UNIVERSITY OF ULSTER

LEARNING AND TEACHING COMMITTEE

Minutes of meeting held on 16 March 2016 by video-conference

PRESENT

Professor D A McAlister (Chair), Dr M Black, Dr M Boyd, Professor P Carmichael, Miss C Cochrane, Professor P Hanna, Professor D Hazlett, Professor D Heenan, Professor J Jędrzejewski, Professor F Lyons, Professor L Maguire, Professor N McClenaghan, Mr L McCurry, Mr D McGivern, Professor M McHugh, Professor M McKinney, Dr T McLernon, Professor U McMahon-Beattie, Professor G McMullan, Dr A Melvin, Professor R J Millar, Professor I Montgomery, Dr R Moreland, Professor B Murphy

APOLOGIES

Professor A Adair, Ms E Bonner, Dr C Carruthers, Professor C Curran, Ms A Honan, Professor H McKenna, Professor A McKillop, Mr M Quigg

IN ATTENDANCE

Mrs C G Avery, Mr A G Faulkner, Mrs R Wasson (for min 16.7)

UNRESERVED

16.1   MINUTES

The Committee noted the following amendment to the first paragraph of minute 15.160: 'three degrees' to read 'these degrees'.

The confirmed minutes of the meeting held on 8 December 2015 were signed by the Chair.

MATTERS ARISING

16.2   Digital Learning Infrastructure (Min 15.136)

The Committee noted that the urgency of the procurement of the Digital Learning Environment had been addressed with the Chief Finance and Information Officer (see also minute 16.20).

16.3   Non-Credit Short Courses (Min 15.146)

The Committee noted that problems with financial and other systems which had been referred to the Finance Department were considered in min 16.32 below.

16.4   Higher Level Skills and Apprenticeships (Min 15.147)

The Committee noted that the working group held its first meeting in February and that a second meeting was scheduled for 8 April. The group's report would be received in June.

CHAIR'S COMMUNICATIONS

16.5   External Quality Developments

The Chair reported on a number of national developments.

The Committee noted that following a consultation (to which the University had responded) HEFCE was due to publish imminently proposals for implementing revised arrangements for quality assessment in England. DEL would then have to decide arrangements for NI and a paper was expected to be published in late March/April. The Chair advised that it was likely that the University would be involved in some form of quality assessment review in the next academic year.

The consultation on the Department for Business, Innovation and Skills Green Paper had received 620 responses. The White Paper was expected to be published in late spring, possibly in parallel with a Technical Consultation. The Committee noted that the BIS Select Committee had recently published its report on assessing quality in higher education and that a key recommendation was for the continued independence of quality assurance oversight, separate from both Government and the proposed Office for Students (OfS).

Professor McAlister reported that Universities UK had established a working group, chaired by Sir David Bell, Vice-Chancellor, University of Reading, to examine the work of a range of higher education sector agencies.

The Committee also noted that QAA, HESA and Jisc had announced their intention to explore increased collaboration and opportunities for greater operational efficiencies to support the continued development and improvement of services and solutions for the higher education sector. The work would be undertaken through a new partnership arrangement known as the 'M5 Group'.

QAA was also undertaking liaison meetings with its subscribing institutions and discussions had shared views on both the Quality Assessment Review and the BIS Green Paper.

16.6   KPMG Internal Audit: Implementation of Learning and Teaching Strategy

The Chair reported that the final draft of the report of the internal audit on this topic had been received. Only one priority 2 recommendation had been made, which related to monitoring performance against the aims and objectives of the Strategy, notwithstanding the Strategy's intended focus on outputs to reduce the reporting burden on faculties. In response, it had been agreed to commission an external, interim review of progress made in the first three years. Mr Gabriel Jezierski, who had been involved in the review of the previous strategy and was an HEFCE evaluator, would undertake this and report during summer 2016. As with the

previous strategy, a final summative review was planned for 2018, but this would be subject to any implications arising from the development of the new Strategic Plan.

16.7   GRADE POINT AVERAGE (GPA)

The Senior Executive Team at its December 2015 meeting had given strategic consideration to Recommendations One and Two of the report on the national pilot undertaken in 2013/14 and had agreed in principle that the University should move to adopting the proposed 15-point GPA scale (0 – 4.25, with the top point corresponding to $\geq$75% and 1.5 to 40 – 42%), to run alongside the honours classification scheme ('dual-running'). Detailed consideration including regulatory and resource matters and the timeframe for introduction were to be considered by the Learning and Teaching Committee (min 15.115 refers).

Professor McAlister presented a summary paper on the implications for the University along with the report on the pilot published by the Higher Education Academy (Paper No LTC/16/1). She clarified that, following detailed consideration, the Committee would be expected to report its recommendations to Senate.

The Committee noted the report's aspiration that the proposed form of GPA would address the shortcomings of the honours classification system, be widely adopted alongside the HEAR across the sector, and that honours classification should become increasingly irrelevant. It was considered that a GPA system would be useful to employers and that it might also help student motivation and engagement during the whole course of their studies, and their employability and international mobility.

The Committee had a wide-ranging discussion on the merits of existing arrangements, the proposed GPA scheme, areas of institutional discretion and the practical implications of various aspects of the scheme for the academic business of the University and administrative support systems. The Committee agreed that it would not take detailed decisions at this meeting but would set broad parameters and principles to guide a working group, representative of the faculties, student body and relevant departments.

Timing (Item 2.1)

It was noted that for the University the timing of introduction would largely be determined by the necessary developments in the Student Records System to support processes around the algorithm for calculation of Grade Point Averages and their application to student records, production of transcripts, HEARs and related reports. The simpler the scheme adopted, the easier this would be to achieve.

Mrs Wasson advised that the least resource-intensive approach would be for calculations and conversions to be undertaken within reports and not stored on the student system. Once a scheme was agreed, it might also be possible to model GPA data using past marks to identify any potential issues in relation to the system.

<u>Extent of Application</u>

The Committee noted that the GPA report's focus was on the honours classification system and the diversity of practice across the sector in arriving at this summary result, and largely in the context of full-time students. Once a scheme was in place it would however be technically feasible to apply a GPA for students in all courses, and both modes of study. It would be important for the working group to consider whether, and at what time, the GPA might extend beyond full-time honours degrees.

<u>Dual Running</u> (Item 2.2)

In view of the range of views expressed at the meeting, reflecting national perspectives on the GPA, dual running was considered to be a sensible approach. A national review was envisaged after five years and by that time much data and information would be available to gauge the impact of the new system.

<u>Year One [Level 3/4] Contribution</u> (4.7) <u>Weighting of Different Years/Levels</u> (4.8) (Item 2.3.1)

The Committee discussed the inclusion of year 1 (Level 3/4) and the weighting of years/levels in calculating the final overall average.

While year and final cumulative averages were considered appropriate, a suggestion for providing a GPA by level was not generally supported, as student enrolment, performance and progress were reviewed in annual contexts.

There was broad support for excluding the Year 1 [level 3/4] GPA from the summative GPA result for honours degrees. The working group would need to give a clear recommendation regarding the weighting for other years/levels.

The Chair advised that currently only 12 programmes within the University were approved to include a Level 5 contribution for the classification of honours degrees, with the proportion set at either 20% or 25%, with some courses relating this to particular modules rather than all of level 5. Some members felt that the summative GPA should reflect the weighting in a degree's existing honours classification. Others saw benefit in not aligning and thus providing a distinct summative result, giving a different but complementary view to the 'exit velocity' outcome expressed in the honours classification. This would address concerns, including from some external examiners and students, that Year 2 should count in the final result in those degrees where it did not apply.

Mrs Wasson sounded a note of caution: application of weightings and the degree of complexity involved in these weightings would have to be carefully evaluated to ensure the scheme was workable with a straightforward and consistent solution. If different approaches were allowed for individual courses, their summative GPA would probably have to be calculated manually as at present for honours classification.

Professor Millar considered that the summative GPA should not follow the University's current 'exit velocity' principle as any 'added value' from introducing a GPA system would be lost. Adopting a different model from the commonly

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understood convention of the GPA would also mean that comparisons of student performance would not be meaningful. The Chair considered that counting Year 2 in the summative GPA might help to motivate students and contribute to improved performance.

Professor McMullan also considered that the University's GPA system needed to align with the sector nationally to ensure that Ulster students would not be disadvantaged.

Mr McGivern noted that some employers might use the GPA as a mechanism to filter further job applicants. The Chair advised that the HEA had recognised that work would need to be undertaken to inform employers.

Resit and First Sit (4.11 – 13) (Item 2.3.4)

It was expected that all modules on a student's record would be counted for their year GPA and (subject to a decision regarding Year 1 (level 3/4) results) cumulative GPA. Student Administration had reported that for a student who had repeated a module from the previous year both the initial attempt and subsequent attempt would be included in the GPA calculations. Professor McHugh considered that it would be important that where there were extenuating circumstances or an appeal upheld which permitted to take a first sit, then the original mark should not be included in the calculation of the GPAs.

Marking Practices/Grades (4.20) (Item 2.4.2)

There was no support in the Committee for the general adoption of grades instead of percentage marks and it agreed that current assessment practice which related assessment criteria to specific mark bands should be maintained. These marks should simply be converted to grade points for the calculation of the GPA.

Mrs Wasson advised that moving to using grades only would require such substantial reconfiguration of the Student Records System that it would not be feasible.

AGREED:

i)   that the introduction of a GPA system be supported in principle;

ii)   that a task-and-finish working group be established to give detailed consideration to matters identified in the paper or expressed at the Committee, with its scope guided by the particular points agreed at the meeting;

iii)   that the working group should invite representatives of pilot GPA institutions to discuss their experiences of implementation.

16.8   COURSE APPROVAL SUB-COMMITTEE

Professor McAlister presented the report of the meeting held on 3 February 2016 (Paper No LTC/16/2).

16.9   Course Approval (Item 1)

The Committee noted revisions and the introduction of credit-bearing short courses approved by Faculties and course withdrawals.

AGREED that:

i)   the recommendations of evaluation and revalidation panels be endorsed as set out in the Appendix;

ii)   extensions to periods of approval be approved for the following provision:

MSc Medical and Healthcare Biotechnology (Unit 3B1) (one-year extension to include the 2017/18 intake)

BSc Hons Nursing Adult, BSc Hons Nursing Mental Health, Adv Cert and PgCert Non Medical Prescribing (Units 22A1 and 22D) (two-year extension to include the 2017 and 2018 intakes)

All Psychology provision (Units 25A1 and 25A2) - Chair's action (one-year extension to include the 2016 intake)

PgD/MSc Applied Peace and Conflict Studies and PgDip/MSc Applied Peace and Conflict Studies with Early Years (Unit 26H) – Chair's action (one-year extension to include the 2017 intake)

Graduate Certificate in Business (CE, JN, ME and QAHE) (one-year extension to include the 2016 intake)

16.10   SUB-COMMITTEE ON EMPLOYABILITY

Professor McMullan presented the report of the meeting held on 25 February 2016 (Paper No LTC/16/3).

16.11   Work Experience and Entrepreneurship Week 2016 (Item 1i)

The Committee noted in particular that Julia Clarke, Dean of Faculty of Business and Law at Manchester Metropolitan University, had challenged attendees to 'Rethink Employability' in the context of social capital.

16.12   PwC Pre-Entry App (Item 1ii)

The Committee noted that the University had partnered with PwC to develop a responsive website designed to support year 12 students choosing A Level subjects and that the project was scheduled for completion by September 2016.

16.13	International Study Abroad Partner Network Tool (Item 1iii)

A placement student was creating a tool for the International Department to provide Google mapping of study-abroad partner institutions; this would help staff and students to identify locations and explore opportunities.

16.14	Working Group on Student Employability Skills (Item 2i)

The Committee noted the keynote speakers for the 'Employability: Challenge and Change in an Evolving Landscape' conference to be held at Jordanstown on 4 May 2016. A call had been made for parallel sessions and poster presentations.

PwC had agreed a sponsorship package for the EDGE Award which would help develop the technical infrastructure for delivering the award and to increase the number of EDGE ambassadors on campus.

16.15	Working Group on Work Experience (Item 2ii)

The Sub-Committee had considered a paper on Outward Mobility (DPPI) addressing both international students and home students. There was concern at the very low proportion of placement year students (7.2%) in international industrial placement beyond the Republic of Ireland. The Sub-Committee recognised the significant challenge to internationalise the student experience. The Working Group had recommended that a strategy for outward mobility be developed and a new Key Activity Working Group was to be established.

The Committee noted that shortlisting had been completed for the 2016 Placement Employer of the Year competition and that the Awards Ceremony would be held in Jordanstown on 5 May.

The Sub-Committee had noted that the Working Group was gathering information through a short questionnaire on the range of innovative practice for achieving work-based learning at programme level.

The Committee noted that a Staff Employability Portal had been developed to give staff access to information and resources to support student employability including graduate destinations, work-based learning, employer engagement, the Employability Journey and the activities of the Sub-Committee on Employability: www.ulster.ac.uk/studentemployability.

16.16	Working Group on Employability Monitoring (Item 2iii)

The Committee noted that feedback on the Employability Journey initiatiee was being collected from staff. It was reported that satisfactory progress was being made to meet the University's target for the DLHE survey.

16.17	International Benchmarking Exercise (Item 3)

The Committee noted that the University had taken part in late 2015 in a benchmarking exercise for the employability of international students led by the University of Tasmania. Ulster had been identified as internationally sector-leading

in student employability, particularly in the areas of curriculum design and teaching, institutional structures and strategies, academic governance, types of internships and work-based learning opportunities and career development. Areas which had been identified for further development and enhancement included student mobility and external strategic relationships and partnerships.

It was noted that a Key Activity Working Group would be established to consider and take forward the recommendations. Professor Millar advised that the working group should primarily report through the Sub-Committee and the Learning and Teaching Committee but that any matters relating to other portfolios should be referred to relevant committees, as appropriate.

16.18   Randox Apex Programme (Item 4)

Following the signature of a memorandum of understanding with Randox to provide summer internships, there had been very good engagement from students across the campuses with 53 interviews conducted.

16.19   DIGITAL LEARNING SUB-COMMITTEE

Professor Hanna presented the report from the meeting held on 9 February 2016 (Paper No LTC/16/4).

16.20   Digital Learning Infrastructure (Item 3)

The Committee noted that three suppliers had successfully progressed through Stage 1 selection of the procurement process. Blackboard had now been selected as the preferred supplier and the University was in negotiation regarding the fine details of the contract. Blackboard Collaborate had also been selected as the synchronous teaching tool and a roll-out plan had been agreed.

The Chair expressed thanks to Professor Murphy, colleagues in ADDL and other staff for the considerable work involved in the completion of these exercises.

16.21   Digital Learning Policy (Item 5)

Professor Hanna reported that the Academic Spaces and Technologies Advisory Group would review social media use for teaching and learning at its next meeting. Suggestions from Corporate Communications on using Twitter had been incorporated into recommendations for guidelines for staff.

16.22   Turnitin Stability

The Committee noted that the rapid growth globally in Turnitin usage had resulted in a number of technical issues and periods of downtime which had caused concern to the academic community. Some institutions had granted automatic time-limited extensions for the submission of work in these circumstances. The Sub-Committee had considered recommendations for a similar approach at the University, with ADDL being able to trigger an automatic extension. Work needed to be undertaken to review technical solutions and a further paper would be considered at the next meeting of the Sub-Committee.

16.23   Assessment and Feedback Policy

The Committee noted that, although there were approximately 100,000 electronic assessment submissions per academic year at the University, there was no formal institutional policy on electronic assessment and feedback. A draft policy would be developed to help standardise practice, aligned to the Digital Futures Strategy.

16.24   PROFESSIONAL AND CONTINUING EDUCATION SUB-COMMITTEE

Professor McMahon-Beattie presented the report from the meeting held on 9 February 2016 (Paper No LTC/16/5).

16.25   Identity Management Project (Item 1iv)

The Committee noted that the management structure for the Identity Management project was now in place and a budget had been allocated. The identity management of students enrolled on short courses would also be included in the discussions to establish priorities.

16.26   Professional and Continuing Education Planning: End of Semester 1 Activity (Item 2i)

All Faculties had been provided with an overview report (student numbers and module registrations) for 2014/15 and current figures for 2015/16. Whilst it was hoped that the 2015/16 academic plan would be met, it was recognised that engaging staff in developing and delivering short courses was challenging in the current climate.

16.27   Professional and Continuing Education Developments: Development of a Community Curriculum (Item 3)

The Committee noted that a small working group, chaired by Dr I Hawthorne-Steele, would make recommendations on the development and approach to a community curriculum.

16.28   ODCM Project Update: Civic Engagement Transition Project 1 (Item 4i)

The Committee noted that this project group had been asked to identify how the University currently interacted with schools, the community and the workforce. It would consider whether the University was undertaking the correct role in these partnerships, who it should engage with and how, and identify the transformational change required to ensure that this engagement was both strategic and civic-minded.

16.29   ODCM Project Update: Civic Engagement Transition Project 2 (Item 4ii)

The Committee noted that this project group would consider the University's impact on and support of the public sector, economy and civil society. It would focus on strategic partnerships, investment and resources and an operational plan for civil research and publications.

16.30   Workforce Development Event (Item 5i)
        Higher Level Apprenticeships (HLA) and Skills Working Group (Item 5ii)

        The Committee noted that DEL had seconded FE leads to develop the level 3 apprenticeship framework in NI, and the University was meeting with the DEL HLA development team to discuss a level 3 transition piece to support apprenticeship progression to foundation degrees

        It was noted that the event in November had positioned the University centrally in the discussion around higher level apprenticeships, and provided a foundation on which to progress discussions with DEL.

16.31   Workforce Development of the FE Sector (Item 5iii)

        The Sub-Committee had discussed a paper on the development of modules which support DEL's project 10, HE into FE, to offer professional development to those in the FE sector who deliver HE solutions. Concerns had been raised by the Sub-Committee about up-skilling of the FE sector without consideration of similar support for the University's own staff and it was noted that consideration was being given to this matter by Mrs Scanlon and CHERP.

16.32   Non-Credit Bearing Activity: Update on a Financial Model (Item 6i)

        Professor McMahon-Beattie reported that a meeting had been held with the Assistant Chief Finance and Information Officer to discuss the current financial model for non-credit bearing activity and the lack of resources to support it. The Centre for Flexible and Continuing Education had been advised to discuss a financial model with the departmental accountant and use this as a basis to develop the Faculty non-credit short course planning process, and to identify whether additional resources can be funded. A report would be made to the next meeting of the Sub-Committee.

16.33   Non-Credit Bearing Activity: Update on Refund Process (Item 6ii)

        The Committee noted that Mrs Rankin had confirmed that refunds could be made through the WPM system up to 90 days from the date of payment, or by another means after that.

16.34   PRIZES

        The Committee received Paper No LTC/16/6 which set out proposals for three new prizes, and four amended prizes, two of which had been approved by Chair's action.

        New Prizes

        MFS Prize
        Hospitality Ulster's Rising Star Prize
        Oxford Economics Award

<u>Amended Prizes</u>

Liberty Prize (Computing Science)
Liberty Prize (Software Engineering)

<u>Amended Prizes Approved by Chair's Action</u>

Da Vinci Cup
Maydown Precision Engineering Prize

AGREED: that the prizes be endorsed for approval on behalf of Council by the Pro-Vice-Chancellor (Learning, Teaching and Student Experience).

VARIATIONS AND DEPARTURES FROM THE UNIVERSITY'S REGULATORY FRAMEWORK

16.35   <u>BSc Hons Biomedical and Healthcare Sciences (University Award)</u>
<u>BSc Hons Biomedical and Bio-industrial Sciences (IT Sligo Award)</u>
<u>BSc Hons Biomedical Sciences (Joint Award)</u>

The Committee considered a proposal from the Faculty of Life and Health Sciences for two variations to the University's regulatory framework in respect of these degrees (Paper No LTC/16/7):

a)   that the Associate Bachelor's Degree and Foundation Degree exit awards have a title of 'Biomedical and Bio-industrial Sciences', which differed from that of the final award;

b)   that there be 125 credit points at Level 6 giving a total of 365 credit points, which exceeded the normal load expected for an Honours Degree.

With regard to the proposed exit award title, the Committee noted that 'Biomedical Scientist' was a protected title associated with BSc Hons graduate status. The Faculty had therefore proposed different exit awards titles to avoid challenge from the professional bodies who would not support exit awards in 'Biomedical Science'.

The Committee noted that the proposal for 125 credit points at Level 6 derived from the matching of modules of different credit points size from the two institutions.

The Committee noted that a proposal for a FdSc exit award of 280 credit points was not to be made as the standard structure had now been adopted.

AGREED: that both proposals be approved.

16.36   MEMBERSHIP

As this was the last meeting that Professor McKinney and Mr McCurry would attend, Professor McAlister expressed on behalf of the Committee its thanks for their significant and substantial contributions to the Committee, their Faculties and the

University. The Committee noted with appreciation that both members had always had the best interests of students at the heart of their work.

The Chair noted that Dr Clare Carruthers had been appointed as the new Teaching and Learning Co-ordinator for the Ulster University Business School in place of Mrs Quinn and expressed thanks to Mrs Quinn for her work with the Committee.

Duration 1 hour 55 mins

<u>24 March 2016</u>

AGF/CA/lh

COURSE APPROVAL

FACULTY	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
		FT	PT			FT	PT
Computing and Engineering	FdSc Information Technologies (with CertHE exit award)	✓	✓	2016 - 2018	North West Regional College (Strand Road campus)	20	1st & 2nd intakes: 15 3rd intake: 18
Life and Health Sciences	Access Diploma in Science (with Certificate in Adult Learning exit award – PT only)	✓	✓	2016 – 2020	Northern Regional College (Ballymena, Coleraine, Magherafelt and Newtownabbey campuses)	TBC	TBC
	MSc Professional Development in Occupational Therapy (with Postgraduate Certificate and Postgraduate Diploma exit awards)	✓	✓	2016 – 2018	DL		
	MSc Professional Development in Physiotherapy (with Postgraduate Certificate and Postgraduate Diploma exit awards)	✓	✓	2016 – 2018	DL		

COURSE RE-APPROVAL

FACULTY	REVAL UNIT	COURSE TITLE	MODE		INTAKES	CAMPUS	MAX COHORT SIZE (Partner)	
			FT	PT			FT	PT
Life and Health Sciences	28Da	BSc Hons Optometry / MOptom Hons [**previously BSc Hons Optometry**] (with BSc Hons Optometry, AB in Vision Science and CertHE in Vision Science exit awards)	✓		2016 – 2020	CE		
	30D	Access Diploma in Science (with Certificate in Adult Learning exit award)	✓	✓	2016 - 2020	North West Regional College (Strand Road campus)	TBC	TBC
Social Sciences	30B1	Access Diploma in Social Science (with Certificate in Adult Learning exit award – available in PT mode only)	✓	✓	2016 – 2020	Northern Regional College (Ballymena, Coleraine, Magherafelt and Newtownabbey campuses)	20 at each campus	Ballymena 1st intake: 30; subsequent intakes: 60 Coleraine 1st intake: 50; subsequent intakes: 100 Magherafelt 1st intake: 15; 2nd & 3rd intakes: 30; subsequent intakes: 40 Newtown-abbey 1st intake: 50; subsequent intakes: 100
	30B3	Access Diploma in Combined Studies (with Certificate in Adult Learning exit award)	✓ [Strand Road only]	✓ [Both]	2016 - 2020	North West Regional College (Limavady and	Strand Road 150 [max 25 students per class]	Limavady 45 [max 25 students per class]

						Strand Road campuses)		Strand Road 75 [max 25 students per class]
Ulster University Business School	5C4	Advanced Diploma in Social Enterprise (with Advanced Certificate exit award)		✓	2015/16 – 2019/20 incl [Jan 2016 start]	JN		
	5F2	MSc Human Resource Management (with Postgraduate Certificate and Postgraduate Diploma exit awards)		✓	2016 - 2020	JN		

COURSE WITHDRAWALS

FACULTY	COURSE	LOCATION
Computing and Engineering	Undergraduate Honours Subject: Computing [Last intake: 2015/16]	CE
	BSc Hons Computing (Artificial Intelligence) [Last intake: 2015/16]	CE
	BSc Hons Computing (Game Development) [Last intake: 2015/16]	CE
	BSc Hons Computing (Internet Systems) [Last intake: 2015/16]	CE
Life and Health Sciences	Undergraduate Honours Subject: Psychology [Last intake: 2015/16]	ME
	BSc Hons Marine Science [Last intake: 2015/16]	CE
	BSc Hons Radiography (Diagnostic) [Last intake: 2011/12]	JN
	BSc Hons Radiography (Therapeutic) [Last intake: 2011/12]	JN
	PgCert Respiratory Healthcare for the Allied Health Professions [Last intake: 2013/14]	JN
	PgCert Stroke Care [Last intake: 2013/14]	JN
	PgDip/MSc Careers Guidance [Last intake: 2015/16]	ME

	PgCert/PgDip/MSc Systems Biology [Last intake: 2015/16]	DL
	MSc Applied Psychology [Last intake: 2010/11]	ME
	MSc Biotechnology [Last intake: 2014/15]	CE
Social Sciences	Access Diploma in Combined Studies [Last intake: 2014/15]	North West Regional College (Northside campus and Women's Centre only)
	Undergraduate Honours Subject: Sociology [Last intake: 2015/16]	ME
	PgDip/LLM Professional Legal Practice [Last intake: 2015/16]	ME
	PgDip/MSc Communication, Advertising and Public Relations [Last intake: 2013/14]	JN
	PgDip/MSc Health Communication [Last intake: 2013/14]	JN
	PgDip/MSc Political Lobbying and Public Affairs [Last intake: 2013/14]	JN
Ulster University Business School	Advanced Certificate in Contact Centre Management [No intake]	JN
	Advanced Certificate in Social Enterprise [No intake]	JN
	Undergraduate Honours Subject: Accounting [Last intake: 2015/16]	CE
	Undergraduate Honours Subject: Business Management [Last intake: 2015/16]	CE
	Undergraduate Honours Subject: Marketing [Last intake: 2015/16]	CE
	BSc Hons Business Studies [Last intake: 2013/14]	Outcentres: Limavady, Omagh, Upper Bann/Portadown and Magherafelt) (PT)
	PgDip/MSc Strategic Management [Last intake: 2015/16]	CE