

UNIVERSITY OF ULSTER

LEARNING AND TEACHING COMMITTEE

8 December 2015

CERTIFICATE OF PERSONAL AND PROFESSIONAL DEVELOPMENT (CPPD)

The Certificate of Personal & Professional Development (CPPD) is an established modular framework of Ulster University at level 3 and 4 and was first considered through a full validation process prior to conception in 2007. As an institutional framework which hosts 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).

In May 2012 the University Learning and Teaching Committee (TLC) agreed that the CPPD framework would be monitored and reported on annually and would not be subject to revalidation.

1. INTRODUCTION

CPPD modular options are available at level 3 and or 4 for the following reason and purpose:

- i. Part time students intent on exploring the achievement of higher level skills and or a route for transition to further HE study (in line with the NI Regional Strategy Access to Success).
- ii. Curriculum enrichment for full time students to give credit for achievement of employability skills and understanding.
- iii. Workforce development for employers, to enable recognition and accreditation of skills (in line with the NI Regional Strategy Skills for Success).

From a strategic planning perspective the achievement of level 3 accredited learning within Ulster contributes directly to widening access and participation. Achievement of level 4 accredited learning pathways additionally contributes to the ongoing protection of the block grant allocation.

The design and development of the modular provision within the CPPD framework is informed by learning needs identified through on-going consultation with the education, community and business sectors. In 2014/2015 the number of live modules available was 80, with 63 being available to the part time external market.

The undergraduate flexible framework at Ulster currently recruits 33% of the total part time undergraduate student numbers (1364 of 4121 in 2014/15).

Additionally, students undertaking CPPD modules to enhance their employability skills are 2902 in 2014/15. International students undertaking CPPD to enhance academic skills are at 241 in 2014/15. Both respective groups of students study CPPD as an additional curriculum option alongside their main degree programme.

Due to the nature of CPPD continual registration is managed to facilitate the needs of the wider community, schools and business sectors. This results in registration and enrolment data change on an ongoing basis across the full academic year including semesters 1, 2 and 3.

2. PROGRAMME MANAGEMENT

The addition of new modules to the CPPD framework is facilitated by the University's Curriculum Management System (CMS). Following consultation with the Academic Office, a new approval process was introduced this year, requiring academics to follow this path:

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

In October 2015 CFCE will invite all CPPD module co-ordinators to a CMS workshop to assist with updating existing modules on the CMS. This will ensure all module information is accurate before the CMS begins to populate the institution prospectus. CFCE will use this opportunity to remind all staff of the approval process required to add a new module to the framework.

STUDENT REGISTRATION AND ENROLMENTS

The figures in the table above outline the enrolment incidents across each academic year from 2010 through to 2015.

	Academic Period 2010/11	Academic Period 2011/12	Academic Period 2012/13	Academic Period 2013/14	Academic Period 2014/15
CPPD Module Numbers	102	234	156	239	80
Live Modules PT Market	6	35	45	65	63
CPPD PT Enrolments	220	463	1568	1411	1364

Figure 1: CPPD Module & Enrolment Part time Student Numbers 2010-2015

Application, registration and enrolment, by part time students, to the framework is made at a modular level and is administered by the Centre for Flexible & Continuing Education (CFCE) within Access, Digital and Distributed Learning (ADDL). Due to the nature of the widening access audience this process at times requires manual intervention onsite within community locations. CFCE continues to offer administrative intervention to support individuals and groups where this support is required.

Registration and enrolment of full time students undertaking additional curriculum options (3143 in 2014/15) are supported directly through Student Administration.

3. INCOME GENERATION AND FINANCIAL RETURN

The total financial return for students undertaking the study of modules hosted within the CPPD framework at Ulster 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 currently £162,905 (noting that a significant majority of modules are charged at the reduced widening access rate of £8.85 (2014/15 - per credit point).

Fees (2015/16) are currently charged mainly using two distinct rates £9.25 (30% reduction of the standard rate) for applicants that are considered to be deemed from a widening access and participation audience and £13.88 for all other part time student applicants. Premium fees continue to be applied when the market can bear the cost of this approach.

Where the fee is noted as *nil* against modules within the school/ department, this is explained as the student numbers being generated from Ulster's full time existing cohort and therefore will not attract an additional fee or non- MaSN contribution. It has been previously understood that agreement to deliver modules subject to these constraints should produce added value, contributing to student achievement and progression such as enhanced employability of Ulster graduates.

Non- MaSN (FTE funding)

The financial return realised through non-MaSN funding and is currently demonstrated through an in year figure of 101.52 FTEs (2014/15) compared to 88.7 FTEs in 2013/14. The 101.52 FTE contribution to the ongoing protection of the block grant is £536,746 which constitutes approximately 0.63% of the total 2014/15 standard resource of £84,536,200.

Similar to the fee income explanation those students undertaking CPPD as additional curriculum activity or for level 3 access, do not contribute to the security of

Ulster's Non-MaSN student count, but do contribute to the widening access and employability agenda's in a measurable manner.

4. ACADEMIC PLANNING

The student number associated with the CPPD framework is planned for and monitored by the Centre for Flexible and Continuing Education within ADDL. Four campus based programme codes; 6281 Belfast campus, 6293 Coleraine campus, 6294 Jordanstown campus, 6300 Magee campus, are used for this purpose.

Figure 2 : Module Enrolments & Associated FTE by University Faculty / Department

Faculty	PPD Module Enrolments	Non-MASN (FTE)
Life & Health Sciences	286	17.42
Employability & Marketing	2902	0.00
Computing & Engineering	577	25.42
Arts	171	13.67
Art Design & Built Environment	23	0.96
Social Sciences	244	28.42
Access, Digital & Distributed Learning	120	8.25
Ulster Business School	105	7.38
Total	4428	101.52

The Non-MaSN FTE numbers are returned and formally acknowledged at School / Faculty/Departmental level, this is clearly identified via module codes and corresponding CRNs, to ensure the fee income and return is captured directly by the School. The consequence of this process ultimately recognises the contribution of teaching and learning effort by each individual School throughout the University. Figure 2 above outlines PPD enrolments and associated FTE by faculty (*Appendix A provides a further breakdown - Faculty/School Based Activity*).

In order to more closely reflect the collaborative effort by Faculties with ADDL, *Appendix A* indicates student numbers by school/department to support the accurate capture and acknowledgement of a consistent and shared view of activity of the entire framework. This enables informed discussions for the purposes of review and

analysis of the academic plan, both within ADDL and across the associated Faculties who partake in the use of CPPD as a flexible framework.

Professional and Continuing Education (PCE) Plans were introduced during academic year 14/15 to enhance the transparency of the planning and review process across the Institution. PCE plans are coordinated and supported by the Centre for Flexible and Continuing Education in collaboration with Faculty colleagues. The timescale for this activity was October – March 2015 in order to accurately inform academic planning in the 2015/16 period.

PCE plans relate to the strategic planning, development and review of flexible framework activity. Flexible framework activity is defined as level 4 and level 7 modules attached to the Certificate of Personal & Professional Development and the Postgraduate Certificate of Professional Development respectively. This activity has shown year on year growth and now provides a significant contribution to the security of the block grant whilst enabling Ulster University to respond more rapidly to the requirements of Northern Ireland Business, Community and Education sectors.

A positive response by the majority of schools demonstrated a willingness to engage in a collaborative planning and review process. Heads of School welcomed support from the Centre for Flexible and Continuing Education and were determined to target their efforts to gain maximum return to enable sustainable and viable learning solutions.

A summary overview of planned engagements and explorations for the 15/16 academic period, currently includes the design, development and promotion of a range of needs based learning solutions to include:

1. Development of flexible work based learning solutions, including employer based training accreditation (EBTA), with a range of employers to include: PSNI, Health and Social Care Trusts, Adoption and Fostering NI, Primary and Post Primary School Sector NI, NSPCC.
2. Current external contracts hosted between schools and the centre include the following employers: Fintru, Hastings and Southern Regional College
3. Development of CPPD level 4 online transition modules for new undergraduate students such as Summer Schools
4. Increased availability of CPPD level 4 modules as a continuing education solution for adult learners, to support widening participation to undergraduate provision. (Curriculum areas such as Social Policy)
5. Development of advanced digital practice solutions for the further and higher education sector.

5. EXTERNAL EXAMINER

Dr Rob Mark was nominated as the Institutional Flexible Frameworks External Examiner in 2014.

In his report following the September 2015 exam board, Dr Mark stated that he was encouraged by the large number of enrolments across all campuses and Faculties. Dr Mark thanked the Course Director, the administrative team in the Centre for Flexible and Continuing Education, and also the participating Schools across all campuses for their cooperation in the delivery of such a wide range of CPPD modules.

6. STAFF / STUDENT CONSULTATION

The CPPD First Impression Survey is now distributed each semester to all part time students undertaking one or more modules. Students surveyed in 2014/15 reported a positive experience, 100% of students felt supported by staff throughout their studies. As a direct result of their learning experience 87% of students agreed their skills had improved and 100% said their knowledge had increased. 97% of students would recommend part time study at Ulster University.

Some student quotes include:

"I have thoroughly enjoyed my time studying at Ulster and feel supported and encouraged in my studies, I hope to continue this in the future."

"My experience has been very positive and I would be keen to do more courses with a similar approach to the teaching/learning experience."

"Classes were very enjoyable the staff were all really helpful. I have gained experience in a subject I didn't think I could do."

"The learning experience was extremely positive, particularly because it was in an informal community setting and the lecturer made it very accessible for the participants."

2014/15 students undertaking CPPD as curriculum enhancement were surveyed through the National Student Survey.

To support a consistent learning experience all students who will be enrolled on a 2015/16 CPPD module will also be surveyed using the National Student Survey. Changes to this system mean we are now able to collect student opinion at the end of each semester, rather than at a set point in the academic calendar.

7. FINANCE

There is a continued use of two main fee rates for CPPD modules: during the 2015/16 academic period the standard undergraduate rate (£13.88) and the concessionary rate of 30% reduction of the standard rate (£9.25) for those from within widening access areas, including those in receipt of benefits. CFCE continues to work directly with the finance department in relation to the setting of fees for individual modules. Where the market can bear premium fees these are applied following approval from the PVC Teaching, Learning and Student Experience.

8. MARKETING AND PROMOTION

Prospectus Update

During 14/15, The Centre for Flexible and Continuing Education has worked with Student Marketing and ISD to ensure the redeveloped prospectus included all flexible framework short course activity.

The redeveloped "back-end" institutional prospectus became available end July 2015, with the new searchable front end expected to go live in Dec 2015. During this interim period the Centre will work with academic colleagues to ensure all CPPD modules are approved in the CMS and to gather marketing information for web display within the new prospectus.

The new prospectus enables the Centre to highlight pathways into Ulster through linking CPPD activity where appropriate with relevant undergraduate degree programmes.

Email Marketing Campaigns and social networking feeds continue to be managed by the Centre for Flexible & Continuing Education, using the Interspire software. This enables just in time support for Schools and Faculties and supports additional promotion tools alongside Twitter. Planned attendance at regional, national and international events is actively supported on behalf of the Faculties. This is increasingly coordinated in conjunction with the Employability and Marketing to manage resources more efficiently while maintaining a positive marketing impact.

9. Student Experience

CFCE and the CPPD Course Committee are committed to delivering a high quality student experience. Regular reviews and updates of procedures and processes take place throughout the year. In preparation for the 15/16 academic year a new student application form has been developed, along side a comprehensive student guide to

studying CPPD at Ulster. Both these documents are intended to increase affiliation with the higher education community at Ulster. The new application form will capture information that will be shared back to Faculties to help inform module development. This form will also be used to guide and support students with their module choices.

APPENDIX A

FACULTY/ SCHOOL BASED CPPD MODULE ACTIVITY & ASSOCIATED FTE 2014/15

Faculty	School	Module Code	Title	Credit Points	Student Enrollments	FTE
Art, Design and Built Environment	School of Art and Design	PPD194	Creative and Cultural Practice	5	23	0.9583333333
					23	0.9583333333

Faculty	School	Module Code	Title	Credit Points	Student Enrollments	FTE
Arts	English & History	PPD022/BT/1	Belfast Family History - Pt 1	5	11	0.4583333333
Arts	Irish Language & Literature	PPD246/MG/S3	Irish Studies 1	15	19	2.375
Arts	Irish Language & Literature	PPD247/MG/S3	Irish Studies 2	15	2	0.25
Arts	Irish Language & Literature	PPD248/MG/S3	International Business	15	17	2.125
Arts	Modern Languages	PPD017/BT/1	Introductory French for Bus	15	8	1
Arts	Modern Languages	PPD169/BT/S1	Intermediate French for Busn 2	10	11	0.9166666667
Arts	Modern Languages	PPD172/BT/S2	Advanced French for Busn 2	10	9	0.75
Arts	Modern Languages	PPD175/MG/S1	Preliminary English 2	10	12	1
Arts	Modern Languages	PPD176/MG/S2	Intermediate English 1	10	31	2.5833333333
Arts	Modern Languages	PPD178/MG/S2	Advanced English 1	10	2	0.1666666667
Arts	Modern Languages	PPD235/BT/S2	Intro to Cultural Awareness	5	10	0.4166666667
Arts	Creative Arts & Technologies	PPD240/MG/S12	Design Portfolio and CV Prod	5	39	1.625
					171	13.6666666667

Faculty	School	Module Code	Title	Credit Points	Student Enrollments	FTE
Computing and Engineering	Computing & Intelligent Systems	PPD003/MG/1	Introduction to Computers	10	2	0.1666666667
Computing and Engineering	Computing & Intelligent Systems	PPD037/MG/S12	Peer Assisted Study Skills 1	10	8	0.6666666667
Computing and Engineering	Computing & Intelligent Systems	PPD047/MG/S12	Intro to Programming in Java	5	37	1.5416666667
Computing and Engineering	Computing & Intelligent Systems	PPD051/MG/S12	Peer Assisted Study Skills 2	10	1	0.0833333333
Computing and Engineering	Computing & Mathematics	PPD001/JN/1	Intro Internet & Multimedia	5	1	0.0416666667
Computing and Engineering	Computing & Mathematics	PPD020/JN/S1	Introduction to Programming	5	30	1.25
Computing and Engineering	Computing & Mathematics	PPD020/JN/S2	Introduction to Programming	5	5	0.2083333333
Computing and Engineering	Computing & Mathematics	PPD242/JN/S3	Space Camp	5	31	1.2916666667
Computing and Engineering	Computing & Mathematics	PPD243/JN/S3	Intro to Vis Comp Programming	5	67	2.7916666667
Computing and Engineering	Computing & Mathematics	PPD244/JN/S1	Mapping with GIS	5	13	0.5416666667
Computing and Engineering	Computing & Mathematics	PPD251/JN/S1	Intro to Prog with RaspberryPi	5	11	0.4583333333
Computing and Engineering	Computing & Mathematics	PPD251/JN/S2	Intro to Prog with RaspberryPi	5	13	0.5416666667
Computing and Engineering	Computing & Mathematics	PPD252/JN/S1	Intro Prog with Lego Mindstorm	5	3	0.125
Computing and Engineering	Computing & Mathematics	PPD252/JN/S2	Intro Prog with Lego Mindstorm	5	2	0.0833333333
Computing and Engineering	Computing & Mathematics	PPD253/JN/S1	Intro to Program with Drones	5	11	0.4583333333
Computing and Engineering	Computing & Mathematics	PPD253/JN/S2	Intro to Program with Drones	5	4	0.1666666667
Computing and Engineering	Computing & Information Engineering	PPD013/CE/S2	Project	15	11	1.375
Computing and Engineering	Computing & Information Engineering	PPD015/CE/S2	Computer Systems	5	19	0.7916666667
Computing and Engineering	Computing & Information Engineering	PPD015/CE/S3	Computer Systems	5	14	0.5833333333

Computing and Engineering	Computing & Information Engineering	PPD038/JN/S3	Intro to Web Development	5	49	2.041666667
Computing and Engineering	Computing & Information Engineering	PPD205/CE/S1	Multimedia Web Development	5	17	0.7083333333
Computing and Engineering	Computing & Information Engineering	PPD205/CE/S3	Multimedia Web Development	5	1	0.0416666667
Computing and Engineering	Computing & Information Engineering	PPD206/CE/S1	Intro Mobile App Development	5	72	3
Computing and Engineering	Computing & Information Engineering	PPD206/CE/S2	Intro Mobile App Development	5	13	0.541666667
Computing and Engineering	Computing & Information Engineering	PPD206/CE/S3	Intro Mobile App Development	5	1	0.0416666667
Computing and Engineering	Computing & Information Engineering	PPD207/CE/S1	Computer Coaching I - The Env	5	3	0.125
Computing and Engineering	Computing & Information Engineering	PPD207/CE/S2	Computer Coaching I - The Env	5	5	0.2083333333
Computing and Engineering	Computing & Information Engineering	PPD208/CE/S1	Computer Coaching II - Support	5	3	0.125
Computing and Engineering	Computing & Information Engineering	PPD208/CE/S2	Computer Coaching II - Support	5	5	0.2083333333
Computing and Engineering	Computing & Information Engineering	PPD232/CE/S2	Effective Social Media II	5	5	0.2083333333
Computing and Engineering	Computing & Information Engineering	PPD233/CE/S1	Robotics	5	89	3.7083333333
Computing and Engineering	Computing & Information Engineering	PPD233/CE/S2	Robotics	5	7	0.2916666667
Computing and Engineering	Computing & Information Engineering	PPD254/CE/S1	Robotics II	5	3	0.125
Computing and Engineering	Computing & Information Engineering	PPD254/CE/S2	Robotics II	5	2	0.0833333333
Computing and Engineering	Computing & Information Engineering	PPD254/CE/S3	Robotics II	5	2	0.0833333333
Computing and Engineering	Computing & Information Engineering	PPD231/CE/S2	Effective Social Media I	5	17	0.7083333333
					577	25.416666667

Faculty	School	Module Code	Title	Credit Points	Student Enrolments	FTE
Life & Health Sciences	Health Sciences	PPD250/JN/S2	Coping with University Life	10	23	1.916666667
Life & Health Sciences	Environmental Sciences	PPD135/CE/S1	Preparation for Employment	5	38	1.583333333
Life & Health Sciences	Psychology	PPD008/CE/S1	Intro to Applied Behav Analysis	15	7	0.875
Life & Health Sciences	Psychology	PPD009/CE/S1	Increase Desirable Behaviours	15	1	0.125
Life & Health Sciences	Psychology	PPD037/CE/S12	Peer Assisted Study Skills 1	10	25	2.083333333
Life & Health Sciences	Psychology	PPD051/CE/S12	Peer Assisted Study Skills 2	10	22	1.833333333
Life & Health Sciences	Sports	PPD044/JN/S2	Integration & Good Relations	5	103	4.291666667
Life & Health Sciences	Sports	PPD114/JN/S2	Good Practice Children's Sport	5	21	0.875
Life & Health Sciences	Sports	PPD128/JN/S2	Intro to Appl Perform Analysis	10	46	3.833333333
					286	17.416666667

Faculty	School	Module Code	Title	Credit Points	Student Enrolments	FTE
Social Sciences	Law	PPD037/JN/S12	Peer Assisted Study Skills 1	10	11	0.916666667
Social Sciences	Law	PPD051/JN/S12	Peer Assisted Study Skills 2	10	10	0.8333333333
Social Sciences	Criminology, Politics and Social Policy	PPD195/JN/1	Witness Protection	20	23	3.8333333333
Social Sciences	Criminology, Politics and Social Policy	PPD196/JN/S1	The Student Global Village	5	8	0.3333333333
Social Sciences	Sociology and Applied Social Studies	PPD190/JN/1	Unblocking Potential	20	17	2.8333333333
Social Sciences	Sociology and Applied Social Studies	PPD213/MG/1	Coordinate Community Projects	10	21	1.75
Social Sciences	Sociology and Applied Social Studies	PPD214/MG/1	The Reflective Practitioner	10	15	1.25
Social Sciences	Sociology and Applied Social Studies	PPD236/JN/S2	Civic Empowerment	10	20	1.666666667
Social Sciences	Sociology and Applied Social Studies	PPD238/MG/1	Appl Phys Theatre for Youth Wk	10	20	1.666666667
Social Sciences	Sociology and Applied Social Studies	PPD249/JN/1	Accreditation Prior Learning	20	42	7
Social Sciences	Sociology and Applied Social Studies	PPD255/JN/S2	Sport in Our Community	10	3	0.25
Social Sciences	Sociology and Applied Social Studies	PPD256/MG/1	Developing Sustainable Comms	10	28	2.3333333333
Social Sciences	Sociology and Applied Social Studies	PPD201/JN/1	Study & Academic Writg Skills	10	7	0.5833333333
Social Sciences	Sociology and Applied Social Studies	PPD202/JN/1	E-Portfolio	20	19	3.166666667
					244	28.416666667

Faculty	School	Module Code	Title	Credit Points	Student Enrolments	FTE
Ulster Business School	Hospitality & Tourism Management	PPD216/BT/1	Brand and Image	10	12	1
Ulster Business School	Hospitality & Tourism Management	PPD217/BT/1	Inspiring Leadership	10	12	1
Ulster Business School	Hospitality & Tourism Management	PPD218/BT/1	Building Team Success	10	12	1
Ulster Business School	Hospitality & Tourism Management	PPD219/BT/1	Creativity for Change	10	12	1
Ulster Business School	Hospitality & Tourism Management	PPD223/BT/1	Delivering Service Excellence	10	12	1
Ulster Business School	Hospitality & Tourism Management	PPD224/BT/1	Key Perf Indicator for Success	10	12	1
Ulster Business School	International Business	PPD221/MG/1	Managing in Soc E'prise MitSE	5	23	0.958333333
Ulster Business School	International Business	PPD084/MG/1	Social Media in the 3rd Sector	5	10	0.416666667
					105	7.375

Faculty	School	Module Code	Title	Credit Points	Student Enrolments	FTE
Access, Digital And Distributed Learning	Flexible & Continuing Education	PPD163/BT/S2	Active Citizenship	10	12	1
Access, Digital And Distributed Learning	Flexible & Continuing Education	PPD163/CE/S2	Active Citizenship	10	15	1.25
Access, Digital And Distributed Learning	Flexible & Continuing Education	PPD163/JN/S2	Active Citizenship	10	31	2.583333333
Access, Digital And Distributed Learning	Flexible & Continuing Education	PPD163/MG/S2	Active Citizenship	10	20	1.666666667
Access, Digital And Distributed Learning	Flexible & Continuing Education	PPD185/BT/1	Intro to Social Networking	5	17	0.708333333
Access, Digital And Distributed Learning	Flexible & Continuing Education	PPD185/JN/1	Intro to Social Networking	5	13	0.541666667
Access, Digital And Distributed Learning	Flexible & Continuing Education	PPD211/JN/S1	Digital Literacy for Learning	5	12	0.5
					120	8.25

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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).



Student Recruitment

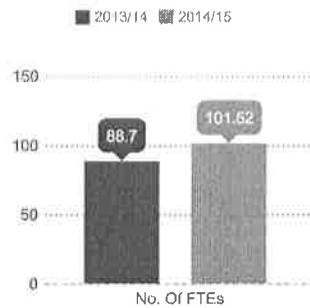
33% CPPD recruits 33% of the total part time undergraduate student numbers at Ulster University.

1364 of 4121
1364 students out of 4121 part time students at Ulster are enrolled on a CPPD module.

Number of Modules available

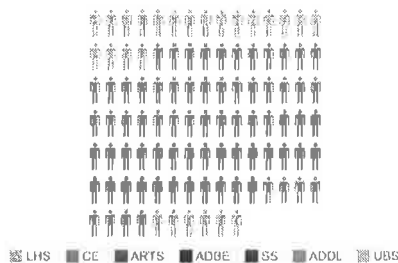


2902 An additional 2902 full time students completed CPPD modules to enhance their employability profile



101.52 2014/15 FTEs
£536,746 contribution to protection of the block grant
£162,905 additional fee income
Fee Pricing 2014/15
£12.75 per credit point
£8.60 concessionary rate per credit point

FACULTY BREAKDOWN



FACULTY	MODULE ENROLMENTS	Non-MASN (FTE)
LHS	286	17.42
CE	577	25.42
ARTS	171	13.67
ADBE	23	0.96
SS	244	28.42
ADDL	120	8.25
UBS	105	7.38
TOTAL	1526	101.52

STUDENT VOICE

I have thoroughly enjoyed my time studying at Ulster and feel supported and encouraged in my studies, I hope to continue this in the future.

My experience has been very positive and I would be keen to do more courses with a similar approach to the teaching/learning experience.

Classes were very enjoyable the staff were all really helpful. I have gained experience in a subject I didn't think I could do.

The learning experience was extremely positive, particularly because it was in an informal community setting and the lecturer made it very accessible for the participants.

100%
of students felt supported by staff throughout their studies

87%
of students agreed their skills had improved

100%
of students said their knowledge had increased

97%
of students would recommend part time study at Ulster University