

8 December 2015

POSTGRADUATE CERTIFICATE OF PROFESSIONAL DEVELOPMENT (PGCPD)

The Postgraduate Certificate of Professional Development (PGCPD) is an Ulster University award Framework for credit-bearing short course modules at Level 7. It provides flexible pathways to postgraduate level by allowing students to (a) choose modules across Faculties and build credit towards an academic qualification (the Postgraduate Certificate of Professional Development) or (b) take modules on an individual basis which form part of a larger postgraduate (Certificate, Diploma or Masters) programme.

All applications, registrations and enrolments to the Postgraduate Certificate of Professional Development are administered and managed by the Centre for Flexible and Continuing Education within Access, Digital and Distributed Learning (ADDL).

In the regulations for PGCPD, it is noted that the Postgraduate Certificate of Professional Development (in line with the Certificate of Personal and Professional Development) should be monitored and reported on annually as it is not subject to revalidation.

1. INTRODUCTION

As the Postgraduate Certificate of Professional Development (PGCPD) remained in pilot phase until the end of Semester 1 2013/14, academic year 14/15 is the first full academic year that it has been in operation.

In 2014/15, 54 unique modules were available (as short courses) to the external market (see Appendix 1). In 2015/16, the modular provision offered via the Postgraduate Certificate of Professional Development continues to be refined in response to professional and sector-driven needs.

2. PROGRAMME MANAGEMENT

During 2013/14, a Programme Committee was established to support the management and academic governance of the Postgraduate Certificate of Professional Development. The Programme Committee consists of Faculty representatives and a Programme Director from the Centre for Flexible and Continuing Education. During academic year 2014/15, the Programme Committee met twice in November 2014 and March 2015.

In the Annual Review for 2013/14, it was recommended and approved that Examination Boards should be held in June (following the Course/Subject Boards of Examiners) as well as in September each year. This would allow students taking

individual modules in Semester 1 and 2 of any academic year to exit from the University in June. It would also allow any resits to be identified in advance of the August resit period. A further Examination Board in September would facilitate Semester 3 modules and any students not exited at the June Board. Two Examination Boards have therefore been held in June 2015 and September 2015.

In the Annual Review for 2013/14, it was recommended that an agreed approach be implemented for academic year 2014/15 in relation to the approval process for modules being added to the Postgraduate Certificate of Professional Development through the University's Curriculum Management System (CMS) as follows:

1. Proposer (i.e. Module Co-ordinator/Course Director)
2. PGCPD Programme Director (to ensure it is formally associated with the Postgraduate Certificate of Professional Development)
3. Head of School (where module is situated)
4. Dean
5. Academic Office

This process has now been implemented.

3. STUDENT REGISTRATION AND ENROLMENT

The figures in the table below show the student enrolment on the Postgraduate Certificate of Professional Development (PGCPD) programme codes from 2012/13, 2013/14 and 2014/15. Early enrolment figures for 2015/16 are also shown.

Academic Period 2012/13	Academic Period 2013/14	Academic Period 2014/15	Academic Period 2015/16 (as at 25 Sept 2015)
13	62	190 (unique student numbers) 195 (module enrolments)	70

4. INCOME GENERATION AND FINANCIAL RETURN

The total financial return for students undertaking modules hosted within the Postgraduate Certificate of Professional Development is realised through fee income and non-MaSN funding, which is generated directly by FTE student numbers.

Fee Income

The income figure centrally generated directly through fees within the 2014/15 period is £96,516.

Non-MaSN (FTE funding)

The financial return is realised through non-MaSN funding and is currently demonstrated through an in year figure of 26.865 FTEs. In the standard resource model (using the Block Grant Tables of 31 July 2014), this will generate approximately £123,836, and will constitute 0.15% contribution to standard resource.

5. ACADEMIC PLANNING

The student number associated with the Postgraduate Certificate of Professional Development is planned for and monitored by the Centre for Flexible and Continuing Education within ADDL. Four campus based programme codes: 7016 Coleraine campus, 7017 Magee campus, 7018 Jordanstown campus and 7019 Belfast campus, are used for this purpose.

Planning is agreed in conjunction with the Learning and Teaching portfolio, as part of the formal academic planning cycle. The student number is therefore realised within ADDL, strictly for the purposes of planning and programme management. The Centre for Flexible and Continuing Education within ADDL, is responsible for the application, registration and enrolment of all students within the Postgraduate Certificate of Professional Development, and additionally manages the compilation and distribution of modular based certificates upon individual student achievement, following the Examination Board.

The 2014/15 Academic Plan identifies a total student number of **80**. The student number (unique student enrolments) achieved in 2014/15 was **190**. Across campuses, this can be viewed as follows: Coleraine campus 30, Magee campus 58, Jordanstown campus 96 and Belfast campus 6.

Student numbers for 2014/15 are also shown below by School/Department to enable transparent and accurate capture of effort across the University and to facilitate informed discussion for the purposes of review and analysis of the Academic Plan, both within ADDL and across the Schools/Departments which participate in the Postgraduate Certificate of Professional Development.

The non-MaSN FTE numbers are returned and formally acknowledged at School/Departmental level via module codes and corresponding CRNs.

Faculty	School	Module Code	Title	Credit Points	Total No. Students	FTE
ADBE	AAD	AAD720	Design Enterprise, Management and Leadership	20	1	0.165
ADBE	BEN	SUR840	Building Information Modelling	15	7	0.875
ART	MPA	CRE700	Creative Leadership	10	10	0.83
ADDL	FCE	FCE703	Engaging Students as Partners	5	10	0.415
LHS	PSY	PSY874	Mental Health Across the Lifespan	15	2	0.25
LHS	PSY	OTH814	Research Evidence in Health Science	15	1	0.125
SS	CMM	CMM710	Managing Communication	15	2	0.25
SS	CMM	CMM722	Fundamentals of CBT	15	1	0.125
SS	CMM	CMM724	Trauma Management	15	6	0.75
SS	CMM	CMM739	Leadership and Management in Healthcare Communication	15	2	0.25
SS	CMM	CMM741	Public Health Communication	30	1	0.25
SS	CMM	CMM746	Humanistic Counselling	15	2	0.25
SS	CMM	CMM747	Psychodynamic Approaches	15	3	0.375
SS	EDU	EDU724	GIS Short Course for Teachers	10	12	1

SS	EDU	EDU803	Advanced Essential Skills	30	25	6.25
SS	EDU	EDU909	Managing and Building Teams	10	18	1.5
SS	LAW	LAW751	Media and Entertainment Law: Substance and Practice	30	23	5.75
SS	LAW	LAW752	Copyright and the Information Society	10	22	1.83
SS	LAW	LAW753	Introduction to Health Law	10	3	0.25
SS	LAW	LAW806	Gender and Transition	15	4	0.5
SS	INCORE	PCS705	Conflict Analysis	15	1	0.125
SS	INCORE	PCS802	Peace and Conflict Research	30	1	0.25
UBS	ACC	ACF736	Financial Regulation	10	20	1.67
UBS	HTC	HTM709	Visitor Attractions and Events	20	2	0.33
UBS	HTC	LEC701	Event Management	20	3	0.5
UBS	INB	BMG935	International Leadership and HRM	15	1	0.125
UBS	MES	BMG797	Strategic Management	20	3	0.5
UBS	MKT	MKT716	Digitising Marketing	15	5	0.625

UBS	MKT	MKT811	Marketing Management	15	6	0.75
			TOTALS		195	26.865

In a similar picture to academic year 13/14, recruitment of student numbers is greatest in short courses specific to a particular sector where sponsorship/funding is available (e.g. ACF736 Financial Regulation and EDU803 Advanced Essential Skills) or where a targeted approach has been undertaken by the Faculty/School (to recruit a cohort of students) e.g. EDU724 GIS Short Course for Teachers and EDU909 Managing and Building Teams. Modules offering a mix of academic and industry expertise (e.g. LAW751 Media and Entertainment Law: Substance and Practice) with associated employment opportunities also recruit well.

Where a module clearly meets a demand within a specific sector in terms of skills development, it is more likely to (a) attract employer support and associated student sponsorship and (b) allow identification of a cohort of students, and hence, it is more likely to recruit. This highlights the potential of the Postgraduate Certificate of Professional Development to accommodate a wide range of employer-focused provision (including employer based training accreditation, as appropriate).

It is important to note that whilst top-filling modules with one or two additional students is a beneficial outcome and could lead to increased application to the full postgraduate programme (the module is attached to), this should not be viewed as the main input of students to the Postgraduate Certificate of Professional Development.

6. EXTERNAL EXAMINER

Dr Rob Mark continues to act as External Examiner for the Postgraduate Certificate of Professional Development following his appointment in 2013/14. Dr Mark acts as Chief External Examiner for the award of Postgraduate Certificate of Professional Development as modules are externally examined from a subject-level perspective at Course/Subject Boards. Dr Mark is also External Examiner for the Postgraduate Certificate in Professional Practice and Chief External Examiner for the Certificate of Personal and Professional Development (Levels 3 and 4).

7. PROGRESSION TO AWARD

There were no students achieving 60 credits of short course modules during 2014/15 to receive the full award of Postgraduate Certificate of Professional Development. However, there are a number of students working towards this in 2015/16.

Due to interest from students in progressing beyond Postgraduate Certificate level to Postgraduate Diploma/Masters levels, it is suggested that consideration be given to exploring Diploma routes and pathways in relation to the Postgraduate Certificate of Professional Development. It is suggested that an exploration of the options around this be undertaken by the Professional and Continuing Education Sub-Committee.

8. STAFF STUDENT CONSULTATION

A Staff Student Consultative Committee is not feasible for this programme as students often only attend for one semester across different subject areas. Therefore, a survey is conducted with students at the end of Semester 1 and Semester 2 each year. In 2014/15, approximately 25% of students responded to this with 35% of these respondents stating that they planned to take further short courses towards the Postgraduate Certificate of Professional Development.

9. FINANCE

During 2013/14, a fixed premium fee rate of £29.95 per credit point was set at the programme code level of the Postgraduate Certificate of Professional Development. In 2014/15, this fixed fee was removed at the programme level to allow each module within the programme to be charged at differential rates (i.e. normally the fee rate of the programme the module is attached to). To facilitate this, it is necessary to set the fees for any premium-rated modules at the level of the module CRN as the system defaults to standard fee rate if a fee is not set at the programme code level.

However, during 2014/15, it was identified that although the Fees Department had been advised to set a fee at the level of the module CRN for a number of premium-rated modules, due to a conflict with fee rules, they were unable to do this if these modules were attached to premium-rated programmes with overseas students registered on them. This fees issue has been raised with the Fees Department via the Professional and Continuing Education Sub-Committee but the Sub-Committee has been informed that currently there is no solution to this problem and the system will default to standard fee rate for premium-rated modules included in the Postgraduate Certificate of Professional Development (where there is a conflict with overseas students). Currently, the only option is to request an additional module CRN for each premium-rated module specifically for Postgraduate CPD students for fees purposes. This would enable the correct premium-rated fee to be set at the level of the CRN but raises different issues around course administration and teaching of the same module to different students in multiple Blackboard module areas.

In terms of development of new short courses specifically for the Postgraduate Certificate of Professional Development, any premium-rated fees are costed in line with market demand/market sustainability and approved on an individual basis by the Pro-Vice-Chancellor, Learning Teaching and Student Experience. The Centre for Flexible and Continuing Education liaises with the University's Fees Department to set fees at the module CRN level if required (normally premium-rated modules only).

Currently, the Centre for Flexible and Continuing Education is also liaising with the University's Management Accountancy department to develop a fees costing model for new short courses to measure potential fee income against expenditure (i.e. full direct costs such as External Examiner fees, teaching hours etc. plus agreed margin). This will enable an accurate financial analysis of the viability of any short course and the fee rate required to generate a profitable financial return.

Due to interest in developing new short courses (not attached to existing postgraduate programmes) to meet sector needs, it is suggested that consideration be given to developing an appropriate financial model to return income generated from fees (less overheads) directly to the School/Department delivering the short course (rather than through budget allocation via Faculty Financial Statements). This would enable expenses such as costs for guest contributors from a specific sector to be paid directly from fee income. The ability to attract key influencers from a sector to contribute to a short course (and appropriately manage payment to them) would add to the reputation of a short course, reinforce business/industry links with the University and in turn, attract student numbers.

In the 2013/14 Annual Review, it was recommended that a fee model for discounted fees be explored where a large cohort of students is recruited from one employer. It was agreed that this could be reviewed on a case by case basis and approved in a similar manner to premium-rated modules. To date, no discounted fees have been requested.

10. MARKETING AND PROMOTION

The Centre for Flexible and Continuing Education works with the Office of Digital Learning within ADDL to produce listings of short courses on a short course prospectus on the University's website. This is currently the main mechanism used to market and promote short courses. However, a new short course prospectus is currently being developed to be available by the end of Semester 1 2015/16. This will facilitate full integration of short courses into the main online prospectus and enable potential students to search for short courses by title and subject area through the alphabetical indexing and keyword search functionality of the online prospectus. It will also enable individuals to identify where modules sitting within postgraduate programmes are also offered on a short course basis within the Postgraduate Certificate of Professional Development.

The Centre for Flexible and Continuing Education regularly attends local and regional events, University Open Days and Careers Fairs to promote the short courses available through the Postgraduate Certificate of Professional Development.

In addition, email marketing campaigns using Interspire software are managed by the Centre for Flexible and Continuing Education. The Centre also promotes short courses through social media (via its Twitter account @UlsterFlexEd and its Facebook page).

The postgraduate print prospectus includes information about the availability of short courses and the Postgraduate Certificate of Professional Development award.

It is acknowledged that as the market for short courses is spread across a wide range of sectors, to market effectively and recruit students, each individual short course requires its own marketing campaign to include the following:

- Targeted emails (making use of Alumni and Employability and Marketing databases to target both individuals and organisations).
- Use of Faculty/School networks to target employers and umbrella organisations e.g. NI Chamber of Commerce etc.
- Targeted social media (Twitter, Facebook and LinkedIn).

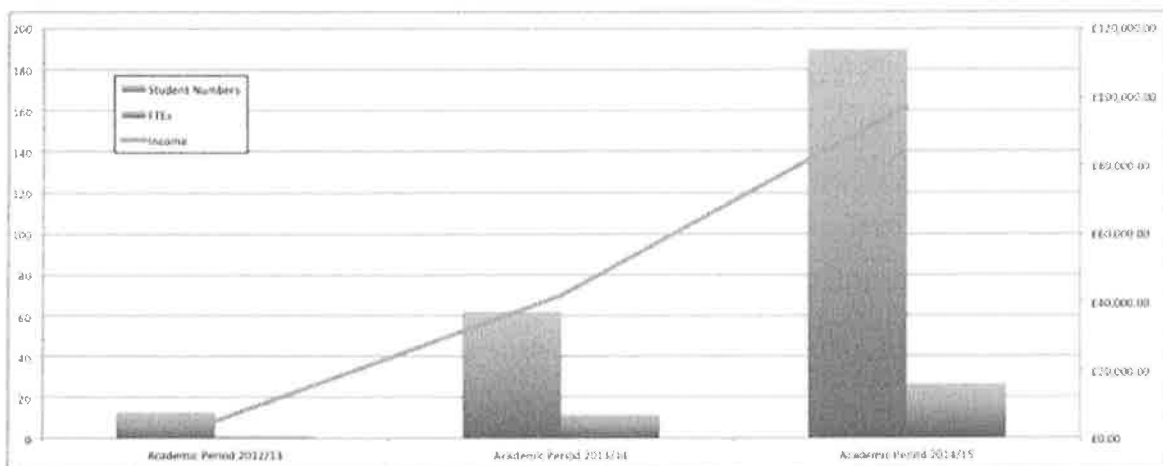
This continues to require the sector-specific knowledge of Module Co-ordinators/Course Directors and their associated Schools/Departments to identify target groups for their short courses.

11. CONSOLIDATION AND IMPACT

As the first full year of operation of the Postgraduate Certificate of Professional Development has now been completed, a process is underway to review and evaluate the programme and consolidate its impact through appropriate strategic measurements such as SWOT analysis, PEST analysis and environmental scanning of competitors. Impact to date has been measured across a range of strategic outcomes as follows:

Outcome 1: **Generating new income streams and**

Outcome 2: **Increasing non-MaSN student numbers**



Outcome 3: **Streamlining short course credit-bearing activity** i.e. development and availability of a short course prospectus on the University website.

Outcome 4: **Responding quickly to industry needs** i.e. systems and processes in place to provide bespoke short courses e.g. a short course in financial management for a financial services employer, Fintru (ACF736 Financial Regulation).

Outcome 5: **Trialling new markets** i.e. development of an Employment Law short course for 15/16, currently 30 places filled with 20 on a waiting list.

Outcome 6: **Encouraging collaborative cross-Faculty partnerships** i.e. development of a short course in GIS for Teachers (collaboration between the School of Environmental Sciences and the School of Education).

Outcome 7: **Improving the student experience** i.e. high quality feedback received from students regarding the opportunities offered by postgraduate professional development short courses.

Outcome 8: **Meeting higher level skills agenda** i.e. DEL's requirements in 'Graduating to Success' regarding upskilling at Level 7 and offering flexibility through modular learning.

The following infographic summarises and highlights the impact of the Postgraduate Certificate of Professional Development during academic year 14/15.

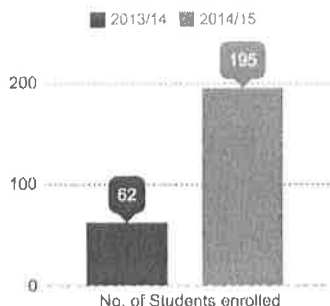
The Postgraduate Certificate of Professional Development (PGCPD) is an Ulster University award Framework for credit-bearing short course modules at Level 7.

Hosting modules from across Faculties & Departments, the provision is centrally managed by the Centre for Flexible and Continuing Education (CFCE), based within Access, Digital and Distributed Learning (ADDL).

It provides flexible pathways to postgraduate level by allowing students to choose modules across Faculties and build credit towards an academic qualification (the Postgraduate Certificate of Professional Development) or take modules which form part of a larger postgraduate (Certificate, Diploma or Masters) programme.



Review



214% ↑ increase in student enrolments from 2013/14

54 modules available to external market

80 Academic Plan 2014/15 → **195** Actual enrolments 2014/15



Finance

195 enrolments
» **26.865** FTE's

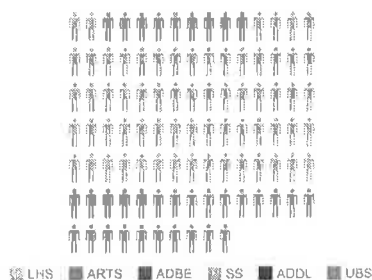
Fee Pricing 2014/15
£22.25 per credit point

INCOME GENERATED

£123,836 contribution to protection of the block grant

+
£96,516 additional fee income

FACULTY BREAKDOWN



FACULTY : MODULE ENROLMENTS

LHS	3
ARTS	10
ADBE	8
SS	126
ADDL	10
UBS	40
TOTAL	195

STUDENT VOICE



...the course far exceeded my expectations. I found it to be extremely valuable. The block teaching is great as I work full time and had far to travel...

I found the course both very interesting and challenging. It was pitched at the right level and I was offered additional support...

I enjoyed the course, the tutor was excellent and content of the course was very useful for my job, both from the tutor and the guest speakers.

Excellent course and excellent staff. Ulster has impressed me with the quality of their teaching and more importantly with how on the pulse it is in terms of course content that is offered.

90%
of students are over 25 years old

92%
of students are currently employed

91%
of students said their knowledge had increased

86%
of students are Ulster University Alumni

12. RECOMMENDATIONS

Recommendations are as follows:

- To consider an appropriate financial model to return short course income directly to Schools/Departments.
- To agree to an exploration of progression routes to Postgraduate Diploma by the Professional and Continuing Education Sub-Committee.

It is also recommended that consultation continues with ISD to progress developments to facilitate the inclusion of short courses in the main University online prospectus.

Appendix 1

Faculty	School	Module Code	Module Title	Module Co-ordinator	Semester	Credit Points
Semester 1						
Art, Design and Built Environment	<i>School of the Built Environment</i>	BLD805	Sustainable Urban Regeneration	Lesley Hemphill	1	15
Art, Design and Built Environment	<i>School of the Built Environment</i>	ENE813	Energy Management	Neil Hewitt	1	15
Art, Design and Built Environment	<i>School of the Built Environment</i>	SUR822	Commercial Bidding Strategy	Gervase Cunningham	1	15
Art, Design and Built Environment	<i>School of the Built Environment</i>	SUR841	Community Planning and Delivery Outcomes	Gavan Rafferty	1	15
Arts	<i>School of Creative Arts and Technologies</i>	MUS827	Music Business	Liz Doherty	1	20
Computing and Engineering	<i>School of Computing and Intelligent Systems</i>	COM816	Artificial Intelligence	Hiu Wang	1	20
Life and Health Sciences	<i>School of Health Sciences</i>	OTH814	Research Evidence in Health Science	Helen Irvine	1	15
Life and Health Sciences	<i>School of Psychology</i>	PSY848	Family Therapy and Systemic Practice	Donal McAteer	1	30
Life and Health Sciences	<i>School of Health Sciences</i>	RAD813	Improving my Service: The Service User's Perspective	Rosalind Rogers	1	15
Social Sciences	<i>School of Communication</i>	CMM710	Managing Communication	Fred Morrison	1	15

Social Sciences	<i>School of Communication</i>	CMM722	Fundamentals of Cognitive Behaviour Therapy Theory and Practice	Jane Simms	1	15
Social Sciences	<i>School of Communication</i>	CMM724	Trauma Management	Michael McGibbon	1	15
Social Sciences	<i>School of Communication</i>	CMM735	Language Acquisition	Alison Henry	1	15
Social Sciences	<i>School of Communication</i>	CMM739	Leadership and Management in Healthcare Communication	Anne Moorhead	1	15
Social Sciences	<i>School of Communication</i>	COM702	Core Principles of Digital Media Communication	Fiona McMahon	1	30
Social Sciences	<i>School of Law</i>	LAW752	Copyright and the Information Society	Taiwo Oriola	1	10
Social Sciences	<i>School of Criminology, Politics and Social Policy</i>	PUP837	Survey and Quantitative Research Methods	Gillian Robinson	1	30
Social Sciences	<i>School of Education</i>	EDU803	Advanced Essential Skills	Tracy Irwin	1	30
Social Sciences	<i>School of Education</i>	EDU867	Leadership for Learning	Sam McGuinness	1	30
Social Sciences	<i>INCORE</i>	PCS710	Peacebuilding in Divided Societies	Stephen Ryan	1	15
Ulster Business School	<i>Department of Hospitality and Tourism Management</i>	LEC701	Event Management	Adrian Devine	1	20
Ulster Business School	<i>Department of International Business</i>	BMG814	E-Business	Ronan McIvor	1	15
Ulster Business School	<i>Department of</i>	MKT860	International Marketing	Sharon Loane	1	15

<i>International Business</i>									
Ulster Business School	<i>Department of Management and Leadership</i>	BMG796	Finance	Robert Kerr	1				20
Ulster Business School	<i>Department of Marketing, Entrepreneurship and Strategy</i>	MKT811	Marketing Management	Mark Durkin	1				15
Semester 2									
Art, Design and Built Environment	<i>School of Art and Design</i>	AAD720	Design Enterprise, Management and Leadership	Michele Rusk	2				20
Art, Design and Built Environment	<i>School of the Built Environment</i>	BLD703	Construction Legal Studies	Tim McLernon	2				15
Art, Design and Built Environment	<i>School of the Built Environment</i>	ENE815	Green Building	Jayanta Mondol	2				15
Art, Design and Built Environment	<i>School of the Built Environment</i>	SUR840	Building Information Modelling (BIM)	Mark McKane	2				15
Arts	<i>School of Media, Film and Journalism</i>	MED814	Promotion, Distribution and New Technology (Media)	Jim Curran	2				30
Arts	<i>School of Creative Arts and Technologies</i>	CRE700	Creative Leadership	Paul Moore	2				10
Arts	<i>School of Creative Arts and Technologies</i>	MUS813	Music Placement	Liz Doherty	2				20
Life and Health Sciences	<i>School of Health Sciences</i>	OTH814	Research Evidence in Health Science	Helen Irvine	2				15

Life and Health Sciences	School of Psychology	PSY874	Mental Health Across the Lifespan	Colin Gorman	2	15
Life and Health Sciences	School of Health Sciences	RAD813	Improving my Service: The Service User's Perspective	Rosalind Rogers	2	15
Social Sciences	School of Communication	CMM720	Public Health Communication	Anne Moorhead	2	30
Social Sciences	School of Communication	CMM724 (Note this is a closed cohort)	Trauma Management	Anne Moorhead	2	15
Social Sciences	School of Communication	CMM736	Multilingualism	Christina Sevdali	2	15
Social Sciences	School of Communication	CMM746	Humanistic Counselling	Michael McGibbon	2	15
Social Sciences	School of Communication	CMM747	Psychodynamic Approaches	Michael McGibbon	2	15
Social Sciences	School of Education	EDU724	GIS Short Course for Teachers	Stephen Roulston	2	10
Social Sciences	School of Law	LAW751	The Law and Business of Film and Television	Eugene McNamee	2	30
Social Sciences	School of Law	LAW753	Introduction to Health Law	Jacinta Miller	2	10
Social Sciences	Transitional Justice Institute	LAW806	Gender and Transition	Catherine O'Rourke	2	15
Social Sciences	School of Criminology, Politics and Social Policy	SOP838	Qualitative Research Methods	Wendy Saunderson	2	30
Social Sciences	School of Sociology and	SWK705	Professional Decision-Making in	Judith Mullineux	2	20

	Applied Social Studies		Social Work			
Social Sciences	INCORE	PCS705	Conflict Analysis	Stephen Ryan	2	15
Social Sciences	School of Criminology, Politics and Social Policy	PCS802	Peace and Conflict Research in Divided Societies	Gillian Robinson	2	30
Ulster Business School	Department of Accounting, Finance and Economics	ACF736 (Note this is a closed cohort)	Financial Regulation	Michael Pogue	2	10
Ulster Business School	Department of Hospitality and Tourism Management	HTM709	Visitor Attractions and Events	Adrian Devine	2	20
Ulster Business School	Department of International Business	BMG935	International Leadership and HRM	Helen Shiels (Brian O'Donnell while Helen on sick leave)	2	15
Ulster Business School	Department of International Business	BMG936	International Entrepreneurship	Sharon Loane	2	15
Ulster Business School	Department of Management and Leadership	BMG797	Strategic Management	Darryl Cummins	2	20
Ulster Business School	Department of Management and Leadership	MKT716	Digitising Marketing	Mark Durkin	2	15
Ulster Business School	Department of Marketing, Entrepreneurship and Strategy	MKT724	Global Marketing	Barry Quinn	2	15

Ulster Business School	<i>Department of Marketing, Entrepreneurship and Strategy</i>	MKT730	Entrepreneurial Marketing	Pauric McGowan	2	15
Ulster Business School	<i>Department of Marketing, Entrepreneurship and Strategy</i>	MKT811	Marketing Management	Mark Durkin	2	15
Semester 3						
Social Sciences	<i>School of Education</i>	EDU909	Managing and Building Teams	Sam McGuinness	3	10