Adviser Guide 2019

For entry to university or college in 2019

An operational guide for all teachers, advisers, and agents who help students apply to study in the UK
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What is UCAS?

We process applications to study full-time courses at universities and colleges in the UK, as well as some countries in Europe. We help advisers to help their students make informed choices, by guiding them through the entire higher education application process.

We also provide information, advice, and admissions services for UK conservatoires (UCAS Conservatoires), for Initial Teacher Training (UCAS Teacher Training), taught postgraduate courses (UCAS Postgraduate), and for young people looking to move to a new UK school or college after they’ve taken their GCSEs.

If you need to contact us about any aspect of the application process, our Schools Team is here to help (Monday to Friday, 08:00 – 18:00 UK time):

- phone from UK – 0345 123 8001*
- phone from outside the UK – +44 330 333 0239 (international call rates apply)
- email – adviserhelp@ucas.ac.uk

If you have hearing difficulties, you can contact Customer Experience Centre, using the text relay service:

- phone from the UK – 18001 0371 468 0 468*
- phone from outside the UK – +44 151 494 1260 (text phone) and ask the operator to dial 0371 468 0 468

About this guide

This guide is for staff at schools, colleges, and other centres, such as careers offices and agencies, who advise potential applicants to higher education (HE) courses in the UK.

It explains how to apply to UK universities and colleges, how UCAS processes applications, how you can manage your students’ applications, and the support, training, guides, and resources we provide.
Changes for 2019 entry

+ **Deadline change.**
Following sector consultation, there will no longer be a 24 March deadline for art and design courses. This means there will only be two UCAS Undergraduate equal consideration deadlines for 2019 entry:
- **15 October** – courses in medicine, dentistry, and veterinary medicine/science, and all courses at the universities of Oxford and Cambridge
- **15 January** – all other undergraduate courses

+ **UK-wide qualification reform:**
  + applicants will hold reformed qualifications including A levels, decoupled AS qualifications, Applied Generals and Tech levels, and numerically-graded GCSEs in some subjects, dependent upon their country of domicile – find out more at www.ucas.com/qualsreform
  + we have produced guidance on how higher education providers are responding to the changing qualification landscape, and the FAQs we’re receiving; www.ucas.com/applying-with-reformed-quals

+ **The General Data Protection Regulation (GDPR)**
The GDPR represents the most significant change in data protection law for nearly 20 years, and came into effect on 25 May 2018. In our view, the GDPR should not significantly alter the existing arrangements we have with registered centres. UCAS’ terms and conditions for becoming a registered centre include clauses relating to data protection and data security. It is very important that you regularly review the permissions you have set for staff members. When staff members leave or change roles and no longer require access, their accounts must be deleted.

The sharing of applications with schools/centres
Once you become a registered centre, students can link their UCAS Undergraduate applications to your centre. This allows you to view and receive updates on their progress through Apply for advisers, and Adviser Track, and support your students throughout the application process.

As part of the GDPR changes, we have updated the boxes that are pre-ticked in an application.
Before submitting their application, students now need to opt-in to share the progress of their application with their school/adviser on the declaration page. This enables advisers to see their students in Adviser Track and their Applicant Status Reports. Previously, this box was automatically ticked.

Applicants will be linked to your centre if they enter a buzzword when registering their application, but if they do not tick this additional box on the declaration page, advisers will not see these applicants in Adviser Track.

Students now need to tick the boxes in the section Keeping you informed about your UCAS application, and choose which information they would like to receive/share.

The only section that is pre-ticked is:

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If you haven’t been offered a uni or college place
We can ensure you receive course information from other unis or colleges that use UCAS – you may not have applied to them, but they will have relevant vacancies for you to consider.

If you would prefer not to receive this information, simply untick this box.

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Changes to questions asked in Apply 2019.
We’ve updated the questions students have to answer about criminal convictions:

1. We’ve removed the requirement for all students to declare whether they have any relevant unspent criminal convictions.
2. We’ll only ask students who apply for certain courses – for example, those that involve work with children and vulnerable adults, such as medicine, teaching, or social work – to declare whether they have any criminal convictions, including spent convictions. This question will only appear if a student is applying for one of these courses.

We’ve removed the questions in the student finance section of Apply. However, we will still provide applicants with important information about student finance, and how to apply for it.

Increases to the UCAS Undergraduate application fee for the 2019 admissions cycle.
The decision to increase fees comes following a thorough review of the market, and the increasing costs to deliver an admissions service. The increase will ensure we’re able to continue to meet our responsibilities in delivering value for money, and a fair and accessible admissions service for applicants and higher education providers.

The changes are:

<table>
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<tr>
<th>Current fee (2018 cycle)</th>
<th>Increase</th>
<th>New fee (for 2019 cycle)</th>
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<tr>
<td>Multiple choices – £24</td>
<td>Multiple choice – no change</td>
<td>Multiple choices – £24</td>
</tr>
</tbody>
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Development of our services
In light of our new strategy, Future Focus, we’re developing two new services:

1. An **agent and adviser portal** to give you complete oversight of UCAS Undergraduate and UCAS Postgraduate applications. This new service will be available from May 2019 for the 2020 cycle, and will replace Apply for advisers and Adviser Track. We will be asking for your feedback to help shape the portal, and will keep you up-to-date with developments through our monthly adviser newsletters.

2. A new **application management service**, to replace UCAS Undergraduate Apply and UCAS Conservatoires Apply. We anticipate this will be ready in May 2020, ready for you and your students to use for the 2021 admissions cycle. Applicants will be able to use this single system to apply for both UCAS Undergraduate and UCAS Conservatoires courses.
## 2019 entry key dates

### 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>15 May</td>
<td>UCAS Apply for advisers opens for 2019 entry.</td>
</tr>
<tr>
<td>22 May</td>
<td>UCAS Undergraduate Apply opens for 2019 entry.</td>
</tr>
<tr>
<td>5 September</td>
<td>Completed applications can be submitted to UCAS.</td>
</tr>
<tr>
<td>1 October (18:00 UK time)</td>
<td>Application deadline for UCAS Conservatoires music applications. Applications for dance, drama, and musical theatre courses may have a different deadline – check conservatoires’ websites for information.</td>
</tr>
<tr>
<td>15 October (18:00 UK time)</td>
<td>Deadline for applications to the universities of Oxford and Cambridge, and for most courses in medicine, dentistry, and veterinary medicine/science. The reference must be completed before the application can be sent to us.</td>
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### 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>15 January (18:00 UK time)</td>
<td>Deadline for applications for most undergraduate courses. The reference must be completed before the application can be sent to us.</td>
</tr>
<tr>
<td>25 February</td>
<td>Extra opens – applicants who have used all five choices and are not holding any offers may be able to add another choice.</td>
</tr>
<tr>
<td>30 June (18:00 UK time)</td>
<td>Applications received by this deadline will be forwarded to universities and colleges. After this time, applications are automatically entered into Clearing.</td>
</tr>
<tr>
<td>4 July</td>
<td>Last date to add an Extra choice in Track.</td>
</tr>
<tr>
<td>5 July</td>
<td>Clearing opens for eligible applicants and vacancies are displayed in the search tool. International Baccalaureate (IB) results day.</td>
</tr>
<tr>
<td>Early August</td>
<td>SQA results day.</td>
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<tr>
<td>15 August</td>
<td>GCE A level results day.</td>
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<tr>
<td></td>
<td>Adjustment opens for registration.</td>
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<tr>
<td>20 September (18:00 UK time)</td>
<td>Last date to submit 2019 entry applications.</td>
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**Deadlines for all courses can be checked in our search tool.**

Applications received after the deadlines will still be forwarded to universities and colleges, providing they have vacancies, but they are not obliged to consider them.
Stay up-to-date

ucas.com
There’s a dedicated section for advisers on our website at www.ucas.com/advisers. Here you’ll find all our latest news, events, advice about managing applications, writing references, and guides and resources to help you through the whole application cycle. We also have a new adviser timeline at the top ofucas.com/advisers, letting you know exactly what you need to do, when.

Newsletters
UCAS correspondents automatically receive our monthly newsletters. Now your colleagues, students, and their parents can also sign up for our tailored email updates at www.ucas.com/sign-up. They’ll get all the latest information, reminders, events, and training details, straight to their inboxes!

Twitter
Active on Twitter? Stay in the loop by following us @ucas_advisers.

UCAS widget
Parents have told us they want UCAS information earlier, so please host our widget on your school or college’s website or Virtual Learning Environment (VLE). You can then link your students and their parents to important information about higher education and the UCAS application process — all they need, when they need it.


Adviser news
From updates on UCAS’ products and services, and useful resources, to sector news and top tips from experienced advisers and subject matter experts, our adviser newsfeed gives you timely, relevant updates to support you in your role. For the latest adviser news, visitucas.com/adviser-news.
Section 1: Apply opens

If your school or college has not had previous contact with us (for example, you are a newly created sixth form), you can find information about registering to become a UCAS centre at www.ucas.com/becomeacentre. Once we’ve evaluated your registration details, we let you know if you’re eligible to become a UCAS centre. If you are, we issue you with your username and password to access Apply for advisers, so you can manage your students’ applications.

Other types of organisations, and independent advisers/counsellors outside of schools or colleges, can also register to become UCAS centres.

It’s important to have everything set up for your centre well before your students start preparing their applications. Therefore, Apply for Advisers is available a week before UCAS Undergraduate Apply opens. It’s never too early to get your students thinking about what they want to study. Read this section to find out what needs to be done.
1.1 Preparing your centre

Once you have become a UCAS registered centre, you will receive a unique five-digit identification code, only applicable to your centre. Please keep it safe, as you will be asked for this code whenever you contact UCAS.

In early May, we send your sign in details for the next application cycle to your centre’s UCAS correspondent. You’ll receive the username and password in two separate emails for security purposes. Once you have this, and Apply for advisers is live in May, you can set your centre up ready for the next application cycle. Sign in to Apply for advisers at www.ucas.com/advisers/login.

Top tips when setting up Apply 2019

+ **Check your centre's contact details are correct.** If you need to update them, please send the details to us at adviserhelp@ucas.ac.uk.

+ **Confirm if you want to save last year’s staff and group names.** Unless you are a new centre, you’ll be able to save the details from Apply 2018 on the first page of Apply 2019, when you complete the set up process. It’s important to do it now to prevent losing the information – you won’t be able to retrieve these details later. Staff sign in details will be shown if you have chosen to transfer the details when you set up Apply. Please make a note of these, as they will not be shown again.

+ **Create a shortlist of qualifications for your applicants to select from** when they’re in the education section of Apply. To create a shortlist:
  1. Sign in to Apply for advisers.
  2. Click ‘Setup’ and then ‘Qualifications’ in the drop-down menu.
  3. Select the appropriate qualifications from the long list and click ‘add’ to transfer them to your shortlist (see fig.1).

+ **Set up named groups** to help staff at your centre manage applications from groups of students – particularly helpful if there are large numbers of them.

+ **Specify a payment method for the applicant fee.** This ‘payment for service’ refers specifically to payment of the UCAS Apply applicant fee. There are three options:
  – Pay the fee on behalf of the applicant, and we invoice you (it’s up to you to obtain the fee from the student).
  – The applicant pays the fee directly with their own credit/debit card.
  – You leave it to the applicant to decide how to pay – we will invoice you if they decide not to pay the application fee directly.

If at any stage you wish to change your payment option, you can do so by signing in to Staff Apply and clicking set up, payment options, and selecting the choice required.

We cannot, at any stage, change or override the option set by your centre.

You can still accept cheques from students, but if they’re made payable to UCAS, your centre must send them to us only as part of an invoice payment. Your students must not send cheques direct to us.

+ **Create your centre’s new buzzword** – your students use this when they first register to use Apply to link their application to your centre. Schools and colleges normally complete the above registration before the summer holiday. You can then give your students the buzzword before they leave for the summer break.

To avoid confusion between application cycles, we recommend your buzzword is different from the one used in the previous cycle.

**UCAS Terms and Conditions**

By setting up Apply for advisers, you are agreeing to abide by the terms and conditions for registered centres – you can view these at www.ucas.com/terms-and-conditions-registered-centres.

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**Top tip:**

Creating a shortlist helps your students enter the correct qualifications – particularly important if there are similar qualifications to choose from. If they are also studying qualifications through another school or college, they can be easily added by selecting ‘other’. We have produced a qualifications spreadsheet, to identify the categories and qualifications, and highlighted new 2019 entry qualifications to help you set up your shortlist.
1.2 Preparing your centre’s advisers

The UCAS correspondent

The UCAS correspondent is the main contact we send all communications to, including the Apply for advisers username and password.

The UCAS coordinator

All centres, whether new or already registered, need to appoint at least one member of staff to act as the UCAS coordinator. Only coordinators can change the information originally entered when your centre registered with UCAS, and add, amend, or delete staff details. The coordinator can also be the correspondent.

After the initial set up, we recommend a centre appoints more than one coordinator, in case the first is not available.

Don’t forget

Please keep your UCAS correspondent’s details up-to-date. We send important operational updates to this primary contact, as well as sign in details for your centre each year for the new application cycle.

If you change your UCAS correspondent, email adviserhelp@ucas.ac.uk with your centre number, and their full name, job title, email address, and telephone number, so we can update our records.

Setting up staff users

The next step is for the coordinator to add staff at your centre to the system (see fig. 2).

Anyone who is a referee or involved in checking and approving applications must be added, with appropriate levels of access – see the section on permissions. Each new staff member will automatically have access to view the default group.

There are five types of user:

- **coordinator** – has access to all areas, but cannot be a named referee
- **coordinator/referee** – has access to all areas, and can be a named referee
- **user** – can see all applications in their allocated group(s), but cannot be a named referee
- **referee** – can be a named referee, but has no access to the system. This user type is sometimes given to school heads, where local practice is for the head’s name to appear on each reference, even if other members of staff write the references
- **user/referee** – can see all applications in their allocated group(s), and can be a named referee

Passwords

The online system automatically generates a username (from their full name) and password (random letters and numbers) for each member of staff, except referees, unless required. The coordinator should take a screenshot and send the sign in details to each user. After leaving this screen, these details will not be displayed again.

The first time each user signs in to the staff area, Apply will ask them to change the password to a memorable one of their own choosing.

If a member of staff forgets their password, the coordinator can unlock their account or change it for them from the security option in the main menu (see fig. 3).

If a student forgets their password, they can access a login reminder service and reset their password from the applicant area of Apply. If they still cannot sign in, you can choose a new password or unlock their account in the security area.
Permissions

The coordinator must set the appropriate permissions for each user, so they can process the relevant applications (see fig. 4). Each user will have one or more permissions from the following:

+ view application – to check the progress their students are making with completing their applications
+ approve application
+ view reference
+ edit reference
+ approve reference
+ send to UCAS
+ delete application

Users can have permissions in more than one student group, and can have either the same or different permissions in different groups.

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Top tips:

The following tips will be useful to users of the staff area of Apply:

+ use the links on the left-hand side of the screen to move between sections and get back to the 'Welcome' screen
+ always sign out when you have finished using Apply
1.3 Preparing pre-applicants

Some will know exactly what they want to do, while others won’t have decided yet. Even those who know still have some choices to make. Try to give them as much opportunity as possible to research their options.

Don’t forget, university or college isn’t the right option for everyone. It’s important to set higher education in the wider context, and to encourage them to explore all their post-18 options.

Our adviser resource pack includes some great ideas and resources for classroom activities with your students – highlighting essential information and helping them refine their choices to make informed decisions. Visit www.ucas.com/advisers/guides-and-resources for more information.

Useful resources and websites

+ My World of Work (Scotland): www.myworldofwork.co.uk.
+ Prospects: www.prospects.ac.uk – what students can do with their degrees.
+ UCAS buzz quiz: www.ucas.com/buzz-quiz – a short quiz designed to help students identify what they like and what they could do.
+ Information about higher and degree apprenticeships is available at www.ucas.com/apprenticeships.
+ Unistats – higher education statistics: unistats.direct.gov.uk – compare student satisfaction scores, percentage of course work, teaching, etc.
+ University league tables rank universities and colleges – it’s important to check their weighting and methodology to understand their bias. The Times Online at www.timeshighereducation.com, and Complete University Guide at www.thecompleteuniversityguide.co.uk, are interactive sites. Users can highlight their requirements and create their own unique table.

Information for international students

+ British Council: study-uk.britishcouncil.org.
+ UCAS information and advice for international and EU students: www.ucas.com/international.

Visit the UCAS search tool at www.ucas.com/search.

Our search tool has over 50,000 courses at over 395 providers in the UK (see fig. 5). This mobile-friendly tool enables students to shortlist courses, save searches, and access all undergraduate, postgraduate, and conservatoire courses in one search tool.
Watch our videos
Visit www.ucas.com/videos for a wide range of videos to help you, your students, and their parents and guardians, with all aspects of the application process, and much more.

Blogs
For inspiration, and to find out what uni’s really like, advice about applying, and student finance, your students can read our blogs at www.ucas.com/connect/blogs.

Case studies
We have a range of case studies about the higher education experience, from students of all ages and backgrounds, at www.ucas.com/connect/case-studies.

Get out there!
To help your students decide, open days and taster courses give a chance to ask questions, and get a taste of what it would be like studying at the university or college.

Attending university and college open days is a great way to get a feel for a place. Your students will be shown around the students’ union, library, accommodation, and the department where they might end up studying. They’ll also have the opportunity to meet tutors and students, who can answer all their questions.

One parent told us: Now that we have finished our round of open days, both my son and I have a better understanding about where he wants to go and what he wants to study.

Find open days using our search tool at www.ucas.com/open-days.
If your students can’t attend an open day, a university or college virtual tour might be an alternative. Although nothing beats seeing it for themselves, virtual tours give an idea of the facilities. These are especially helpful for international students. There’s a list at www.ucas.com/virtual-tours.

Enrol on a taster course or summer school
Many universities and colleges offer short taster courses and summer schools, giving students experience of academic and social life in a higher education environment. Most are free, and they last from one day to a week. Summer schools are designed to be as authentic as possible, with lectures and tutorials, and give students the chance to share their academic interests.

Our taster course and summer school search tool at www.ucas.com/taster-course has information about courses and how to book a place. They can be popular, so it’s a good idea to book early.

One student commented: Summer school was the sole reason that I went to uni; if I hadn’t gone I definitely wouldn’t be doing mental health nursing now. It gave me the taste of what uni is like. It also gave me a clear career plan – I made sure I redid my maths GCSE, so I could get in and get the A level grades I needed.

UK applicants are asked if they’ve participated in such activities in the ‘Activities in preparation for higher education’ field of ‘Additional information’ in Apply. The location list in this section includes all universities and colleges. If the applicant doesn’t know the ‘sponsor’ (organiser), they can choose ‘Don’t know’. We’ve recently made a change, so if the organiser is the same provider, they can choose ‘As location.’

Did you know?
As part of the open day programme, many universities and colleges timetable in sessions just for parents and guardians, on key topics like student finance, staff/student contact hours, and accommodation.

One tip: Keep your students informed: students will be able to register and sign in to 2019 entry UCAS Undergraduate Apply from 22 May 2018, and submit their applications to their school/centre for checking. Completed applications can be submitted to us from 5 September 2018.
1.4 Resources for your students’ parents and guardians

We have resources especially for parents and guardians that we’d like to encourage you to promote at your school events, on your website, or through links to www.ucas.com.

The best place for parents and guardians to get the support they need is at www.ucas.com/parents. There’s information, resources, and videos to guide them through the different stages of the application process, including:

+ Parent Guide PDF – information covering the key stages of the application process, and what they need to do when
+ Parent information tool – for advice, hints, and tips when supporting applicants
+ Monthly parent newsletters – all the updates and information they need, along with timely explanations of the application process. Parents and guardians can sign up at www.ucas.com/parentform

We’ve produced a presentation introducing the UCAS application process, for you to use at your parents’ evenings – you can download this from www.ucas.com/advisers/guides-and-resources/pre-application-toolkit.

"I wasn’t sure how to help my son access an application to university and knew that UCAS had something to do with it. When I found the parent newsletter it was brilliant, and I signed up to make sure I was helping him the best way I could."

Top tip:
Our international toolkit has a number of useful resources for parents and guardians, including a guide to applying to study in the UK. Visit www.ucas.com/international-toolkit for more information.

Meet:
+ unis
+ colleges
+ employers
+ gap year providers

Book a free group visit now at www.ucas.com/exhibitions
Section 2: Completion of application

Advisers

Apply for advisers opens in the third week of May.

- Check your centre’s contact details are correct. If you need to update them, send the correct details to adviserhelp@ucas.ac.uk.
- Copy and save last year’s staff and group names.
- Create a shortlist of qualifications.
- Create your centre’s new buzzword.

Apply opens

Preparation of pre-applicants

You may want to set your own deadlines for students to complete applications, to allow time for adding references and final checks.

- Check students’ progress in Apply for advisers. Click the ‘Send to UCAS’ link to check for any incomplete applications.
- Create, edit, and approve references. You’ll need to complete a reference for each application before sending it to us.
- Make sure the student completes every section of their application.
- Keep your students informed. Remind your students that clicking ‘Pay/Send’ is not the end of the process and you still have work to do.

Exam results – www.ucas.com/advisers/exam-results

We receive exam results from many awarding bodies. This is called Awarding Body Linkage (ABL).

We match the results to your students’ qualifications listed in Apply and send them to the universities and colleges that are holding offers for them. If your students change/drop subjects, please let us know, as the qualifications we receive from awarding bodies will not match the qualifications they have put in Apply. This may delay universities and colleges in confirming a place.

Appeals

Applicants may need your support if they appeal a result or request a re-mark. It is important to let the universities and colleges know an appeal is taking place, and if a grade changes (if applicable).

Post-submission

Confirmation and Clearing

Applicants

UCAS Undergraduate Apply opens one week after Apply for advisers.

Students can register, start their research, and search for courses. They need to check entry requirements and application deadlines:

- 15 October – all courses at Oxford and Cambridge, and most courses in medicine, veterinary science/medicine, and dentistry.
- 15 January – the majority of courses.
- 30 June – after this date, applications received are automatically entered into Clearing.

Universities and colleges will decide whether to make the applicant an offer. It’ll be:

- unconditional if they’ve already met the entry requirements
- conditional if the offer’s based on exam results

If the applicant has used all five choices and doesn’t receive any offers, or declines the offers they do receive, they can use Extra to apply for more choices, one at a time.

UCAS sends exam results to universities and colleges. Applicants must send certification of exam results for any we don’t forward to their chosen university/college – see www.ucas.com/sending-exam-results.

Applicants can see their status in Track and check if their place is confirmed.

- If the firm choice is unconditional, the place is theirs.
- If the place is conditional, the university or college will update their status when they have their results.
- If the applicant is unsuccessful, they can use Clearing to apply for more courses.

If an applicant does better than expected and exceeds the conditions of their firm choice, they can look for an alternative course using Adjustment.
2.1 Application overview

The application has several sections for your students to complete, and a section for a referee to write their reference. Once all the sections are complete and payment is authorised, it can be sent to UCAS.

Before looking in detail at the application, it’s important to know when to apply.

There are four application deadlines to be aware of – please refer to 2019 entry key dates on page 5 for full details of these. You may want to set your own internal deadlines.

- 15 October 2018 at 18:00 (UK time)
- 15 January 2019 at 18:00 (UK time)
- 30 June 2019 at 18:00 (UK time)

If you aren’t sure which deadline applies, you can find this in our search tool.

Students can submit their application before they have completed their qualifications and received results – offers will be conditional, based on exam results to be achieved. Referees are expected to provide predicted grades for the qualifications their students are studying, so universities and colleges have an idea of their expected performance.

Late applications

Universities and colleges give equal consideration to all applications received by the main deadlines. They may consider late applications if they still have vacancies, but they don’t have to. They can also close courses after the relevant deadline has passed if they don’t want to receive any more applications. A quick check in the UCAS search tool is the first step in choosing a course.

2.2 First stop – the student’s sections

How to apply

Applications are made online using our secure web-based application system, Apply. It’s on-screen help guides users through the application. For advice and video guides to applying, please visit www.ucas.com/fillinginyourapplication.

Students can use Apply anywhere that has internet access. They can rework and resave their application details as often as necessary, before submitting the final version to their teacher, adviser, referee, or UCAS, as appropriate. If your students are using Apply on a shared computer in a classroom, library, or IT suite, please remind them to sign out of their application, to avoid another user mistakenly signing in to the wrong application.

Students complete up to seven sections (one is for UK applicants only) – see fig. 6:

- personal details
- additional information (UK applicants only)
- student finance
- choices
- education
- statement
- employment

As their application progresses to completion, they can see the status of each section.

- Not started
- In progress
- Completed

International students

Students who submit their application by 18:00 (UK time) on the course deadline date are guaranteed equal consideration by universities and colleges. Many offer extended deadlines for international applicants – students should check with universities. It's important to remember that most UK students will make their applications well before the deadline, and some popular courses might not have places available after that date.

Taking a year out after school

Students who take a gap year, including national service, can apply in the 2019 entry cycle, to start a course in 2020. This is called deferred entry.

The 'rules' are the same as for applicants starting their courses in 2019.

- They apply by the same application deadlines.
- They choose a start date in 2020 when they add the choice.
- They must meet the conditions of their offer by 31 August 2019, unless a different date is specified by the university or college.

Before applying, students should contact universities or colleges to check they consider deferred applications. For some courses they may not – for example, the course may not be offered the following year, or they may prefer there not to be a break in study.

Did you know?

We have a printable example application available on ucas.com/advisers/guides-and-resources. This is a great tool for you to run through each section of the application with your students, and also useful for those with limited internet access. Please note, this is only a guide – your students still need to register and complete their application online, as we do not accept paper applications.
Applicants who apply through a UCAS registered centre, such as a school, college, or careers centre, need its buzzword. This is the buzzword you set up at the start of the cycle, and will be used by UCAS to link your students’ applications to your centre when they register.

If they don't use your buzzword, they can apply as an individual applicant, and just request a reference from the centre. But they won't be linked to your centre, and you will not be able to track and check the completion of their application.

Authorised staff at UCAS centres can check through the applications and, where necessary, refer them back to students for correction. Please check the completed application carefully before sending it to us. In particular, please check the choices section, and the qualifications details. All certificated qualifications, including GCSEs and any ungraded results (such as a U grade at A level), must be included in the application. If your applicant takes an AS qualification, but drops the subject at the end of year one, they must still declare the grade. Any omissions may result in subsequent cancellation of the application.

Students can include their unit grades for certificated qualifications. This is optional – you may decide to advise your students to enter them, if you believe this will improve their chances of being offered a place.

Former students can use your buzzword to link their application to your centre, if you're happy for them to do this. Accepting an applicant means you're agreeing to approving their application, writing and attaching a reference, then sending their application to UCAS once all sections are complete.

Remember to check ‘link to applications to centre’ in Apply for advisers. See page 22 for more information.

Acknowledgement emails

We send applicants an automated acknowledgement email after:
+ they have completed all sections of their application and submitted it to their centre
+ the reference has been added to the application and it has been received at UCAS

Number of choices

Each student can make a maximum of five choices on their application, including:
+ no more than four choices in any one of medicine, dentistry, veterinary medicine, or veterinary science
+ no more than one course at either the University of Oxford or the University of Cambridge. The exception to this is if the applicant will be a graduate at the start of the course and they’re applying for graduate medicine at the University of Cambridge. In this case, they can also apply to medicine at Cambridge, in addition to being able to apply to graduate medicine at the University of Oxford. No other combinations are permitted

If they apply to fewer than five choices to begin with, they can add more later, if they have not replied to their offers. They should, however, remember to check the application deadline for the course.

Invisibility of choices

We send the application on to each of the chosen universities and colleges at the same time. Each university or college only has access to the information about its choice. They must not ask applicants, or the person that the applicant has nominated to have access to their application, to reveal their other choices. This is what we call invisibility.

Only much later in the application cycle, when an applicant has received decisions on all their choices and replied to any offers, will each university or college be able to see details of the other choices. This ensures each university or college decides independently whether to offer a place and what conditions, if any, to attach to an offer.

Top tip:

Choices aren’t sent in preference order – we send an application to all the universities and colleges at the same time. They don’t know where else your student has applied, or what order the choices were placed in.

Contextualised admissions – what this means for your students

Contextual information and data can be used by universities and colleges to assess an applicant’s achievement and potential, considering their educational and socio-economic background. The aim is to form a more complete picture of an applicant’s characteristics.

As a teacher or adviser, it’s important to be aware of this, so you can give the best advice to your students. Contextualised admissions encourage aspirational applications, and may also help explain why a student has received a certain offer.
What practical steps can I take to help?

- Encourage your students to complete all the relevant application fields in full. The contextual information submitted on the UCAS application is critical to facilitating contextualised admissions.
- If there is a personal circumstance you think the university or college would like to be aware of, and there isn’t a question about it in Apply, you can include this in the reference if you have your student’s permission.
- Examples of such contextual information include mature student, disability, parenting or care responsibility, estrangement from family, widening participation activities, or information about your school which may affect performance, such as significant staff changes.
- An applicant can also include this information in their personal statement, or send it directly to the university or college if they prefer.

What might this mean for my students’ applications?

Contextualised admissions can be used at different stages of the application process, as part of holistic assessment to:

- target students for widening participation activities
- inform a decision, including inviting them for interview, contextual offers, and ‘near miss’ applicants at Confirmation
- identify applicants who may need additional support
- help assess an applicant’s eligibility for financial support

We’ve produced a factsheet in conjunction with the Fair Education Alliance (FEA), to explain what this might mean for your students’ applications. You can download this at www.ucas.com/widening-participation.

Disability, SEN, health conditions, and mental health conditions

Universities and colleges welcome applications from people with disabilities, SEN, medical conditions, and mental health conditions. They have a wide range of support in place for students with individual needs, and try to meet their specific requirements whenever possible.

It’s a good idea for applicants to contact universities before they apply, to check what support is available, and discuss their needs with the disability or mental health adviser, if possible. If they are likely to need support in their studies, accommodation, or daily living, the university may want to know:

- which course they’re interested in
- the nature and extent of the disability, special need, or medical condition
- any arrangements they have needed, or found helpful, in the past

Universities and colleges will consider the application on the same academic criteria as any other, and any medical information will remain confidential. If they cannot meet the student’s needs, they can substitute this with another choice.

It is especially important for international students with disabilities or mental health conditions to contact universities in advance, as funding arrangements to support them can be different from UK students. Students may be able to bring support funding from their home country to study in the UK, and will need to arrange this with the university in the UK well in advance. More information can be found on the British Council website at www.britishcouncil.org.

All applicants have the opportunity to disclose a disability or health condition when they complete the personal details section of Apply. There are a number of options to choose from, including ‘no disability’. If they are concerned about disclosing their disability, please encourage them not to be. Early disclosure will help support to be put in place before the start of the course.

You can find more information at www.ucas.com/ucas/undergraduate/getting-started/individual-needs/disabled-students.

Students who are care leavers or ‘looked after’ children

All applicants with a permanent home in the UK are asked if they have ever been in local authority care, including foster care, in a residential care home, under a home supervision order (Scotland), or kinship care.

Disclosing they have been in care means the university or college may be able to help with:

- support for all-year-round accommodation, including during holidays
- sorting out their finances
- bursary entitlements
- support services such as counselling, childcare, disabilities, and careers guidance

Universities and colleges treat this information in confidence. They may contact a student to discuss if they need any extra resources or support during the course.

For further advice in supporting care experienced students apply to university visit our Supporting Care Leavers Toolkit at www.ucas.com/supporting-care-leavers-toolkit.

Top tip:

Visit the website Propel at propel.org.uk for information about moving into higher education from care, and specific details about the support individual universities and colleges across the UK offer.
Students who are estranged from their family

Do you have students planning to go to university who don't have support from a family network (also known as being ‘estranged’)?

Many universities can offer support with:

+ year-round accommodation, including during the holidays
+ financial help, including bursaries, and support with applying for student finance as an independent student
+ help with mental and physical health and wellbeing support services such as counselling, childcare, disability, and careers guidance

We recommend students contact universities and colleges before they apply, to check what support is available. We would also suggest that, with the student’s permission, their circumstances are mentioned in their reference.

We’ve teamed up with Stand Alone to provide estranged students with all the support and information they need to prepare for uni life. Visit [www.ucas.com/estranged-students](http://www.ucas.com/estranged-students) to find out more.

Students with care or parenting responsibilities

Students who are parents, or provide regular care to a family member or friend with a disability, illness, mental health condition, or addiction, may be able to access additional support during their studies. This can include:

+ financial support, including bursaries
+ help with managing health and wellbeing
+ support services such as counselling, childcare, disability, and careers guidance

We recommend students contact universities and colleges before they apply, to check what support is available. We would also suggest that, with the student’s permission, their circumstances are mentioned in their reference. For more information visit [www.ucas.com/individual-needs](http://www.ucas.com/individual-needs).

Students with care or parenting responsibilities may also find the Charity Carers Trust website useful – [carers.org](http://carers.org).

Refugees and asylum seekers

The support available to students who are refugees and asylum seekers wanting to enter higher education depends on their status.

Students with [official refugee status](#) in the UK are entitled to apply for student finance, and will be considered a ‘home’ student for calculating tuition fees. This also applies to students with humanitarian protection, although they will need to have been a resident in the UK for a minimum of three years, and the support offered may differ.

Asylum seekers are usually considered as ‘overseas’ students and are therefore, not eligible for student finance and subject to different tuition fees. However, some universities offer a limited number of Article 26 scholarships to students seeking asylum in the UK. This also applies to students with limited or discretionary leave to remain (ILR/DLR), and forced migrants.

At the age of 18, many young people will face a change of status. University admissions staff are aware of this complication, and will advise according to their policies. It’s essential that any change of status is communicated to the universities immediately, as this may affect the student’s fee status and the help they are eligible for.

For more information visit [ucas.com](http://ucas.com), and the following websites:

+ [Refugee Support Network](http://refugeesupportnetwork.org) – helping young people with refugee status, as well as those who are seeking refugee status:
+ [STAR](http://star-network.org.uk) – a student network, supporting refugees in the UK:
+ [Article 26](http://article26.hkf.org.uk) – a Helena Kennedy Foundation project, supporting asylum seekers and offering bursaries:

Widening participation

We support widening participation (widening access in Scotland), and work in partnership with charities and other sector organisations, to provide practical and inspiring information, advice, and resources for under-represented groups. We also produce reports to inform public debate, including our Progression Pathways report, which describes and explores pathways which give students the opportunity to progress to a bachelor’s degree in an incremental way – progressively securing qualifications at intermediate levels – and those which combine study with work.

2.3 Next stop – the adviser’s sections

Checking applications

In Apply for advisers, you can check to see the progress your students are making with their applications (see fig. 7). Your permissions may restrict your access.

You can check the overall status of each of your students’ applications (all sections combined), and separately for each reference. Next to each student’s name is an information button – click this for a summary of the application.

Once your students have registered, you can view individual applications at any stage – you do not have to wait until they are complete.

When a student marks their application as complete and sends it to the referee, it is ready for you to check and to add their reference. At this point the student will not be able to make any changes to their application. The main areas to be checked are their qualifications and choices.

If a student has not entered any qualifications you will see a warning message, and need to either confirm they have no qualifications, or return the application so they can add them.

As applications and references are completed, approved, and sent to us, you can check the overall position for your centre. To help you monitor progress, the welcome screen shows the status of applications for which you have control (see fig. 8).

If a student decides to withdraw their application before you send it to UCAS, you can delete the record. If you need it reinstated, call the UCAS Schools Team (see inside front cover) to do this for you.

Applicants should enter all achieved qualifications on their application

A levels in England have recently been reformed, and applicants will hold reformed qualifications in the majority of subjects. In England, the main change is the AS has been decoupled from the A level, meaning the AS result will no longer contribute to the overall A level grade. Applicants who have undertaken a decoupled AS should enter this on their application. However, any contextual factors that could impact on the performance in this exam should be listed in the reference.

Phased GCSE reform in England will also have an impact on students resitting GCSEs in certain subjects, for the 2019 entry application process. The new GCSEs are graded numerically (9-1, with 9 being the highest grade), rather than alphabetically (A*-G). GCSE grades in Wales are not changing. Northern Irish schools can choose to offer either alphabetically or numerically graded GCSEs, and CCEA regulated GCSEs will include the C* grade from 2019 first award.

Vocational qualifications that contribute towards school performance measures have been reformed, and are now classified as either Applied Generals or Tech levels. The largest provider of vocational qualifications is Pearson, with the BTEC qualification, but AQA, City & Guilds, OCR, and other boards all offer vocational qualifications in these categories. This will be the second year these qualifications have been substantively awarded. Our adviser guide to Applied General and Tech levels qualifications (available at ucas.com/qualsreform) contains helpful tips for entering these qualifications in Apply, and outlines the potential impact of the reforms on applications to higher education.

Guidance for writing references

As an adviser, you may be asked to write references for your students.

1. You can use up to 4,000 characters or 47 lines of text (including spaces and blank lines) – whichever comes first.

2. You can write the reference in advance, but you need to read what the student has written in their application before you finalise it. There’s no need to repeat anything the student has already mentioned, unless you want to comment on it.

3. Your reference should support the student’s intentions for progressing to higher education. If they’ve chosen a wide range of different courses you may find this difficult, and you’ll need to explain this to them.

4. If a student has had a break in their education, it’s helpful to explain the reason – please discuss this with them.

5. Each university or college listed on the application will see your reference. They will not, however, know where else the student has applied. If you referred to one of them in your reference you effectively remove some of the ‘invisibility’ and could compromise the application.

6. For each student, choose their referee from the list. This name will appear on the reference, even if another member of staff writes it (see fig. 9). A different member of staff (not the referee) often approves the reference.

7. The reference doesn’t have to be written by the head teacher or head of sixth form – it’s more important that it’s written by someone who knows the student well enough to comment on their academic abilities and personal qualities, and has several contributions from tutors. However, the named referee is also the person who predicts the grades.

8. We recommend references are written in a word-processed document first, and then copied and pasted into the application. If you type text directly into the space provided in the reference section of Apply, it’s important to save it regularly. Any interruption to the internet connection would result in all unsaved text being lost. Incomplete references can be saved in Apply and finished later. Once finished, they can be marked as complete, which means they are ready for the final check by an approver.

9. Whatever method you use, always remember to save the reference before leaving the reference section in Apply.

10. With the correct permissions, a reference can be changed after it has been marked as complete or approved. It cannot be changed once it has been sent to UCAS.

Read more about writing references at www.ucas.com/writingreferences.

What to include in your reference

Universities and colleges find it useful to have information about the centre where the student has studied, as well as your assessment of their suitability for the course they’ve chosen. Please try to include these in your reference.

Your centre’s curriculum policy

If you want to provide more information about qualifications available at your school or college, create a web page and include the URL in your reference. On the web page, give information about the curriculum offered at your school or college, including the awarding bodies offering the qualifications, and the choice and number of subjects they have to select from. This is particularly important given the significant changes to academic and vocational qualifications in recent years.

+ For students taking GCE qualifications, provide a brief statement on the school or college’s curriculum policy, including reference to:
  – the range of opportunities available to all students
  – the typical numbers of AS and A level subjects taken by each GCE student – policies for certification of GCE AS
  – policies for certification of GCE AS
  – opportunities to take vocationally-related qualifications, such as Applied A levels, and of mixing these with academic GCE qualifications

+ For students taking Scottish qualifications, you should comment on the programme of teaching offered at your school during the Senior Phase (S4 – S6) of Curriculum for Excellence.

+ For students studying in a country where English is not their first language, include information about any teaching done in English.

+ If the individual student’s situation differs in some way from the normal policy, give details.
About the applicant

Give an assessment of the student’s suitability for the courses they’ve chosen. Where possible, include the following:

+ existing achievement, particularly for subjects relating to the courses they’ve applied for
+ motivation and commitment towards their chosen courses
+ relevant skills achievement, certificated or not
+ potential (other than predicted grades)
+ powers of analysis and independent thought
+ relevant curriculum enrichment and other activities
+ relevant work experience, such as placements or voluntary work
+ proposed career plan
+ suitability for training for a particular profession (if relevant)
+ any factors, such as personal circumstances, that may have affected, or might affect their performance
+ information about any special needs and other requirements.

But do not give information about a student’s health or disability without their agreement
+ information you might want to add about performance in individual units of qualifications, that the student has not already given
+ for UK students, how the school or college is involved in widening participation, Gifted and Talented initiatives, and so on. If students have mentioned any of these activities in their application or personal statement, comments on their involvement may also be helpful
+ any personal circumstances which may mean the student requires support whilst in higher education
+ any commitments (for example, exams) which might prevent the student from going to an interview on a particular day

Predicted grades

Predicted grades are used by universities as part of their decision process, as it helps them understand the applicant’s academic ability. The predicted grade is the teacher’s prediction of the grade the applicant is expected to achieve in the subject, based on all the evidence of the applicant’s work, and the teacher’s knowledge of the qualification standard.

Predicted grades are part of the reference, and it is expected that the person who is a named referee also predicts the grades. If this is not the case, in the reference section state who is predicting the grades.

What you need to do

If the student is still studying or waiting for results, give a predicted overall achievement in the predicted grades box.

Under the heading ‘predicted grades’, you’ll see all the qualifications the applicant has listed as ‘pending’ on their application. Please select your predicted grade or result from the drop-down list (see fig. 10).

If there is no drop-down list, please enter the title of the course or qualification and the predicted grades, results, or performance outcome you expect the student to achieve.

There’s space to comment on the applicant’s performance in any units they have taken so far in the reference section itself. It’s helpful to explain if they have yet to decide on their final qualification (for example, maths or applied maths, A level, or AS).

Since 2017, A levels in biology, chemistry, and physics in England have an additional grade based on a student’s practical skills. Guidance on how to issue predicted grades for the science practical can be found on ucas.com.

Additional comments and considerations: With the recent and ongoing curriculum and qualification reforms, you may want to consider the following when writing the reference:

+ including a statement about the applicant’s overall progress, based on relevant information from subject teachers about their performance or rank order in a class or subject
+ commenting about any circumstances that have affected a student’s performance, including factors from their perspective and/or factors from the school perspective, such as staff changes
+ checking the university or college’s qualification reform statement for specific or relevant advice and information about predicted grades and references – links to these are available at www.ucas.com/qualsreform
+ where appropriate, refer to/include a hyperlink to information about your centre’s approach to qualification reform and/or curriculum offered. See page 20.
+ including a statement about your centre’s approach/methodology for predicting grades
+ mentioning any obstacles the applicant has had to face, and their potential and motivation to reach higher grades, so course providers have more than just grades to take into account
+ if applicable, clarify reasons for underperformance in a subject/qualification, to avoid confusion over a predicted or achieved low grade combined with a very positive reference

Fig. 10 – predicted grades in reference section
One-year courses

If the student is on an Access, international foundation, or other one-year course, you may not have known them long enough to write a full reference. Explain this and say you’re providing a temporary reference, with details of how the course is assessed and the number of credits awarded. Confirm you will send a more detailed reference to the universities and colleges later.

Former students

Former students can request to be part of your centre, or ask you just for a reference. If a former student asks you to write a reference, you can do this without adding them to your current cohort. They’ll see a link in the ‘Options’ section of their application to ‘ask a registered school, college, or organisation to write your reference only’. While you’re writing it, the student will see their reference section is in progress. When you have completed it, they will see a tick. They cannot view their reference in Apply, but once it’s complete we let them know and then they can send the whole application on to us with their payment. If you want to support them after submission/have the application linked to your school for progression purposes, give the student your buzzword. They’ll see the link in the ‘options’ section in Apply.

Don’t forget to look in the ‘Link applications to centre’ section to ensure you pick up these applications. We recommend that you create and name a group ‘former students’ to easily identify them from your current students.

Copy references and the Data Protection Act

Under the Data Protection Act, students can obtain a copy of the reference from us, along with any other personal information we have about them.

Students from outside the UK

The reference must be submitted in English. If you cannot write in English, it should be translated by someone other than the applicant or their family. If the student’s first language is not English, it’s helpful to comment on their ability to write and speak English, and say which, if any, of their studies were taught in English.

It’s important that a teacher or other staff member who knows the student well provides the reference, as they can comment on their suitability for the course.

If the person who can provide the most suitable reference does not speak English, it can be good practice to provide comments to the student’s English teacher, school guidance counsellor, or other staff member, who can write the reference on his or her behalf. In such cases, make it clear that another teacher has provided comments in support of the application.

Detecting fraud

Please make sure your students are aware of the following information about our Verification Team and its work to identify fraudulent applications.

False or misleading information

If we, or a university or college, believe an applicant has left out any relevant information, or given false or misleading information, we may take steps to check whether the information given is complete and accurate. If you have any reason to believe information we have about the applicant is not complete or accurate, you must tell us.

We reserve the right to cancel an application without refunding the application fee.

Provide more information

We, and the universities and colleges, may at any time ask the applicant, their referee or their employer, to provide more information about the application (for example, proof of identity, status, qualifications, education, or employment history). If we do not receive that information by a set date, or if the information is not satisfactory, we reserve the right to cancel the application without refunding the application fee.

Personal statement

Along with other verification checks for identity and academic qualifications, we carry out checks to verify personal statements are the applicants’ own work. If we have cause to question an application, we will contact the applicant, and at the same time inform all the universities and colleges to which the applicant has applied, who will then take any action they consider appropriate.

Reference

It’s important that your reference is a realistic summary of the applicant’s likely achievements in future exams, and their suitability for the courses for which they’ve applied. If an application, including the reference, has any relevant information missing (which might influence the decision of a university or college whether – and on what terms – to offer a place), or any false or misleading information (such as over inflation of predicted grades), this could have a negative influence. In such circumstances, UCAS, and the universities and colleges, retain the right to cancel the application and withdraw any offers without returning the application fee.
Section 3: Post-submission

3.1 At UCAS
What happens when we receive an application?
The built-in checks in Apply make sure most errors are dealt with before you send the application to us. Occasionally, we may need to query something with the applicant – if this happens, there may be a delay in sending the application to the universities and colleges.

Once an application has been processed through our databases, it’s usually with the universities and colleges within two working days of being sent to us. They can see the whole application, but at this stage they can’t see the applicant’s other choices of university and college.

3.2 At the universities and colleges
What happens at the universities and colleges when they receive an application?
The universities and colleges begin their decision-making process. This differs between them, and even for different courses at the same university or college.

Applicants will hear about each of their choices at different times – sometimes they’re contacted very quickly, or it may be several months before they hear anything.

The universities and colleges have deadlines by which they must make decisions on applications – this date depends on when the application was submitted to UCAS:

<table>
<thead>
<tr>
<th>Application received at UCAS on or before</th>
<th>University or college must make a decision on or before</th>
</tr>
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<tbody>
<tr>
<td>15 January 2019</td>
<td>2 May 2019</td>
</tr>
<tr>
<td>30 June 2019</td>
<td>11 July 2019</td>
</tr>
</tbody>
</table>

If we don’t receive a decision from the university or college by their deadline, we automatically make the application unsuccessful. This is explained to the applicant in Track, and if you subscribe to Adviser Track you will see ‘RBD’ – our abbreviation for reject by default.

Qualification Information Profiles (QIPS)
Qualification Information Profiles (QIPs) provide objective, comparable information which universities and colleges can use to inform decisions about the admission of students. They help to provide information in a clear and consistent format across different qualifications, and include a range of information such as size, grading, assessment, structure, and content. Please see qips.ucas.com for more information.

3.3 What applicants need to know
Track
Applicants follow the progress of their application online, using Track. When a university or college makes a decision about one of their choices, we email to tell them to look at the change in Track (see fig. 11).

Contact details
Applicants can change their contact details in Track – it’s important they keep these up-to-date.

If you’re in a boarding school, please remind all your students to change their postal address to their home address (or an alternative address where they can receive mail) at the end of the summer term.

Changes to exam details applicants have entered in Apply
After you have sent the application to us, please let us know at qualsupport@ucas.ac.uk straightaway if any of your students’ exam details change, and also let the universities and colleges know.

+ That’s anything from exam subjects, modules or units, to awarding/examining bodies and centre numbers.

+ It’s important to tell us, as it could delay the processing of exam results if we are not updated. If results can’t be confirmed, your student might not get their place.
Checking for decisions about choices

When the universities and colleges have considered an application, they send us their decision and we update Track. We email the applicant to let them know something has changed – so it’s vital they regularly check their emails.

Sometimes applicants are invited to undertake an assessment before the university or college can decide whether to make an offer. They may need to sit an admissions test or attend an interview, perhaps both, depending on the subject and popularity of the course. Art and design students, in particular, usually need to present a portfolio of their work.

Invitations to submit a portfolio or attend an interview or audition may be received in Track, or direct from the university or college. Please remind your students they must respond to invitations to interview as soon as possible. They can accept, decline, or request a new time or date – if they want to change the date they must contact the university.

All decisions are made by the universities and colleges. UCAS does not have any involvement in deciding whether to make an offer.

Offers

An offer will be either conditional or unconditional. It will show the year and month the course starts, and the point of entry (for example, the second year of the course rather than the first). Offers can be viewed in Track (see fig. 12)

UCAS Tariff points

Some universities and colleges use Tariff points in their entry requirements. Applicants may receive an offer of a place that is conditional on achieving a certain number of UCAS Tariff points. Our Tariff points calculator at [ucas.com/tariff-calculator](http://ucas.com/tariff-calculator) can help students understand how many Tariff points their qualifications carry.

It’s important to make sure your students understand they cannot ‘double count’ exams in the same subject. Points for GCE AS qualifications or SQA Highers cannot be included if an applicant has been assessed in the same subject at A level, or Advanced Higher.

International students: a small number of international/non-UK qualifications are included in the Tariff for 2019 entry. At the time of publication, these are:

- Hong Kong Diploma of Secondary Education
- International Baccalaureate
- Irish leaving certificate
- University of Cambridge ESOL Examinations
- US and Canadian Advanced Placement Programme
- Attestats par vispārējo videjo izglītību (Latvia)
- Baccalauréat Général (France)
- Gaokao (China)
- Global Assessment Certificate (Australia)
- Gymnasialer Maturitätsausweis/certificat de maturité gymnasiale/attestato di maturità liceale (Switzerland)

Please check [www.ucas.com/tariff](http://www.ucas.com/tariff) for the most up-to-date list of qualifications included in the Tariff.

If an international student’s qualifications are not included in the Tariff, universities and colleges can make an offer based on exam grades. Contact universities to check their entry requirements for international qualifications.

Here is an example of how an applicant would add up their Tariff points. Only the points shown in bold can be included in the total.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level</th>
<th>Grade</th>
<th>Tariff points</th>
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<tbody>
<tr>
<td>History</td>
<td>GCE AS</td>
<td>C</td>
<td>12</td>
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<tr>
<td>English language</td>
<td>GCE AS</td>
<td>B</td>
<td>16</td>
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<tr>
<td>French</td>
<td>GCE AS</td>
<td>B</td>
<td>16</td>
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<tr>
<td>Health &amp; social care</td>
<td>GCE A</td>
<td>C</td>
<td>32</td>
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<td>English language</td>
<td>GCE A</td>
<td>B</td>
<td>40</td>
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<tr>
<td>French</td>
<td>GCE A</td>
<td>C</td>
<td>32</td>
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<td><strong>Total Tariff points</strong></td>
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### New Tariff points for some popular qualifications

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**Conditional offer** – means the offer has conditions. For example, the applicant has to achieve certain exam results. Unless a different date is specified, the conditions must be met by 31 August 2019 (even if entry is deferred to 2020). The conditions may include achievement of specific grades, possibly in named subjects, or a certain number of UCAS Tariff points.

**Unconditional offer** – usually means the applicant has already met all the university or college’s entry requirements for the course. They might still have to meet other requirements, such as financial or medical conditions.

Sometimes universities and colleges make unconditional offers against predicted grades, GCSE results, work experience, or performance in an interview, audition, or admissions test. Please make sure your students understand the implications of accepting an unconditional offer. Applicants who accept an unconditional offer cannot make an insurance choice, and will not be eligible for Adjustment or Clearing. They should also be reminded of the importance of completing their qualifications, as this is likely to be something future employers will ask for. This blog post is a must read for those considering accepting an unconditional offer – www.ucas.com/connect/blogs/accepting-unconditional-offer-0.

Offers may also be for an alternative course. This option can be used, for example, if the applicant has changed the subject they are studying, or if the university wants to make an offer for its HND rather than degree. The university or college should discuss an offer for a different course with the applicant before formally making its offer.
There are two other decisions a university can make.

**Unsuccessful** – the university or college has not offered the applicant a place on the course.

**Withdrawal** – the application to the course has been withdrawn because the applicant:

- asked to withdraw
- did not attend for interview, test, or audition
- did not reply to letters from the university or college
- has not chosen an alternative after the course has been withdrawn

**Replied to offers**

When an applicant has decisions from all their choices, they need to decide which one(s) they want to accept. The date they must reply to their offers is shown in Track (see fig. 13).

- They can accept one offer as their firm choice.
- If that’s a conditional offer, they can also accept a second offer as an insurance choice, if they want – in case they don’t meet the conditions of their firm choice.
- Any other offers must be declined.

Choosing the right course and university or college is a very important decision – the student will be investing a lot of time, money, and effort, and it can be difficult to change if they’re not satisfied. To help applicants make an informed decision about where to apply, what to study, and whether to accept an offer, the university or college is required to make information available under consumer protection legislation.

You should encourage the applicant to read and understand this information before making a decision. If they have not received this information, or they’re unclear about anything, they should contact the university or college to ask for further advice.

You can find out more at [www.ucas.com/your-consumer-rights](http://www.ucas.com/your-consumer-rights).

If an applicant firmly accepts an unconditional offer, they are committing themselves to take up that place and cannot hold an insurance choice.

Applicants need to think very carefully and make sure they do not accept an offer from any university or college if they would not be prepared to study there.

**Did you know?**

Applicants don’t have to hold an insurance choice. If they aren’t sure any of their other offers are right for them, it might be better to wait and see what’s available in Clearing. This way they won’t have to negotiate their way out of an offer they don’t want.
It’s important that applicants reply by the date we give them. We call it their reply date, and they’ll see it in Track. The date depends on when they receive the last decision from their universities and colleges.

<table>
<thead>
<tr>
<th>Last decision from university or college received on or before</th>
<th>Applicants must reply on or before</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 March 2019</td>
<td>1 May 2019 (unless they have a postal address outside the EU, or are using Extra to find a place).</td>
</tr>
<tr>
<td>2 May 2019</td>
<td>6 June 2019 (unless they are using Extra to find a place).</td>
</tr>
<tr>
<td>6 June 2019</td>
<td>20 June 2019 (unless they are using Extra to find a place).</td>
</tr>
<tr>
<td>11 July 2019</td>
<td>18 July 2019 (including Extra choices).</td>
</tr>
</tbody>
</table>

Your students need to understand, their dates could be different from their friends’ deadlines – there is no single date for all applicants.

Top tip:
An important message for your students: if they don’t reply to their offers in Track on or before their reply date, UCAS will decline them on their behalf. This means they will lose all their offers.

The UCAS application process complies with consumer law and the Competition and Markets Authority’s advice. This means applicants have 14 days to change their mind after they accept an offer, which constitutes a contractual decision.

Extra – a chance to apply to more universities and colleges

All is not lost if your students are not offered a place at any of their five choices, or they decline all their offers. You can encourage them to use Extra to apply to other universities and colleges who still have vacancies. It’s a free service that gives applicants an opportunity to look for a place earlier, instead of waiting for Clearing. They can apply for several courses in Extra, but only one course at a time. There are four steps to using Extra.

2. Think about related and different subjects.
3. Get in touch with the university or college to check they can consider them. If they want to apply for a course different from their original choices, they can explain they’ve changed their mind and offer to send a revised personal statement to support their application. However, they cannot change their original personal statement.
4. Add the course details in Track.

The Extra process operates from 25 February until 4 July 2019. Fig. 15 shows a confirmed place in Extra.

Exam results and Confirmation

UCAS receives exam results from many awarding bodies and sends them to the universities and colleges that are holding offers for applicants. Check which exam results these are at www.ucas.com/sending-exam-results.

If your students are taking any other qualifications, in particular non-UK qualifications, they must send their results to the universities and colleges themselves as soon as they receive them.

Universities and colleges will want proof of all qualifications entered in Apply (e.g. GCSEs).

International and EU students may have to send proof of their results to the universities in certificates or transcripts. Different universities and colleges have different policies for how they want to receive them. Some might ask for them as soon as they receive the application – others might do their initial assessment of the application before asking to see proof of results.

When universities and colleges receive exam results, they decide whether the applicant has met the conditions of their offer. If they have, the university or college will confirm the place and the applicant is placed. This is called Confirmation. It can be viewed in Track (see fig. 16).
+ If a university or college confirms a ‘firmly accepted’ offer, the applicant is committed to taking up that place. The insurance choice, if any, becomes redundant.

+ If a university or college does not confirm a ‘firmly accepted’ offer, the applicant may meet the conditions of their insurance choice, in which case they are committed to take up that place.

If an applicant chooses an insurance choice, they must be willing to take up the place. If they end up committed to their insurance place and do not want it, they will have to withdraw their application altogether, or negotiate with the university or college to be entered into Clearing. The university is not obliged to agree to release the applicant from their commitment with them; and, if they do agree they may not action this very quickly.

If an applicant’s results are better than expected, and they’ve met and exceeded the conditions of their firmly accepted offer, they have a short time to research and secure an alternative course in ‘Adjustment’ if they want to do this – details on page 29.

If an applicant doesn’t meet the conditions of either their firm or insurance choice, they may still have their place confirmed. This is at the discretion of the university or college and depends on a number of factors: how far off their results are from their offer, other students’ exam results, and the popularity of the course. Once the results have been published, if no decision has been made, it’s often worth the applicant calling the university or college to talk to them about their application.

If an applicant doesn’t have either their firm or insurance place confirmed, they will automatically be able to use Clearing, unless they are offered an alternative course. See Change of course below to see how this works, and page 29 for information about Clearing.

**Change of course**

If an applicant doesn’t meet the conditions of their offer, a university or college may offer a place on an alternative, such as:

+ a different course
+ a deferred entry place (2020 instead of 2019)
+ a different point of entry (a ‘year zero’ foundation year instead of year one of a degree course)

If this happens, applicants have five days to decide if they want to accept the alternative offered. All their options are explained in Track.

**Delayed or late exam results**

Universities will wait until 31 August to receive exam results, unless they specify a different date. If the results are not available until after this, they are not obliged to hold the place open. If you know of any results likely to be subject to delay, it’s important the university is notified in good time.

**Reviews and appeals**

Students who use the reviews and appeals services have no guarantee their offers will remain open. It is imperative to notify universities of a possible change of grade as soon as a review is logged with the awarding body. Although universities and colleges are under no obligation to agree to wait for the re-mark or appeal, students should ask them if they are able to hold the offer open. For more information, go to www.ucas.com/advisers/exam-results.
Results are better than expected – think about Adjustment

If an applicant both meets and exceeds the conditions of their firmly accepted offer, they have up to five calendar days from the time their place was confirmed, or A level results day – whichever is the later – to reconsider where and what to study. This process is known as Adjustment.

Applicants register for Adjustment in Track. Although the option to register is visible for all applicants whose conditional firm (CF) place has been confirmed, only those who have met and exceeded their original CF offer are eligible. It’s up to the universities and colleges to verify whether the applicant has ‘met and exceeded’ their conditional firm offer. For examples of meeting and exceeding offers, please go to www.ucas.com/adjustment.

A summary of Adjustment

+ It is optional.
+ Applicants use Adjustment to look for an alternative course without losing their secured place.
+ The Adjustment process runs from 15 (A level results day) – 31 August 2019.
+ An applicant has five calendar days to use Adjustment, from 15 August, or the day their application status changes from CF to UF, whichever is later. If an offer is made UF less than five days before 31 August, the applicant will only have whatever time is left between then and the 31 August.
+ If an applicant registers for Adjustment by mistake, please tell them not to worry and not to take any further action. When the five-day period is over, their original place will remain unchanged.
+ There are no Adjustment vacancy lists. The applicant needs to contact a university or college to discuss the availability of an Adjustment place.
+ To secure an Adjustment place, the applicant must receive an alternative offer through UCAS before the five-day period ends.
+ If an applicant does not receive an alternative place, they remain accepted at their current university or college.
+ Single entry applicants need to pay an additional application fee of £6 to use Adjustment.

Results not as good as expected – think about Clearing

What is Clearing?

If your students don’t get the exam grades they hoped for and their places are not confirmed, they could find another course by using Clearing. The Clearing process runs from 5 July 2019.

Who can use Clearing?

Applicants become eligible for Clearing at different times, for one of the following reasons:
+ place is not confirmed after their exam results are published
+ no offers received
+ they declined or have not replied to a confirmed offer of a changed course and, as a result, hold no offers
+ application was made after 30 June 2019

If they only made one choice on their original application and paid the reduced fee of £18, applicants can go through Clearing if they pay us an extra £6.

How do applicants use Clearing?

+ From 5 July, if an applicant is eligible for Clearing they can apply for a course in Track.
+ Lists of courses with vacancies in Clearing are published from 5 July until late September in the search tool on ucas.com.
+ Your students should check the lists for suitable courses and then contact universities and colleges to find out more about the course and see if they will offer them a place. They must do this themselves – admissions tutors want to speak to them, not their parents or teachers.
+ Applicants can apply for any course that has places left. They don’t have to keep to the same subjects that they first applied for.
+ The applicant must have permission from a university or college before they add a Clearing choice in Track. If they don’t, their application may be delayed.

Once a Clearing choice has been added, the applicant cannot change it until the university or college has made a decision. If they’re accepted, they are firmly committed to that course. If the applicant is unsuccessful, they can repeat the process.
Direct contact service

For 2019 entry, we will again be offering our direct contact service to applicants during Confirmation and Clearing.

It’s designed to help those who find themselves without a university or college place, by allowing universities and colleges to make direct contact with unplaced applicants, and talk to them about a place on a course they think might be suitable.

Eligible applicants are sent an email asking them to sign up to the service. If they fulfil their offer conditions and receive a confirmed place, their name will be removed from the service and they won’t be contacted.

More information can be found at ucas.com/advisers/direct-contact-service.

3.4 Keep up-to-date with your students’ applications

Once you’ve sent an application to UCAS, the staff area of Apply does not give you any more information about it – unless you subscribe to one of our post-application services.

Adviser Track

You’ll want to keep up-to-date with your students’ applications, so you can give them appropriate and timely advice. Adviser Track helps you do this – when you’re subscribed, it’s accessed through Apply for advisers (see fig. 19).

Adviser Track is updated every 24 hours.

You can choose to display all applicants registered with your centre, or search for applicants by status. Please select your preference from the drop-down list.

Your students can opt in or out of allowing their details to be viewed by your centre – this can be done as part of the declaration in Apply, or in the personal details section in Track. If they opt in, their details can be viewed in this section. If they opt out, or if they have not yet agreed, they will not be displayed.
Using the ‘search for applicant feature’ allows you to select from the statuses listed below.

+ **Ready to send to university/college** – applications processed by UCAS, but not yet sent to the universities or colleges listed.

+ **Waiting for university/college to respond** – applications have been sent to the universities and colleges, but decisions have not yet been received from all choices.

+ **Waiting for applicant’s reply** – applicants who have received decisions from their choices, and are now required to reply to their offers.

+ **Eligible for Extra/Clearing/new choice(s)** – applicants who are not holding any offers and can apply for further choices through Extra, Clearing, or by adding a new choice to their application. Applicants will be displayed in one of the following categories depending on their status and the time of year:
  - **Waiting for Extra** – Extra has not yet started. Applicant applied to five choices and either received no offers or declined any offers received.
  - **Eligible for Extra** – Extra is open. Applicant applied to five choices and either received no offers or declined any offers received.
  - **Waiting for Clearing** – Clearing has not yet started. Applicant applied to fewer than five choices and declined any offers received.
  - **Eligible for Clearing** – Clearing is open. Applicant has either been unsuccessful or declined any offers received.
  - **No offers, other options available** – applicant applied to fewer than five choices and has been unsuccessful with all choices. They are eligible to apply for new choices (up to the maximum of five), or if the applicant has only applied to one choice and paid the single entry fee, they need to pay the full fee before adding choices or entering Clearing.

+ **Has accepted offer(s)** – applicants who have accepted one of their offers (as their firm choice) or two of their offers (as their firm and insurance choices). Their firm choice will be conditional, for example, Conditional firm (CF) applicants. Applicants with an unconditional firm offer (UF) are listed under ‘Final place accepted’.

+ **In Clearing** – applicants who applied after 30 June and are eligible to apply through Clearing.

+ **University/college to make final decision** – applicants who are waiting for their university or college to confirm their conditional offer. The decision will be based on whether they meet the offer conditions.

+ **Applicant to reply to revised offer** – applicants who have received a changed course offer from their chosen university or college, e.g. a change of course, entry year, or campus. These applicants need to reply to the revised offer in Track.

+ **Final place accepted** – applicants who have firmly accepted an unconditional offer, received an unconditional offer after meeting their conditional offer requirements, or been given a place in Clearing, for example UF. Applicants who choose to use Adjustment will be displayed in one of the categories below:
  - **Registered for Adjustment** – applicants who have registered in Track to use Adjustment.
  - **Placed through Adjustment** – applicants who have been accepted for an alternative place through Adjustment.

+ **Application cancelled** – there are several reasons why an application may be cancelled. It is usually because the applicant has chosen to cancel the application within 14 days of it being processed. If this is the case, the application fee is refunded and applicants can submit another application in the same year.

+ **Withdrawn from this year’s cycle** – applications that have been completely withdrawn from UCAS for the current academic year, either by the applicant or by the university or college the applicant accepted as their unconditional firm choice. Applicants are not able to submit another application in the same year.

Subscription to Adviser Track allows you to:

+ track the offers your students have received from universities and colleges, using the ‘search for applicants’ feature, which is refreshed daily

+ see the offer conditions they need to meet

+ see the replies your students make to their offers

Adviser Track is available from November each year. Remember to set permissions for staff.
As part of an Adviser Track subscription, you also receive Applicant Status Reports (ASRs) and Final Destination Reports (FDRs)

+ **Applicant Status Reports (ASRs)** are updated every Wednesday and Saturday, and give a snapshot of your students’ applications to date. Don’t forget, you can access a daily update through the ‘Search for apps’ feature in Adviser Track.

+ **Final Destination Reports** replace the ASRs towards the end of the cycle (September and October), due to the high number of changes of applicant destinations at this time.

**Applicant Status Reports macro:** you can now use this Excel file (.xls) to reformat, filter, and sort your weekly report in Adviser Track. Find out more at [www.ucas.com/adviser-reports](http://www.ucas.com/adviser-reports).

**Reports for schools**

These reports are designed to help you with reporting, IAG planning, and progression monitoring.

+ **Progression and Offers Report:** not only shows which university and subjects your students have progressed to, but also the offers they received. This combined report also provides you with historical data.

+ **Competitor Report:** compare your school against a group of five or more competitors. It is up to you to pick your own competitor group. You can order two competitor reports if you want to see a variation in where you sit between two groups (e.g. local rankings against national rankings).

There are annual subscriptions for each report, together with savings if more than one report and Adviser Track are purchased at the same time. More details and an order form can be found at [www.ucas.com/using-adviser-track](http://www.ucas.com/using-adviser-track).

If you have any queries on the reports for schools, please get in touch with the UCAS Media Schools Team at ucasmediaschoolsteam@ucas.ac.uk.
Section 4: Training and conferences for advisers

There are a number of dedicated events, conferences, and professional development sessions for teachers and advisers right across the year – everything needed to help you help your students.

One-day training sessions for new advisers are held at UCAS’ Cheltenham HQ. Full details can be found at www.ucas.com/training.

The adviser international training sessions provide you with the knowledge and resources you need to work confidently as a new adviser with international and EU applicants. This course is held at City of Westminster College in London, to allow easy access for those travelling from outside the UK. Find out more at www.ucas.com/training-international-advisers.

Online training

We understand getting time to go out to training sessions can be difficult. Why not try our free online training – available whenever and wherever suits you best.

Our professional development portal for advisers gives you access to a series of short digital training modules, designed to expand your understanding of the UCAS admissions service.

Modules include:
+ setting up Apply for Advisers
+ managing applications in Apply
+ completing the UCAS application
+ personal statements
+ Extra
+ student finance
+ entering predicted grades

Visit www.pdp.ucas.com for the most up-to-date information.

“ I’ve made some wonderful contacts, connected with colleagues, shared notes and experiences – just in the last week.

Conferences

Our popular UCAS conferences for advisers run throughout the year, and provide a unique opportunity to:
+ speak face-to-face with representatives from UK universities and other relevant organisations, to gain first-hand insight and advice on how you can help your students
+ hear from the education sector’s leading experts – including admissions and student recruitment specialists
+ learn about upcoming changes to the education landscape, and the impact on students applying to university
+ discover how to best prepare your students for their next steps

Visit www.ucas.com/ucas/events-conferences for more information.

“ The organisation and content exceeded my expectations.
Section 5:
UCAS terms explained

**Adjustment:** an opportunity for applicants who have met and exceeded the conditions of their firm offer to research alternative courses, while remaining accepted at their original confirmed university or college place.

**Admissions test:** some universities and colleges require applicants to sit an admissions test for certain courses, in addition to making a UCAS application.

**Adviser Track:** subscribing centres can track the progress of their students’ applications once they have been sent to UCAS.

**Applicant:** a person who has submitted an application to UCAS.

**Apply:** the UCAS online application system for applying for higher education courses.

**ASR:** Applicant Status Report is available in Adviser Track and is a snapshot listing all your students, their choice of universities and colleges, their offers, and replies – it’s available twice weekly.

**Buzzword:** a word or phrase, chosen by a school or college, which links its students to them when they register in Apply.

**Cancellation:** an applicant, university, or college cancels a choice before a decision has been made.

**Centre:** an organisation advising students applying to HE (in addition to schools and colleges, this includes the British Council and careers offices).

**Changed course offer:** applicants might get one of these if they haven’t met their offer conditions, or if the university or college has made changes to the courses they run. It might involve a different start date or point of entry, or a different course altogether.

**Clearing:** the service used towards the end of the application cycle. If your students have not yet secured a place, they can apply for course vacancies.

**Conditional offer:** an offer made by a university or college, subject to certain conditions – usually related to exam results.

**Confirmation:** the outcome of a conditional offer which has been accepted by an applicant. If the applicant meets the conditions, the place will be confirmed – if not, the applicant may not be accepted.

**Deferral:** holding an offer to start in the following year.

**Direct contact service:** allows universities and colleges to make direct contact with unplaced applicants, and talk to them about a place on a course they think might be suitable.

**Entry requirements:** what the university or college recommends you need to do/have to get on the course – from qualifications and specific subjects or grades, to interviews, admissions tests, and medical requirements.

**Extra:** the opportunity to apply for another course, if an applicant has used all five choices and is not holding any offers. It runs from 25 February until the beginning of July.

**FDR:** Final Destination Reports – confirmation of your students’ destinations, available end of cycle annually replacing the ASRs.

**FE:** further education

**Firm offer:** the offer the applicant has accepted as their first choice.

**Fraud:** provision of false, incomplete, or misleading information by an applicant.

**HE:** higher education.

**IAG:** information, advice, and guidance offered by advisers about progression to higher education.

**Insurance offer:** the offer the applicant has accepted as their second choice (in case they don't meet the conditions of their firm offer).

**Invitation:** an invitation (shown in Track) from a university or college to attend for interview, audition, or to provide a portfolio, essay, or other piece of work.

**Nominated access:** applicants can supply details of a third party (usually a parent, guardian, or teacher) to act on their behalf in contacting UCAS in their absence.

**Open days search tool:** an online search tool at www.ucas.com/open-days to find university and college open days.

**Personal ID:** a ten-digit individual number assigned to an applicant when they register to use Apply. Applicants will be asked to provide this number if they contact our Customer Experience Centre.

**Personal statement:** a piece of text applicants write to show why they're applying and why they'd be a great student for a university or college to accept.

**Point of entry:** year of entry to the course – for example, '2' means they would start in the second year of the course.

**Reports for schools:** a range of UCAS reports designed to help advisers with reporting, IAG planning, and progression monitoring.

**Search tool:** our online search for undergraduate courses at universities, colleges, conservatoires and other HE course providers – www.ucas.com/search.

**Similarity detection software:** used by UCAS on all applications to identify personal statements containing plagiarised sentences or paragraphs.
Status code: every undergraduate applicant is assigned a status code. They can be used to quickly open a student bank account with a bank or building society. Find out more at: [www.ucas.com/student-banking](http://www.ucas.com/student-banking).

Tariff points: the UCAS Tariff is the system for allocating points to some qualifications used for entry to undergraduate higher education. Not all qualifications are included on the Tariff.

Track: our online tracking system where applicants can see how their application is progressing. They can view university and college decisions, reply to offers, and change some details, such as email address, postal address, and telephone number.

Unconditional offer: an offer given to an applicant who has met all the academic requirements for the course. Sometimes, universities and colleges make unconditional offers against predicted grades, GCSE results, work experience, or performance in an interview, audition, or admissions test. The place is theirs if they want it, but the university of college might have other requirements, like financial or medical conditions, which need to be met.

Unsuccessful: the university or college has not offered the applicant a place on the course.

Withdrawal: before the decision has been made to make an offer or not, the applicant, or the university or college, can withdraw a choice.

### Troubleshooting

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<thead>
<tr>
<th>Common issues</th>
<th>Why is it important?</th>
<th>What you can do</th>
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| Applications are approved, but not sent to UCAS. | If you don’t click the ‘Send to UCAS’ button, the application is not submitted and you could miss a deadline. | There are two ways to check the status of your applications:  
+ on the welcome page of Apply for advisers, under ‘status of applications’  
+ in the applications section of Apply for advisers, under ‘applications ready to send’  
Regularly check the status of your applications, especially around the deadline dates. |
| Forgetting an application has been returned to an applicant. | You could miss an important deadline. | Ensure you regularly check the ‘Status of your applicants’ when you sign in to Apply for advisers. In this section, we will also list applicants ‘Approaching 15 January deadline’. |
| Applicants being held in the ‘default group’. | When applicants register in Apply, they are asked to choose a group. If they select ‘don’t know’, they are assigned to a default group. Some advisers then miss these applicants. | To check your default group:  
+ sign in to Apply for advisers  
+ click ‘Applications’  
+ click ‘All’  
+ view your default group – you can move applicants to other groups if you need to |
| Applicants enter the wrong qualifications in Apply/applicants change the qualifications they are taking after they apply. | Universities’ and colleges’ offers are based on the information supplied in the application. | 1. Set up a shortlist of qualifications in Apply for advisers – see section 1.  
2. Double check the qualifications and use the ‘Qualifications checked’ tick box when you have done this.  
3. If you have submitted an application with wrong information, or there is a change, contact the Schools Team immediately, and inform the universities and colleges listed on the application. |
| The wrong reference or predicted grades are added. | Universities’ and colleges’ offers are based on the information supplied in the application. | If you have submitted an application with wrong information, or there is a change – contact the Schools Team immediately, and inform the universities and colleges listed on the application. |
UCAS information & advice

To help your students consider all their post-18 options and the different pathways open to them, we have developed a range of information and advice about apprenticeships, taking a gap year, and going into employment, as well as resources to support students exploring and applying to higher education.

We’re aware that many teachers and advisers are also keen to refresh their own knowledge of these options, so they can advise and support their students as they approach their post-18 choices. Here is a quick guide to the information, advice, and resources on ucas.com.

Higher education

+ Thinking about higher education
+ Exploring university
+ Open days and events
+ Choosing what to study
+ Explore subjects
+ Choosing where to study
+ Entry requirements
+ Personal statement
+ Search for courses
+ International students
+ Disabled students
+ Estranged students
+ Students with caring or parenting responsibilities
+ Care leavers
+ Applying
+ Interviews and auditions
+ Student fees and finance
+ Accommodation
+ Preparing to start

Apprenticeships

+ Apprenticeships in the UK
+ Apprenticeships in Wales
+ Apprenticeships in Scotland
+ Apprenticeships in Northern Ireland
+ Apprenticeships in England
+ Apprenticeship search tool

Gap years

+ Gap years
+ Videos about gap years

Going to work

+ How to get into work
+ What are employers looking for?
+ Tips on finding career ideas
+ Take the UCAS buzz quiz
+ Explore jobs and careers
+ Tips: make the right choice for you
+ Is work experience important?
+ Applying for jobs – tips
+ How to write a CV
+ Working for yourself - self-employment and starting a business
+ How you get paid at work
For further information about the UCAS application process for advisers go to www.ucas.com/advisers.