WIDENING ACCESS AND PARTICIPATION STRATEGY
2011/12-2015/16

University of
ULSTER

Your **University** & Your
COMMUNITY

Foreword

Ulster is a university with a national and international reputation for excellence, innovation and regional engagement. One of the University's corporate goals aims to provide excellent, student-centred, flexible programmes of study which are accessible to all those who have the ability to benefit from them. Widening participation in higher education is a key priority since it is vital in creating a fairer society, securing improvements in social mobility, and supporting economic growth. The University of Ulster out-performs the majority of Higher Education Institutions in the UK in terms of the proportion of young people from lower socio-economic groups participating in higher education. Our success as a sector leader in widening access to higher education is widely acclaimed.

We strive to increase awareness among those groups currently under-represented in higher education and to raise the aspirations of all sections of our community regardless of their individual personal and social circumstances. An extensive programme of outreach activities has been developed for delivery to pupils in both the primary and post-primary sectors, along with an extensive portfolio of flexible learning opportunities designed for adults and young people alike, as well as those in the workplace. We also actively encourage our students to 'give something back' through volunteering in initiatives like the Science Shop or the Tutoring in Schools programmes.

During 2012/13, a full review of our widening access and participation initiatives across the University was undertaken, chaired by Professor Linda Clarke. This strategy is the culmination of that work, and attests to our commitment to work in partnership with key stakeholders to allow all who can successfully participate in higher education to achieve their full potential.

Anne Moran

Professor Anne Moran
Pro-Vice-Chancellor (Educational Partnerships and International Affairs)

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CONTEXT

The University of Ulster's Corporate Plan (2012-16) highlights the importance of making its high quality, student-centred and flexible programmes accessible to all those who have the capacity to benefit from them. Any qualified individual in Northern Ireland should be able to gain access to higher education irrespective of their personal or social circumstances. Ulster is a sector leader in widening access to higher education. The University of Ulster has consistently performed well in attracting students from socially and economically disadvantaged backgrounds. According to official HESA statistics, 46.5% of young full-time degree entrants in 2010/11 were drawn from NS-SEC Groups 4-7 relative to a benchmark of 33.8%. Moreover, there is some evidence to suggest that the University performs even better than these official figures would suggest.

The University's vision is in keeping with the recently published Access to Success strategy from the Department for Employment and Learning (DEL, 2012) which seeks to ensure access to higher education by students from those groups which are currently under-represented, in particular students from disadvantaged backgrounds and those with disabilities and learning difficulties. Both DEL and the University recognise the value of this approach, not only in terms of social justice and mobility, but also in ensuring that there is a highly skilled workforce that will contribute to regional economic development.

The Ulster approach to widening access and participation is also designed to contribute to the vision of the recently published Higher Education Strategy for Northern Ireland (Graduating to Success, DEL, 2012) which highlights the need for:

- A more accessible higher education sector;

- A more flexible lifelong learning environment;

- Community engagement to be embedded within HEIs;

- HEIs to be more responsive to the needs of industry and the role to be played in re-skilling and up-skilling the current workforce.

Ulster's Widening Access and Participation strategy (2011/12-2015/16) should permeate the institution and reach beyond the walls of the University, to schools/colleges, workplaces, communities and individuals through a wide range of ambitious widening access activities. It encompasses the whole of the student trajectory, from outreach in primary schools to ensuring progression, retention and successful completion, through to employment/further study.

The strategy is designed to be phased and dynamic and is aligned to other University strategies, for example, the Teaching and Learning, Schools and Colleges Engagement, Collaborative Provision and Community Engagement strategies. The agreed targets and interventions will be underpinned and informed by ongoing data collection and analysis, and will be governed, managed and facilitated actively across the institution.

A framework of accountability will outline how progress and achievements will be measured, as well as highlighting the impact of the Widening Access and Participation (WA&P) activity. It will also demonstrate the ways in which the investments made from a range of sources contribute to the delivery of long-term successful outcomes throughout the student life-cycle.

PRINCIPLES
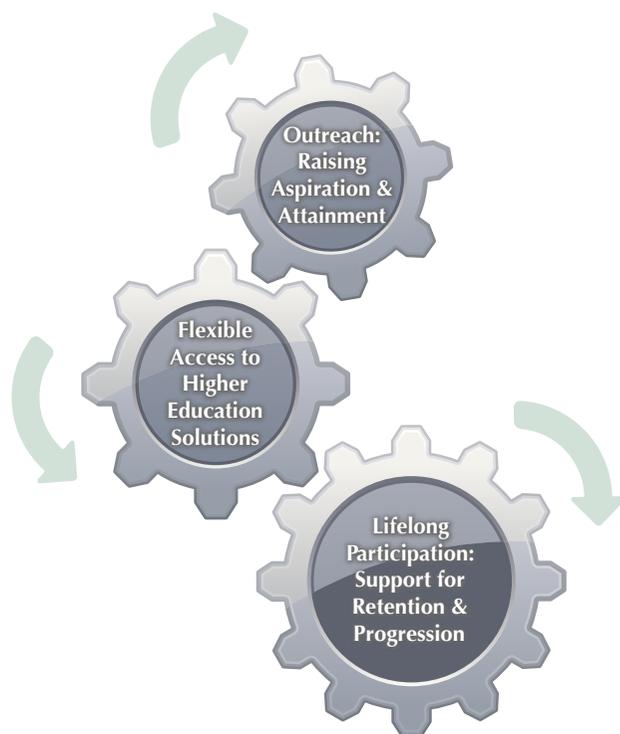
Cross-cutting Principles	Purposeful Use of Accurate Data
	Management, Governance and Implementation by All

Figure 1. Widening Participation Strategy: Key Principle Sets

The strategy is based around five sets of principles; three sets of sequential and inter-related principles and two cross-cutting principles as outlined in Figure 1.

Sequential and inter-related principles:

- Outreach: Raising Aspiration and Attainment;
- Flexible Access to Higher Education Solutions;
- Lifelong Participation: Support for Retention and Progression.

Cross-cutting principles:

- Purposeful Use of Accurate Data;
- Management, Governance and Implementation by All.

The strategy will be rolled out in a phased approach with Key Success Indicators for each phase attached to each Principle aim. This document also notes the key risk inherent in the strategy and its implementation.

Outreach: Raising Aspiration and Attainment

High quality, academic-led, subject-specific activity provided by Schools and Departments continues to be the core of Ulster's outreach activity. These activities and interventions target individuals, communities and groups who traditionally have been under-represented in higher education.

Each project will aspire and plan to make positive impacts upon participants' aspirations and attainment levels. They will include both short-term aspiration-raising engagement and more sustained attainment-raising, capacity-building interventions.

Outreach projects throughout Northern Ireland will be targeted through a model which identifies those schools and communities most in need of intervention using a composite index based on deprivation, HE participation, free school meals, and previous engagement produced by Ulster's Geographic Information System (GIS). This will then be disseminated and managed via the Schools Engagement System (SES).

Recognising the contribution that current students can make in encouraging young people in the school sector and adults in the wider community to consider higher education as a career option, every opportunity should be taken to encourage them to take part in University initiatives such as the Science Shop and Tutoring in Schools.

To develop and embed our outreach programme, resources will be targeted more directly and effectively at those schools/colleges and individuals who have been identified as most in need of and most likely to benefit from additional support, as recommended in HEFCE's Good Practice Guidance for Targeting Disadvantaged Learners.

The Access to Success strategy calls on HEIs to reach out to communities and to project a more inclusive atmosphere. It also emphasises the need to support those who are the most able but least likely to participate in higher education. It is, however, difficult in a non-school context to identify the most able and, since 80% of

the Northern Ireland workforce has already left compulsory education, reliable business intelligence should encompass information gleaned from a number of sources which includes community leaders and employers.

It is important that the outcomes of outreach activities are effectively and appropriately evaluated. Any evaluation framework developed must be sufficiently flexible and robust in order to take account of the complexities associated with working with such diverse activities and participant characteristics. Longitudinal studies would evidence any long term impact these interventions are having on the communities and individuals.

Based on activity evaluations, principles and exemplars of best practice will be established and shared.

Flexible Access to Higher Education Solutions

The strategy will take due regard of the diverse needs of individuals and communities when designing programmes that are flexible and accessible across modes and levels of study and create opportunities for transfer and progression.

Learning solutions should be adaptive to changing demographics and workforce developments, enabling the University to support the achievement of regional, national and international work-based learning targets.

Seamless academic pathways need to be identified and clearly articulated to inform application and to support progression which maximises learner achievement.

Prospective students will be provided with key information sets and wider information sets which will allow them to readily compare courses and make better informed choices.

The Course Admissions Working Group will review the admissions policy on an annual basis paying due regard to the University's commitment to widening access and participation.

Credit accumulation and transfer must be accommodated between levels and modes of study to allow transfer between institutions and employer organisations.

Many barriers to educational participation have been identified. Family and work commitments are the most commonly cited reasons for this. Traditionally, the only options available for adult returners were through full-time programmes of study which required a long-term commitment to a set digest of modules which sometimes were financially outside their reach. The University's flexible frameworks at levels 3, 4 and 7 provide learner-centred solutions to enable participants to achieve academic credit in a way that suits their individual circumstances. Participants can take individual stand-alone modules of study across the discipline bases which can also be accumulated to achieve full University awards, for example, the Certificate of Personal and Professional Development (CPPD) and the Postgraduate Certificate of Professional Development (PgCPD).

The CPPD framework serves two purposes:

- At level 3 there is no pre-requisite entry requirement which allows those who have low level or no formal qualifications to sample learning which can raise aspirations and credit success enabling progression to higher level study.

- It also offers individuals the opportunity to achieve the necessary qualifications to enter the workforce or to progress within it. This is seen as being of particular value to employers who need to maximise the skills base of their employees in order to be more able to compete in the world marketplace.

Access courses in each of the Regional Colleges and in other partner institutions, as well as work-based learning opportunities, fulfil a similar function enabling adult learners to return to study.

Lifelong Participation: Support for Retention and Progression

It is axiomatic that efforts to attract students from disadvantaged backgrounds can count for little if these students do not stay the course. The Regional Strategy (DEL, 2012) notes that Northern Ireland has both the highest participation rates and the lowest retention rates in higher education in the UK. Thus widening participation initiatives must cover the entire student trajectory through to graduation, postgraduate courses and employment.

The strategy acknowledges the complex, multi-faceted nature of deprivation and the difficulties inherent in identifying those in this category, and emphasises the importance of identifying individuals in order to monitor progress across the student trajectory.

Such a long term trajectory is best analysed via longitudinal studies which trace individual students from their initial engagement with the University through participation in an outreach project, to their university career and into employment and/or further study.

The provision of key information sets and wider information sets allow prospective students to compare courses and subsequently make better informed choices about the courses they undertake.

Pre and post-entry induction and orientation programmes can ensure smooth student transition into the academic community. This is also supplemented by the allocation of named studies advisers.

There is considerable evidence that the barriers to completion are multi-faceted and complex. Improved retention and progression can best be supported through the early identification of those at risk of non-completion so that timely interventions can be made. A direct correlation has been identified between non-attendance and non-progression.

Integral to the University's Teaching and Learning strategy is a commitment to retaining students at Ulster and to ensuring that all students have the best possible chance to successfully complete their course of study through:

- making an appropriate choice of course;
- receiving orientation to the institution;
- becoming engaged in their studies;
- developing the study skills necessary for study in higher education;
- being challenged by the first year curriculum in a supportive environment;
- receiving an appropriate induction to each stage of their study.

All Faculties have in place flexible and responsive mechanisms which minimise the risk of non-completion of all learners.

Teaching staff should continually be encouraged on an ongoing basis to become familiar with and adopt best practices in teaching, learning and assessment methodologies to ensure the needs of individual students are addressed.

The Access to Success strategy presents evidence which suggests that students who are supported through mentoring programmes are more likely to continue with their studies, and the University should, therefore, consider increasing the use of effective mentorship programmes and facilitating student-led mentoring and support networks both before and after admission to the University.

The success of widening access and participation and lifelong learning is dependent upon the availability of a range of student services being available at each point in the student life cycle:

- raising aspirations and attainment;
- recruitment, selection and admissions;
- pre and post-entry support;
- study skills;
- retention and progression to employability/further study.

Purposeful Use of Accurate Data

- Data will be used to support the effective implementation of the strategy allowing Ulster to target resource use and monitor progress.

- The development of novel informational resources evidences Ulster's ongoing commitment to understanding and addressing barriers to those with the capability to benefit from higher education but are unlikely to do so.

- The focus of efforts will be the development and analysis of data that is relevant, useful and of practical value.

- Set against a context of diminishing resources, the data will support the efficient, effective and targeted deployment of limited resources.

- Use of accurate and appropriate data sets will mean that the evidentiary basis for decision-making in relation to WA&P will be robust i.e. demonstrably objective, fit-for-purpose and as complete as possible.

- Informational resources will support decision-making at both strategic and operational levels informing the formulation of strategy as well as the roll-out and delivery of that strategy.

- Methodologies developed to address weaknesses in existing metrics will be further developed, refined and applied as appropriate.

- Established links between Finance and Information Planning will be maintained and strengthened to support the ongoing development of useful information that is responsive to the needs of Ulster's WA&P agenda.

- Any informational resources developed to support WA&P will be disseminated appropriately to stakeholders in a way that encourages buy-in to WA&P without compromising the sensitivities of the data itself or the informational outputs.

- All data will be collected, stored, maintained in accordance with Data Protection principles in keeping with the University's statutory obligations.

- All informational outputs developed will be treated as strictly confidential and for internal consumption unless explicitly agreed otherwise with senior management.

Management, Governance and Implementation by All

- The University seeks to maintain its position as the sector leader for widening access and participation. In 2010/11 the UK HE sector as a whole recorded 30.6% of full-time undergraduates from SEC 4-7 while Ulster's figure was 46.5% (HESA, 2012).

- The strategy is framed within the context of the priorities set in the regional Access to Success strategy and associated policies at regional, national and international level.

- Strong senior management commitment to mainstreaming and embedding the strategy at all levels

within the University is integral to successful implementation.

- The Pro-Vice-Chancellor for Educational Partnerships and International Affairs (EPIA) has executive responsibility for widening access and participation. This role is enhanced through collaboration and cooperation with the PVC Teaching and Learning, Deans from all six Faculties and all Departments.

- The day-to-day practical operation of activities undertaken to progress the WA&P agenda are the responsibility of the Access

and Distributed Learning (ADL) Directorate. This directorate has a University-wide remit for promoting and supporting flexible and distributed access to higher education, thus making university study more accessible to both young people and adults, locally, nationally and internationally.

- Working with Faculties, employers, schools/colleges and the community, Access and Distributed Learning aims to provide and promote a range of educational opportunities which support lifelong learning.

- The work of Access and Distributed Learning spans three distinct areas:

  - **Widening Access and Participation** is particularly focused on enabling and supporting all those who have the ability to benefit from higher education irrespective of their personal or social circumstances;

  - **Lifelong Learning** aims to respond both to evolving government policy and the needs of the local school/college, community and business sectors by providing a diverse range of flexible learning opportunities;

  - **Technology Facilitated Learning** focuses on the exploitation of advances in information and communications technologies to deliver more flexible and inclusive learning opportunities, thus improving opportunities for access to learning and enhancing the student learning experience.

- Widening access and participation lies at the heart of the University's business and all those who can benefit from the University's courses are encouraged to apply. All those who undertake study at the University have the opportunity to gain the knowledge, understanding and skills which lead not only to successful graduation but also allow them to secure rewarding employment.

- Ulster has a long track record of making the University accessible to some of the most disadvantaged sectors of society but there remain some social groups, NS-SEC 5-7 in particular, those from the most deprived geographical areas, whose participation remain too low.

- The Widening Access and Participation Sub-Committee (WAPSC) shapes the strategic direction of the strategy and makes recommendations and proposals to the Educational Partnerships and International Affairs Committee (EPIAC) for fuller consideration within the wider academic context. The Committee also shares best practice across the University, identifies priority areas for development and ensures that relevant information is effectively and widely communicated.

- The strategy is integrated and embedded into the work of Faculties and there should be at least one 0.5 FTE (or equivalent) Faculty Co-ordinator of WA&P who sits on the WAPSC, liaises with Central Departments, Student Support Officers and advises the Dean, Course Directors and other Faculty staff. Course Directors and Course teams should incorporate elements of the strategy in course validation processes.

- All University staff should be fully aware of what is meant by WA&P and support both the rationale and reality of this strategy. All should have a clear commitment to work to embed the strategy across their areas of responsibility.

- Access Agreements in the future will include a wide range of information on applications as well as admissions. This should include the development of Key Information Sets (KIS) on:

  - The number of applications to different courses, particularly those leading to higher paid jobs;

  - Offers made to applicants, including subjects and grades required;

  - The number and profile (WP status) of applicants actually admitted to each course.

STRATEGIC
AIMS

Strategic Aim 1

To promote and provide expanded opportunities for raising aspirations and attainment and for successful participation in higher education for all individuals who can benefit from it especially those in low participation/high deprivation neighbourhoods.

Strategic Aim 2

To work in partnership to implement flexible, accessible and sustainable higher education solutions across schools/colleges, communities and work-based sectors.

Strategic Aim 3

To ensure that all Faculties and Departments accord high priority to widening access and participation and provide quality support for students from the pre-application phase through higher education to further study/employment.

Strategic Aim 4

To develop and disseminate relevant, robust data sets and informational resources to inform the delivery of all aspects of the strategy and permit monitoring of the outcomes indicators.

Strategic Aim 5

To ensure that effective management and governance arrangements are in place to oversee the implementation, monitoring, evaluation and ongoing enhancement of the strategy.

KEY SUPPORTING OBJECTIVES

AIM 1:

To promote and provide expanded opportunities for successful participation in higher education for all individuals who can benefit from it especially those in low participation/high deprivation neighbourhoods.

OBJECTIVES

To plan outreach activities using GIS data to ensure University resource is targeted at individuals, communities and groups from areas of multiple disadvantage who traditionally have been under-represented in higher education, including Protestant males and those with disabilities.

To record and manage WA&P activities utilising the University's School Engagement System (SES).

To raise aspirations and attainment among under-represented groups and develop specific interventionist activities which are measurable and which can demonstrate increased achievement.

To carry out individual and community-based impact assessments of all initiatives as part of the overall evaluation process.

To identify and share established methods of good practice when interacting with the school and college sectors.

Encourage Ulster students to take part in WA&P initiatives such as the Science Shop and Tutoring in Schools.

To continue the ongoing operational review of large scale outreach projects such as Step-Up and use the outcomes to inform plans for diversification, expansion and quality improvement.

To ensure that funded projects seek to build capacity with a view to empowering school, community and work-based sectors, thus enabling Ulster to increase its outreach impact.

AIM 2:

To work in partnership to implement flexible, accessible and sustainable higher education solutions across schools/ colleges, communities and work-based learning sectors.

OBJECTIVES

To continue to promote progression routes to higher education through, for example, Access courses and Foundation degrees using flexible, part-time models and modes of learning across a range of levels.

To implement modular-based programme solutions that can be developed in response to the needs of individuals within community and work-based sectors.

To provide learning frameworks that enable and recognise the accumulation of credit and enable transfer and progression, especially for adult returners and employees who wish to up-skill and re-skill.

To ensure that collaborative partnership arrangements are inclusive, financially sustainable and positively facilitate ongoing progression of students to Ulster.

To keep under review admissions processes, including the Accreditation for Prior Experiential Learning (APEL), in order to support applications from all community and business sectors including under-represented groups.

To achieve closer integration with the work of Disability Services.

To successfully integrate the work of the Schools and Colleges Engagement and Community Engagement strategies and the work of the Employer Based Training Accreditation (EBTA) and Course Admissions Working Group into the WA&P plans.

KEY SUPPORTING OBJECTIVES (Continued)

AIM 3:

To ensure that all Faculties and Departments accord high priority to widening access and participation and provide quality academic and pastoral support for students from the pre-application phase through higher education to further study/employment.

OBJECTIVES

To support staff to engage in widening access and participation activities and put in place robust systems to ensure that it is mainstreamed and firmly embedded in all aspects of the work of all Faculties and Departments.

To seek opportunities to put in place longitudinal studies in association with DEL.

To effectively integrate and use the KIS and WIS datasets when engaging in outreach activities.

To develop and embed in each Faculty a range of pre and post-entry support systems including taster courses, summer schools and induction and orientation programmes.

To ensure that the studies advice system provides programme long support and studies advice for those individuals classified as WA&P students.

To develop mechanisms to identify and support those at risk of non-completion through timely interventions and rigorous monitoring of progress.

To develop and implement mentorship programmes to support students both before and after admission to the University.

AIM 4:

To develop and disseminate relevant, robust data sets and informational resources to inform the delivery of all aspects of the strategy and permit monitoring of the outcomes indicators.

OBJECTIVES

To monitor success indicators with a view to setting meaningful targets that are appropriate, challenging and achievable.

To continually review existing data and, where necessary, develop new streams of information to support the delivery of Ulster's WA&P strategy.

To identify and capitalise on any opportunity to streamline protocols and procedures for the production of WA&P information.

To formalise responsibilities and reporting arrangements (e.g. reporting channel and timeframes) for the production of annual monitoring information and Key Success Indicators.

To develop appropriate mechanisms and channels for dissemination of geographic information to support decision-making relating to WA&P.

To ensure that all data and informational outputs are held securely and safely in order to ensure compliance with statutory data protection obligations and business continuity.

To ensure that GIS methodologies are fully documented and a GIS training programme be rolled out within the Finance and Planning Information Directorate.

AIM 5:

To ensure that effective management and governance arrangements are in place to oversee the implementation, monitoring, evaluation and ongoing enhancement of the strategy.

OBJECTIVES

To develop a systematic, structured and integrated approach to the leadership and management of all WA&P activities.

To ensure that Faculties play a key role in supporting the WA&P strategy through providing a range of sustainable and measurable outreach and interventionist activities.

To prioritise and strengthen Ulster's engagement with the primary school sector.

To ensure that Central Departments fully support the WA&P strategy including Student Support, Careers and Employability, ISD, Finance and Registry.

To encourage course teams to reflect on and document their engagement with widening access and participation as part of course approval and revalidation processes.

To raise awareness among staff of the social justice and economic arguments which underpin the Regional Strategy (DEL, 2012) and of the evidence base around Ulster's WA&P work and of the expectation that all will support and implement the strategy.

To contribute to the development of the DEL Access to Success strategy and associated WA&P policies at regional, national and international levels and secure project funding for WA&P projects and initiatives.

To prepare an annual Widening Access and Participation Plan (WAPP) for submission to DEL.

KEY SUCCESS INDICATORS

AIM 1

KEY SUCCESS INDICATORS

Targeting of outreach activities to under-represented individuals and groups using Ulster's GIS and SES.

Setting and achieving annual targets for the implementation of the strategy.

Effective evaluation of all outreach activities and full operational review of Step-Up.

Dissemination of good practice across the University.

Capacity building as an integral part of all outreach projects.

Ulster's current WA&P rates will increase by 5% for NS-SEC groups 5-7 and for those with sensory, physical and multiple disabilities.

KEY RISKS

Failure to target outreach activity effectively.

Failure to recruit sufficient disabled students and students from SEC groups 5-7.

AIM 2

KEY SUCCESS INDICATORS

Flexible modular-based systems in place capable of responding to the needs of individuals within community and work based sectors.

Seamless progression to higher education.

Collaborative partnership arrangements which are inclusive and sustainable.

KEY RISKS

Failure to recruit to modules on the flexible CPPD and PgCPD frameworks.

Failure to achieve sufficient progression pathways and progression rates from partner Colleges.

Inadequate funding streams to support applications from under-represented groups.

Failure to meet the demand for WA&P students due to increased competition for places due to the changes in tuition fees which have resulted in fewer students studying outside NI.

AIM 3

KEY SUCCESS INDICATORS

Robust systems are in place to monitor progress.

An increase in retention rates across all programmes.

Effective mentorship programmes operational to support students both before and after admission.

Longitudinal studies have been initiated to monitor students across their trajectories.

KEY RISKS

Failure to improve student retention rates.

Failure to achieve sufficient commitment from all Faculties and Departments.

AIM 4

KEY SUCCESS INDICATORS

Explicitly stated robust procedures and protocols to ensure data protection and security.

Appropriate mechanisms and channels of communication in place for the dissemination of geographic information to support decision making relating to WA&P.

All data and informational outputs are held securely and safely in order to ensure compliance with statutory data protection obligations and business continuity.

Fully documented GIS methodologies and the availability and roll out of a training programme for staff within the Finance and Planning Information Directorate.

KEY RISKS

Failure to store data securely resulting in loss or damage of data.

Failure to successfully disseminate informational outputs.

Failure to utilise data effectively to support the roll out of the strategy.

AIM 5

KEY SUCCESS INDICATORS

Governance and management infrastructure is in place to support the strategy.

Establishment of robust processes for the annual monitoring and evaluation of the WA&P strategy, including the use of metrics (to be determined by DEL) to assess Ulster's targeting of the most disadvantaged.

Formalised procedures for annual reporting and monitoring of WA&P Key Success Indicators through the WAPSC.

KEY RISKS

Failure to effectively manage the implementation of the strategy and to embed it across the university.

PHASED IMPLEMENTATION PLAN

The Widening Access and Participation Sub-Committee will oversee the direction of a phased roll out of the strategy. They will develop annual implementation plans including mechanisms for the monitoring and evaluation of progress.

Membership

Widening Access and Participation Sub-Committee

Chair	**Professor L P Maguire**
Pro-Vice-Chancellor (Educational Partnerships and International Affairs)	Professor A Moran
Director of Access and Distributed Learning	To be appointed early 2013
Head of Widening Access and Participation	To be appointed early 2013
Head of Lifelong Learning	Mrs A Scanlon
Dean/Associate Dean/Head of School:	
Faculty of Arts	Dr D Barr
Faculty of Art, Design and the Built Environment	Professor G Lloyd
Faculty of Computing and Engineering	Dr P Hanna
Faculty of Life and Health Sciences	Professor G McMullan
Faculty of Social Sciences	Professor R Austin
Ulster Business School	Professor J McCoy
Chair of Widening Access and Participation Review Group	Professor L Clarke
Chair of Community Engagement Sub-Committee	Dr D Morrow
Two Heads of Faculty Administration	Mr C Crean, Mr P Doherty
Student Administration	Ms L Dunlop/Ms S Hudson
Student Marketing and Employability	Mr D McGivern
Media and Corporate Relations	Ms T Muckian
Student Support	Miss N Moses
Ulster Sports Academy	Dr M Murphy and/or Mr S McCullough
Secretariat	Mrs B A Hunter

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