

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 Week - taster lectures & campus talks

Support for ex-students

Parents & Carers Guide to Higher Education 2024-25

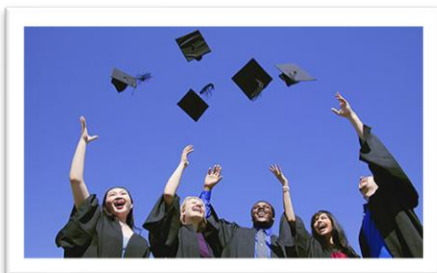
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Introduction to Higher Education

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 reception. However, the large majority of our students (71% in 2023) 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?

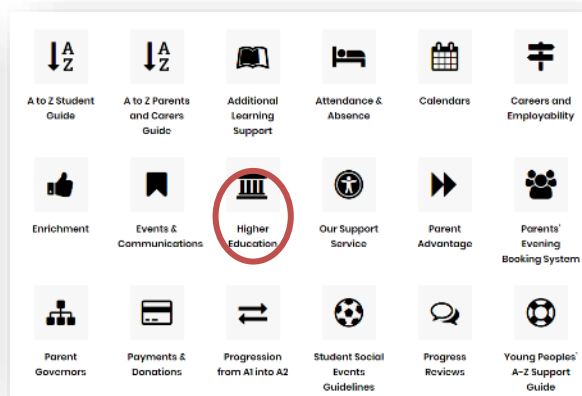
You will find many useful links on the back pages of this booklet.



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

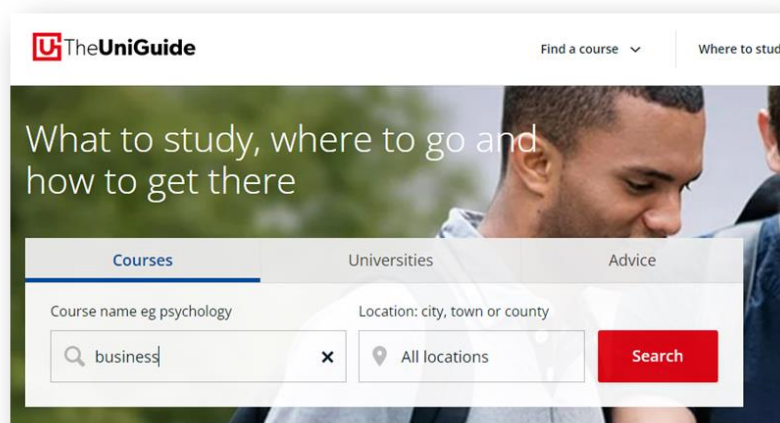
Nikki Fabry, Guidance Manager, Higher and Further Education, Study Abroad

E-mail: 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.

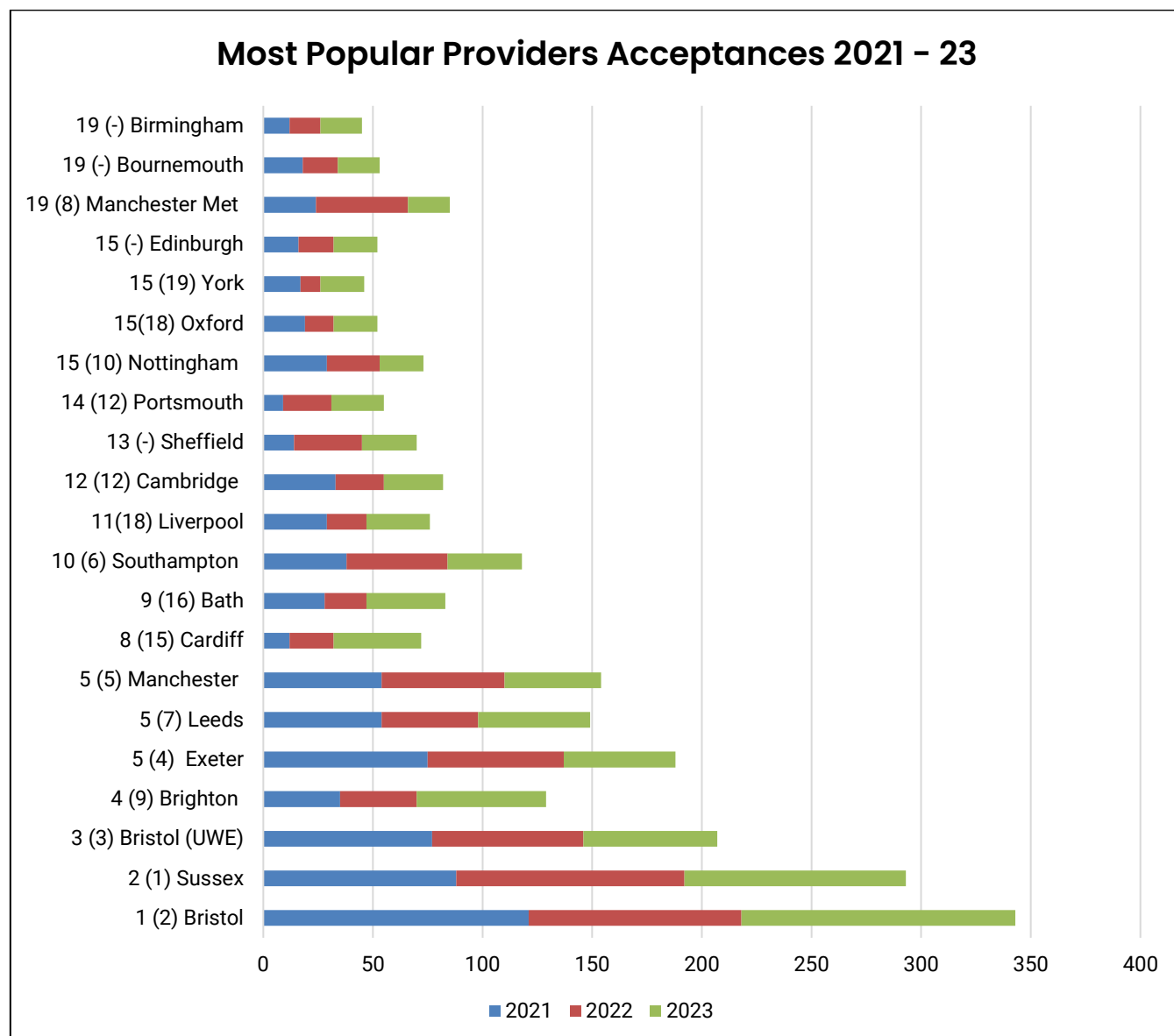


BHASVIC Higher Education Headline figures 2023 Entry

- Around 71% of our students enter Higher Education with around a quarter taking a gap year before they go. We processed 1437 applications in January 24.
- 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.
- 61% of BHASVIC students accepted a place at a high tariff university (including Oxbridge & Russell Group), substantially higher than the national average of 32%.
- Oxbridge offers increase year on year with over 250 offers in the past five 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 a first or 2:1 degree, 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.

Most popular Universities Sept 2023 entry

Our students began University life at 111 different higher education institutions in September 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 (lower) offers at Bristol and Plymouth and also Widening Access Schemes at Leeds, Surrey, Newcastle and Sheffield who are keen to encourage social mobility from disadvantaged students. Universities provide various contextual offers for our Widening Participation cohort. Please see our WP information for more details.

Close partnerships with the Universities of Sussex, Brighton and Chichester ensure that significant numbers 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. 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 2023 entry

Actual acceptances and entry into university courses by subject lines – last year's ranking in brackets.

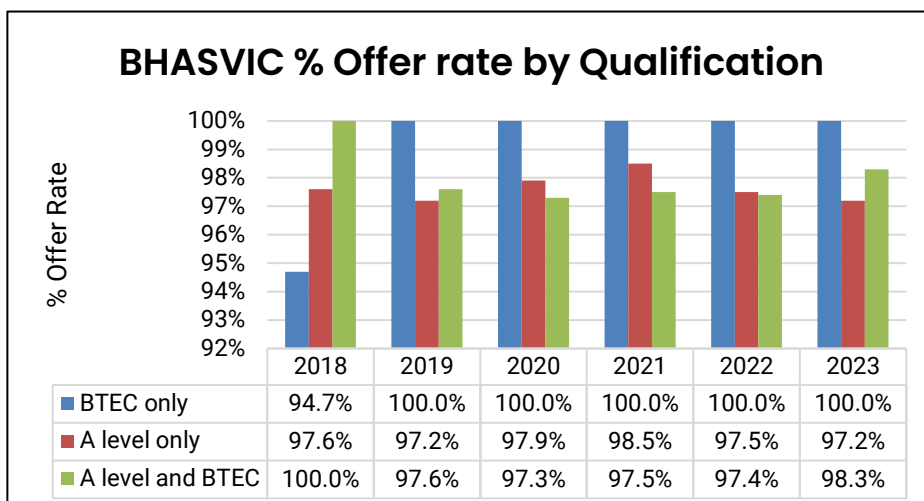
Psychology, Law, Mathematics continue to vie for 1-4 places respectively. Business is all its combinations is probably now the single subject area we are seeing most students accept university places. There is definitely an increase on the range of subjects chosen which reflects well on our focus on effective university research in tutorial.

Acceptances by subject group	2019	2020	2021	2022	2023
1 (1) (CAH16-01-01) law	38	65	74	75	70
2 (4) (CAH09-01-01) mathematics	48	56	48	50	66
3 (5) (CAH20-01-01) history	41	56	37	49	54
4 (3) (CAH15-03-01) politics	44	46	49	51	49
5 (7) (CAH11-01-01) computer science	35	41	34	44	48
6 (6) (CAH15-01-02) sociology	40	55	44	46	45
6 (8) (CAH15-02-01) economics	48	54	51	41	45
8 (2) (CAH04-01-01) psychology (non-specific)	51	67	77	69	42
9 (10) (CAH21-01-08) cinematics and photography	34	31	25	29	38
9 (18) (CAH07-02-01) chemistry	22	28	27	23	38
11 (10) (CAH17-01-02) business studies	33	26	34	29	29
12 (9) (CAH21-01-03) design studies	24	22	30	38	28
12 (13) CAH19-01-05) media studies	9	16	16	25	28
14 (20) (CAH03-02-01) sport and exercise sciences	23	37	36	21	27
15 (20) (CAH17-01-01) business and management (non-specific)	8	18	32	21	26
15 (-) biomedical sciences (non-specific)	12	14	18	20	26
17 (-) biology (non-specific)	13	13	18	11	23
18 (14) (CAH15-02-01) medicine (non-specific)	19	21	18	24	22
18 (14) (CAH17-01-04) management studies	15	17	29	24	22
20 (14) CAH20-02-01) philosophy	13	10	16	24	21

Offer rate by Qualification

We are pleased that all our BTEC students gained university offers in Sept 23 (for the fifth year running).

Most universities will publish clearly their BTEC entry requirements alongside A level requirements.

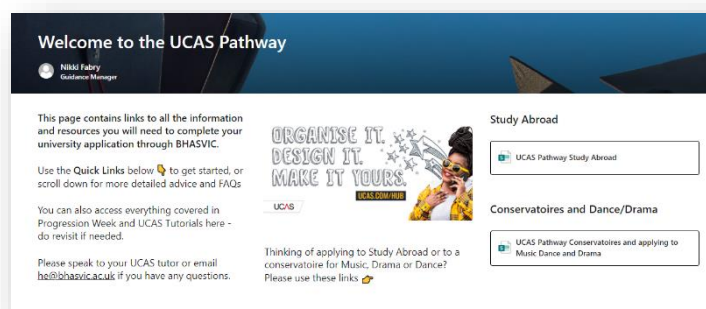


Additional HE Subject specific information

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>

Students have access to our three SharePoint pages – Welcome the UCAS Pathway, Study Abroad and Conservatoires with lots of resources and information for both years for students.



Graduate Job Market Information

The UK's top 10 growth industries 2023

Despite uncertainty around the economy linked to the pandemic and wider economy over the past two years, 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. This is exemplified by the massive growth of newer industries employing more people.

- 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>

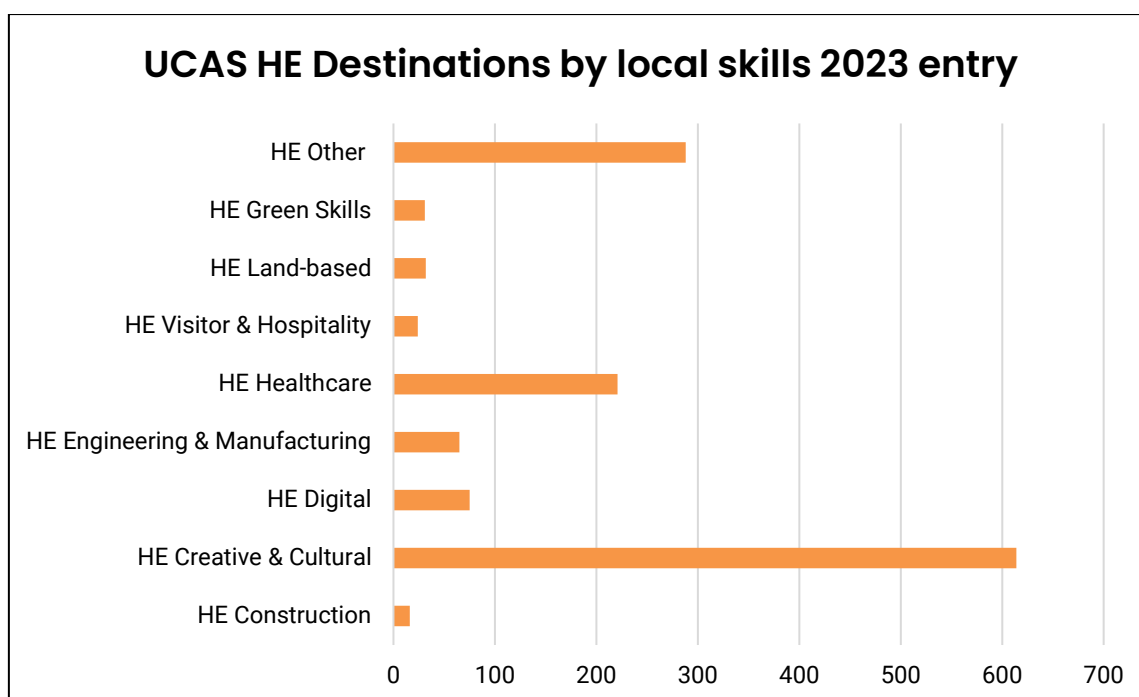
Local Skills

In both years of the tutorial programme we look at local skills in Sussex. For those students who end up living and working close to home these are the areas identified by the Sussex Chamber of Commerce as having a particular need for new workers in the affluent Greater Brighton area economy.

In particular these are:

Construction, Creative & Cultural, Digital, Engineering & Manufacturing, Healthcare, Visitor & Hospitality, Land-based, Green Skills.

We can link many of our university degree choices to these skills areas.



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 of tuition fees
- Loan repayments of student loans
- Social mobility, particularly at 'top-end' universities

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 decisions 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 decisions.

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

The one positive to come out of the impacts of the pandemic is that many universities have certainly 'upped their game' with regard to information they provide to prospective students and those at home advising and supporting them.

Further information can be found:

[Higher education - BBC News](#)

[Higher Education - latest news, breaking stories and comment - The Independent](#)

[News | Times Higher Education \(THE\)](#)



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

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

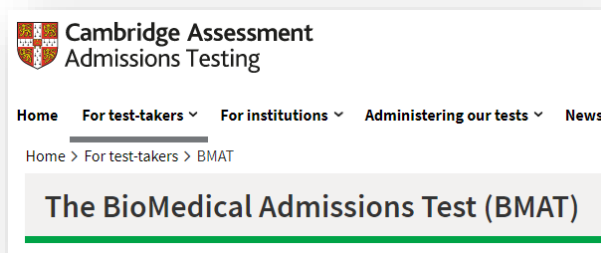
Overall: DDM

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.



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			AS levels (40% A level)		Extended Project (higher tariff than AS)	
A levels			A	20	A*	28
A*	56 (equiv D* at BTEC Sub Dip)		B	16	A	24
A	48		C	12	B	20
B	40		D	10	C	16
C	32 (28 is A* for EPQ)		E	6	D	12
D	24 (20 points is A at AS level)				E	8
E	16					

BTEC UCAS Tariff			BTEC Diploma		BTEC Extended Diploma	
And their equivalents at full A level			D*D*	112 (A*A*)	D*D*D*	168 (A*A*A*)
			D*D	104 (BBD)	D*D*D	160
			DD	96 (AA)	D*DD	152
			DM	80	DDD	144
			MM	64	DDM	128 (ABB)
			MP	48 (DD)	DMM	112
			PP	32	MMM	96 (CCC)
					MMP	80 (BB)
					MPP	64
					PPP	48

BTEC Certificate		BTEC Subsidiary Diploma	
D*	28 (C/D)	D*	56 (A*)
D	24	D	48 (A)
M	16 (E)	M	32 (C)
P	8	P	16 (E)

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>

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. Many more are open in real terms this year which is undoubtedly a good thing. Information on when these take place will be available in prospectuses, on the website or by phoning universities.

We highly recommend students visit universities if possible before they decide to apply. It is the most effective way of seeing whether a university is right for them. If they are offered virtually this year this is a good first step. One possibility of students are not able to actually visit, then visit the location / city to get a good flavour of the uni. There is lots available online if actual live visits are not possible. Students are authorised for any open day absences – they just need to send confirmation of their visit to reception. Some universities offer funding for open day travel which is worth exploring.



Open Days (virtual and actual) are generally organised between March-Oct.

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>

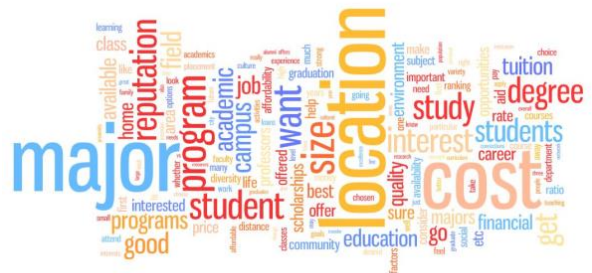
Each of our HE Subject guides also has lots of ideas for questions to ask for the various subject areas – well worth a look.

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/](http://www.opendays.com)

3. Summary of University considerations

- ☐ Been on an open day - was it welcoming?
- ☐ Distance from home
- ☐ Travel from home?
- ☐ Accommodation - halls or private?
- ☐ Location - city or rural?
- ☐ Cost of tuition / living?
- ☐ League tables / student satisfaction?
- ☐ Clubs/enrichment/social life/sports?
- ☐ Facilities?
- ☐ Scholarships and bursaries?
- ☐ First generation scholars' scheme/ WP /student support?
- ☐ Cost of travel and books?



4. Tariff universities and aspirational/solid/safe applications

University providers are grouped in tariffs dependent on UCAS points requested for entry onto courses.

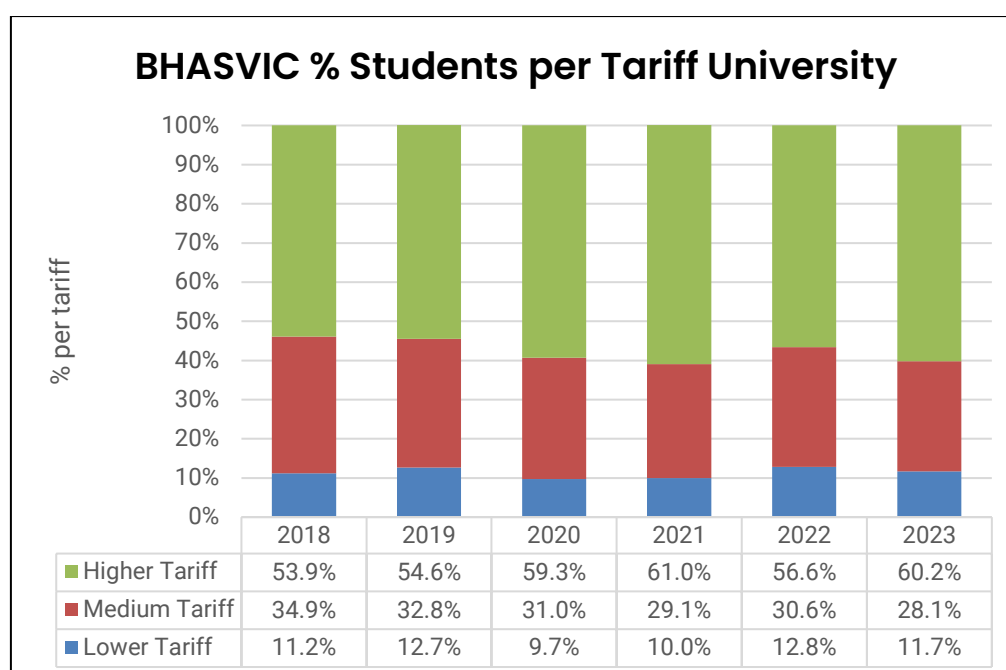
For instance, a higher tariff university may ask for grades AAA. A medium tariff BBB/BBC. A lower tariff CCC or lower.

Each group is comprised of around a third of university providers.

We can see that the most common tariff group to which BHASVIC students will apply are in the higher tariff group which comprises of almost half of the total figures.

We strongly advise students to aim for applying to a mix of providers. Of their 5 UCAS choices (the maximum allowed on their UCAS Apply forms) we suggest aspirational offers (1 or 2) above what they may be aiming for. Solid will be relative to their predicted grades and safe may be slightly lower.

Ideally, all of their 5 choices should be at universities that they *would be happy to be accepted to*. Encourage your young person to NOT put an insurance down if they wouldn't want to go to that uni.



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
- **UCAS channel on Teams (to be added shortly):** This site provides up to date information on Higher Education applications and links to other sites. HE opportunities are posted for students daily.

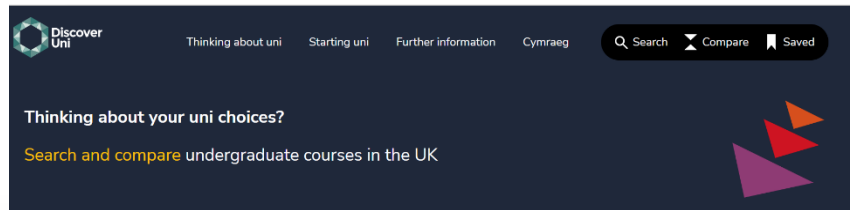
Having identified potential courses, it is essential that students research the course thoroughly. What A-level grades are needed to be considered for the course? Are certain A-levels required to do the degree course? Does the course involve work placements or a year abroad?

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.

DiscoverUni is a very good source of information and useful for comparing courses. [Home - Discover Uni](#)



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?



Please encourage your young person to access college resources.

This has plenty of information and links.

How BHASVIC helps students – Our UCAS timeline 2024-25

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)

- **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)

- **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 – parent/carer HE 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)

- **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 Week** – Lots of remote and in college help and support
- **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)

- **College Internal Deadlines for all guaranteed UCAS applications**
 - **Early Application deadline** tba late- September for Early Applications.
 - **Priority Application** deadline tba mid-November for guaranteed processing before the national deadline.
 - **Standard deadline** tba Early December.
 - **Ex-student deadline** tba Early December.
- **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.
- **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)

- **FINAL UCAS Application deadline date tba January**
- **Tutor – University preparation** - accommodation / Student Finance / Independent Living
- **Higher Education/Specialist evenings** for parents/carers – parent/carer HE evenings
- **tba May/June** – 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)

- **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** – 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.

Application: (around April-May of the year they are starting uni) [Student finance login - GOV.UK \(www.gov.uk\)](https://www.gov.uk/student-finance)

Advice: [Save the Student - Student Money, Discounts and Jobs](#)

[Student loans: the truth about uni fees, loans & grants - MSE \(moneysavingexpert.com\)](#)

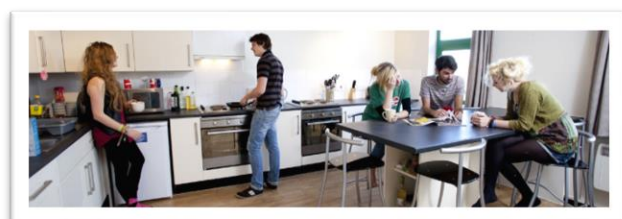
Your young person will be expected to register when Student Finance England opens (usually around March) and complete the application in May. Any later could delay their application.

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 creative arts degrees and we also support applications to Conservatoires.

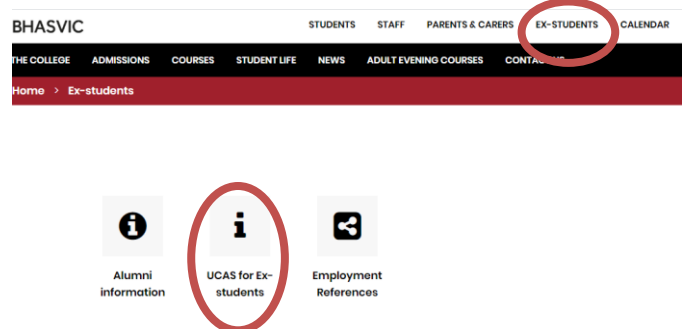
Please note that if your young person falls into one of these categories they will have been given guidance and support during tutorial to ensure that they receive tutorial support through the second year for their chosen routes. There is a specialist information evening to explain more in May which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

[Advice for BHASVIC Ex-students on completing their UCAS applications](#)



A2 Parents/Carers advice

1. Offers

- ❑ UCAS asks universities to get out all their **offers and rejections by May 19th**.
- ❑ **Students need to respond by June 9th**.
- ❑ This might seem ages away, many universities are much quicker.
- ❑ Some universities are very good at keeping in touch with applicants. There is no set standard so don't worry if other people are getting e-mails but they are not.
- ❑ More competitive courses can take longer.
- ❑ **Applicants have to wait until all choices have replied, either with an unconditional offer, a conditional offer or a rejection**

2. Contacting Unis

- ❑ We generally suggest to **not pester universities**; they do things at their own pace.
- ❑ **ONLY** contact universities if your young person has new information about their application (e.g. you've changed subject, become ill etc.) then you must contact the universities.
- ❑ Information such as change of address can be managed through the UCAS HUB

3. Types of Offers

- ❑ **Conditional offer – good news.** Assuming exams go well and students meet the grade conditions set, they have a place.
- ❑ **Rejection – a knock back.** Disappointing, but there's still four options...
- ❑ **Insurance choice** normally needs to have **lower entry requirements** *According to UCAS 42% of applicants hold an insurance choice with conditions which are harder or equal to the conditions for their first choice!!*
- ❑ **Make any insurance is somewhere they are happy to go.** Otherwise, they will have to withdraw in clearing and it can delay choosing an appropriate uni/course.
- ❑ **IMPORTANT: Applicants don't have to make an insurance - it's optional.**

4. Changed their minds?

- ❑ **Students have until actual enrolment at university to decide they actually want to go**
- ❑ There's always **Extra, Adjustment or Clearing**
- ❑ These can offer more opportunities to have another go within the UCAS cycle
- ❑ If firm or insurance choices are not met: go through **Clearing (or try again next year)**
- ❑ If you do better than expected and want to look at different options: consider **Adjustment**

5. Deferring Entry

Applicants do this by contacting Universities. Please bear in mind that they have applied for entry to 24 or 25 – they need to **ASK them** if they can defer entry to take a gap year. **Make sure they contact the university first!** *Just a note we are creating a mailing list of deferred entry students so BHASVIC can keep in touch with information in their gap year.

6. Special Circumstances and EPC

- ❑ **Special Circumstances;** this is during the exam period. Illness, bereavement. It must be impactful and evidence is required for exam boards.
- ❑ **Extenuating Personal Circumstances;** we can contact universities about an applicant if there has been a change / impact on their academic studies whilst at college. We **MUST** know about it already (it cannot be written after results), it must be impactful, evidence may be required. It may well not improve / change an offer but it will allow the uni to support the student when they arrive.
- ❑ **This is done via tutors and Guidance Managers**

7. Widening Participation

If students are WP and have applied to

- ❑ **Newcastle (Newcastle Partners)**
- ❑ **Leeds (Access to Leeds)**
- ❑ **Surrey (In2Surrey)**
- ❑ **Sussex (eligibility Scheme for all students)**

Check out their WP offers which sometimes require an additional form. Check uni choice WP offers – many do

Bristol and Plymouth give contextual offers to ALL our students. They will pick this up as they have put BHASVIC on their UCAS apply forms.

8. Disabled Student Allowance

- ❑ **Your young person may be eligible if they have a range of learning difficulties, physical and mental health conditions.**
- ❑ Universities will assess them
- ❑ There are criteria attached but it can be funding for computers and technology adaptations, or specialist counselling sessions.
- ❑ It is there to help them succeed at uni.

9. Student Finance

Students get financial support from government to help with the costs of higher education. Repayments depend on income and are only made after students have left university and are earning above a certain amount. Any outstanding loan amount is written off after 30 years, even if they haven't paid it all. Additional support is available for those who might need it.

- ❑ Apply through [gov.uk/student-finance](https://www.gov.uk/student-finance)
- ❑ **Tuition Fee** - The money is paid directly to the chosen university or college in three instalments per year

- ❑ **Maintenance Loan** - The government also provides a maintenance – or living costs - loan that is designed to help towards living costs. The amount depends on circumstances, including household income and where you live and study. Students may also be eligible for an additional long course loan for certain full-time courses. Once they have applied for the loan, it's paid into a student's bank account in three instalments at the start of each term. Then it's up to them to plan budget and be smart about spending!
- ❑ More information due out in April of the year applying

Student Finance Links (see useful links at the end of the booklet)

10. Accommodation

Some useful considerations might be:

- ❑ What is the estimated cost per term/year?
- ❑ Does your uni guarantee all firm choices accommodation in the first year?
- ❑ Does your uni offer accommodation to insurance choices?
- ❑ Does your accommodation need to be booked as soon as you make a firm choice or is there an opening date?
- ❑ Is accommodation offered on a first come first serve basis?
- ❑ Do you have to pay a deposit upfront – what payment terms do they offer?
- ❑ Does your uni try to match similar people to a flat/hall? Is there a questionnaire you have to complete? By when?
- ❑ Is your accommodation en-suite / self-catered etc.
- ❑ If your accommodation is catered/part catered is there a card that you use at restaurants or is it a specific cafeteria - some unis offer a card where you can eat at a variety of outlets – does the money get taken off the card after a specified period?
- ❑ If you are on a campus are there catered and self-catered halls on campus? (Nottingham have self-catered halls but they are just off campus if you want this option).
- ❑ Does your contract include TV/Wifi etc?
- ❑ Length of contract – do you have to move your belongings out at holiday time?
- ❑ Security – support on offer from the university
- ❑ How much does laundry cost – this can be really expensive?
- ❑ Do they have a maintenance team to help fix any issues?
- ❑ What items are excluded from your tenancy e.g. you may not be able to take candles, mini fridges, heaters etc?
- ❑ Is there disabled access? Modified flats? Eligibility
- ❑ Parking – is this an issue?
- ❑ Access to supermarkets/towns and bus routes
- ❑ Ensuring that your flat is not damaged when you move in – you may lose your deposit if you don't
- ❑ If you are struggling to settle in is there someone to talk to?
- ❑ If you are interested in staying in halls for more than the first year can you do this?
- ❑ When do people start looking for 2nd year accommodation – usually by Christmas of their first term! Is there much affordable student accommodation around?

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:

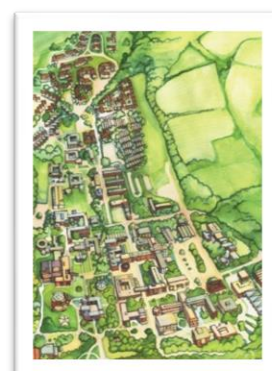
- ☐ Am I likely to come near the grades/points they are asking for?
- ☐ Do I meet the specific subject requirements for the course?

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 terms

- ❑ **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 academic year, but for entry after a gap year.
- ❑ **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.
- ❑ **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 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>

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>

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>

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: [Erudera - world's first education search platform backed by AI](#)

Information & Advice: <https://studee.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>

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/carers sending students 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

Autumn Term A1	Careers staff available
Spring Term A1	My Future Plans - Research skills / University focus in tutor A1-A2 Transfer Higher Education/Specialist evenings for parents/carers Careers staff available
Summer Term A1	Open days Futures Fair Progression Day / Careers Enrichment Day Careers staff available Intro to Personal Statements Help me write your reference
Autumn Term A2	<ul style="list-style-type: none"> • College Internal Deadlines for all guaranteed UCAS applications <ul style="list-style-type: none"> ○ Early Application internal deadline mid-September ○ Priority Application early November for guaranteed processing before the national deadline. ○ Standard deadline early December ○ Ex-student deadline early December • Predicted Grades / Personal Statements reviewed in tutor / Apply sessions
Spring Term A2	FINAL UCAS Application deadline Focus in tutor on accommodation / Finance / Independent Living UCAS Extra opens late-February FINAL UCAS Application deadline for art / design foundation tba March (check individual institutions) Offers and replies
Summer Term A2	Deadline for University replies and offers UCAS Apply – tba students respond to offers May/June UCAS Clearing
Results Day A2	August (date TBC) – BHASVIC Helpdesk opens UCAS Adjustment opens