

## **CASE STUDY 3**

**Title:** Access, Transfer and Progression

**Theme:** Access onto programmes

**Keywords (2-3 words):** Access, Advanced Entry & RP(E)L, Internal communication

### **Short Abstract (optional):**

The objective of this initiative was to better support administration and reception teams internally to handle course access and course entry queries quickly and accurately re access onto GBS Level 7 and Level 8 programmes.

The academic management team reviewed GBS's admissions and recruitment efforts and acknowledged that the successful recruitment of potential learners is underpinned by timely and accurate information on access to GBS's programmes. There is pertinent information in relation to access onto programmes on GBS's website and marketing collateral. However, a review of recruitment queries either on the telephone or by email identified that queries could be categorised as follows:

- potential learners who contacted GBS to confirm information on access already on GBS's website and marketing collateral.
- potential learners who had specific but straightforward queries that could be addressed by the administration team in the initial phase.

In addition, the review confirmed:

- that not all queries needed academic management input.
- that there were some more complex queries in relation to access, advanced entry or RPL or RPEL queries that needed to be referred to academic management for confirmation and follow up.

The review therefore identified a need to enhance the existing training of the administration team and provide them with a quick reference visual flowchart on access to each stage (see Figure 2), on the RPL and RPEL requirements for advanced entry as an initial first step in the recruitment and admissions process.

The administration team were not empowered to make decisions on admissions as that remained the preserve of academic management. With this tool they can now identify patterns in applicant learners; give clearer information and pass on applications to academic management at a more advanced stage of the process.

### **The results of this review**

- More timely responses and greater clarity of information for prospective learners
- More confident and knowledgeable team

- Better use of resources in administration and academic management teams.

Better feedback from learners on pre-booking information - see Figure 3

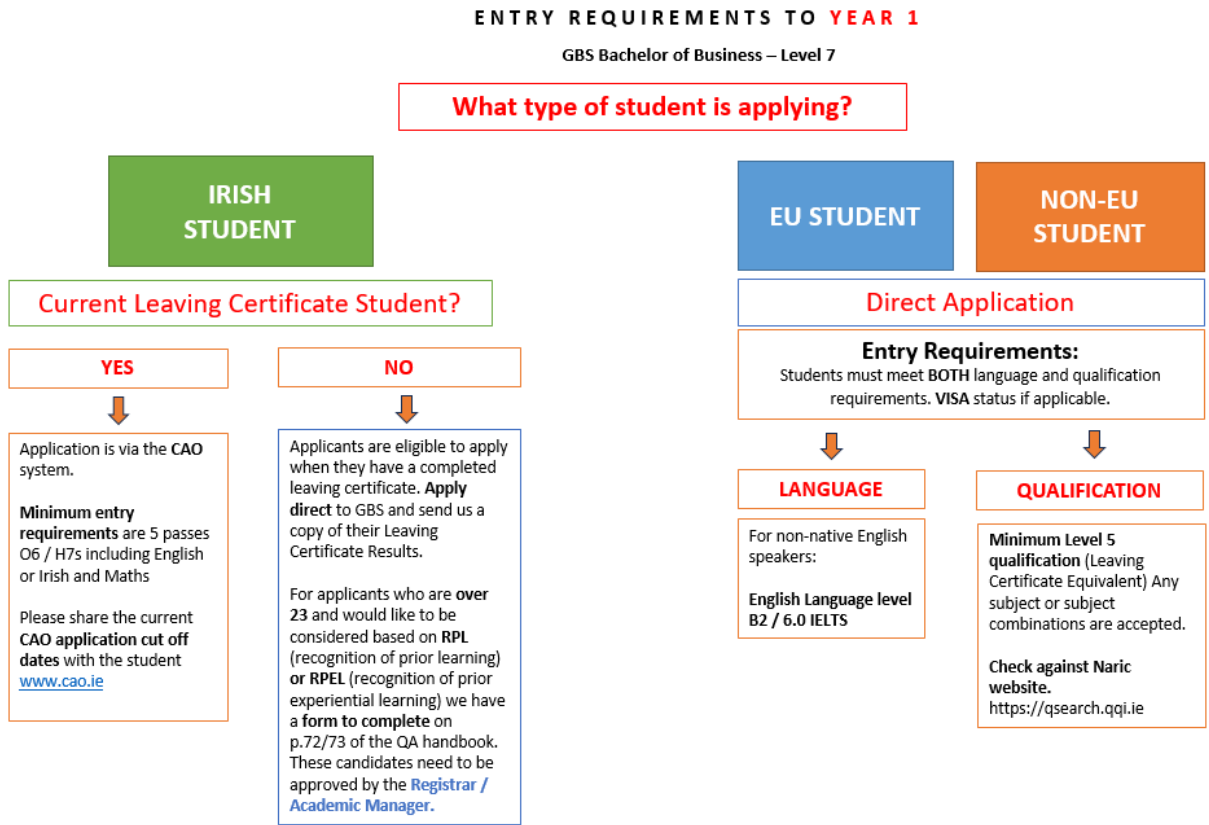


Figure 2 : Sample Flowchart for Year 1 for Administrative Staff

How would you rate the support given prior to starting your GBS programme e.g. booking information, induction, support with documentation ?

[More Details](#)

**Insights**

4.65

Average Rating

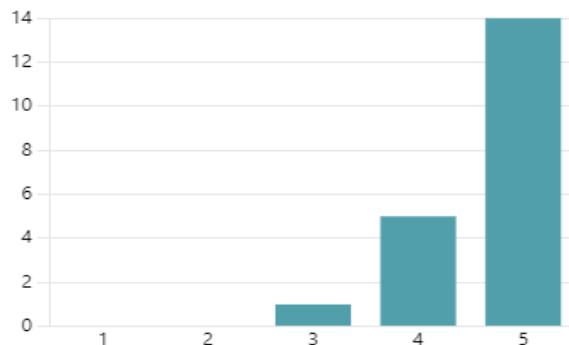


Figure 3: Learner Satisfaction of Pre-Arrival Information