Supporting **successful** applicants in the **current** HE environment

Alan Jones
Professional Development Executive
2017 cycle
2017 statistics

699,850 applicants (circa. 59% of them UK 18 year olds)
1.9 million offers
533,890 accepted onto courses

- 381,560 accepted to firm choice
- 37,590 accepted to insurance choice
- 66,865 accepted via Clearing
  - 49,920 accepted via Clearing after main scheme
  - 16,950 accepted via Clearing direct (applied after 18:00 on 30 June)
- 1,040 accepted via Adjustment

95.2% of applicants with five choices received at least one offer.
2017 competition for places

Some universities and courses are more competitive than others...

In 2017 acceptances continued to:

- **increase** to high and **medium** tariff providers
- **decrease** to low tariff providers

Acceptances of UK domiciled applicants **decreased 0.5%** (- 2,535) compared to 2016.

But as this was smaller **proportionally** than the decrease in applicant numbers...

The **acceptance rate** for UK applicants **increased** by 2.1 percentage points to **80.9%** (the highest on record).
Competition for students with lower grades

High tariff remained similar this year but have increased proportion of acceptances to lower grades (down to CCC) since 2012 (grey line).

Medium tariff have shifted again this year to have higher proportion of acceptances in the grade profile CCC to DDE decreasing the proportion of these applicants being accepted at lower tariff.
2018 cycle
2018 statistics

- **15 October** deadline: **61,440** applicants (+7% compared to 2016)
- **15 January** deadline: **559,030** applicants (-1% compared to 2016)
- **30 June** deadline: **636,960** applicants (-2% compared to 2016)

**31 August** daily Clearing analysis (as at 00:05, 15 days after A level results):

- **484,460** placed
- **34,920** holding offers
- **116,770** free to be placed in Clearing
2018 statistics: placed applicants breakdown

Analysis at 00:05 on Friday 31 August 2018 (15 days after A level results day)

A.1 Applicants by type and status from all domiciles, 2018 cycle

<table>
<thead>
<tr>
<th>Applicant type</th>
<th>Status</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main scheme</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placed (Clearing)</td>
<td></td>
<td>41,910</td>
</tr>
<tr>
<td>Placed (Adjustment)</td>
<td></td>
<td>900</td>
</tr>
<tr>
<td>Placed (Firm)</td>
<td></td>
<td>382,510</td>
</tr>
<tr>
<td>Placed (Insurance)</td>
<td></td>
<td>33,870</td>
</tr>
<tr>
<td>Placed (Other)</td>
<td></td>
<td>14,190</td>
</tr>
<tr>
<td>Holding offer</td>
<td></td>
<td>34,920</td>
</tr>
<tr>
<td>Free to be placed in Clearing</td>
<td></td>
<td>116,770</td>
</tr>
<tr>
<td><strong>Direct to Clearing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placed (Direct to Clearing)</td>
<td></td>
<td>11,080</td>
</tr>
<tr>
<td>Other (Direct to Clearing)</td>
<td></td>
<td>7,630</td>
</tr>
<tr>
<td><strong>All applicants</strong></td>
<td>Placed</td>
<td>484,460</td>
</tr>
</tbody>
</table>
2018 End of Cycle report

• End of cycle report will be published on ucas.com through December and January.

• [link](https://www.ucas.com/undergraduate-statistics-and-reports)
Unconditional & incentivised offers
Unconditional and incentivised offers

“Universities accused of making a 'mockery' of A-levels as the number of unconditional offers surges by more than 1,600 per cent”
Harry Yorke, The Telegraph online, 14 December 2017

“What our students need is more unconditional offers from universities, not fewer”
Bernard Trafford, TES, 7 Jan 2018

“Universities should stop making unconditional offers, says minister”
Rachel Wearmouth, Huffington Post, 28 Feb 2018

“Universities are love-bombing teenagers with unconditional offers”
Kathie McInnes, Stoke on Trent Live, 3 May 2018
Unconditional and incentivised offers

The number of unconditional offers made increased again in 2017. 2013: 2,795 were made, by 2017: 67,915 were made.

51.5k or 5% of offers to 18 year-olds.

+40% compared to 2016.

17.5% of 18 year-olds received at least one.

30k selected one as their firm choice.

8.4k selected one as their insurance choice.
The grade profiles of students receiving these kinds of offers is changing.

Students with top grades are now among the least likely to receive them.

In 2014-2015 students predicted AAA were most likely; last year those predicted BBB.

In 2017, one in five predicted ABB – BBC received an unconditional offer.

32% of applicants with a UF offer miss their grades by more than three points… Compared to 20% of those with a CF offer.
What can advisers do now?

Have contact points and support for students to ensure:

- They understand the offers they receive.
  - Consider why providers might be utilising particular offer-making strategies such as unconditional offers, incentivised offers or alternative offer conditions.

- They understand what making certain replies will or could mean before they actually record them.

- They should also consider what it might mean if they don’t continue to achieve as highly as possible e.g.:
  - Additional remedial classes
  - Possible risk of non-completion
  - How prospective future employers might view a dip in level 3 performance.
How the UCAS scheme works
For most students

Thorough and effective research

Apply online at ucas.com

Receive offers via Track

Reply to offers in Track

Work hard for exams

Get (or almost get) offer grades

Placed with firm choice

2017 statistics:

533,890 students accepted
381,560 to firm choice
72.02% of accepted students
How UCAS works: other options

What if...having used all five choices, I get no offers?
Or I get offers, but choose to decline them all?

What if...I still don’t get any offers?
Or I choose not to use Extra?
Or I accept offers, but don’t get in?
Or I don’t apply until after 18:00 UK time on 30 June?

What if...I get accepted to my firm choice from a conditional offer, but do better than expected in my exams and wish I had applied to a different university?
Other options: **Clearing**

- Eligible applicant researches vacancies on UCAS search tool
- Contacts provider(s) directly to discuss, quoting PID and Clearing number
- Uses Add clearing choice button in Track to enter details
- Uses Add Clearing choice button in Track to enter details

If the university records an unsuccessful decision, applicant can try again.
Other options: **Clearing**

Worth remembering:

- Clearing opens on **5 July** for those eligible then.
- **An email** is sent from UCAS to schools/colleges at 06:30 on the morning A level results are published, identifying **unplaced students who are eligible for Clearing**.
- In an applicant poll **90%** of students at schools/colleges responded to indicate that they were happy with the support received through the **main scheme**, but this fell to just **53%** in **Clearing**.
- Updates to Track and Adviser Track are **suspended** in results embargo periods.
- Applicant **results never** appear in Track.
- On A level results day, the **Add clearing choice** button only appears in Track from **15:00 UK time**.
Clearing: Direct Contact Service

An opt-in service for universities/colleges and students who wish to take part.

- **No additional cost** – students simply click on a link in an email and follow instructions.
- If they end up unplaced and eligible for Clearing, they are matched with **up to 5 universities** offering the course they want (or very similar) **which have accepted applicants in previously with the same grades the applicant has achieved**.
- The universities can see the student’s application record, and any that would like to offer a place can **telephone** the applicant from **11:00 on A level results day**.

DCS does **not** replace Clearing.

Applicants use the **Add clearing choice** button in **Track** to add a choice they have contacted, **or** one which has called them.
Other options: Adjustment

A few points worth remembering:

• Although the applicant makes the initial assessment of ‘met & exceeded’, the university contacted makes the final decision.
• Once registered, a student cannot unregister (but if they don’t find another place in 5 days, the original place is still theirs).
• Adjustment is a one-shot process.
• It is only an option if accepted by the original firm choice.
• The five days start from 09:00 A level results day, or when the firm choice accepts if later (not from when the applicant registers in Track).
• There is no vacancy list.
• A new university will usually require confirmation in writing (email) before they will adjust someone.
• Even if a university has a place, they may not have any accommodation or scholarships – check.
2019 cycle
2019 cycle key facts

- Application is entirely online.
- Maximum of five initial choices.
- Some choice restrictions:
  - medicine, veterinary medicine/science, dentistry max four in any one of these (+ a different fifth choice)
  - Oxford OR Cambridge
- Simple application cost:
  - one choice - £18
  - two to five choices - £24
- ‘Invisibility’ (each university/college only sees their own entry or entries and order is shuffled randomly)
- Equal consideration (if submitted by relevant deadline)
Apply 2019 cycle **key dates and deadlines**

**15 May 2018**
Apply 2019 available to Apply centres for set-up

**22 May 2018**
Apply 2019 available to students to register and start applications

**5 September 2018**
First date 2019 applications could be sent to UCAS

**15 October* 2018**
Equal consideration deadline for medicine, dentistry, veterinary medicine/science, Oxford/Cambridge

**15 January* 2019**
Equal consideration deadline for all other courses and universities/colleges

**30 June* 2019**
Deadline for main scheme applications (with choices)

**20 September* 2019**
Last date to submit **direct to Clearing** applications (no choices) for 2019 cycle

* All 18:00 UK time
Changes for 2019 cycle

The following have all changed for the 2019 application cycle:

• Cost of single entry now £18 (previously £13).

• Criminal convictions question only asked if a course/courses are selected which require disclosure (DBS) e.g. those involving close contact with children and vulnerable adults, such as medical, teaching, and social work.

• No 24 March Art & Design equal consideration deadline (they have moved to using 15 January).

• GDPR: student opt-in to share personal data.

• No cost for copies of application.
Student opt-in to share personal data

- Students now have to opt-in to share the progress of their application with their school/college post-submission.

- This is done by ticking a check box when they Pay & Send.

- If an applicant does not tick this box, their school/college will not see their record post-submission in Adviser Track or Applicant Status Reports.

- In the next cycle, a new Adviser portal will enable advisers to check if this box has been ticked prior to the application being sent to UCAS, but there is no check currently, and, whilst it is possible to change this post-submission, it is not simple to do this!
Student opt-in: Pay/Send

Having completed all other sections of the application (indicated by red ticks), the student selects Pay/Send

Then, having read the information provided and clicking next...
Student opt-in: Pay/Send

They are presented with a screen of tick boxes.
Student opt-in: Pay/Send

Tick boxes if you agree:

☐ I have read and agree to be bound by the [declaration](#).

☐ I confirm that the information given on this application is true, complete and accurate and no information requested or other material information has been omitted.

☐ I understand that the personal data within my application will be used in the ways explained in the [declaration](#) and [privacy policy](#).

☐ I accept that, if I do not fully comply with these requirements, UCAS shall have the right to cancel my application and I shall have no claim against UCAS or any higher education institution or college in relation thereto.

☐ I agree to allow details of my application and its progress to be shared with my school/college/centre (optional).

The top four must be ticked in order to send the application to UCAS.

The bottom one (below the line) is the optional opt-in.

If the student doesn’t tick the last box, staff will not be able to see the record in Adviser Track post-submission!
UCAS future focus and developments
Changes to systems, services and tools

By 2020, we want to support our customers to experience the following outcomes through using our services.

**Students**
- I receive relevant, personalised messages and information at the right time, and feel fully supported throughout my application journey.
- UCAS’ information and advice reflects my personal circumstances, and meets my personal needs.
- I can search and narrow down my course choices using the criteria that are important to me.
- I find the application process clear and easy to use, and I know how my application is progressing throughout the process.
- UCAS communicates with me using my preferred technology and communication channels.
- I fully understand how my personal data is used, and I can change my preferences easily.

**Advisers**
- I have access to up-to-date information and insights about qualifications and admissions requirements.
- I can access information tools to help my students make well-informed decisions about their progression opportunities and choices, and to make effective applications.
- I can access analytical products that help me understand my students’ progression, and how this compares to other centres similar to my own.
New adviser portal May 2019

**What:** adviser and agent portals replacing Apply for Advisers, and Adviser Track.

**When:** delivered for May 2019, ready for 2020 entry.

**Functionality:**
- **Real-time** data on your students’ offers and decisions.
- Notifications.
- Complete oversight of your students’ applications.
- Timely reports, and access to data on your students.
- Enhanced reference function.
- **Continued** enhancement of data reports on your centre (Progression, Competitor).
New adviser portal May 2019

How to get involved:

• We will produce a test and demo environment, so advisers can feedback with their requirements.

• Advisers will be given the opportunity to help shape future developments, either online or in practical workshops.

• There will be a ‘Development of our services’ tile on ucas.com/advisers, giving more information.
Professional development portal

https://pdp.ucas.com/
Factors for successful applications
What are the **real** keys to success?

**Thorough and effective research**

This will ensure that **well-informed, wise** initial choices are made, that provide what is being sought, and afford degrees of both **realistic aspiration** and **risk management**.

**Demonstrating reflective thinking**

This will **empower** personal statement writing which **ably and convincingly** conveys:

- *why* a particular course has been chosen;
- an understanding of and readiness to surmount the **particular challenges** that will be faced;
- the likelihood of seeing things through to a successful **completion**;
- the **relevant skills** and **experience** which have been/are being developed that will make the individual an **excellent student of the chosen subject**.
University and **beyond**

Students applying to university through UCAS tend to fall into two distinct categories:

“**I know what kind of job I want to do after university.**”

“**I’ve no idea what I’ll want to do after university.**”
“I know what kind of job I want to do...”

Find out if you need to study a specific degree to prepare you for your chosen profession or occupation.

If so, aim for the very best course available that you meet (or almost meet) the entry requirements for.

Courses could be at any university in the country...what probably counts most is their reputation with employers.

Check that the courses you’re considering have good graduate employment records (and don’t assume that just because there are places available on the course, there will be a similar number of jobs available!)
Most common jobs

These are the most common job types students do six months after finishing the course.

<table>
<thead>
<tr>
<th>Job</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering professionals</td>
<td>58%</td>
</tr>
<tr>
<td>Science, engineering and technology associate professionals</td>
<td>10%</td>
</tr>
<tr>
<td>Sales occupations</td>
<td>8%</td>
</tr>
<tr>
<td>Business and public service associate professionals</td>
<td>4%</td>
</tr>
<tr>
<td>Skilled trades occupations</td>
<td>3%</td>
</tr>
<tr>
<td>Business, research and administrative professionals</td>
<td>3%</td>
</tr>
<tr>
<td>Managers, directors and senior officials</td>
<td>2%</td>
</tr>
<tr>
<td>Teaching and educational professionals</td>
<td>2%</td>
</tr>
<tr>
<td>Quality and regulatory professionals</td>
<td>2%</td>
</tr>
<tr>
<td>Welfare and housing associate professionals</td>
<td>2%</td>
</tr>
</tbody>
</table>
“I’ve no idea what I’ll want to do…”

That’s fine – for 70% of graduate jobs, it doesn’t matter what subject you studied at university.

Choose a subject you think you’ll enjoy and do well in.

Try for the best university you can get into, which fits what you’re looking for.

Once there, introduce yourself asap to the Careers Office and start looking for opportunities to develop and enhance your CV:

• Try to make sure you get plenty of work experience
• Try to do as many extra-curricular things as you can
The importance of work experience

“Final year students who had completed an internship or other work experience were three times more likely to have received a definite graduate job offer, compared with those who’d had no work experience at all.”

The UK Graduate Careers Survey 2018

“31% of this year’s vacancies will be filled by graduates who’ve completed work experience with the organisation.”

High Fliers Research Limited
Vacancies likely to be filled by graduates who’ve already worked for the employer

- Investment banking: 78%
- Law: 57%
- Banking & finance: 52%
- Consumer goods: 47%
- Oil & energy: 41%
- Consulting: 33%
- IT & telecommunications: 33%
- Media: 32%
- Engineering & industrial: 31%
- Accounting & professional services: 29%
- Retail: 22%
- Public sector: 8%
Some **key UCAS research resources**

- **Search tool** – to look for providers, courses, and minimum entry requirements.

- **Open days** and **virtual tours** – a great way to explore campuses and facilities.

- **UCAS higher education exhibitions** – useful to meet different universities and colleges, and explore options.

- Learning from others – **student videos**, **web chats**, and **blogs**.

- **Buzz quiz** is a good starting point for students who really don’t know what to do.

- Career options – our **career finder tool** is ideal for considering options after education.

- **Apprenticeship** information is also available.
Don’t forget to consider **teaching and assessment**

<table>
<thead>
<tr>
<th>Course subject area</th>
<th>% time in lectures/seminars – ranges from</th>
<th>Course subject area</th>
<th>Lowest % coursework</th>
<th>Highest percentage coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>12%</td>
<td>Computing</td>
<td>47%</td>
<td>91%</td>
</tr>
<tr>
<td>Engineering</td>
<td>19%</td>
<td>Engineering</td>
<td>10%</td>
<td>74%</td>
</tr>
<tr>
<td>History</td>
<td>12%</td>
<td>English</td>
<td>34%</td>
<td>86%</td>
</tr>
<tr>
<td>Law</td>
<td>14%</td>
<td>Law</td>
<td>16%</td>
<td>60%</td>
</tr>
<tr>
<td>Physics</td>
<td>20%</td>
<td>Physics</td>
<td>22%</td>
<td>72%</td>
</tr>
<tr>
<td>Psychology</td>
<td>13%</td>
<td>French</td>
<td>21%</td>
<td>82%</td>
</tr>
</tbody>
</table>

There is a huge amount of **variation** from course to course, and university to university.

What would suit **you** best?
Some useful UCAS adviser resources
Adviser classroom resources
UCAS adviser classroom resources for research activities
www.ucas.com/researching-options

Activity 1: Turning the spotlight on yourself

Resources to use:
1. Turning the spotlight on yourself resource
2. Each of the three videos.

This is a self-reflection activity in which students are invited to think about and express their interest in the following three areas:

- Are there job roles or career areas you’re interested in?
- Is there a subject you love?
- Do you have hobbies or interests you’d like to explore further?

3. How are you going to get there?
You need to focus on the choices you have. You can consider and compare the post-18 options we’ve been looking at, by using the points you’ve identified about yourself.

Have a look at the “I think I want to…” resources we’ve provided about each option. When you’re familiar with what each option offers, you can compare them by asking yourself the following questions:

1. What are the potential advantages and disadvantages for you? Look at the pros and cons of each.
2. What is the potential impact of each option? Try to consider the impact each option would have for you short term (over the next year), medium term (the next five years), and long term. Think about what it would mean for you.
3. Which one do you prefer? Try to rank the different options in order of preference—from most interest to least interest.

This activity can be extended, with students starting to research each of the pathways open to them. The completed template can be the focus for review, and a starting point for discussions, including one-to-one, paired, or class discussions. The pros and cons relating to each pathway could be used to introduce or extend the activity and discussion.
Offer rate calculator

Progression pathways

Progression pathways 2016
Find out about the new and non-traditional qualifications an increasing number of learners are using to enter higher education.

Progression pathways 2017
Find out about full-time undergraduate degree pathways through higher education, including degree and higher level apprenticeships.
A few more links to useful information

Student rights
https://www.ucas.com/ucas/undergraduate/choosing-course/know-your-rights

Widening participation and the use of contextualised admissions
https://www.ucas.com/widening-participation
https://www.ucas.com/file/86786/download?token=zVfQ-oho

Subject guides
https://www.ucas.com/ucas/subject-guide-list
Key stats
82,970 students were studying this subject in 2014/15.
- 98% UK
- 2% international
- 66% full-time
- 34% part-time

89.4% of graduates went directly into employment.

Top five graduate destinations:
1. Education
2. Health and social work
3. Public administration and defence industries
4. Administrative and support services
5. Wholesale and retail trade

Entry requirements
A levels – To get on to an education related degree, you will usually require equivalent. Specific A levels are not generally required, unless taking a second A level with English may require an A level related to English. You will need GCSEs (A – C) including English and maths. In addition, applicants for TESOL in England and Wales will require a GCSE grade C in science.

Highers – For Scottish Initial Teacher Education (ITE) degrees, you will need two other Higher qualifications or equivalent. In addition, you will need mathematics, and at least one other National 5 subject qualification.

Vocational courses – Other relevant Level 3 qualifications such as the BTEC National in Childcare and Development, and other relevant Level 3 qualifications may be accepted.

Selection
Education degrees – Some universities will interview prospective applicants on the basis of predicted grades and the quality of the personal statement.

Initial teacher training (ITT) – Interviews form a key part of the selection process. In addition, applicants may be required to give a short presentation activity, complete a written task, and/or a subject-based test. Admission to a course may be conditional on:
- explore your reasons for wanting to go into teaching, i.e. if you have a passion for the career
- check you have real passion and commitment
- find out if you possess the necessary communication and interpersonal skills of a teacher
- explore your knowledge around teaching practice and education policy

Where can I find out more?

David Douglass, Director of Sacred Heart Newcastle SCITT, shares his top tips on interviews on the UCAS Teacher Training blog.

Personal statement
We asked SCITT director, Claire Hmarine, what she looks for in a personal statement. In addition, your personal statement should cover:
- your reasons for wanting to teach – and, more specifically, why you’ll enjoy teaching your chosen subject and/or age group
- the qualities you have that will work well in the classroom – communication, organisation, and creativity are all key skills
- how previous studies and any work experience relate to your chosen subject or age group
- what you’ve learnt during your school experience placement(s) and how this has influenced your application
- how you’ve benefited from any other experience you may have of working with children or young people

(Source: Get Into Teaching)

How to write your personal statement

Key areas of employment
Resources supporting transition to university

Questions

Thank you

Alan Jones
Professional Development Team
Other options: Extra

If a student finds themselves in a position where they have no ‘live’ choices any time between 25 February and 4 July, Extra is an option.

Applicants are eligible for Extra if:

• They have used all five initial choices.
• All their choices were unsuccessful, cancelled, withdrawn from, or offers declined.

If using Extra:

• The university added in Track has 21 days to record a decision or let the applicant know they need more time.
• After 21 days the button to add an Extra choice reappears in Track - but adding another choice removes the existing one, so that university can no longer record a decision.
• An applicant’s existing information is used (but the applicant could contact a university directly to see if they can send a new personal statement if necessary).
Other options: Extra

• If an Extra application is unsuccessful (and there is still time), the applicant can add another Extra choice.

• If an Extra choice makes an offer, Track is updated and the applicant can reply in Track to firmly accept or decline.

• Once an Extra offer has been firmly accepted, the applicant cannot add another Extra choice (so there is no option to have an insurance choice through Extra).

There is an Extra toolkit for advisers:
www.ucas.com/advisers/guides-and-resources/extra-toolkit
Other options: **Clearing**

If a student finds themselves in a position where they have no ‘live’ choices on or after *5 July*:

- because they didn’t submit their application until *after* 18:00 UK time on 30 June; or
- they applied earlier, but *didn’t* get offers, *withdrew* from choices, or *declined* their offers; or
- they accepted offers, but *didn’t* get the grades required to secure a place

they will automatically:

- be made eligible for **Clearing (if they paid the full £24 application fee)**, and
- be given a six-digit **Clearing number** in **Track**.

There is a Confirmation, Clearing and Adjustment toolkit for advisers:

A level results day 2018

Our busiest day of the year

- **APT**: 627 Answered
- **CXC & Serco**: 12,263 Answered
- **HEP, Service desk & Schools**: 848 Answered
- **Social Media**: 3,931

**Facebook**
- Total 2017 responses: 1,598
- Impressions: 152,069
- Current 2018 responses: 1,535
- Engagements: 8,607

**Twitter**
- Total 2017 responses: 1,918
- Impressions: 1,102,554
- Current 2018 responses: 1,652
- Engagements: 22,799

- **Clearing Choices added**
  - 2018: 18,865
  - 2017: 21,320

- **Adjustment Registrations**
  - 2018: 10,713
  - 2017: 8,168

**UCAS.com page views**
- 2018: 1,879,851
- 2017: 816,884

**Track logins**
- 2018: 1,236,281
- 2017: 816,884
Other options: **Adjustment**

If a student is accepted by their firm choice, but does better than expected in their exams, and would like to reconsider their options, **Adjustment** provides an option *which does not involve them giving up the place they have secured*.

Applicants *may* be eligible for Adjustment if:

- They are placed with their firm choice from a conditional offer, and
- They met every single condition of their offer, and
- They exceeded at least one condition.

If using Adjustment students have a **maximum of 5 days** to:

- **Register in Track** (The clock is already counting down before they register!)
- Find a university that wishes to accept them (There is no vacancy list!)
- Have the new university ‘adjust’ their UCAS record (to take them away from the firm choice)
Supporting ex-students
Supporting **ex-students**

If they haven’t already registered: you could give them your **buzzword** and have them register *as if still one of your students.*

(But they will count towards your statistical reporting numbers)

If they have already registered: ask them to click on **options** at the bottom of their Apply menu, then select to send either:

- Request to be linked to your centre, or
- Request for you to add a reference only

If you supply a reference only, the **applicant** must **send** the application to UCAS.

Some schools set up an ex-students **group** in Apply.
UCAS tariff


Tariff calculator [https://www.ucas.com/ucas/tariff-calculator](https://www.ucas.com/ucas/tariff-calculator)

A level and Advanced VCE

Official title: Advanced GCE and Advanced VCE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
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</tr>
<tr>
<td>A</td>
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</tr>
<tr>
<td>B</td>
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<tr>
<td>C</td>
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<tr>
<td>D</td>
<td>24</td>
</tr>
<tr>
<td>E</td>
<td>16</td>
</tr>
</tbody>
</table>

Size band: 4
Grade bands: 4-14

Offered by AQA, CCEA, OCR, Pearson Edexcel and WJEC