Matters arising from minutes:
- We should note that SRA maintain information on their website on general student issues such as living costs in Edinburgh. We should link to these where appropriate rather than creating our own.
- A proposal to allow half-year entry (i.e. students starting in the second semester of first year) has gone forward for consideration. The idea is that it might aid applicants of good quality who lack a required subject and need to make this up before starting.

Item 3
A 11-page "Recruitment and Admissions" action plan was presented. Some relevant actions:
- supporting activity by staff development, reviewing publicity materials and sharing information across the college (ongoing)
- ensuring a 'fair, fast and friendly' admissions service
- maximising overseas intakes of both graduating and visiting students (suggested that academics visiting o/s should be made aware how they might contribute, from simply taking materials to more targeted activities e.g. gathering relevant market information)
- usefulness of raising the public profile of science & engineering at the University in general as a recruiting tool.

Item 4
Discussion of strategies for recruiting from the wider EU market, e.g. by visits to recruitment fairs in other countries. The general feeling was that some research is needed to allow this to be targeted effectively.

Item 5
Report on a survey of secondary school staff response to provision of information about degrees.

Paper information: It was noted that school staff often did not read or keep information they were sent, let alone pass it to students.
Main reasons: language inappropriate for age group; text too lengthy; poor presentation; lack of images; no dates; difficult to file; covering too many diverse issues; University not seen as a likely destination for this school. Attractiveness of posters was more important than content for getting them displayed.

Visits etc: have very good impact, particularly interactive activities. Could provide more information on what it is like being a student, i.e. lectures, assignments etc.

Websites: overestimate students abilities to find online information. Pupils like websites that offer items (PDFs) to download and print. They won't read any large area of text.
Item 6

A proposal to vary A-level requirements allowing Maths & Informatics to ask for ABB was presented. The attached case, with regard to Informatics, showed that in 2004, 30% of our students were from England, of which only 7% would have been lost if the requirement was ABB (only 2.5% if BBB, ABC or ACC was accepted at clearing). 62% of students who declined our offer achieved at least ABB. The majority of our competitor institutions in England require ABB or higher, and Edinburgh is often an insurance choice.

In the meeting the main opinions expressed were:
- that if the proposal had included a change to higher grades (from BBBB) several members of the committee would have been strongly opposed.
- that, on the other hand, changing only A-levels might be poorly perceived as favouring Scottish students.
- that we needed to consult further with Schools with which we offer joint degrees.