which can help them make new friends.
- 2. Laundry:** Teach them how to do their laundry. It's a simple and essential life-skill – and it saves your own time!
- 3. Healthcare:** Teach them where to get over-the-counter medicines and prescriptions, how to register and book a GP appointment and how to navigate NHS if they're unwell.
- 4. Budget:** Plan a budget for food shopping and other essentials. Instead of organising food delivery, let them learn for themselves how to shop sensibly. Useful financial tips for students are available at www.blackbullion.com.
- 5. First aid:** Teach them basic first aid and provide them with a small kit containing essentials like plasters, bandage/ dressings, paper stitches and painkillers (make sure they know how to take them!).
- 6. Security:** Explain basic security measures, such as avoiding to use cashpoints at night, protecting drinks so they don't get spiked and how to keep their belongings safe. Ask them to download a mobile security app such as Companion.
- 7. Parental contacts:** Agree and plan in advance how often you'll contact each other, and which medium you'll use, such as weekly phone calls or WhatsApp every other day. Allow some flexibility and don't expect daily contacts, so you won't get stressed if they oversleep and didn't check in.
- 8. Drop-off:** Don't hang around too long when dropping them off. They need to get on and meet people and start blending in, not be worrying about you.
- 9. Biscuits:** Take biscuits or cake (ideally low-sugar and low-fat – with gluten and nut free options...) when dropping them off to create an instant talking point with other new students and their parents.
- 10. Coming home:** Allow at least four weeks before they come home, so they can meet people and don't miss out on early events that help them build connections that are key to feeling settled and part of the wider university community.

Tips provided by Dr Dom Thompson, <https://buzzconsulting.co.uk/about>



10 top transition and wellbeing tips for new students starting Uni

- 1. Prepare:** Sit down with someone you trust and write a list of all your worries and concerns, so that you can start to address them together.
- 2. Create an action plan:** Put all your worries or concerns into different categories, such as making friends, your studies, budgeting, living away from home and make an action plan for each one, containing solutions for each worry.
- 3. Organise your medical care:** If you need support for any health condition or disability, plan how you can get the care and support you need. A good starting point is to search your university's website for 'student support' to look for information about available services.
- 4. Register with a new GP:** Check out your university's website to see if they have a surgery on campus or whether they recommend a particular GP practice. Phone the new GP practice and see if they have anyone who specialises in student health. If you have mental or physical health issues, make the call yourself if you can. If you find it hard, ask your next of kin to call and sit next to them so you can listen and join in if needed.
- 5. Medication:** If you take regular medicines or need medical devices or equipment, plan what you need and get an appropriate supply of prescriptions in advance (to be agreed with your GP) so you don't run out!
- 6. Contact Student Support:** If you have ongoing mental health issues, get in touch with Student Support before you go to Uni. They're there to support you and will do what they can to help. Phone or email them for advice and don't be shy in asking for help if you need it.
- 7. Sort out ongoing care:** If you're under specialist care for conditions like asthma, diabetes or a mental health problem, register with a new GP as soon as possible so that you can discuss ongoing care and possible referral to local services.
- 8. Get comfortable:** Take a few things with you that remind you of home, like a dressing gown or your usual duvet and bedsheets instead of buying new ones. You could also make a playlist of your favourite songs and photos of family and friends for times when you need a boost.
- 9. Look after your wellbeing:** Make a 'Personal Wellbeing Plan' of 5 things you can do every day and to help build your wellbeing. Include things in your plan like sleep, exercise, activities that you enjoy, something relaxing, socialising with friends, small treats, Uni clubs, support from home, and so on.
- 10. Make a Safety Plan:** Sit down with someone you trust and make a plan of things you can do for yourself. Write down how you can get in touch with people you can ask for support if you ever feel low, get stressed or you are struggling. Check out the leaflet 'Feeling Overwhelmed and Staying Safe' for ideas. If you're worried or stressed after reading our tips please talk to someone about how you are feeling as you may need extra support.

Tips provided by Dr Dom Thompson,
<https://buzzconsulting.co.uk/about>



BHASVIC UCAS Timeline 2019–21

Autumn Term 2020	Careers staff available
Spring Term 2020	<p>My Future Plans - Research skills / University focus in tutor Futures Fair A1-A2 Transfer Higher Education/Specialist evenings for parents/carers Careers staff available</p>
Summer Term 2020	<p>Open days Progression Day / Careers Enrichment Day Careers staff available Intro to Personal Statements Help me write your reference</p>
Autumn Term 2020	<ul style="list-style-type: none"> • College Internal Deadlines for all guaranteed UCAS applications <ul style="list-style-type: none"> ○ Early Application deadline Fri 25th September for Oxbridge and Medics. ○ Priority Application deadline Fri 13th November for guaranteed processing before the national deadline. ○ Standard deadline Fri 11th Dec. ○ Ex-student deadline Fri 11th Dec. • References and Personal Statements reviewed in tutor / Apply sessions
Spring Term 2021	<p>FINAL UCAS Application deadline 15th January Focus in tutor on accommodation / Finance / Independent Living UCAS Extra opens 25th February FINAL UCAS Application deadline for art / design foundation courses 24th March (check individual institutions) Offers and replies</p>
Summer Term 2021	<p>Deadline for University replies and offers UCAS Apply - if you receive all decisions by 31st March, reply by 4th May UCAS Apply - 5th May UCAS Apply - If you receive all decisions by 5th May, reply by 8th June UCAS Clearing - Applications received after 30th June into Clearing UCAS Clearing opens – 5th July</p>
Results Day 2021	<p>August (date TBC) – BHASVIC Helpdesk opens UCAS Adjustment opens</p>