UFS Brand Narrative Toolkit

Faculty of Education

Application of the brand narrative: Faculty of Education

Align your message with the brand narrative and include the following elements:

A. Craft your message and tell your story

Step 1:
Find your core message, your sub-messages, and your stories

Step 2:
Compile a consistent, clear, and relevant message, using the message map

Step 3:
Use the correct tone of voice

Step 4:
Find proof points of the brand narrative

Step5:
Be clear about who you're talking to – define your audience

B. The best visuals to grab your audience's attention ... and keep it
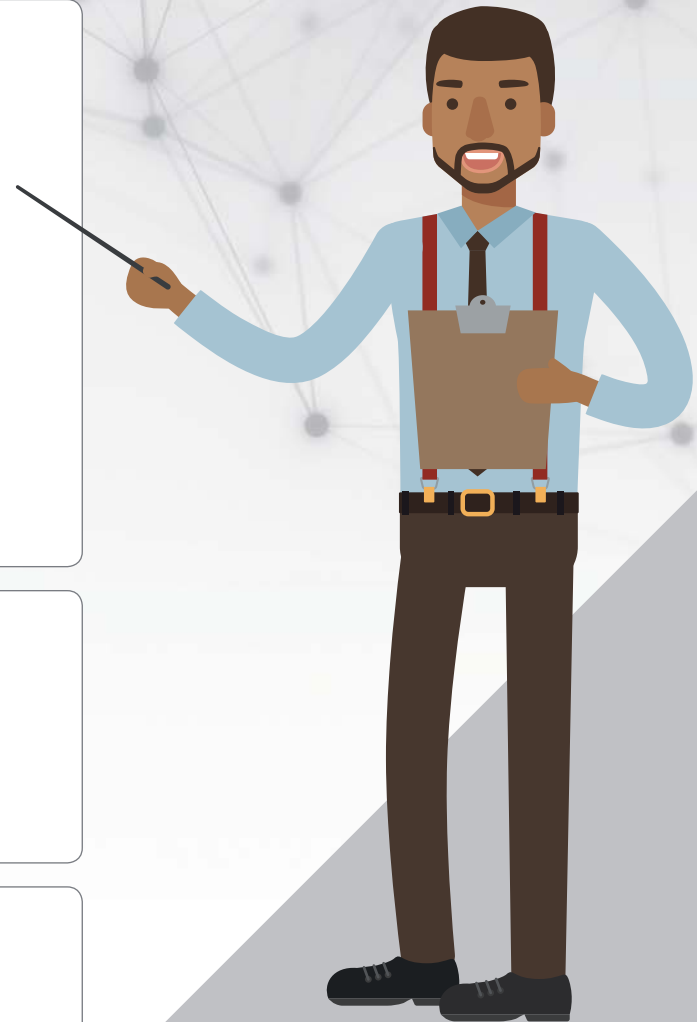
Step 1:
Decide on the best visual style

Step 2:
See designs, visuals, and mood board for inspiration

C. Making it real

Step 1:
Apply the brand narrative

A. Craft your message and tell your story

Step 1
Find your core message, your sub-messages, and your stories

The **core message** – this is the leading message that will build the full brand narrative or story for this project/plan/strategy. It is the main message, i.e., an **elevator pitch**, a one-liner that sums up what is required and why this is important.

Abridged version (the elevator pitch)

The University of the Free State (UFS) creates opportunities and growth through leading, learning and teaching, focused research, and impactful engagement with society. Situated in the heart of South Africa, our character of caring and diversity translates into an outstanding university experience.

Sub-messages – these are supporting messages (three to five) that will unpack the key concepts in the main message with more details.

Words	Quality	Care	Impact	Leading success rate	Highly employable graduates
Key messages	An outstanding university experience	Invested in Ubuntu	Research with industry and social impact	Growth through leading, learning, and teaching	Global best practices in research, theory, and teaching
Sub-messages	Real excellence in education	Invested in success and human happiness	We identify, realise, and unleash potential	National, institutional, and individual achievements	Graduates, thinkers, problem-solvers, and leaders

Stories – for each of the messages (core and sub-messages), list two or three stories that could be told to support the message (qualitative in nature).

- A story told about the quality of a UFS education
- A story told about the impact that we make
- A story told about our caring nature

Each story should contain words from the long brand narrative and then explanations taken from the proof points.

| Touch points from the narrative	Key messages	Supporting the key message

• Creates opportunities.
• Growth through leading, learning, and teaching.
• Address challenges openly.
• Outstanding university experience.
• In the heart of South Africa.
• Students are highly employable.
• Students are holistically supported.
• Impactful engagement with society.
• Transformed and inclusive environment.
	• Leading success rates.
	• Highly employable graduates.
	• Known for global best practices in research, theory, teaching, and application.
	• Known for excellence in education.
	• Global, national, institutional, and individual achievements.
	• We identify, realise, and unleash potential.
	• Invested in success and human happiness.
		Visuals
		• Sector- (education students and education related-) specific vectors and photos in the same style as the general brand narrative range.
		• Indicators in the visuals that represent the industry.
		
		Stories
		• Focus on the achievements of alumni and other related successes of the faculty, i.e. employment rate, research completed, number of postgraduates, number of enrolments each year, number of students, etc.
		  – **Quality**
		    Proof points of successful alumni with personal real stories. Employment rate.
		  – **Impact**
		    Story about impact in industry, how research contributed to change, how many we graduate, etc.
		  – **Care**
		    Does the faculty reach out in terms of community service? What does existing mental/academic support to students look like?

Step 2
Message map

To help the UFS to deliver consistent messaging, a message map is provided.
Consistent, clear, and relevant messaging is key to authenticity and builds brand trust.

Our brand promise	The University of the Free State (UFS) creates opportunities and growth through leading, learning and teaching, focused research, and impactful engagement with society. Situated in the heart of South Africa, our character of caring and diversity translates into an outstanding university experience.
Our purpose	Quality. Impact. Care.
Vision (dream)	The UFS is a research-led, student-centred, and regionally engaged university that contributes to development and social justice through the production of globally competitive graduates and knowledge.
Mission (how do we achieve this)	The university will pursue this vision through its goals: • Improve student success and well-being. • Renew and transform the curriculum. • Increase UFS contribution to local, regional, and global knowledge. • Support development and social justice through engaged scholarship. • Increase the efficiency and effectiveness of governance and support systems. • Achieve financial sustainability. • Advance an institutional culture that demonstrates the values of the UFS.
Values	• Caring. • Diverse. • Excellent. • Human. • Impactful. • Opportunity–driven. • Optimistic. • Known to realise potential. • Proactive. • High-quality. • Success-centric. • Knowledge-driven.
Elevator pitch (our reason for being)	The University of the Free State (UFS) creates opportunities and growth through leading, learning and teaching, focused research, and impactful engagement with society. Situated in the heart of South Africa, our character of caring and diversity translates into an outstanding university experience.
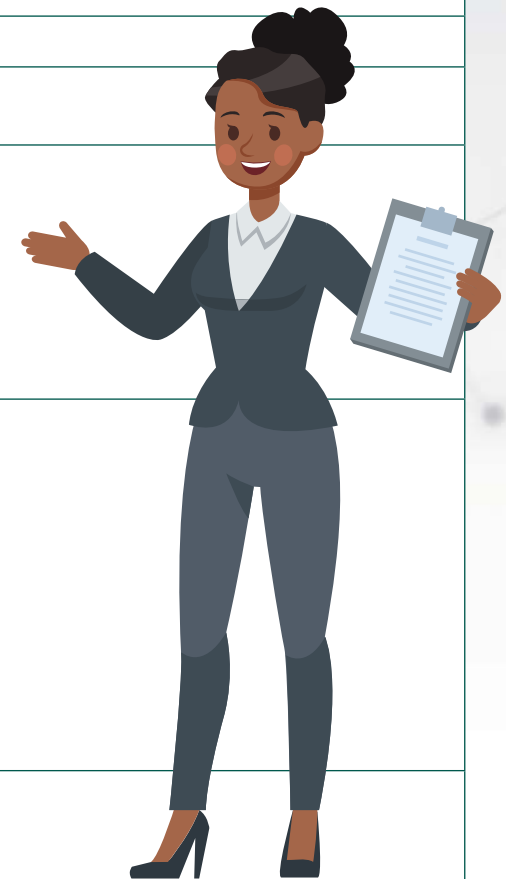
Step 3
Tone of voice

Explaining the difference between the brand narrative and the tone of voice:

The difference	
The brand narrative	• A story • The story being told (noun) • Story-telling process
Tone of voice	• Personality of the storyteller • How we speak • How we sound on all channels (social media, packaging, visual, etc.)
Pointers	• A good way to tell if there is distinctive tone of voice is to consider whether your audience would be able to recognise your brand based on just your content, even if your logo didn't appear alongside it. • Or, whether two pieces of content on two different channels sound like they are coming from the same organisation.

Quality

We come across as:	What does 'high-quality' mean in practice?	How do you show QUALITY in writing?
• Knowledgeable • Insightful • Wise • Committed • Relentless • Uncompromising • Pioneering	The UFS is known to offer superior benefits to all individuals, yielding some of the highest success rates in the country and producing highly employable graduates who have benefited from an outstanding university experience. Our research has industry and social impact, as well as profound real-world application. We work hard to remain on top of the leading – often shifting – global benchmarks of tertiary education and we are proud of our remarkable achievements: global, national, institutional, and individual.	• Accuracy • Believability • Clean, clear text • Attention to detail • Writing best practices • Value • Enlightenment/sharing • Education

Impact

We come across as:	What does 'impactful' mean in practice?	How do you show IMPACT in writing?
• Powerful • Successful • Motivated • Meaningful • Invested • Effective • Proactive • Dynamic	The UFS exists to create opportunities and growth through leading, learning and teaching, focused research, and impactful engagement with society. We are outcome-driven, producing graduates, thinkers, problem-solvers, and leaders across all industries who are equipped and committed to changing our world for the better. Beyond offering real excellence in education, the UFS is active and proactive, optimistic and transformative. Inspired, driven and ambitious, we are well known for identifying, realising, and unleashing potential.	• Cause and effect • Real people • Micro-stories • Strong nouns and verbs • Transition phrases • Powerful sentences • Optimism

Care

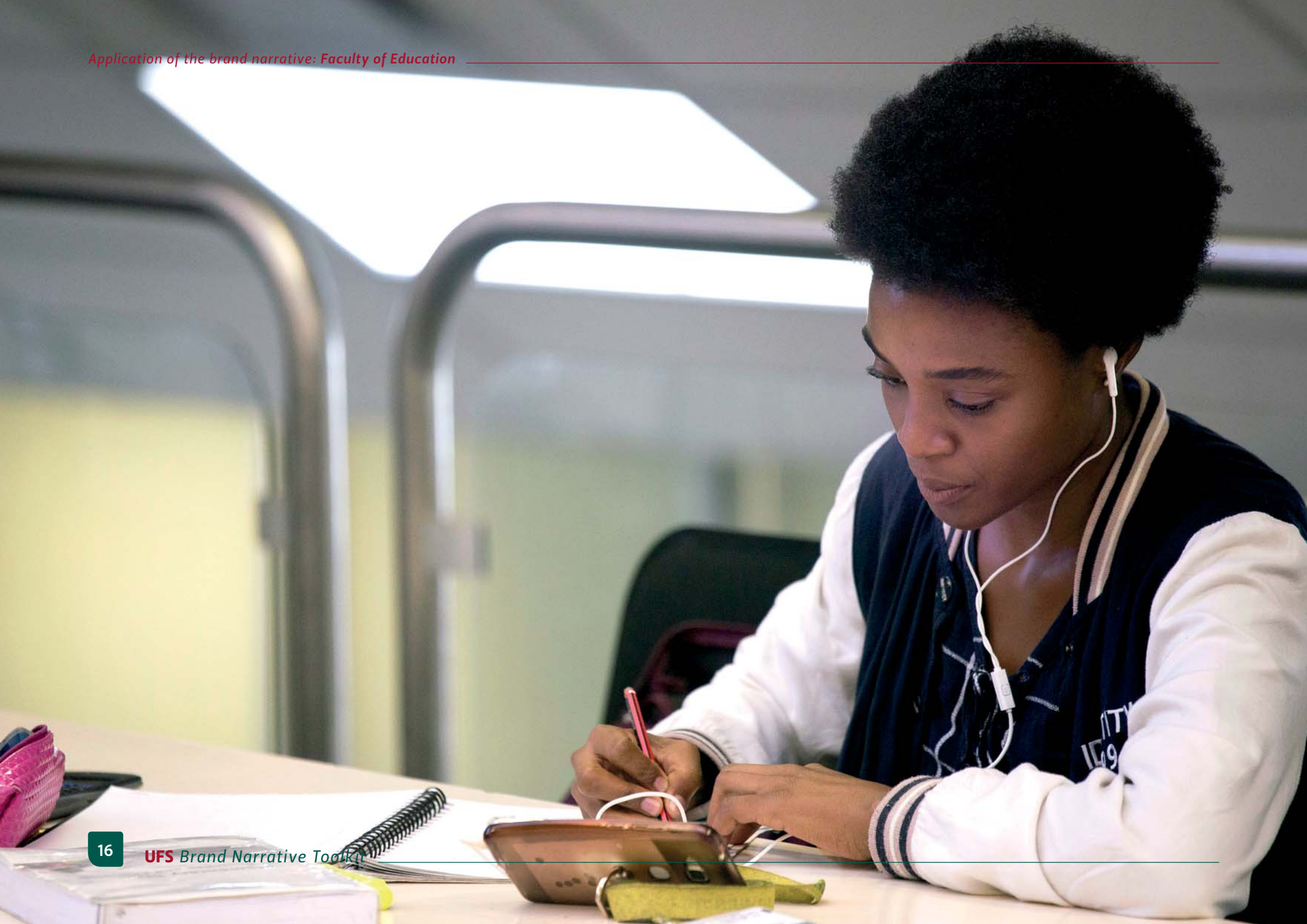| We come across as:	What does 'caring' mean in practice?	How do you show CARE in writing?
• Human • Accessible • Approachable • Curious • Honest • Open • Proud • Engaging • Uplifting	At the UFS, we are invested in success, but also in human happiness. Through this approach, our care extends as much to the individual as it does to the quality of their educational experience and to global best practices in research, theory, teaching and application. We're accountable: we say what we mean, and we do what we say. We keep our promises. We're attentive and student-centric. We're invested in Ubuntu and we work hard to promote social justice and achieve equity, equality, and diversity.	• Humanity • Honesty • Authenticity • Respect • Journalistic best practices • Attentiveness • Generosity

Step 4
Proof points of the brand narrative

Below is a breakdown of the brand narrative and where to find the information to support the statements in the brand narrative. Use the 2021 UFS Annual Report to assist with proof points in writing.

Brand narrative	What we need evidence for	Evidence
The University of the Free State (UFS) creates opportunities and growth through leading, learning and teaching, focused research, and impactful engagement with society.	We need to know where we are leading, learning and teaching, what our flagship programmes in teaching and learning are, and what their measurable outcomes are.	• 2021 AR: 2.1.2. Learning and teaching strategy • 2021 AR: 2.1.4. Engaged scholarship strategy • 2021 AR: Figure 2: Map of the UFS Learning and Teaching Strategy 2019 to 2024 • 2021 AR: Table 9: Impact of COVID-19 on the business continuity of the UFS • 2021 AR: 3.1.1. Overview of progress during 2021 with regards to the implementation of the UFS Learning and Teaching Strategy 2019-2024 • 2021 AR: Improve student success and well-being (Goal 1) • 2021 AR: 3.1.2.1. Increase student success and throughput rates and reduce the achievement gap (KJPA 1.1) • 2021 AR: Develop graduate attributes in curricular and co-curricular interventions (KPA 1.2) • 2021 AR: 3.1.2.4 Towards a world-class digital state-of-the-art library (VSP 2) • 2021 AR: 3.1.3. Renew and transform the curriculum (Goal 2) • 2021 AR: 3.1.3.1. Develop curricula that are locally relevant and globally competitive (KPA 2.1) • 2021 AR: 3.1.3.2. Revise the structure of the curricula in terms of pathways and graduate employability (KPA 2.2) • 2021 AR: 3.1.3.3. Transform the pedagogic relationship between students and lecturers (KPA 2.3) • 2021 AR: 3.3.1.2. Optimise the cost drivers in academic programmes and support service departments (KPA 6.2) • 2021 AR: 3.3.2.8 Income from contracts for research and other activities • 2021 AR: 4.1.1.1. Teaching and learning • 2021 AR: 4.1.1.8. Universal access • 2021 AR: 4.1.2. Advance an institutional culture that demonstrates the values of the UFS (Goal 7)
We offer world-class benefits to all individuals.	What are these world-class benefits?	• 2021 AR: Table 1: Key performance indicators, 2021 • 2021 AR: Table 2: Key performance indicators and enrolment targets, 2017 to 2021 • 2021 AR: 2.1.1. Institutional strategy

Brand narrative	What we need evidence for	Evidence
		• 2021 AR: 3.1.2.4 Towards a world-class digital state-of-the-art library (VSP 2) • 2021 AR: Figure 2: Map of the UFS Learning and Teaching Strategy 2019 to 2024 • 2021 AR: Figure 3: Map of the UFS Research Strategy 2015 to 2022 • 2021 AR: 3.1.4. Overview of progress during 2021 with regard to the implementation of the UFS Research Strategy 2015 to 2022 • 2021 AR: 4.1.1.8. Universal access
What makes us special is that our students are holistically supported to achieve some of the highest success rates in the country, and they are highly employable.	How are they supported? What is the success rate in numbers? How do we know they are highly employable?	• Universities Access Programme (UAP) • 2021: Figure 6: Student success rates, 2017 to 2021 (KPA 1.1) • 2021: Table 2: Key performance indicators and enrolment targets, 2017 to 2021 • 2021 AR: Figure 2: Map of the UFS Learning and Teaching Strategy 2019 to 2024 • 2021 AR: 2.2.7. Data governance and management • 2021 AR: 3.1.1. Overview of progress during 2021 with regard to the implementation of the UFS Learning and Teaching Strategy 2019-2024 • 2021 AR: 3.1.2.1 Increase student success and throughput rates and reduce the achievement gap (KPA 1.1) • 2021 AR: 3.1.2.2. Develop graduate attributes in curricular and co-curricular interventions (KPA 1.2) • 2021 AR: 3.1.2.3. Improve student safety and health issues (KPA 1.3) • 2021 AR: 3.3.2.2 Overview of indicators • 2021 AR: 4.1.1.4. Student experience • 2021 AR: 4.1.1.12. Multi-campus model: Qwaqwa Campus and South Campus • 2021 AR: 4.1.1.8. Universal access • 2021 AR: 4.1.1.6. Staff experience and composition
What's more, we produce research that has industry and social impact and real-world application.	We need to know what our research niche areas are and what our research output would be in those areas across all faculties.	• 2021 AR: 2.1.3. Research strategy • 2021 AR: 2.1.4. Engaged scholarship strategy • 2021 AR: Figure 1: Map of the UFS Strategic Plan 2018 to 2022 • 2021 AR: Figure 3: Map of the UFS Research Strategy 2015 to 2022 • 2021 AR: 2.2.2. UFS Council • 2021 AR: 2.2.4. UFS Senate • 2021 AR: 3.1.1. Overview of progress during 2021 with regard to the implementation of the UFS Learning and Teaching Strategy 2019-2024 • 2021 AR: 3.1.2.4 Towards a world-class digital state-of-the-art library (VSP 2)

Brand narrative	What we need evidence for	Evidence
		• 2021 AR: 3.1.4. Overview of progress during 2021 with regard to the implementation of the UFS Research Strategy 2015 to 2022 • 2021 AR: 3.1.5. Increase UFS contribution to local, regional, and global knowledge (Goal 3) • 2021 AR: 3.1.5.1. Focus resource allocation for research and innovation on UFS areas of strength and distinctiveness (KPA 3.1) • 2021 AR: 3.1.5.3. Increase research impact and uptake (KPA 3.3) • 2021 AR: Figure 16: Research outputs, 2017 to 2021 (KPA 3.3) • 2021 AR: 3.3.1.1. Increase non-government-derived sources of income (KPA 6.1) • 2021 AR: 4.1.1.2. Research, internationalisation, and innovation • 2021 AR: 3.1.2.1 Increase student success and throughput rates and reduce the achievement gap (KPA 1.1) • 2021 AR: Table 1: Key performance indicators, 2021
Our culture promotes equity, Ubuntu, and accountability.	How does it promote equity, Ubuntu, and accountability?	• 2021 AR: 3.1.1. Overview of progress during 2021 with regard to the implementation of the UFS Learning and Teaching Strategy 2019–2024 • 2021 AR: 3.1.6. Overview of progress during 2021 with regard to the implementation of the UFS Engaged Scholarship Strategy 2018 to 2022 • 2021 AR: 3.1.7.1 Increase academic staff involvement in engaged scholarship and opportunities for students to engage in community-based education (KPAs 4.1 and 4.2) • 2021 AR: 2.1.4. Engaged scholarship strategy • 2021 AR: Figure 4: Map of the UFS Engaged Scholarship Strategy 2018 to 2022 • 2021 AR: 3.2.1.2. Increase student participation in university governance structures (KPA 5.2) • 2021 AR: Figure 22: Student participation in governance structures, 2017 to 2021 (KPA 5.2) • 2021 AR: Figure 1: Map of the UFS Strategic Plan 2018 to 2022 • 2021 AR: 2.2.1.1. Statement on code of ethics • 2021 AR: 2.2.5. Student Representative Council • 2021 AR: 2.3.2 Report of Council on risk assessment and management of risk • 2021 AR: 3.3.3 Statement from the financial executive on the financial results • 2021 AR: 3.3.2.2 Overview of indicators • 2021 AR: Figure 34: Overview of UFS Integrated Transformation Plan progress, 2021 • 2021 AR: Figure 34: Overview of UFS Integrated Transformation Plan progress, 2021 • 2021 AR: 4.1.1.4. Student experience • 2021 AR: 4.1.1.8. Universal access

Step 5
Audience analysis

The section below focuses on the various UFS stakeholders that have information that can be strategically applied in messaging. It will guide you on how to formulate messages using the brand narrative, along with relevant visual elements through effective channels.

Audience (all levels)	Characteristics	Communication issues identified	Preferred communication methods	What they should think, feel, and do as identified in Part 1, the qualitative section of the brand narrative–building research
Current students Positioned from research as 1/14 importance from stakeholder list.	**Sum of registered students (2022)** • 6 050 postgraduate students • 34 833 undergraduate students • 217 occasional staff **Location of students** • Bloemfontein Campus (74%) • South Campus (8%) • Qwaqwa Campus (18%) **Faculties with most enrolment:** • Education • The Humanities • Economic and Management Sciences **Home language (Bloemfontein)** Sesotho (10%), Afrikaans(8%), English (59%), and isiZulu (6%). **Home language (Qwaqwa Campus)** English (53%), isiZulu (26%), and Sesotho (17%). **Home language (South Campus)** English (70%), other languages with a smaller component of speakers include isiZulu, Sesotho, and isiXhosa.	Gaps between the university's reputation promise (what it wants to be known for), its culture (behaviour), and its image (self-presentation), which collectively build its identity (character).	• Generation Y (50%) prefers fast and clear communication with a definite purpose, delivered visually through the latest technology. • Generation X (30%) also prefers communication to be to-the-point, and responds well to technology. • Baby Boomers (19%) and Traditionalists (1%) are more comfortable with traditional communication channels. **Blackboard communication** • 84% of students use Blackboard to access course material. • 78% use Blackboard to access important information. • 54% use Blackboard to collaborate with other students.	• Students should think that the UFS is a really good university. They should see the university and think that the UFS is transforming, responding to changes in society, and trying to meet the needs of society. • Students should feel that they belong at the UFS and that they want to be part of the UFS. They should feel proud to be at the UFS and be associated with the UFS. • Students should apply to the UFS and want to be a part of the UFS as postgraduates as well. • They should be proud and relate that to others to get them to be part of the UFS (word-of-mouth). Students that are here should partake in all the activities and make a difference.

Audience (all levels)	Characteristics	Communication issues identified	Preferred communication methods	What they should think, feel, and do as identified in Part 1, the qualitative section of the brand narrative–building research
	Association with the UFS (2022 UNIVERSUM report) The top three attributes students strongly associate the UFS with are a safe campus environment, educational excellence, and a friendly and open environment.			
Employees Positioned from research as 7/14 importance from stakeholder list.	**Employees consist of the following groups:** • Academic staff • Support staff **Overall, 67% workplace engagement was recorded:** • Bloemfontein: 64% • South: 69% • Qwaqwa: 66%	• 60% of employees want to receive praise, appreciation, and recognition to enhance performance. **Employee engagement** • Engagement with academic and support staff is needed in terms of: – Policy – Strategy – Remuneration and benefits – Employee wellbeing	• Generation Y (45%) prefers fast and clear communication with a definite purpose, delivered visually through the latest technology. • Generation X (28%) also prefers communication to be to-the-point, and responds well to technology. • Baby Boomers (25%) and Traditionalists (2%) are more comfortable with traditional communication channels.	• Employees need to know that the effort and energy they put into UFS's brand narrative is recognised and acknowledged. • Employees matter as much as students matter. • Employees should feel needed and appreciated, as they are the ones educating the students and creating a tomorrow for them. • They should feel valued. UFS wants their employees to take the promise and carry it out to the students.
Alumni Positioned from research as 2/14 importance from stakeholder list.	• They have experience with the culture, values, academics, etc. of the UFS. • From a 2019 alumni survey, it was determined that about 4 in 10 alumni are likely to consider enrolling for postgraduate studies at the UFS within the next 5 years.	• In a 2019 alumni survey, respondents felt relatively disconnected from the UFS; however, this does not mean that they have a negative experience. 45% were neutral and 36% positive. There was no direct correlation between disconnection and poor experience.	• The alumni database records more than 142 000 alumni. • About 96 000 are contactable by SMS and 47 000 by email. • Regular calls were made to alumni in 2019 to update their contact details, in adherence to the Protection of Personal Information Act. • In a 2019 alumni survey, they suggested that general email communication, the UFS website, and the alumni e-newsletter are their preferred channels. Facebook, donation-related communication, and Twitter were less important.	• Feel proud of the UFS and to have been part of the UFS. • Feel included in university activities. Feel that they are emotionally linked to the UFS. • Promote the UFS by word-of-mouth and influence others to go to the UFS. Willing to reinvest, believe in the UFS dream, and be proud of the way the leadership deals with matters.

Audience (all levels)	Characteristics	Communication issues identified	Preferred communication methods	What they should think, feel, and do as identified in Part 1, the qualitative section of the brand narrative–building research
Prospective students Positioned from research as 9/14 importance from stakeholder list.	• Matriculants with university admittance. • Professionals in the workplace in need of a qualification. • Students relocating from other institutions to specialise in the programmes of the UFS.	• The prospective students are not necessarily using the main channels that the UFS uses to communicate (technical and digital channel challenges). • Prospective students may not be aware of programmes available at the UFS.	• To have limited use of data to gain information about the university and its programmes. • Information should be available to be downloaded for further reading in their own time. • Print and radio (traditional media) will be used often. • Word-of-mouth is preferred.	• The UFS wants prospective students to feel welcomed and know that we are ready for them. We would like prospective students to know that if they have decided to attend the UFS, they have made a good decision. The UFS will not only accommodate them but support them throughout. Students should know that the UFS offers their programmes of interest.
Schools (Principals and Life Orientation Teachers) Positioned from research as 13/14 importance from stakeholder list.	• They advertise the university to their students. • They need to know that their alumni will enrol in a tertiary institution, from a reputational point of view. • Academically qualified and therefore believe in the importance thereof. • Adhere to regulations of statutory bodies' policies.	• They need actual engagement from universities with their schools, like face-to-face engagement with grades 11 and 12. • The latest information on university programmes may not be regularly available to schools.	• Face-to-face interaction for information sessions. • Emails with updated brochures. • Traditional media to market the university at their schools.	• The schools were not part of the brand narrative-building research for engagement. • The research participants did not identify this audience as an important stakeholder.

Audience (all levels)	Characteristics	Communication issues identified	Preferred communication methods	What they should think, feel, and do as identified in Part 1, the qualitative section of the brand narrative-building research
Donors and investors Positioned from research as 13/14 importance from stakeholder list.	• Individuals who are willing and able to donate to or invest in the university. • Organisations or other institutions that are willing and able to donate to or invest in the university. • Locally and/or internationally based.	• They may not necessarily be connected to the UFS yet. Networking and face-to-face engagement are often required in these decisions.	• Digital channels, as information needs to be timeous. • Emails and website information are preferred. • The 2019 Annual Report provides insight into launches of comprehensive, well-resourced campaigns, for example, to grow donations (including bequests). More recent campaigns implemented include 'Voices from the Free State' and 'Global Citizen'.	• Industry - Funders, national and international level. • The audience should think that the students that the UFS produces are well equipped for their tasks. They should think that the UFS provides market-related education. • Feel positive about the UFS and that they are getting value for money. Keep investing in the UFS. • Hire more UFS students. Feel a UFS student is highly employable. • The industry normally responds well to research, so our research, and students involved therein, are quite important and should be boasted about.
Community leader Positioned from research as 10/14 importance from stakeholder list.	• People who take responsibility for the wellbeing and improvement of their communities. • In 2019, 3 793 community members participated in service-learning activities at the interface of collaborative learning within triad university (community partnerships for the implementation of service) learning modules.	• They are not necessarily connected to the university's main communication channels. • Engagement needs to be deliberate and two-way; broadcasting would not be effective. • Sensitive and often political communication environment.	• Face-to-face engagements with representatives of the UFS. • Council open meetings. • Annual Community Engagement Awards Ceremony where recognition is given to outstanding leaders for excellence in community engagement. • Traditional media for sharing information and creating awareness.	• Their buy-in is important and the UFS needs their support. • The community must think UFS students are exemplary, well-adjusted citizens who care, and that UFS offers high-quality programmes. The UFS should not be seen as an "ivory tower"; the UFS should integrate with the community as fellow community members. • They should feel that they trust the UFS's decision-making, programmes, academics, and other staff. • The community in our immediate surroundings must be proud to invest in the UFS. They should feel a sense of ownership over the UFS.

B. The best visuals to grab your audience's attention ... and keep it

Step 1
Visual styles

Examples

The examples below can be used to visually support your writing when using the brand narrative. Using more than one element can strengthen your messages and also keep your audience engaged with your content. Visual elements can further be used to link messages to specific campaigns.

Photography

Using photographic visuals for the brand narrative requires consistent application – a golden thread that runs through all visual applications. Images in the recommended styles should always appear as if they belong to the collective brand narrative photo bank. Visuals of students are the style to use for the brand narrative.

Vector illustrations

Vector illustrations are unique, fun and can be used to communicate a specific message. Vectors can be developed as needed, especially if a photograph will not support your message accurately.
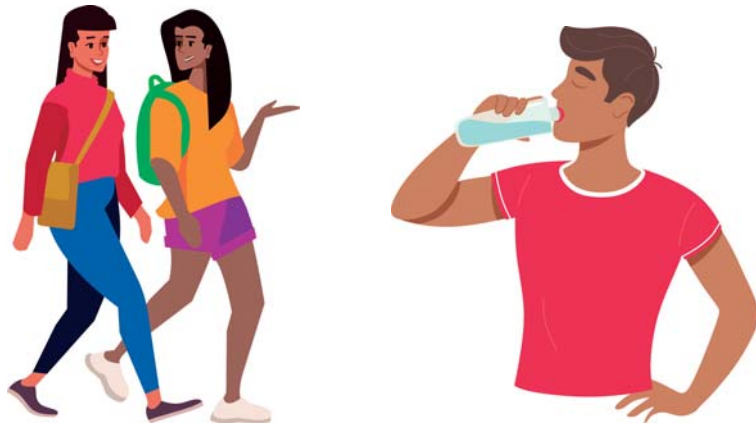
Iconography

Icons are ideal for listing or communicating short points of information. They can save space while still visually supporting a message.

Shapes

Using shapes can bring structure to designs. The shapes below are used to visually support UFS messages.

Polygon graphics

These are very modern designs and can be implemented in various visuals to support content.

Colours

Using strips of colour to support the message brings a colourful element to your message. Strips of colour should always be within the UFS CI guidelines.

Step 2
Design/Visual/Mood boards

Faculty of Education

C. Making it real

Step 1
Apply the brand narrative

How to apply the brand narrative to the Faculty of Education:

1. Make use of the updated CI with Quality. Impact. Care. incorporated.

2. Do a faculty-specific infographic with the discussed proof points for Quality. Impact. Care.

3. Share the infographic, with key messages and supportive stories, on a regular basis (unpacked in launch plan). Make it visible in the physical environment (posters, floor stickers, etc.) and also virtually (screen backgrounds, presentation slides, landing pages, etc.).

4. Host an education round table with representatives from departments, other training institutions, researchers, and international roleplayers. The topic of the round table should be "How is our industry ensuring quality, making an impact, and showing care."

5. Run a student competition where students should highlight the impact of education on society. Their submission can be a 1000-word essay or a two-minute cellphone video. Adjudication by a panel, and the prize should be data or airtime.

6. Ensure participation with the updated Corporate Identity and ensure understanding of its importance and use for the next 12 months.

7. Use the general Faculties application table for added information (some of the brand narrative applications at other faculties may also be used for some more application ideas and guidance).