

HIGHER EDUCATION PARENT INFORMATION

June 2026

Session Aims

- Key Dates for your diary
- Report data and how to use it
- UCAS Process and key information
- Attendance
- Student Finance
- Questions

Student guidance so far

- HE Days on 21 and 22 May
 - University Life
 - Student Finance
 - Taking a gap year
 - Applying to competitive universities
 - Study Abroad
 - Choosing the right university
 - Interview skills
 - And many more....
- Session on how to write a strong personal statement
- UCAS log in and setting up an application

UCAS dates for your diary

- 15 June - First draft of personal statement
- 22 June – Deadline for student completion of section 2 information
- 2 July - Year 12 Guidance meetings and mock interviews
- 13 – 17 July – Work experience week
- 3 September – Early applicant personal statement meeting in school
- 11 September - Internal deadline for receipt of Oxbridge, medicine, dental and veterinary applications.
- 15 October - UCAS confirmed deadline for receipt of Oxbridge, medicine, dental and veterinary forms.
- 9 November - Internal deadline for receipt of applications.
- 13 January 2027 – UCAS deadline for equal consideration.

How should I use the information on my report?

Subject	Exam %	Exam Grade	Most Likely Outcome	UCAS Prediction
Biology	52	B	A	A
Chemistry	59	C	B	B
English Literature	49	C	C	B

Students need to use their reports to inform their university choices.

Check the entry requirements and apply to courses where:

- Up to 2 match your UCAS grade (aspirational choices)
- **At least 2 matching your Most Likely Outcomes (school prediction)**
- 1 is in line with your Exam Grades (safety net choice)

- **Your Insurance choice also must have lower entry requirements than your Firm choice so you must have a spread of entry requirements**

Three section approach



Enter a general statement about your school/college/centre.



If applicable, enter any information about extenuating circumstances which may have impacted the applicant's education and achievement.



Outline any other supportive information specific to the applicant and relevant to the course(s) applied for that you think universities/colleges should be aware of.



Section 1: Enter a general statement about your school/college/centre

Information could include:

- Nonsuch's school context, e.g. performance, intake demographics, progression rates to higher education etc
- any policies or processes used for predicting grades (e.g. internal assessments). This is an opportunity to articulate any policy about not predicting grades for qualifications where the school feels the assessment method or qualification structure is not suited to predictions.



Section 2: If applicable, enter any information about extenuating circumstances which may have impacted the applicant's education and achievement.

Include relevant information that contextualises the educational journey, for example:

- individual circumstances – e.g. young carer, disability, serious, acute, or chronic illness, bereavement, significant adverse personal circumstances (with applicant consent)
- support the university or college should consider putting in place to ensure the applicant can thrive on their course (with applicant's consent) – e.g. highlight the measures the school put in place to ensure the student's inclusion/experience

You must be clear whether any of the circumstances outlined in section 2 have already been considered by the student's examination boards or awarding organisations for the qualifications taken.



Section 3: Outline any other supportive information specific to the applicant and relevant to the course(s) applied for that you think universities/colleges should be aware of.

Short, clear, factual statements to help universities and colleges digest the information.

Useful information could include:

- evidence of suitability for the course(s) applied for which may include performance and academic ability in relevant qualifications, relevant skills, relevant work experience, cases where an applicant is the strongest performer in their cohort, or extracurricular achievements
- any barriers the applicant has faced in accessing work experience opportunities, only where relevant to the course applied to

What happens next

- We check all the details
- Add the reference and UCAS grades
- Send to UCAS

Edit

Edit

Edit

2 weeks starts again

STUDENT

- Completes application on UCAS

TUTOR

- Checks the form
- Checks GCSE exam grades, UCAS grades, DofE
- Checks personal statement
- Passes back to student if errors found
- Emails Mrs Maye when it is ready for the reference editor

Mrs Maye

- Double checks dates, finance code, UCAS grades.
- Prints off paperwork
- Hands to reference editor
- Passes back to Tutor if errors found

APPLICATION EDITOR

- Checks personal statement
- Checks reference
- Approve or return

HEAD

Final approval of whole application

Mrs Maye

- Sends to UCAS
- Scans application

Supporting students from home

The key areas for supporting students are:

- Making sensible, realistic decisions about their courses and universities
- Personal statement feedback
- Emotional support through the offers/interviews/rejections

Through all of this it is vital for students to remain focussed on getting the grades required. If studies are put to one side whilst students focus all their time on Personal Statements, interviews and Admission Tests they are running the risk of not meeting the grade offer they have been made!

Parents can sign up for UCAS monthly newsletters and Parent Guide.

Support within school

The Sixth Form team and **tutors** have a wealth of experience and will guide students during tutor time, dedicated PSHE lessons, assemblies and provide 1:1 guidance as necessary.

Subject teachers give feedback on personal statements and choices of courses related to their subject.

Mr Williamson , oversees the process and offers excellent guidance and support

Mrs Ahmad, our Careers Advisor, provides students with careers information.

Mock interviews with external professionals. Connections with Nonsuch Alumni to guide and give advice on courses, universities, interviews etc.

ATTENDANCE

7	8	9	10	11	12	13
629						2251

Days lost to illness in Year 7 compared to Year 13

Student finance

The new framework for funding hopefully starting in 2027 is called the Lifelong Learning Entitlement (LLE) but is very similar to the old arrangements in how it affects our students and parents

If a student is eligible for 'home fees' as opposed to 'international fees' then they can apply from early March to mid-May 2027 on Gov.uk

Generally students who are not UK passport holders need to have Indefinite Leave to Remain (ILR), Settled status under Brexit arrangements, or meet residency requirements to be able to apply.

Student Finance covers the course fees and provides for a maintenance loan which varies depending where a student is studying and where they live. It is also means tested against household income.

Students have had an assembly and HE day talks on student finance. The very best description for parents is probably to look at Martin Lewis 'Money Saving Expert' pages on Student Finance, although this hasn't been updated yet the details are much the same as in past years.

Student Finance details

- Apply via Gov.uk in March 2027 to mid-May 2027
- Tuition fees are £9,790 per year
- Maintenance loans – means tested above £25,000 household income – use calculator on Money Saving Expert website

Living at home £9,118 (maximum)

Living away – outside London £10,830 (maximum)

Living away - London £14,135 (maximum)

Interest rate is RPI

Repayment is 9% of any income you have over and above £25,000 (this threshold will be adjusted for inflation, but fixed until Apr 2027)

40 Year cutoff point, after which any remaining loan is written off



QUESTIONS
