In the following report, Hanover Research investigates brand management by higher education institutions in the United Kingdom. The report examines key factors in brand development and provides an overview of current branding and public relations functions at U.K. institutions.
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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

As universities compete to attract promising students and secure funding, many have identified a need to create a recognisable “brand.” The concept of branding has existed in the corporate sector for decades, but conscious efforts to create brands at higher education institutions are more recent.

Existing research suggests that higher education institutions should not follow traditional branding methods employed in the corporate sector. Colleges and universities offer a range of services to multiple distinct categories of “consumers.” For instance, some students may seek a robust social life, while others may seek a rigorous academic experience. Parents of prospective students and potential faculty members also may respond to brands associated with different institutional characteristics. Therefore, it is critical that leaders identify the most salient aspects of their institution and determine effective strategies to form and communicate a cohesive identity.¹

This report investigates the factors that contribute to strong institutional brands. The report proceeds in two sections:

- **Section I: Brand Development** explores critical factors in establishing and supporting higher education brands.
- **Section II: Brand Management and Public Relations at Peer Institutions** examines brand management practices at higher education institutions in the United Kingdom with a particular focus on public relations functions.

**KEY FINDINGS**

- **An effective branding strategy requires a clear strategic vision.** A clear vision serves two purposes: it informs the public about the institution’s mission and encourages potential students and their families to place their trust in the institution. The strategic vision must convey concrete messages that illustrate what an institution offers to its constituents.

- **Institutions must consider a range of factors when developing branding strategies.** Additional factors that influence the brand include support from leadership and staff, the quality of the student experience, use of public relations functions, and the engagement of target audiences.

- **Each of the 18 institutions examined in this report maintains a staff responsible for public relations functions.** Some institutions establish a separate public relations department to manage all relevant tasks, while others assign public relations staff to work within larger marketing and communications departments. The size of the public relations staff varies by institution, but most institutions employ two to four staff members in this capacity.

- **Public relations teams perform a range of functions.** Public relations tasks include connecting journalists with experts, issuing press releases, responding to media enquiries, and training staff to interact with media. None of the U.K. institutions examined in this report appear to rely on public relations firms for any of these key functions.

SECTION I: BRAND DEVELOPMENT

This section explores critical factors in establishing and supporting higher education brands.

OVERVIEW

A 2010 study based on interviews with senior marketing officers at U.K. institutions identified five evidence-based factors frequently associated with successful higher education brands (Figure 1.1). The study also identified five factors associated with some, but not all, successfully-branded institutions. The remainder of this section discusses how these factors influence the university brand.

Figure 1.1: Factors in Successful Higher Education Branding

<table>
<thead>
<tr>
<th>EVIDENCE OF ASSOCIATION WITH SUCCESSFUL BRANDS</th>
<th>POSSIBLE ASSOCIATION WITH SUCCESSFUL BRANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear strategic vision</td>
<td>Larger marketing staff</td>
</tr>
<tr>
<td>Support from leadership</td>
<td>Individuals tasked as “brand guardians”</td>
</tr>
<tr>
<td>Internal support from staff</td>
<td>Thoroughly-researched and well-understood brand</td>
</tr>
<tr>
<td>Synergy between brand and institution’s location</td>
<td>Use of marketing communications</td>
</tr>
<tr>
<td>Use of public relations</td>
<td>Experiential aspect of the brand</td>
</tr>
</tbody>
</table>

Source: Chapleo²

CLEAR STRATEGIC VISION

Successful branding requires a clear strategic vision. Some research, in fact, has found that the development and display of a clear vision is the single most important factor in a successful higher education brand.³

At a recent roundtable sponsored and moderated by The Guardian, branding experts articulated the role of strategic vision in the branding process. At postsecondary institutions, participants concluded, the strategic vision should focus on the core values that exemplify what the institution offers potential students and their families. Values such as academic integrity, strong employment potential, and positive student experiences are often communicated through an institution’s strategic vision. Strong branding, therefore, relies on the alignment of marketing efforts with the university brand, the extent to which academic freedom may be tied to success in the marketplace, and the cultivation of positive student testimonies. Roundtable participants also noted the value of a narrative that describes the student’s entire academic and personal journey, beginning with initial arrival on campus and ending with a career after graduation.⁴

² Ibid., p.179.
³ Ibid., p.180
Perhaps most importantly, presenting a concrete vision may build prospective students’ confidence in the choice to enrol in a particular institution. Illustrating a clear, relatable path to success reinforces the perception of the institution as a reliable investment. Essentially, “a good brand stands for something, communicates it effectively and builds trust, so that even if it changes as the marketplace changes, its reputation is solid.”

Functionally, promoting a clear vision or purpose may depend as much on presentation as on the message itself:

The best brands, said leading ad agency veteran Jean-Marie Dru, are not nouns but verbs: Nike exhorts, Benetton protests, Apple creates. For consumers, these brands fulfil a purpose beyond mere product offerings: as marketing strategist Maribeth Kuzmeski’s book...And the Clients Went Wild! discusses, Revlon does not sell cosmetics as much as ‘hope.’

Experts note that, for institutions of higher education, the task of promoting a clear vision may not depend on capturing the brand in a single word but rather on the ability to answer questions about what prospective students “truly want.” In answering these key questions, marketing materials “put the spotlight on the emotions behind the decisions people make,” to engage prospective students on a plane beyond rational thought.

Some institutions maintain a strong brand despite presenting only a broad vision to the public. Without a clearly-defined vision, however, institutions must provide a deep body of evidence that communicates the value of the institution to potential students. Such evidence may include collections of case studies and student testimony that promote the institution. This evidence must accompany the institution’s broad vision in communications with current and prospective students, parents, and alumni.

**Supportive Leadership**

An additional characteristic common among most, if not all, successful higher education brands is the consistent, vocal support of the institution’s leadership. Interviews with administrators and higher education researchers reveal a strong connection between supportive leadership and higher education branding success. This subsection treats brand leadership briefly, however, because the topic is acknowledged throughout the report: supportive leadership is essential for the development of a clear strategic vision, efforts to...

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5 Ibid.
7 Ibid.
8 Ibid.
garner support from staff, the development of a student experience appropriate to the brand, and efforts to communicate with all audiences.

**Supportive Staff**

The success of an institution’s branding strategy largely relies on the extent to which staff supports the institution’s efforts. Staff and faculty members who feel ignored or who are otherwise discontented may undermine the administration’s vision for the university brand. Academics, in particular, may hesitate to present their services as a good to be advertised and sold to consumers.

Indeed, the concept of a university brand, as well as the broad use of marketing language in the university setting, has been described by some scholars as detrimental to the university’s mission. In a recent opinion piece, a professor at the University of Warwick described the spread of marketing language as “[t]he most abominable monster now threatening the intellectual health and the integrity of pure enquiry as well as conscientious teaching.” Although administrators may struggle to develop broad support for the institution’s brand strategy, efforts to promote “an interpretation of branding that takes account of the particular qualities of higher education” may resolve some concerns from academics. While some staff may never see themselves as part of the institution’s branding process, allowing faculty members to have a voice in the development of the university brand may strengthen branding efforts and lead to wider support.

**Public Relations**

Rather than focusing entirely on major, high-cost marketing efforts, many U.K. institutions with successful brands rely on public relations as their primary brand communication tool. Through effective public and press relations, universities may communicate a range of ideas, both simple and complex, to a wide audience. In addition, public relations activities tend to be much more affordable than marketing campaigns. Research presented in the latter half of this report suggests that most U.K. institutions (particularly those with recognisable brands) employ full-time public relations teams. Those teams may function as independent departments or as subgroups within a larger marketing department.

Some administrators have credited the substantial size of their marketing budgets with the success of their branding efforts. The relationship between marketing spending and branding success has not been observed consistently, however, and the correlation

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   http://www.timeshighereducation.co.uk/features/branded-to-death/2005732.fullarticle
   http://www.timeshighereducation.co.uk/world-university-rankings/2013/reputation-ranking/analysis/chris-chapleo
between spending and successful branding has been described as “tenuous.”\textsuperscript{18} Earlier this year, in response to a Freedom of Information request from the *Times Higher Education*, 70 U.K. institutions reported a 14.7 per cent increase in marketing spending. Institutions did not, however, report an equivalent increase in applications, and, in some cases, even institutions that invested heavily in marketing efforts saw applications decline.\textsuperscript{19}

**STUDENT EXPERIENCE**

Successful branding strategies frequently highlight the student experience, a factor that has considerable influence on the public perception of an institution.\textsuperscript{20} Current students and alumni are not only key stakeholders of an institution but also ambassadors to the public and prospective students. As noted by the President of Higher Education at the Hobsons consultancy:

> It goes back to experience. It is the student experience that drives the brand and consequently the reputation. Think of it as an equation: whether a website inquiry, a visit to campus or a call into the office, the sum of all these student interactions equals your brand-perception. But the experience does not stop when the student is enrolled: it continues through every event and occurrence at university up to and including graduation.

> For better or worse, each interaction provides an opportunity, either positive or negative, to influence that student’s decision to invest further.\textsuperscript{21}

Student experience narratives typically explain that choosing an institution consists of more than choosing a set of professors, courses, and employment avenues; rather, the student experience encompasses the enjoyment of being on campus and the transformational nature of studying at a particular institution.\textsuperscript{22} That said, teaching styles and programme offerings also inform public perception of the student experience.\textsuperscript{23}

**TARGET AUDIENCES**

Successful branding requires institutions to communicate with broad audiences as well as target audiences. Some research suggests that U.K. institutions fail to communicate their brands effectively to wide audiences. Many institutions communicate well with targeted audiences, such as current students or academics in a specific field, but fail to maintain a coherent message that addresses all potential stakeholders.\textsuperscript{24} To address this challenge, leaders responsible for brand strategy must first identify the stakeholders that an institution

\textsuperscript{18} Ibid., p. 178.
\textsuperscript{19} Clarke, J.S. “Marketing spend up, but applications fail to follow suit.” *Times Higher Education*, 20 March 2014. http://www.timeshighereducation.co.uk/news/marketing-spend-up-but-applications-fail-to-follow-suit/2012107.article
\textsuperscript{20} Neumark, Op. cit.
\textsuperscript{23} Neumark, Op. cit.
hopes to reach. The most important audiences are typically students and their parents, although institutions may hope to expand their branding presence to potential employers or international audiences.25

Efforts to communicate with specific stakeholder groups may achieve specific outcomes. For instance, successful communication with current students and faculty members may “accumulate enough enthusiasm to identify with and support their university ‘brand.’”26 An institution’s brand also may depend on the influence and feelings of alumni. Alumni often serve as key ambassadors of an institution’s brand, conferring prestige with their success and broadcasting positive relationships with their alma mater. One U.K. higher education administrator noted that, “If you meet someone who has been to Oxford or Cambridge, they tell you by the third sentence. We need to get our alumni telling the world at least by the fifth sentence.”27 This sentiment reflects the importance of engaging alumni well after they have graduated.

27 Ibid.
SECTION II: BRAND MANAGEMENT AND PUBLIC RELATIONS AT PEER INSTITUTIONS

This section examines brand management practices at U.K. institutions, with a particular focus on public relations functions.

HIGHER EDUCATION BRANDING

DOMESTIC BRANDS

Some evidence suggests that U.K. institutions have struggled with brand development. Some institutions, such as the University of Cambridge and the University of Oxford, have well-established, international brands that have grown over centuries. However, a 2008 study based on interviews with senior executives at 12 companies and professional bodies found that strong branding was characteristic of few U.K. institutions.

The 2008 study identified a small selection of institutions with recognisable brands. Institutions with recognisable brands include:

- **University of Nottingham**: a large, internationally-focused institution in a notable location
- **University of Dundee**: a regionally-significant, innovative, transformational institution
- **University of Hertfordshire**: a newer, business-focused campus that has increased its profile successfully
- **Goldsmiths, University of London**: a distinct institution within the arts structure

INTERNATIONAL BRANDS

While many U.K. institutions possess nationally-recognisable brands, there are “comparatively few real international brands among U.K. universities.” Institutions with recognisable international brands include Oxford, Cambridge, the London Business School, and the London School of Economics. Other universities, such as Nottingham and Hertfordshire, were noted as less internationally-known institutions that nevertheless promote a strong international agenda.

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30 Ibid., p.132.
31 Ibid., p.131.
**BRANDING STRATEGIES**

**RESEARCH**

The branding process generally begins with thorough research, which may include a review of an institution’s strengths, the factors influencing strong educational brands, and the practices implemented by other institutions.32

**PUBLIC RELATIONS**

As noted in the previous section, public relations is the primary communications tool used by many institutions to promote the university brand. To evaluate how institutions employ public relations strategies, we examined practices at 18 institutions. Figure 2.1 summarises the public relations function at each institution. Thirteen of the examined institutions are members of the University Alliance.33 The remaining five institutions were selected from the 20 largest U.K. institutions (as determined using full-time enrolments).34

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>PUBLIC RELATIONS FUNCTION</th>
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<tbody>
<tr>
<td>University Alliance Members</td>
<td></td>
</tr>
<tr>
<td>Bournemouth University</td>
<td>Public relations is conducted by the Press and Public Relations Office, which lists three PR staff members.35</td>
</tr>
<tr>
<td>Cardiff Metropolitan University</td>
<td>Communications - Press and Publications is a subgroup within a larger Communications, Marketing and Student Recruitment Unit. There is no separate department dedicated to PR, and there is no list of PR staff.36</td>
</tr>
<tr>
<td>Coventry University*</td>
<td>Coventry has a press office, but it is not a department published on the institution website. The communications team includes two media relations employees.37</td>
</tr>
<tr>
<td>Glasgow Caledonian University</td>
<td>Glasgow Caledonian has a large Marketing and Communications team where employees fill multiple, overlapping roles. There are at least six employees on the Communications Team, which works within the larger Marketing Team.38 Three members of the Communications Team are dedicated media relations contacts.39 Glasgow Caledonian also maintains a Press Office.40</td>
</tr>
</tbody>
</table>

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33 “Alliance universities.” University Alliance. http://www.unialliance.ac.uk/member/
36 “Communications, Marketing and Student Recruitment.” Cardiff Metropolitan University. http://www3.cardiffmet.ac.uk/English/cmsr/Pages/home.aspx
38 “Meet the team.” Glasgow Caledonian University. http://www.gcu.ac.uk/marketingandcommunications/whoweare/meettheteam/
<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>PUBLIC RELATIONS FUNCTION</th>
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<tbody>
<tr>
<td>Kingston University</td>
<td>There is a single Marketing and Communications department. Of the eight listed employees for the department, one is dedicated to Media and PR and another to Corporate Communications. 41 Kingston also houses a Press Office. 42</td>
</tr>
<tr>
<td>Liverpool John Moores University</td>
<td>Liverpool John Moores operates a joint Marketing and Corporate Communications office. 43 Five members of the office are dedicated to Press and PR. 44</td>
</tr>
<tr>
<td>Manchester Metropolitan University*</td>
<td>The Marketing, Communications &amp; Development team manages the institution’s press and PR activities. 45 Departments within the team include Alumni and Development, Corporate Marketing, Design Studio and Photography, Faculty Marketing Officers, Press and Public Relations, and Web and New Media. The Press and Public Relations department lists a three-person staff. 46</td>
</tr>
<tr>
<td>Northumbria University*</td>
<td>Northumbria’s PR efforts are managed by its Press Office, which employs two staff members. 47</td>
</tr>
<tr>
<td>Nottingham Trent University*</td>
<td>Media relations and internal communications are managed by the six-person Communications team. Each employee manages a discrete set of tasks, such as press releases, media training, or crisis PR. 48 Moreover, some staff oversee PR for specific schools within the University (e.g., School of Arts and Humanities; Nottingham Business School; School of Education; and Nottingham Law School).</td>
</tr>
<tr>
<td>Oxford Brookes University</td>
<td>The two-person Press Office connects the University with journalists and media representatives. 49 In addition, Oxford Brookes has a larger Directorate of Corporate Affairs that includes a Communications Team and a UK Marketing Team. 50 The Communications Team handles Creative Services and Public Relations. 51</td>
</tr>
</tbody>
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45 “Marketing, Communications & Development.” Manchester Metropolitan University. http://www.mmu.ac.uk/marketing/
<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>PUBLIC RELATIONS FUNCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plymouth University*</td>
<td>The External Relations and Communication Services department performs a range of functions, including PR and publications and corporate branding. The Press Office, a subgroup in the department, employs four staff members.</td>
</tr>
<tr>
<td>Sheffield Hallam University*</td>
<td>A four-person PR team handles most of the University’s PR tasks.</td>
</tr>
<tr>
<td>University of Hertfordshire</td>
<td>Hertfordshire houses a Marketing and Communications Strategic Business Unit, but the University website does not provide specific details about the team. However, the University notes that the director handles corporate media, PR and events, and alumni relations among other tasks.</td>
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</table>

Other Large U.K. Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Function</th>
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<tbody>
<tr>
<td>The University of Manchester*</td>
<td>The University’s Media Relations team is housed within the Division of Communications and Marketing. The Media Relations team consists of five employees—four officers and one assistant. Each officer represents a separate Faculty within the institution (e.g., Humanities; Life Sciences).</td>
</tr>
<tr>
<td>The University of Nottingham*</td>
<td>The 11-person News and Media - Marketing, Communications and Recruitment team manages internal and external communications, including press releases and other PR functions.</td>
</tr>
<tr>
<td>The University of Birmingham*</td>
<td>The Communication and Media Relations team employs nine persons. Similar to Nottingham Trent and Manchester, several of the staff manage communications relating to specific subject areas (e.g., Politics &amp; Social Affairs; Science &amp; Technology; Health Science).</td>
</tr>
<tr>
<td>The University of Edinburgh*</td>
<td>Edinburgh houses its Press and Public Relations team within the University’s Communications and Marketing department. The entire team consists of 13 staff members, a few of whom handle media requests for particular colleges (e.g., College of Medicine and Veterinary Medicine; College of Humanities and Social Science; College of Science and Engineering).</td>
</tr>
<tr>
<td>University College London*</td>
<td>The six-person Media Relations team performs most of the University’s PR tasks. Some team members address media requests focused on certain topics or programmes (e.g., Medical Sciences, Brain Sciences, and Population Health Sciences).</td>
</tr>
</tbody>
</table>

*Institution is among the 20 largest in the United Kingdom by full-time enrolment
Source: Institution websites

54 “Contacts.” Sheffield Hallam University. http://www.shu.ac.uk/mediacentre/contacts
56 “Pro Vice-Chancellor (Enterprise) and Director of Marketing and Communications Julie Newlan.” The University of Hertfordshire. http://www.herts.ac.uk/about-us/corporate-governance/our-structure/key-people/pro-vice-chancellor-enterprise-and-director-of-marketing-and-communications
57 “Contact the Press Office.” The University of Manchester. http://www.manchester.ac.uk/aboutus/news/contact/
61 “About Us.” University College London. http://www.ucl.ac.uk/media/media/about-us
Our review of PR functions at peer institutions reveals that offices responsible for public and press relations vary by institution. Some institutions operate independent PR offices while others assign PR responsibilities to a larger marketing and communications department. Regardless of the departmental structure, most institutions examined in this report maintain a team whose primary focus is to conduct PR efforts. Our research did not reveal any examples of U.K. higher education institutions that rely on PR consultants to issue press releases or handle media issues, although it is possible that some institutions hire consultants for this purpose. The presence of established PR offices at each institution suggests that any consultants would serve in a supplementary role, however.

For institutions with a separate PR or communications team, the size of the dedicated PR staff appears to range from two to six employees, although most institutions only list two or three dedicated PR staff members.

**Public Relations Functions**

**Access to Experts**

The majority of the PR groups examined in this report connect outside parties, particularly journalists, with experts in a variety of academic fields. The most common avenue for this service is an expert directory. The directories typically list areas of expertise and contact information for experts employed by the institution.\(^{62}\) The formats for these expert directories vary. For instance, the expert directories maintained by Sheffield Hallam University and the University of Birmingham can be searched by topic, and the University of Birmingham directory allows visitors to filter results by department.\(^{63}\)Directories maintained by the University of Nottingham and Coventry University allow visitors to browse lists of experts to identify relevant contacts.\(^{64}\)

Other institutions rely on PR teams to encourage third parties to seek the expertise of scholars at the institution. The PR team at Bournemouth University invites requests for comments and identifies experts to respond.\(^{65}\) Similarly, the Northumbria University Press Office maintains an “expert service” to connect members of the press with subject-matter experts.\(^{66}\)

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PRESS RELEASES

PR departments are also responsible for issuing press releases, which may inform the public about developments at the institution or promote the institution’s vision. PR staff members typically write the press releases issued by most, if not all, of the institutions examined in this report.

PR teams may generate and promote news stories in the media as well. This task requires PR staff to stay abreast of developments at the institution, from social events to emerging research areas. Bournemouth University, for example, invests heavily in news-generating activities, directing staff to solicit guest editorials from academic experts for publication.67

MEDIA ENQUIRIES

Many PR teams also manage media enquiries. PR teams respond to enquiries by connecting members of the media with experts, news stories, or other institutional resources.

OTHER SERVICES

Additional services provided by PR departments include:

- Training staff members to work with the media;68
- Training staff members to work with students,69
- Internal communication;70
- Crisis management;71
- Public information campaigns;72
- Management of media and film rights;73 and
- Maintenance of social media accounts.74

71 Ibid.
PROFILE: UNIVERSITY COLLEGE LONDON

The Communications & Marketing division at University College London (UCL) operates five distinct teams:

- Media Relations
- Communications
- Publications and Marketing Services
- International Office
- Corporate Events

This subsection briefly describes how each team within the Communications & Marketing division reinforces the institution’s goals.

MEDIA RELATIONS

The Media Relations team supports UCL’s priorities in several ways, such as managing the institution’s public relations activities. The team also “[connects] journalists to expert academics, and [promotes] UCL research and teaching throughout the media.” In addition to responding to media enquiries on a variety of topics, the team conducts media outreach to promote important developments in the UCL community. Such developments include emerging research, notable papers, interesting lectures, and other major events on campus.

Other PR services offered by the team include:

- “Find an expert”
- Press releases
- Opinion pieces from UCL community
- Filming permissions
- Image database

The UCL Media Relations team also provides guidance to UCL staff members related to interacting with the media, monitoring relevant news coverage, and contributing to the UCL media archive.

The six-person Media Relations team includes the head of media relations, three media relations managers, a news editor, and an assistant.

COMMUNICATIONS

The UCL Communications team “manages an extensive publishing programme, in print and digital media, communicating with the university’s key audiences in order to generate and maintain their interest in, involvement with and commitment to UCL.” A “network”

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75 “Communications & Marketing.” University College London. http://www.ucl.ac.uk/cam/
76 “UCL Media Relations.” University College London. http://www.ucl.ac.uk/media
78 Ibid.
79 Ibid.
80 Ibid.
81 “Communications.” University College London. http://www.ucl.ac.uk/cam/communications
connects staff in communications roles across the institution which keeps the team updated regarding events and news items in different departments.\(^{82}\)

Moreover, the team provides various resources and “toolkits” and conducts training sessions for UCL staff to help them become more effective communicators. Samples of “toolkit” titles include: “Blog writing tips;” “Using Social Media in your communications;” “Producing Film and audiovisual content;” and “Search engine optimisation for your webpages.”\(^{83}\)

Overall, the Communications team consists of three units: internal communications, digital communications, and print & design.\(^{84}\) The \textit{internal communications} unit “aims to develop and implement an internal communications strategy and embed a culture of internal communications at UCL.”\(^{85}\) Under the leadership of the internal communications manager, the unit assumes responsibility for the following items:

- The Week@UCL: weekly e-newsletter to all staff at UCL, which covers key internal announcements, news and events relevant to a wide cross-section of staff.
- Exchange: the monthly team briefing to Heads of Department, which summarises key internal announcements to support communication of critical information.
- ‘All UCL’ email management
- Staff news website
- Management of the Internal Communications Steering Group, which exists to share information, best practice and provide content for organisation-wide internal communication channels.\(^{86}\)

The \textit{digital communications} unit manages various aspects of UCL’s online and social media presence. The unit maintains the UCL homepage, news page, and other top-level webpages. With regard to social media, the unit oversees the UCL YouTube channel (UCLTV), UCL News on Flickr, and the institution’s events blog. In addition, the digital communications unit produces digital projects “that illustrate UCL’s achievements, areas of excellence and objectives to specific audiences.”\(^{87}\)

The \textit{print & design} unit produces online and print communication materials “to support UCL’s core priorities.”\(^{88}\) The unit offers a range of services to all departments responsible for communicating with UCL’s key stakeholders, including current and potential students,

\(^{82}\) Ibid.
\(^{83}\) “Toolkits and useful resources.” University College London. http://www.ucl.ac.uk/cam/toolkits
\(^{85}\) “Internal Communications.” University College London. http://www.ucl.ac.uk/cam/communications/internal-comms
\(^{86}\) Adapted nearly verbatim from: Ibid.
\(^{87}\) “Digital Communications.” University College London. http://www.ucl.ac.uk/cam/communications/digital-comms
\(^{88}\) “Print & Design.” University College London. http://www.ucl.ac.uk/cam/communications/print-design
alumni, staff, donors, policymakers, funders, and other institutions. Available services range from “design to the completed product.”

**PUBLICATIONS AND MARKETING SERVICES**

The Publications and Marketing Services team advises on and implements “policy with regard to student recruitment from first point-of-contact to arrival at UCL.” Accordingly, the team designs and produces digital and print communication materials associated with student recruitment.

For example, the team produces the following printed materials:

- UCL Prospectuses
- Study Abroad Guide
- UCL Graduate Application Form (pdf format only)
- UCL Accommodation Booklet (pdf format only)
- The UCL Offer
- Joining UCL (undergraduate and graduate versions)
- UCL Self-Guided Tour
- UCL Open Day literature
- Ad hoc leaflets and posters

The team also maintains the Prospective Students website and sections of departmental websites that relate to student recruitment. Departmental websites for prospective students adhere to the Style Guide for student recruitment literature and address key factors of interest, including entrance requirements, available degree programmes, current research topics, and fees.

**INTERNATIONAL OFFICE**

The International Office performs a range of marketing and communications functions, such as: recruitment and promotion; market research; and digital marketing. To support recruitment, the team oversees UCL’s strategic plan for international student recruitment and holds recruitment events in over 50 countries. Digital marketing efforts primarily involve the use of online recruiting tools, such as presentations, chats, and counselling.

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89 Ibid.
90 “Publications and Marketing Services (PAMS).” University College London. http://www.ucl.ac.uk/prospective-students/pams
91 Ibid.
92 Adapted nearly verbatim from: [1] Ibid.
95 “International Office.” University College London. http://www.ucl.ac.uk/cam/international-office
96 [1] Ibid.
sessions, and the use of popular social media tools, including Facebook, Twitter, and Weibo. The unit also supports recruitment efforts made by academic departments.97

**CORPORATE EVENTS**

The Corporate Events team holds events “to raise the profile of UCL, attract key target audiences to UCL and to provide a platform on which to build productive working relationships with these audiences.”98 In addition to hosting events independently, the team supports departments across the institution with event logistics and planning.99 The team also publicises events online through a newsletter, calendar, blog, and YouTube page.100

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98 “Corporate Events.” University College London. http://www.ucl.ac.uk/cam/events
99 “Event Consultancy.” University College London. http://www.ucl.ac.uk/cam/events/event-consultancy
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