

The background of the entire page is a photograph of sand dunes. The top half shows a wide, gentle slope of a sand dune under a clear sky. The middle section features a close-up of the sand's surface, showing fine, rhythmic ripples. In the bottom right corner, a starfish is partially visible, its legs extending into the frame. The bottom half of the image is a darker, more textured view of the sand, possibly from a different angle or lighting, showing more pronounced ripples and shadows.

# **The STAR Project**

*(Student Transition and Retention)*

## **University Visit Days**

**Anthony Cook, University of Ulster**  
**Helen Richardson, University of Manchester**  
**Ben Goldblum, University of Manchester**

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## SUMMARY

Students making well-informed decisions about both the institutions and the courses that they will join are less likely to regret making that decision later. At the University of Manchester applicants are interviewed prior to an offer being made. This interview is formal but has little influence on the subsequent offer for the vast majority of candidates. The purpose of the interview is to bring applicants onto the campus in groups and to give a realistic view of what the Faculty has to offer. The use of student ambassadors to guide applicants around the Faculty and to discuss student life with them during the wait for the interview encourages the formation of realistic decisions.

**Keywords:** student retention, student attrition, interview, university prospectus.

## INTRODUCTION

Most students who leave University before the end of their programme do so before having had the opportunity to fail academically. Surveys of students who have left often show that a common reason cited is an incompatibility between the course on which they found themselves and their own personal goals and capacities. Thus, in a survey of 2152 early leavers, Yorke (1999) found that the five most common reasons cited for withdrawing were, 1) Chose the wrong field of study, 2) Lack of commitment to the programme, =3) Financial problems, =3) Programme not what I expected, 5) Teaching did not suit me. Many of these problems have their roots in information available before entry and are, therefore, predictable. They are therefore, also potentially soluble when students make decisions about which institution to attend and what course to apply for and review the resources that will be available to them.

At first sight interviewing applicants may appear to be a staff intensive selection process that could be achieved more efficiently in other ways. Viewed, however, as a mechanism for improving the match between student and course then, it has the potential to ensure that students make the correct decisions in their choice of University and course and that admissions tutors also make appropriate decisions in making offers. Proper record keeping would also ensure that decisions about lowering the intake requirements for applicants after the summer results are known could be made in the light of the knowledge gained at interview.

The School of Biological Science at Manchester<sup>1</sup> has interviewed its applicants for many years. In 2001 a Student Recruitment Manager was employed. He reviewed the then current practice and instituted changes which have resulted in a more student-centred selection process. It has added little to the workload of academic staff and has greatly impressed prospective students as judged by their feedback.

Applicant feedback has included:

*“Thank you for looking after us all day – we enjoyed the tour.”*

*“I found the day really useful and very enjoyable. All of our concerns were alleviated and I recommend the experience.”*

*“The students who showed us round were wonderful and couldn’t have been more helpful.”*

Student feedback through focus group meetings has included that, for most, the visit day had a major influence on their decision to come to Manchester, e.g.

*“The ‘visit day’ was the single deciding factor for the university I chose”*

## RELEVANCE TO THE STAR GUIDELINES

At its outset the STAR project researched, produced and published a set of guidelines based on the causes of student attrition and which pointed the way towards possible good practice. The STAR guideline relevant to this case study is 1.1.

- 1.1 Information about campuses and courses should be accurate and lead to realistic student expectations.

Cook, *et al.* 2005

## THE PRACTICE

### Application Timeline

The application timeline in the Faculty of Life Sciences at the University of Manchester starts by providing information for the **University prospectus** and with the production of a **school brochure** that is designed for pre-application students. All degree programmes and most first year modules are outlined. Potential students who are interested then attend an **open day** during which they hear about the Faculty facilities and talk to admissions staff and student ambassadors. Information given includes a lot more detail than can be found in the brochure. Students who then apply are short listed on the basis of their UCAS form (personal statement and

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<sup>1</sup> Since this case study was written, the School of Biological Sciences has become the Faculty of Life Sciences (October 2004). This Case Study is based largely on practice in 2003/4. Where this has changed substantially, the authors have described practice in 2004/5, as well as the previous practice.

past and predicted performance). Shortlisted applicants are invited to a **visit day**. Before the visit day they receive a booklet which describes the visit day events. This is designed to encourage them to attend without indulging in too much hyperbole. During the visit day, until 2004/5, they received a **CD-ROM** which contained a detailed description of all aspects of the course including module choices, video clips of field courses, etc. (This has been discontinued during 2004/5 as feedback indicated that the CD-ROM was hardly being used). It is during the visit days that applicants are **interviewed**.

### **The Visit Day**

Applicants are invited to 1 of 15 visit days in groups of up to 120. In 2003/4, approximately 1200 applicants were interviewed. An outline programme of a typical visit day is in appendix 1.

About half those who attend are accompanied by guests, normally their parents. They are neither encouraged nor discouraged to come with guests. There is a different programme for guests and applicants and these diverge immediately, so applicants are quickly separated from the guests. This account concentrates on the process available for the applicants, although the outline programme in appendix 1 also indicates how the guests spend the day. The experience of parents is considered elsewhere (STAR case study: Supporting your student). An initial talk is based on 11 topics from which the audience selects about 5 or 6 to cover in detail, and the rest are covered in outline during the question and answer session if desired. This format has developed to give the applicants more ownership of what they hear.

The session is based on the principle that it is the applicants' day to use as an information tool, and feedback has been much more positive, than before applicants selected the topics to cover.

The students attend the initial talk and are then taken to lunch (provided free) with the Chief Admissions Officer, the Student Recruitment Manager and Student Ambassadors (drawn from all years of the various courses). After lunch, students are divided into two groups for the interviews. One group has their interview first, followed by a tour of the campus with the student ambassadors. This gives applicants an opportunity to ask ambassadors about student life. It is the other way round for the second group. A lounge is available for applicants waiting to be interviewed, and during this time they chat to the student ambassadors and admissions tutors.

Members of academic staff from the subject area to which the applicants have applied conduct interviews.

At the end of the day there used to be a coach tour which took them out to the student accommodation, but from 2004/5, this has been replaced by a virtual tour.

Evaluation of the day is conducted with a form which is distributed on the day, and sent back using a postage prepaid envelope.

## **The Student Ambassadors**

Ambassadors are drawn from all years of the various degree programmes offered in the Faculty. They are recruited through a process that begins in October with an email invitation to all students. They can collect an application form from the Undergraduate School Office, a copy of which is included in appendix 2. Generally all applicants are interviewed. An applicant's suitability for the role is judged on the basis of his/her perceived people- and communication-skills, and ability to speak enthusiastically about the Faculty, University and student life in Manchester. . About 75% of those interviewed are normally appointed. They receive a half-day training which is a combination of presentations and team building activities, and includes sessions on how to talk to the public. They are also briefed on what the Faculty expects of them. Honesty is stressed as their most important attribute. The Faculty prides itself on its honesty and transparency throughout the visit day and information sharing process. A specification of the role of student ambassador is included as appendix 3.

The role of the student ambassadors is mainly to escort applicants around the department on visit days and to answer any questions about the course, the University and the City. They are also involved in the editing of the Faculty literature, so that the Faculty can ensure that its information accurately reflects the student experience.

In 2003/4, there were about 50 ambassadors. Each ambassador may help on up to 15 visit days. The Faculty keeps a record of who helps on each visit day and in 2003/4 each ambassador was paid £30 for each visit day attended. Each ambassador claims payment on a University expenses form, and payment is made into his/her bank account 3 times during the visit days period.

Applicants' appreciation of the ambassador role is indicated by replies to the question 'What was most useful thing about the day?'. These included:

*"Being guided by students who know the most about the uni"*

*"Hearing a student's opinion of the university"*

*"Asking the students questions"*

## **The Interviews**

A member of academic staff interviews each applicant. Overall, fifty academic staff act as interviewers, but no individual is committed to more than about two hours contact time for six afternoons each year. Each receives a rota indicating dates s/he is required (appendix 4). Each interview lasts for about 30mins including the time during which the interviewee is collected from a central point and returned there by the interviewer afterwards (This was reduced to 20 minutes in 2004/5, as interview rooms are now generally closer to the central point than in previous years). During the interview the staff work from a proforma which is supplied centrally. Some of the questions are very general, and some are tailored to suit the course for which the applicant applied. Typical questions are:

- What is your greatest achievement to date? (Follow up – Why)?
- What extra-curricular activities do you take part in?
- Why did you choose Manchester?
- What are your major hobbies?
- Do you know of anyone else who came to Manchester?
- What was your favourite non-science subject? (Follow up - Why)?
- What progress are you making in your AS/A2 levels?

Questions tailored for individual programmes encourage applicants to talk about biological issues in the news. For example, they may be asked to outline any science documentaries that they have watched or articles they have read that have inspired them, and to explain why.

Interviewers are also provided with answers to the most common applicant questions. These responses include aspects of personal support (personal tutor system), the technicalities of assessment (coursework proportions etc), the teaching system (balance between the various teaching activities) and the extent to which students can change degree programme after they have started.

The interviewer makes a brief record of the interview on a sheet provided (appendix 5).

Feedback from staff indicates a high level of satisfaction with the role of student ambassadors, and general satisfaction with arrangements for interviews. Some concern has been expressed with the recent reduction in interview duration to 20 minutes. There is a sense that, as this time includes 'collecting and returning' applicants, it leaves too short a time to interview satisfactorily. This will be kept under review.

## **Origins**

The current practice has developed from visit day practice that itself had evolved over many years. A previous version of the visit days involved interviews but had a stronger academic focus. In about 1999/2000, some activities such as laboratory tours were dropped and individual interviews were replaced by small group 'interviews', as management changed, and as academic staff with many years of visit days experience retired. Group interviews had less successful outcomes: conversion rates fell and retention also fell. Individual interviews were re-introduced. In 2002/3, the School appointed a Student Recruitment Manager who had experience of admissions in a new University. He reviewed practice, built on successful elements of existing practice, and has continued to evolve practice in the light of experience.

*I got to see a few of the visit days and they were academically focused rather than student focused. .... As a recruitment activity it has got to be students first and academics come in and support that. ....I started off by splitting the students into two groups, because before they would sit in a lab for an hour and a half waiting for their interview, or they would have it and then sit for an hour and a half with nothing to do. And nothing on the TV screen, no experiments set*

*up. To me that was the waste of an hour, when they could be doing the tour at that point and we could squeeze more things into the day.*

Student Recruitment Manager

The process evolves each year. As a result of feedback from the 2002/3 session, the main changes were:

- Applicants were given an opportunity to select main topics of introductory talk from a list.
- Two separate talks for applicants and guests – guests have opportunity to select topics too.
- Introductory talk to applicants given by 2 students/ambassadors (staff are present but do not contribute to the talk).
- Campus tour more structured (e.g. feedback had requested tour of library, labs, equipment).
- Microscopes set up in labs for applicants to look at different sorts of materials.
- Guests taken on a campus tour by ambassadors.

And from 2003/4 session:

- The CD-ROM was dropped.
- Virtual accommodation tour in place of coach tour.
- Greater emphasis in the introductory talk was placed on helping applicants understand what would be expected of them during the degree programmes (identified through reasons that students have given for leaving, such as "more practical work than expected").

The previous practice also tended to ignore the role of guests.

*Parents.... are actually incredibly important. If parents have bothered to come to a visit day it's because they're interested and have probably quite a big influence on that student's choice. So laying on a day that was enjoyable for them I thought was particularly important..... In the first year we changed a few bits and pieces. We are getting feedback all the time and so we changed it this year to make the talk more interactive, .....because previously it was covering things that they didn't want to hear about.*

Student Recruitment Manager

Although this is an exercise in recruitment, it is also an exercise in attempting to recruit those students who are most likely to stay because they are given the opportunity to make a well-informed choice. For example, when, as noted above, the Faculty identifies a major reason given by students leaving early, information about that aspect is given in literature, and emphasised in visit day talks, to help applicants to be more informed about the degree programmes.

## EFFECTIVENESS

There is good evidence that the changes in practices have had a positive effect on the retention rate.

*“Our drop-out rate used to be higher but, this year I think we had 12-15 people leave. Those who are leaving are citing that they didn’t know how much practical was going to be involved, and they don’t like the practical work. Whereas before you had lots of people saying it was the wrong course or the wrong University. I feel if you are more honest with them right from the start you’re getting rid of those, before they even come here.”*

Student Recruitment Manager

In the visit day questionnaire replies from 2002/3, (for which 59 returns were received from about 350 distributed over 5 visit day sessions), 95% of respondents said the visit day was more likely to make them put Manchester as 1<sup>st</sup> or 2<sup>nd</sup> choice than had been the case before they visited.

### Student Opinion / Awareness

Students’ views of the visit days and the part played by ambassadors in particular are very positive. Asked what they remembered about their visit day at recent student focus group meetings (representing several cohorts), students’ replies included

*‘the opportunity to ask questions’, and ‘information being given by students’, who were ‘welcoming’, ‘friendly’, ‘real people’ and that it was ‘not just an academic focus’.*

They also mentioned that *‘the ‘atmosphere’* was good, as well as the people and that it was *‘good to get separated from parents’*, as it made them talk to other people.

Asked how ambassadors help applicants and guests on a visit day, a typical reply was:

*“You hear the ‘real’ view, you want to hear about the night life, how you meet people, you get to hear about it from people who are living it,”*

## RESOURCE IMPLICATIONS

Although this sounds like a resource intensive process it actually only involves academic staff for up to two hours contact time for a maximum of six times a year. Each interview is of about 30 min (20 minutes from 2004/5) and each staff member interviews between four and six applicants in an afternoon. Non-academic staff do most of the organisation.

The Faculty employs a full time Student Recruitment Manager and resources the 15 visit days. Although these arrangements represent a Faculty cost, they are felt to be cost effective, as they free academic staff from undertaking these less academic, more routine tasks. Furthermore, students are deployed as ambassadors and thus save academic staff time. The added benefit of the involvement of students in, for

example, building or campus tours, is that there is the somewhat intangible value added of providing motivation to both applicants and student ambassadors. This enhances ambassadors' personal development, through opportunities for improving their interpersonal and communication skills.

## INSTITUTIONAL CONTEXT

**University of Manchester** - The University of Manchester has recently merged with UMIST. The information related here refers to the activities of the School of Biological Sciences in the former unmerged University of Manchester. The original Victoria University of Manchester was founded as Owen's College in 1851.

<b>University of Manchester<sup>2</sup></b>	<ul style="list-style-type: none"> <li>• &gt;20,000 undergraduate students</li> <li>• &gt;2000 academic staff</li> </ul>
<b>Student group</b>	<ul style="list-style-type: none"> <li>• All students joining the Faculty of Life Sciences</li> <li>• &gt;2000 undergraduate students</li> <li>• 700 research staff and graduate students</li> </ul>
<b>No of students in year 1</b>	<ul style="list-style-type: none"> <li>• 390</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>• In 2003/4 50 staff were involved in the interviews. About 50 student ambassadors were employed</li> </ul>
<b>% mature students</b>	<ul style="list-style-type: none"> <li>• 1%</li> </ul>
<b>% Overseas students</b>	<ul style="list-style-type: none"> <li>• About 10%</li> </ul>
<b>% students living at home</b>	<ul style="list-style-type: none"> <li>• About 10%</li> </ul>
<b>Admission data</b>	<ul style="list-style-type: none"> <li>• Asking grades: BBC (Biology and Chemistry preferred but not essential)</li> <li>• In 2003/4, the average qualification on entry was 300 UCAS points (BBB). In 2004/5, it was 320 UCAS points, ABB.</li> <li>• All successful applicants offered A level or equivalent qualifications.</li> </ul>
<b>Retention data</b>	
<ul style="list-style-type: none"> <li>• Of the 382 entrants in 2001, 26 left the institution early (6.8%), 7 (1.8%) changed to another course and 9 (2.3%) failed academically. One interrupted and nine repeated the year. Overall progression rate therefore was 87%.</li> <li>• Data were similar for 2002/3 and 2003/4.</li> <li>• Reasons for leaving 'other than academic' in 2003/4 include: Personal (9), Transfer to another institution (8), Other (5), Financial (2), Health (1), Unknown (1) – <b>TOTAL 26</b></li> </ul>	

<sup>2</sup> Before the merger with UMIST in 2004.

## BROADER CONTEXT

### The Importance of Prior Information

Institutions do not have control over all the information on which applicants make their decisions. The information over which they do exercise control however, should be as broad as possible and focus on being realistic and appropriate to the decisions being made by applicants. In a pre-entry survey of students coming to the University of Ulster the top 10 reasons for coming were as given in the table below in descending order of popularity.

<b>Statement agreed with</b>	<b>Aspect classification</b>
To develop new or existing skills	Personal
To gain a recognised qualification	Career
For intellectual growth and stimulation	Personal
To broaden horizons	Personal
To expand knowledge and skills	Personal
To study a subject of interest	Personal
To learn about and discuss new ideas	Personal
To meet new people	Social
To get better job	Career
For personal development	Personal

Seven of these 10 are related to personal development; 2 are related to career development and only 1 to the social aspects of being a student. It could be argued that students being asked why they want to come to an institution by that institution might be expected to stress those benefits which they expected to be valued. Nevertheless the emphasis on medium term, personal, rather than long-term, career goals indicates the importance of ensuring that applicants make personal decisions based on what the institution and course offers rather than the potential longer-term benefits.

## CONCLUSION

A well structured and managed interviewing process serves a variety of different purposes. It presents an opportunity to exhibit the facilities and staff to prospective students. It allows prospective students to see for themselves what the environment to which they will be committing the next three years of their lives is really like. It also allows for some element of selection where there is competition for places. The use of student ambassadors to give a realistic portrayal of the life of a University student is probably the single most important contribution that an interviewing process can make to applicants making appropriate decisions for them. Finally the construction of a visit day for applicants requires knowledge about the sorts of information that applicants need and constant monitoring to ensure that those needs are being met.

## REFERENCE

Cook, A., B.S. Rushton, S.M. McCormick and D.W. Southall, (2005). *Guidelines for the Management of Student Transition*. University of Ulster. Coleraine. Also at [http://www.ulster.ac.uk/star/resources/star\\_guidelines.pdf](http://www.ulster.ac.uk/star/resources/star_guidelines.pdf) (Accessed 30-08-05).

## CORRESPONDENCE

Dr Anthony Cook, STAR Project, University of Ulster, Cromore Road, Coleraine, N. Ireland, BT52 1SA  
email: [a.cook@ulster.ac.uk](mailto:a.cook@ulster.ac.uk)

Dr Helen Richardson, Honorary Lecturer in Physiology, University of Manchester, School of Biological Sciences, 1.124 Stopford Building, Oxford Road, Manchester, M13 9PT  
email address: [helen.richardson@man.ac.uk](mailto:helen.richardson@man.ac.uk)

Mr Ben Goldblum, Student Recruitment Manager, Faculty of Life Sciences Administration, The University of Manchester, Oxford Road, Manchester, M13 9PL  
email: [Ben.Goldblum@manchester.ac.uk](mailto:Ben.Goldblum@manchester.ac.uk)

## FURTHER INFORMATION

STAR Case Study: Providing Quality Information Prior to Entry

<http://www.universityoptions.co.uk/> - Information for those applying to HE institutions

<http://www.aimhigher.ac.uk> - Information on HE

<http://www.thinkuni.info/> - Providing Solutions to questions about higher education

## APPENDIX 1

### Visit day schedule for applicants (2003/4)

<b>Time</b>	<b>Activity</b>
<b>11.30 – 12.00</b>	Arrival
<b>12.00</b>	Initial Talk (School Recruitment Manager introduced by Senior course tutor)
<b>12.40</b>	Lunch with Student Ambassadors
<b>1.15</b>	Applicants split into two groups
<b>1.30</b>	Group A interviews – Group B Campus tour
<b>2:30</b>	Group B interviews – Group A Campus tour
<b>4.00</b>	Applicants meet up with guests and either take a coach tour of accommodation; or make their way home

### Visit day schedule for guests

<b>Time</b>	<b>Activity</b>
<b>11.30 – 12.00</b>	Arrival
<b>12.00</b>	Lunch with student ambassadors
<b>12.45</b>	Talk and Question and Answer Session
<b>2.00</b>	Tour of campus and facilities
<b>4.00</b>	Applicants meet up with guests and either take a coach tour of Accommodation make their way home

## APPENDIX 2

### Application form for Student Ambassador / Visit Day Programme

NAME \_\_\_\_\_

ADDRESS (Manchester) \_\_\_\_\_

\_\_\_\_\_ TEL NO \_\_\_\_\_

ADDRESS (HOME) \_\_\_\_\_

\_\_\_\_\_ TEL NO \_\_\_\_\_

MOBILE NO \_\_\_\_\_ EMAIL \_\_\_\_\_

PROGRAMME OF STUDY \_\_\_\_\_

YEAR \_\_\_\_\_ D.O.B. \_\_\_\_\_

NATIONAL INSURANCE NO  
OR PROOF OF ELIGIBILITY TO WORK IN THE UK

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INTERESTS \_\_\_\_\_

REASONS FOR APPLYING (continue on a separate sheet if necessary)

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WHAT DO YOU THINK ARE THE 3 BEST THINGS ABOUT THE UNIVERSITY OF  
MANCHESTER

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

AND THE 3 WORST

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**WHAT DO YOU THINK ARE THE 3 BEST THINGS ABOUT THE FACULTY OF LIFE SCIENCES**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**AND THE 3 WORST**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**PLEASE RETURN TO ..... IN THE ADMISSIONS OFFICE BY xx xxx  
xxxx**

**Protection of Children**

As the Ambassador Programme involves working with children it will be necessary to carry out a criminal records bureau check on all student ambassadors. It is understood that participation in the Ambassador Programme is **NOT OPEN TO ANYONE CONVICTED OF A CRIMINAL OFFENCE AGAINST CHILDREN**. Whilst we are administering the required checks please sign the declaration below.

**I have never been convicted of a criminal offence against children.**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Data Protection**

All information given will be treated in confidence and will only be disclosed to those having legitimate need as part of their work.

**I give my consent to the processing and storage of my data by the University.**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX 3

### Student Ambassador / Visit Day Job Description

To work alongside the Student Recruitment Manager, Admissions Officers and the Admissions Office Staff in various recruitment activities.

#### Main activities include:

- Giving tours of the Faculty and other university buildings to small groups or individuals.
- Providing tours on Visit Days and helping to make applicants and their guests feel welcomed and relaxed.
- Helping with Open Days on the Faculty of Life Sciences stand.
- Attending Open Evenings at schools and colleges to give information on the Faculty of Life Sciences and the University of Manchester in particular and HE in general.
- Assisting in the running of inbound visits by school and college parties in the form of campus tours and presentations.

This post may involve some evening and weekend work, and occasionally early morning starts. NB Visit Days are Wednesdays

#### Requirements:

- The ability to understand and articulate the challenges faced in becoming a university student.
- The ability to understand and articulate the benefits of Higher Education in general and the programmes available in the Faculty in particular.
- The ability to work in a varied environment often unsupervised.
- Good oral communication and presentation skills (training will be given).
- Confidence with group situations.
- Good interpersonal skills.
- The ability to empathise with (often younger) people from different backgrounds and experiences.
- The ability to listen, to value and to encourage others.
- Teamwork.
- Reliability.
- Enthusiasm.
- Effective time-management.

#### Skills desirable (not compulsory):

- Full clean driving licence
- The ability to work at short notice

#### Remuneration:

- £35 per Visit Day (maximum 4.5 hours)
- £15 per presentation
- All other work varies but minimum of £6 per hour

## APPENDIX 4

## Communication with Staff (This document has been anonymised)

## MEMORANDUM

### The University of Manchester School of Biological Science Undergraduate Office.

To: All Academic Staff and Independent Research Fellows involved in the Undergraduate Admissions Interview Sessions

Subject: Visit Days

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Please find the attached undergraduate admissions interview rota indicating the dates (Wednesdays) when we will require you for interviewing duties. These dates are indicated by an X next to your name.

More detailed information on the format of the whole visit day for applicants plus changes to procedures will follow shortly.

Prior to the circulation of these details you may wish to be aware of the following important points./ changes.

- You will normally be asked to interview only 4 applicants.
- Interview slots for applicants will still last for 30 minutes (NO LONGER)
- Changes to the visit days format means that interviews will normally be scheduled between 1:30- 3:30 pm.
- Please collect your interviewees from the multi-user laboratory at the times which will be given to you. Admissions co-ordinators (5 staff for 18 programmes) will be present and help you identify your interviewees.
- If you cannot interview on any of the dates allocated to you please arrange to swap dates with a colleague and let the office know. If all attempts to swap prove impossible then please contact the office where the master list of all availability dates is held.
- The UCAS forms of your interviewees should be in your pigeon holes by Monday (p.m.) prior to the Wednesday Visit Day. Please check your pigeon holes on Monday Tuesday prior to your interview sessions.
- Should you be required for an interview on any particular dates than the office will let you know as soon as possible. Despite our efforts, applicants do not always tell us that they will not be coming to a Visit Day and so exact numbers of interviewers required are not always known until the day Visit Day- please bear with us! We will also use this opportunity to even out numbers of interview sessions for staff.

Thank you again for your valued assistance in this important aspect of our undergraduate recruitment and admissions process. This year the first Visit Day will be on November 15<sup>th</sup> with the last at the end of March.

## APPENDIX 5

### Interview Comments

**DATE:**

Name of Candidate \_\_\_\_\_

Interviewed by \_\_\_\_\_

1. Why Manchester:
  
2. Why Honours School?
  
3. Assessment of applicant's motivation and enthusiasm, for the course:  
*rating 1 (poor) to 5 (Excellent)*
  
4. If this candidate were to accepted would you be  
*a) pleased b) satisfied c) dissatisfied*
  
- 5. For BSc. Pharmacology & Pharmacology / Physiology only**  
Inform the applicant of experiments with live animals.  
Obtain student response- No objection [ ], Objection [ ].  
Recommend changed course offer?
  
6. Other comments (e.g. difficulty with A levels, likelihood of coming to Manchester)

**Likely offer shown on attached UCAS form. This offer should be disclosed to the candidate unless you have reason to be dissatisfied with the applicant at interview.**