



SPA National Expert Think Tank (NETT)

Co-ordinating the relationship between recruitment and admissions



**Information, Communication and Review
Guide for HE Providers**

2015

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Executive Summary

About the guide

This guide has been developed by Supporting Professionalism in Admissions (SPA) and HE practitioners from its National Expert Think Tank (NETT) to encourage a more integrated approach within a HE provider, heighten understanding internally and support the strategic planning of its recruitment, selection and admission of students.

It is helpful for HE providers to think of all their pre-entry activity in holistic terms, irrespective of job titles and owning departments. It is imperative that accurate, consistent and reliable information, advice and guidance is delivered throughout all stages of the application process, both to ensure a good applicant experience and to mitigate the risk of any misrepresentation. Regardless of where individuals involved in a HE providers' recruitment and admissions activities are physically located, or what other responsibilities they have, if they are not provided with the means to keep informed and understand contiguous areas then the institution risks a mismatch that may cause their involvement to not fully support fair admission and the selection of students. An alignment of recruitment and admissions functions, to include a mutual understanding of sector-wide issues, should make it more efficient, effective and mutually beneficial for applicant and institution alike.

Recommendations for individual HE providers

1. Conduct an **evaluation of the recruitment and admissions relationships** within your own institution, including anyone not directly employed by you (e.g. partners; agents, student ambassadors; alumni) to accurately identify your admissions and recruitment 'community'. One approach to this would be to do a stakeholder analysis and plot all the people concerned by their level of influence and involvement. This would not only help in identifying who the right people are, but also how much they should engage with one another. Promote and enhance formal mechanisms for those identified as the most highly influential and involved in admissions and recruitment to engage with one another and to have clear responsibilities for informing others.
2. Use the **interactive review toolkit** provided with this guide to survey relevant stakeholders, analyse the significance of the survey findings and develop an action plan to redress any issues as part of a **continuing review and enhancement plan**. The aim should be to improve the sharing of information and the level of understanding across recruitment and admissions. The survey can be repeated afterwards and compared to the original results to assess how effective the action plan has been in delivering improvements.
3. Plan **strategic policy** in advance to promote effective collaboration and a unified recruitment and admissions community.
4. Adopt a **flexible approach** to recruitment activities, tailored to different audiences, adapting to changes in admissions procedures and informing admissions practice.
5. Ensure **fairness and transparency** in requirements and offer-making, helping to ensure policies are understood by applicants and their advisors and consistently applied by staff.
6. Make **effective use of data** and information to accurately collect, link-up and share intelligence between recruitment and admissions.

About SPA and NETT

Supporting Professionalism in Admissions Programme (SPA)

SPA is an independent and objective voice on UK higher education (HE) admissions. It leads on the development of fair admissions, providing an evidence base and recommendations for good practice and in helping universities and colleges maintain and enhance excellence and professionalism in admissions, student recruitment and widening participation/access. SPA works closely with HE providers and other stakeholders to give outputs as a resource for institutions which wish to develop and update their admissions practice and policy to enhance quality, transparency, reputation and fairness. Full information on SPA and its work can be found at www.spa.ac.uk.

National Expert Think Tank (NETT)

The National Expert Think Tank (NETT) is an expert group convened by SPA to inform and influence topical national debates on fairness and good practice in HE admissions. The second policy topic covered was on HE providers' approaches to making decisions on entry to HE, subsequent offers made to applicants and their implications. One strand of this work was on the relationship between recruitment and admissions in conveying entry requirements, typical offers and decisions. However, the group recognised the value in expanding that strand's remit to encompass the broader co-ordination between recruitment and admissions. An additional NETT was therefore approved to develop this strand further.

The below guide forms the culmination of both NETT groups' intensive collaboration. However, all the points raised are designed merely to initiate further consideration; their true value will lie in the additional reflection and intelligence that can be applied from an institution-specific perspective and from additional knowledge of developments in the future. We would therefore be very interested in your [comments and feedback](#) to help maintain and further improve this guide.

The members involved in contributing this additional NETT strand were:

- Simon Chatterton, Director of Admissions, University College Birmingham
- Jeni Clack, Admissions Support and Development Advisor, SPA (NETT secretary)
- Andy Frampton, Relationship Manager, UCAS
- Ben Furlong, Admissions Officer, University College Birmingham
- Jessica Granger, Admissions Policy and Enquiries Manager, King's College London
- Stewart Harper, Head of Student Admissions, Leeds Beckett University
- Stacy Lloyd, Deputy Director Marketing & Student Recruitment, York St John University
- Ian McGarry, Admissions Officer (Widening Participation), University of Sheffield
- Alison Mullan, Director of Admissions, Lancaster University
- Nathalie Mortimer, Deputy Director of Marketing and Recruitment / UK Vice-Chair, University of Nottingham / HELOA (HELOA representative)
- James Seymour, Director of UK Recruitment and Outreach, Aston University (HELOA representative)
- Dan Shaffer, Head of Professionalism in Admissions, SPA (NETT convener)

Information about terms, remit and structure of the initial 2014 NETT group can be found at www.spa.ac.uk/sites/default/files/Terms-of-reference-NETT-2014.pdf.

Disclaimer

This information is for general guidance only, and should not be taken as a list of obligations or a legal document. SPA emphasises that it does not offer legal advice and cannot take any responsibility for actions taken based on this information. Institutions must always take their own legal advice as they see appropriate.

SPA good practice statements and information are kept under review and updated as appropriate. Your comments or updates are invited and appreciated, please contact enquiries@spa.ac.uk.

Introduction

This guide has been developed from a strand of NETT research which focused on the relationships between and the influence of recruitment activity and admissions decision-making within higher education providers (HEPs).

This information should be used by HEPs to develop and encourage an integrated approach across all those involved in any activity related or leading to recruitment, selection and admission to their institution. It can heighten understanding among individuals and departments of the respective parts played in the recruitment of students and prepare key stakeholders to plan strategically in a shifting recruitment market. The accompanying interactive review toolkit provides a structure for HEPs to consult, identify and plan improvements in the sharing of information and the level of understanding across their recruitment and admissions.

This guide and the interactive review toolkit could be appropriated for a similar evaluation of interactions involving admissions and other areas within an HEP, e.g. planning and strategy.

NETT evidence

NETT conducted a survey of a small and diverse focus group of higher education providers including further education colleges in Birmingham to consider the interdepartmental relationships between recruitment and admissions, and how these in turn influence admissions decision-making.

The main topics covered within the focus group were:

- Impacts on admissions decision-making;
- the relationships between admissions, recruitment, and marketing, and good practice in these areas;
- recruitment activities and the ways in which these are utilised, with emphasis on flexibility and tailoring;
- institutional growth and conversion activities/tools.

The research was conducted with senior members of staff with knowledge of recruitment and admissions.

A SWOT analysis of the survey findings highlighted the strengths, weaknesses, opportunities and threats identified in the responses:



A summary of the case study can be viewed [via Prezi](#).

Responses to the survey were anonymous and individual responses have not been included in this guide.

Examining the relationship

The relationship between recruitment and admissions is critical, not just to facilitate a smooth transition from 'prospect' to 'applicant', but to ensure a professional, joined-up and informed strategy to the entry of new students. Many aspects across the applicant experiences are increasingly complex: e.g. external sources of information for applicants; competition between providers locally, nationally and internationally; national policy changes on fees, access arrangements and number controls; cross-border variation; consumer protection. It is now more important than ever for recruitment and admissions to collaborate, share knowledge and insight to achieve mutual institutional goals and provide *equal opportunity for all individuals, regardless of background, to gain admission to a course suited to their ability and aspirations*.

Embracing the recruitment environment

For recruitment and admissions functions to align their activities and work in synergy, there must be a mutual understanding of sector-wide issues. These may include:

- **Applicant pool:** The changing demographic nature and size of the applicant pool is likely to challenge recruitment and admissions teams, both in terms of general recruitment activities and widening participation initiatives. A unified approach between recruitment and admissions can support a coherent mid-to-long-term approach to ensuring sustainable HE course development (e.g. matching the messaging/targeting of prospects pre-application with selection requirements post-application; aligning assessment of the context in which an applicant has studied with outreach activity and widening access goals; utilising knowledge of pre-HE curriculum changes, local/regional provision and teaching concerns within schools/colleges to inform entry requirement setting and curriculum planning well in advance).
- **Qualifications and reforms:** There needs to be shared knowledge of qualifications and impending changes to the qualifications landscape (including the new UCAS Tariff), how these are embraced by the wider education sector, and how entry requirements and offer terms can be communicated effectively to all applicants, regardless of background or location. Those involved in recruitment activity need to portray accurate, well informed and justified information on their HE provider's entry requirements and selection criteria well in advance (and any changes to them promptly) so that prospects and their advisors can make appropriate pre-HE course and subject choices. Those involved in admissions activity need to be kept aware of changes and pressures within pre-HE curriculum and learning in enough time to affect admissions policy and allow evidence-based changes to selection criteria. An uncoordinated approach between recruitment and admissions in any of these areas could result in the HE provider missing out on potential students who would be well suited to their courses, or to inadvertently accepting students more likely to underachieve or drop out.

- **Changing environment of student number controls:** With unrestricted recruitment in England for most full-time undergraduate programmes from 2015 entry comes the potential for growth and the risk of decline. This will bring with it increased opportunities for recruitment and admissions functions to innovate and ensure a joined up approach. However, it is also likely to bring increased and more diverse competition, including across borders and different types of HE provider, affecting the traditional models of who your competitors are. Recruitment and admissions can co-ordinate activity to manage a pro-active approach to the new competitive environment and also share intelligence to permit informed, reactive measures early enough to still influence that year's intake.

Relationships between recruitment and admissions

[Chapter B2 of the QAA's UK Quality Code for Higher Education](#) focuses on the interconnected policies and procedures related to the recruitment, selection and admission of students to higher education and details ten Indicators of sound practice for how HE providers may meet the following Expectation:

Recruitment, selection, and admission policies and procedures adhere to the principles of fair admission. They are transparent, reliable, valid, inclusive and underpinned by appropriate organisational structures and processes. They support higher education providers in the selection of students who are able to complete their programme.

It is imperative that accurate, consistent and reliable information, advice and guidance (IAG) is delivered throughout all stages of the application process, both to ensure a good applicant experience and to mitigate the risk of any misrepresentation.

The applicant experience encompasses all the opportunities or points of interaction between the higher education provider and a potential student, from outreach and recruitment activities through to enrolment. It is built under four broad stages:



Managing all points of interaction between the provider and an applicant requires integrated practice across the whole applicant experience. Further information on the applicant experience is available on the SPA website: www.spa.ac.uk/resources/applicant-experience.

The offer of a place forms the contract between the HEP and the applicant but misrepresentation covers any statement that is relied upon in entering the contract, even when it is not included in the contract itself. This could include any inaccurate IAG, either verbal or written, that an applicant may rely upon to inform their decision of whether to accept an offer, e.g. discussions at an open day relating to the content of the course.

Reflecting on recruitment and admissions relationships within your own HEP

This guide encourages staff within HE providers to think of recruitment activity in holistic terms, irrespective of job titles and owning departments.

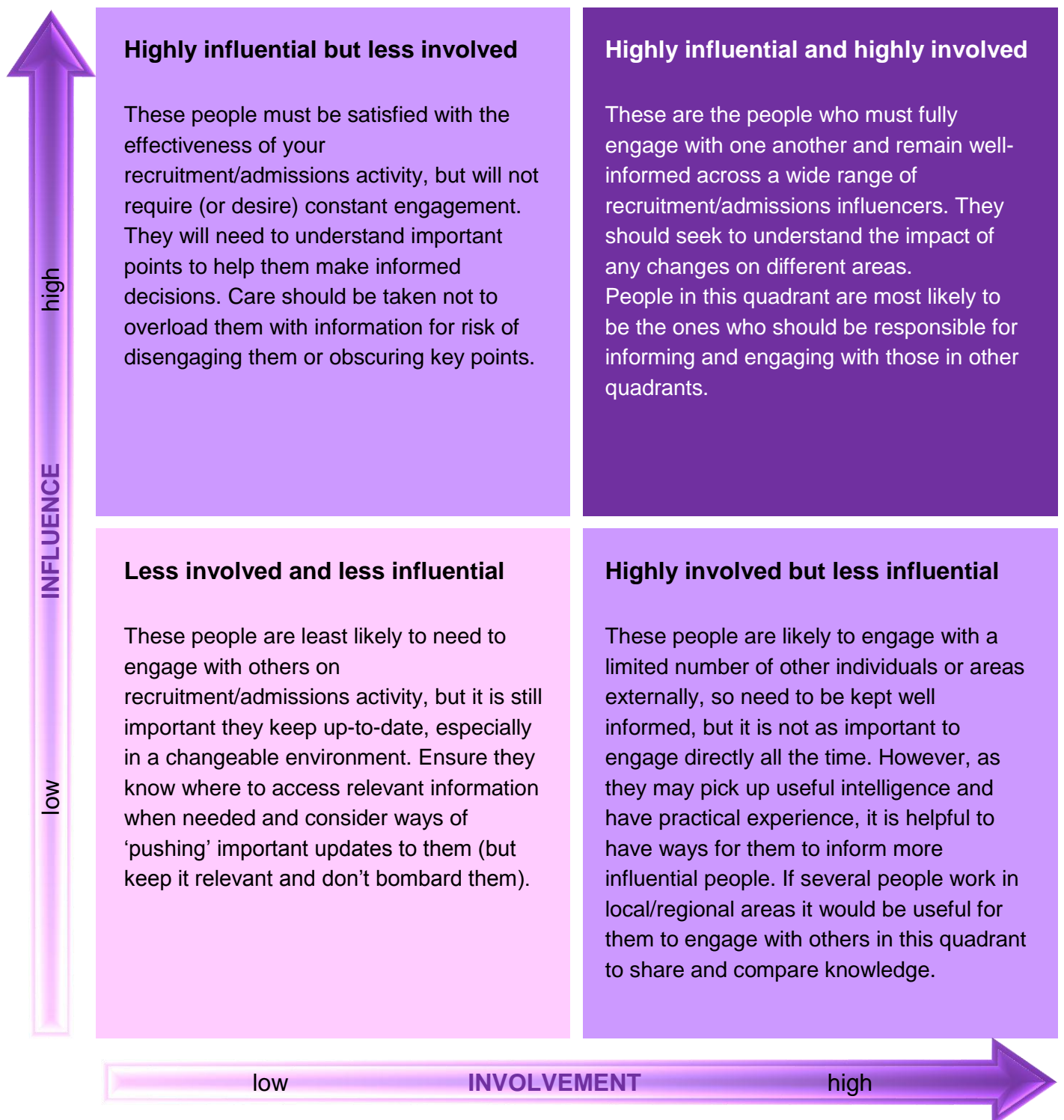
An evaluation of the recruitment and admissions relationships within a provider will involve many people with many parts to play, typically including, but not limited to:

- Admissions decision-makers (academic staff and professional services)
- Admissions support
- Schools liaison
- Outreach/WP
- Recruitment (UK, EU and International)
- Marketing
- Student Support services (including disability, finance, welfare, accommodation, equality and diversity, transition)
- Web content

However we acknowledge that there are varied ways in which recruitment and admissions functions can be organised across HEPs (see appendix 2 for some examples of different recruitment and admissions structures). As an initial step, HEPs should satisfy themselves that they have identified their admissions and recruitment 'community', namely all staff currently involved in activities related or leading to recruitment and/or selection and/or admission, whether in central departments, devolved areas or outside of the institution. Consideration should also be given to any secondary contacts (e.g. student ambassadors, agents, temporary staff employed for Clearing).

One way to approach this would be to do a stakeholder analysis and plot all the people concerned by their level of influence and involvement. This would not only help in identifying who the right people are, but also how much they should engage with one another. A simple stakeholder analysis grid is provided below with illustrative text for each quadrant, although more complex grids with finer gradation may be used if preferred. If those identified as the most highly influential and involved in admissions and recruitment do not already have formal mechanisms for engaging with one another and do not already have clear responsibilities for informing others, then we highly recommend they are instigated.

Example stakeholder analysis grid for plotting those involved in recruitment and admissions activity for a HE provider



The stakeholder analysis grid may additionally be useful in spotting where 'talented' individuals may be developed or encouraged to take on more influence or involvement, moving them into a different quadrant on the grid.

Recruitment-Admissions Interactive Review

An interactive review toolkit has been created for HEPs to aid an evaluation of the admissions and recruitment relationships and the influence on decision-making. The toolkit comprises five steps which could be applied to homogeneously to everyone identified in your admissions and recruitment 'community' or varied to allow greater disaggregation across staff/representative roles or levels of engagement.

How to use the toolkit

HEPs should undertake step 1 (a congruence survey for staff/representatives) and analyse responses across different types of role and level of responsibility to determine whether or not there is a need to separate groups for subsequent steps. Moreover, results from step 1 may indicate how involved subsequent steps need to be: if there is significant divergence you may need to provide additional time and resource to investigate; if there is already a good match it may be possible to take a lighter approach or even skip the more exploratory steps altogether. Click on the relevant icons accompanying each step to access any tools.

Each provider should consider how to utilise the review toolkit in a way that is mindful of its own structures, cultures and working practices. However, we would recommend an individual who will be perceived as objective is given lead responsibility for managing the review overall and that a communication plan is devised to be clear to those participating the purpose, scope and expected timeline of the review. Openness and sincerity will be important for engaging with and gathering meaningful information from participants.

Step 1: Congruence survey

A congruence survey encourages reflection on the wide-ranging and diverse types of activities involving the recruitment and admissions community within your own institution.

A congruence survey is essentially a set of questions comparing what respondents feel a situation *is* with what they feel it *should be*. It would therefore identify what improvement is desired across varied role types and highlight where more is needed to effectively perform those roles. This can then aid targeted communication, support and training to improve co-ordination between recruitment and admissions and provide clearer, more consistent support for applicants.



SPA has developed a survey template which can be downloaded on request to any HE provider with a SurveyMonkey pro account, or we can email a text copy of the questions, to use within your own institution. Alternatively, it can be taken using SPA's survey directly (click on the icon), at which point responses would be collated by SPA (see appendix 1 for a case study example of survey results). Managing the survey yourself will allow you to personalise the questions to be more specific to your institution's situation, although in some cases running the survey through SPA may provide added reassurance of anonymity. Whether you wish SPA to collect responses or receive a copy of the survey template, please [email us in advance with a named contact](#) to make arrangements.

Step 2: SWOT analysis



Use responses to the considerations in step 1 to determine whether each represents a strength, weakness, opportunity or threat (or a combination). This tool (click on the icon) will allow you to build your own SWOT analysis, or multiple analyses (e.g. for different teams). Positives can be identified, promoted and shared; negatives can be investigated and addressed. It is highly likely that good practice leading to a positive in one area can be applied in other areas to tackle negatives.

Step 3: Action plan



Considerations that were found to be significant weaknesses or threats because of a gap between respondents' views of the current and preferred situation need to be redressed and a plan for moving towards what is 'preferred' agreed. This tool (click on the icon) provides the framework for developing your own action plan and decide specific interventions to fill the gaps identified.

Step 4: Interaction map



Starting with those identified by participants in steps 1-3, map out all the desired interactions between recruitment and admissions across a timeline for the year (click on the icon). This should highlight what exchange needs to take place, who needs to be involved and when it needs to be initiated. This should act as a handy reminder and in itself may help redress existing gaps.

Step 5: Act, remind and repeat

Use the findings from steps 1-4 and empower staff to take action to continually improve the relationship between recruitment and admissions. Ensure there is an effective mechanism to remind all relevant staff of upcoming interactions throughout the year, as identified in the interaction map.

Finally, repeat these steps annually to assess improvements, drive enhancements and guarantee new developments (internal and external) are incorporated into your co-ordinated plans.

Recommendations

The responses from the SPA focus group were used to identify a number of recommendations for improving the relationships between recruitment and admissions and the impact on admissions-decision-making, centred around four key themes:

- plan strategic policy in advance;
- adopt a flexible approach to recruitment activity;
- ensure fairness and transparency in offer-making;
- make effective use of data and information.

The suggested recommendations are not meant to be exhaustive: we would encourage providers to consider outcomes from the interactive toolkit, to prioritise the themes to focus on and to expand on any additional issues identified within their institution. It may be that results from the congruence survey highlight differential issues across different teams, roles or levels of authority, or that the SWOT and GAP analyses identify differential impact on them. Recommendations, and the subsequent solutions planned, may be most effective if tailored to those different needs.

Plan strategic policy in advance

Departmental relationships and communication

- Is there effective collaboration throughout all stages of the applicant experience?
- Is policy used to inform practice and enhance relationships? How can this be implemented across other areas?
- Create a unified admissions and recruitment 'community' within the HEP and devise effective communication channels for it
- Encourage greater understanding of roles traditionally owned by 'recruitment/outreach', 'admissions' and 'marketing' functions and how these impact on applicant decision-making

Institutional direction and target markets (e.g. international)

Acceptance of new qualifications

- Does strategic policy capitalise on the changes in the HE sector concerning qualifications reforms?

Changes in offer-making practice across the sector

- e.g. unconditional offers prior to attaining qualifications

Total numbers

- Staff to work closely together to ensure HEP's guided student number is met, particularly in times of change (e.g. SNC deregulation)

Training

- Bring together all staff across recruitment and admissions to generate heightened awareness of recruitment objectives against regulatory backdrop of admissions
- Consider staff turnover (e.g. induction) and any impact on morale
- Consider future training needs, especially ways to bring staff located across the HEP together at an appropriate time in the calendar year

- Review induction materials for new staff involved in recruitment and admissions to nurture synergy from the outset

Internal and external pressures

- Understanding of the balance between the two (e.g. access agreements) without compromising the integrity of offer-making
- Ensure there is mutual understanding of sector-wide issues and what is happening in the wider recruitment environment
- Understand the applicant pool and specific influences on applicant decision-making.

Adopt a flexible approach to recruitment activities

Flexible recruitment activities

- Allow for change from current procedures and have the confidence to innovate

Tailored recruitment activities

- Know your audience, e.g. open days in comparison with applicant days
- What is the purpose of an event and what outcomes are you striving towards?

Relationships between staff

- Encourage all HEP staff to see the common goal of 'recruitment' and work collectively to achieve it
- Assess how far the 'recruitment' mission is integrated across different recruitment and admissions staff and departments and where there is appetite to go further

New technologies and media

- Plan for keeping up-to-date with new software and digital communications, and their use in recruitment
- Are there potential conversion tools and how are they/how can they be used across the HEP?
- Is there a joined up approach to this across recruitment and admissions?

Ensure fairness and transparency in offer-making

Assessment of applications

- Are all staff within recruitment, admissions and related areas following institutional policies and processes?

Offer conditions and terminology

- Are they transparent and consistent with good practice?
- Is accurate IAG provided to applicants to avoid misrepresentation?
- Identify areas where there is a risk of 'misrepresentation' occurring and take steps to remedy
- Heighten awareness among such staff of their respective roles and their impact throughout all stages of the applicant experience, with emphasis on communications and IAG interactions.

New qualifications and developments, e.g. the new tariff

- How are these embedded?

- Is there shared knowledge and common understanding?

Entry requirements

- Ensure information gathered during recruitment activity, e.g. in relation of qualification equivalencies, feeds into and informs offer-making

Publications

- Facilitate accurate IAG
- Printed materials signpost to online prospectus or external sources (e.g. UCAS website) to ensure staff refer to 'in time' information
- Use of caveating

Make effective use of data and information

Data analysis

- Utilise and share public data sources across departments to inform policy and processes

Communications with applicants

- Clarify the differences between an 'admissions' and 'recruitment' conversation. What are the different needs and expectations for all those involved?
- How do you ensure consistency of IAG?
- How are all instances of communication with an applicant captured (e.g. CRM), and then monitored?

Internal sharing of data

- Reciprocal agreements to improve outcomes across HEP
- Foster greater collaboration between departments and information sharing where this can improve recruitment outcomes

Glossary

Admissions	The processing of a submitted application and its associated decision making function. Admissions may also cover some aspects of pre-application enquiry handling, usually relating to specific queries concerning entry criteria.
Applicant Day	An opportunity to look round a university, find out more and have questions answered once an offer has been made. May be on line but traditionally in person
Applicant experience	The journey undertaken by someone applying to an HEP, this includes all aspects of procedural interaction whether directly with the HEP or indirectly through a third party such as UCAS. It also relates to any non-procedural interaction such as experience on a visit or interview day, conversion activity undertaken with the applicant. The experience can also be either real (length of time they may have to wait for a decision) or perceived (that regardless of due process they feel they have waited too long for a decision).
Conversion activities	Any positive interaction between an HEP and applicant once an offer has been made to encourage attendance at that provider. This may include various communications by email, post or online as well as invitations to visit the institution. The inclusion of positive information about the HEP is usually used to support the excellence narrative to encourage applicants to see the HEP in the best possible light, such as awards won, known alumni, or good news about student achievements.
EU (Student/Recruitment)	A generic term for those individuals, or activities aimed at them, which are classed as part of the 28 member states of the European Union by the Education (Fees and Awards) (England) Regulations 2007
HEP	Higher Education Provider - anyone who provides higher education, this includes Further Education colleges, private providers as well as Universities
IAG/IG	Information, advice and guidance (IAG) however more usually HEPs offer information and guidance (IG) as it usually only pertains to their specific organisation therefore it is inappropriate to provide broader advice about higher education
International (Student/Recruitment)	A generic term for those individuals, or activities aimed at them, which are not classed as a UK or EU fee paying student through the Education (Fees and Awards) (England) Regulations 2007

Marketing	Promotion of the university and positioning it within the marketplace. Includes production of promotional materials, branding, style guides, website and visual identity. Marketing usually has an analysing function as well; this would include research around portfolio development and regional/national trends. Marketing may also include elements of enquiry handling such as prospectus requests.
Office of Fair Access (OFFA)	An independent body promoting fair access to higher education, through monitoring Access agreements which are required to state the intentions of any HEP which charges enhanced fees, in regards to supporting fair access.
Open Day	Opportunity for an interested party to find out more about a university, generally in advance of submitting a UCAS application. Traditionally in person by visiting the university but recently virtual open days are available.
Overseas (Student/Recruitment)	A broad term used to describe an applicant, or activities aimed at them, where they do not possess a mainland UK address. These applicants/enquirers can be classified as either Home/EU or International Education (Fees and Awards) (England) Regulations 2007
Prospect	A term used to denote someone who has not formally applied to an HE provider, but may do so. In marketing or recruitment areas this term may be applied loosely to denote those the provider would be interested in or those being targeted by recruitment activity.
Recruitment activities	May include but not be limited to workshops, games, taster sessions, master classes and other activities to highlight the positive messages of higher education and usually highlighting the benefits or a particular provider; this may be onsite or within a school or college setting. There are also careers fairs and higher education fairs which a higher education provider attends to provide direct information to individuals about their own institution.
Selection	The term used to indicate the process of assessing an applicant for entry to an HEP. This may cover criteria such as entry requirements (grades), level of knowledge and or experience indicated in the personal statement, level of support from a reference as well as suitability for professional registration through non-academic conditions i.e. DBS check, medical questionnaire. The process of undertaking an interview, skills tests, written tests or portfolio production are also included in this

Student Recruitment	Staff from a higher education provider working with a wide range of audiences in a variety of settings to provide higher education information and guidance. Usually includes promotion of a particular higher education provider to encourage applications. There are no geographical or time limitations to this work; however it is usually designed to match particular decision making points related to an identified course entry date. Student Recruitment may also work to organise onsite events such as Open or Visit/Post offer days, this may be in conjunction with a Marketing and/or Admissions department.
UK	England, Wales, Scotland and Northern Ireland, and students from these countries. Students have to meet certain criteria to be classed as UK
UK Devolved	Devolved parts of the UK making their own policy decisions, e.g. regarding setting of university fee levels and other financial arrangements
WP	Widening Participation, the term used to describe work undertaken to increase the participation rate of those who are underrepresented in higher education. This is monitored through the Office of Fair Access (OFFA).

Appendices

appendix 1: congruence analysis case study examples

Anonymised case studies summarising the results volunteered by HEPs undertaking the congruence analysis will be available on the SPA website and will be added to as new examples are provided.

www.spa.ac.uk/resources/recruitment-and-admissions-nett

appendix 2: examples of different recruitment and admissions structures

Summary of responses regarding Admissions, Recruitment and Marketing structures within HE Institutions – Compiled by the London School of Business and Management via the Academic Registrars' Council (ARC), November 2014

Institution 1	<p>Central Admissions function sits within Student and Academic Support Service, dealing with Home/EU Admissions. Marketing and Student Recruitment sit within Marketing. International Admissions, recruitment and marketing sit within Group Office</p> <p>15.4 FTE staff in the UK/EU Admissions Office (unsure how many staff are in Marketing or International Admissions)</p>
Institution 2	<p>Educational Liaison and Marketing sit within the Marketing Directors brief Admissions covers both the Home, EU and Overseas activity. This is in addition to the recruiting/marketing arm of the International Office. This covers all levels and type of HE delivery except for PhD, Online and B2B.</p> <p>8 head count Admin staff dealing with the Home EU market 2 for International, with others supporting the activity at a lower level</p>
Institution 3	<p>Recruitment responsibility sits within Recruitment and International Office Marketing within Corporate Communications Admissions within the Registry team.</p> <p>All admissions undertaken within the one Admissions team - central team is a processing one, and decisions are made within our Academic Departments, by Academic Selectors.</p> <p>Widening Access and associated school liaison is undertaken by another team.</p>
Institution 4	<p>The process side of the operation: Admissions (including international admissions) sits alongside Academic Registry.</p> <p>Admissions Team comprise: Head, Manager, Senior Admissions Asst & 6 Admissions Assts.</p> <p>Student Recruitment (4), International office (recruitment) (3) and Schools Liaison (3) are all part of the Department of Marketing, Communications & Access.</p>
Institution 5	<p>3 separate departments:</p> <ul style="list-style-type: none"> - Admissions (which includes Home/EU and International, and deals with all enquiries) – 4 staff; - Student Recruitment Marketing – 4 staff; - School Liaison/Outreach – 2 staff. <p>There is communication and various meetings between the three areas; however no overall single direction which unites everything.</p>
Institution 6	<p>1. Three Directorates responsible for recruitment:</p> <ul style="list-style-type: none"> a) Student and Academic Services (Academic Registry and Student Services combined) b) Marketing and Communications

	<p>c) Dean of International's Office (DOI) Admissions Division reports into Student & Academic Services a) Admissions teams are based out in 4 faculties b) Admissions Division has approx. 32 persons (excluding those working on international) Summary of responses regarding Admissions, Recruitment and Marketing structures within HE Institutions – 12.11.14 Compiled by the London School of Business and Management via ARC November 2014 Admissions Division includes the International Admissions Office (IAO) which is a team on its own but reports into Head of Admissions a) 7 staff work in the central IAO b) each faculty has an international administrator who report into the IAO but sit in the Faculties (4 staff) Student Recruitment sits in MarComms a) Marketing Managers report to MarComms, but the teams are based in 4 faculties Recommended change would be to fully imbed international into the Faculty teams.</p>
Institution 7	<p>Admissions (home and international) located in Student Administration which is part of the Academic Registry. 5 people in the Admissions Team. Recruitment, including Schools liaison, is in Marketing & Communications. It's a perennial debate as to whether admissions and recruitment should be co-located.</p>
Institution 8	<p>Admissions, Marketing and Student Recruitment all sit together reporting to a different PVC to that of Registry, which can be difficult (in relation to Admissions). International recruitment is located in a separate area but processing international recruitment sits with the main Admissions department.</p>
Institution 9	<p>Moved Admissions out of the Academic Registry into a new Directorate of Recruitment and Admissions -this includes Admissions, International and Home/EU recruitment. The Directorate is part of the Registrar's Division along with Academic Registry and the 4 Faculty Registries. Marketing is a separate division lead by a Director of Marketing and comms who answers into the VC. The Director of Admissions and Recruitment and his team work closely with colleagues in Marketing and has a dotted line to the Director of Marketing.</p>