



**QUEEN'S  
UNIVERSITY  
BELFAST**



**QUEEN'S  
UNIVERSITY  
BELFAST**



# CAREERS TEACHERS BRIEFING

Friday 10 November 2023





**QUEEN'S  
UNIVERSITY  
BELFAST**



# CAREERS TEACHERS BRIEFING

**Key Updates**

**Professor Philip Hanna**

**Dean of Education, Faculty of Engineering and Physical Sciences**



# OUR VISION

## STRATEGY 2030

Our vision is to be a global research-intensive university, generating internationally leading research coupled with outstanding teaching and learning, focused on the needs of our society, locally and globally.



A GLOBAL UNIVERSITY



RANKED IN THE TOP 175  
IN THE WORLD



TRANSFORMATIVE  
EDUCATION AND STUDENT  
EXPERIENCE



RESEARCH OF  
THE HIGHEST QUALITY  
AND IMPACT



A GREAT PLACE  
TO WORK



AN ANCHOR  
INSTITUTION



FINANCIALLY SUSTAINABLE  
FOR GROWTH AND  
DEVELOPMENT



QUEEN'S  
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BELFAST

# SUSTAINABILITY

## NET ZERO 2024

### Government Targets Net Zero 2050

### Queen's University Strategy 2030

- Embrace the Sustainable Development Goals across all our activities
- Transition to a carbon neutral society

### Our Community

'90% agreed strongly or agreed that Queen's should play a leading role in tackling climate change by reducing its own carbon footprint'.



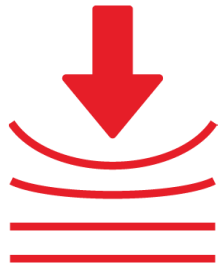
# SUSTAINABILITY

## HOW WILL WE GET TO NET ZERO EMISSIONS?

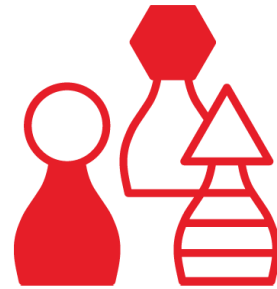
Our Net Zero plan provides a high-level overview of the following areas:



**CARBON  
BASELINE**



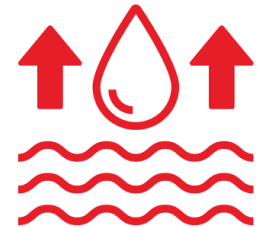
**ACTIONS AND  
INTERVENTIONS**



**ENGAGEMENT**



**OFFSETTING**



**CLIMATE  
ADAPTATION**

<https://youtu.be/ZCjPOyACNB4>



# QUEEN'S BUSINESS SCHOOL STUDENT HUB

## FACILITIES

- 250-seat tiered educational space
- 120-seat Harvard Style lecture theatre
- 150-seat computer laboratory
- New FinTrU Financial Trading Room
- Interactive e-learning suite
- Business Engagement and Employability Hub
- Entrepreneurial Accelerator Hub





# QUEEN'S BUSINESS SCHOOL STUDENT HUB

## A SUSTAINABLE BUILDING

- Geothermal heating - a pioneering green energy source.
- Photovoltaic panels on top of the building generate electricity.
- Solar panels on the roof generate all hot water within the bathrooms and kitchen areas.



# QUEEN'S BUSINESS SCHOOL STUDENT HUB

## FRIENDLY TO SURROUNDINGS

- LED light fittings have been used both internally and externally.
- Minimal removal of existing trees and relocation of trees to the Malone Road playing fields.
- A wildflower meadow finishes the lower roof, to encourage biodiversity.
- We incorporated 'swift boxes' and a swift calling system, to help swifts seek a safe space in the summer months.





<https://youtu.be/iJ4lZiwKn6w>

# SCHOOL LIAISON

## WIDENING PARTICIPATION UNIT

Ensuring that those pupils who are most able but least likely to participate in Higher Education should have an equal opportunity to do so.

## DOMESTIC RECRUITMENT TEAM

Engaging with your pupils and their parents, to help them on their journey to Queen's.



Contact our  
Recruitment  
Officers



School Talk  
Booking Form



Careers Teachers  
Newsletter



'Life at the  
Lanyon' Podcast





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# CAREERS TEACHERS BRIEFING

**Careers, Employability and Skills Update**

**Trevor Johnston**

**Head of Careers, Employability and Skills**



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# **CAREERS, EMPLOYABILITY & SKILLS**



**SHAPING A  
BETTER  
WORLD  
SINCE 1845**

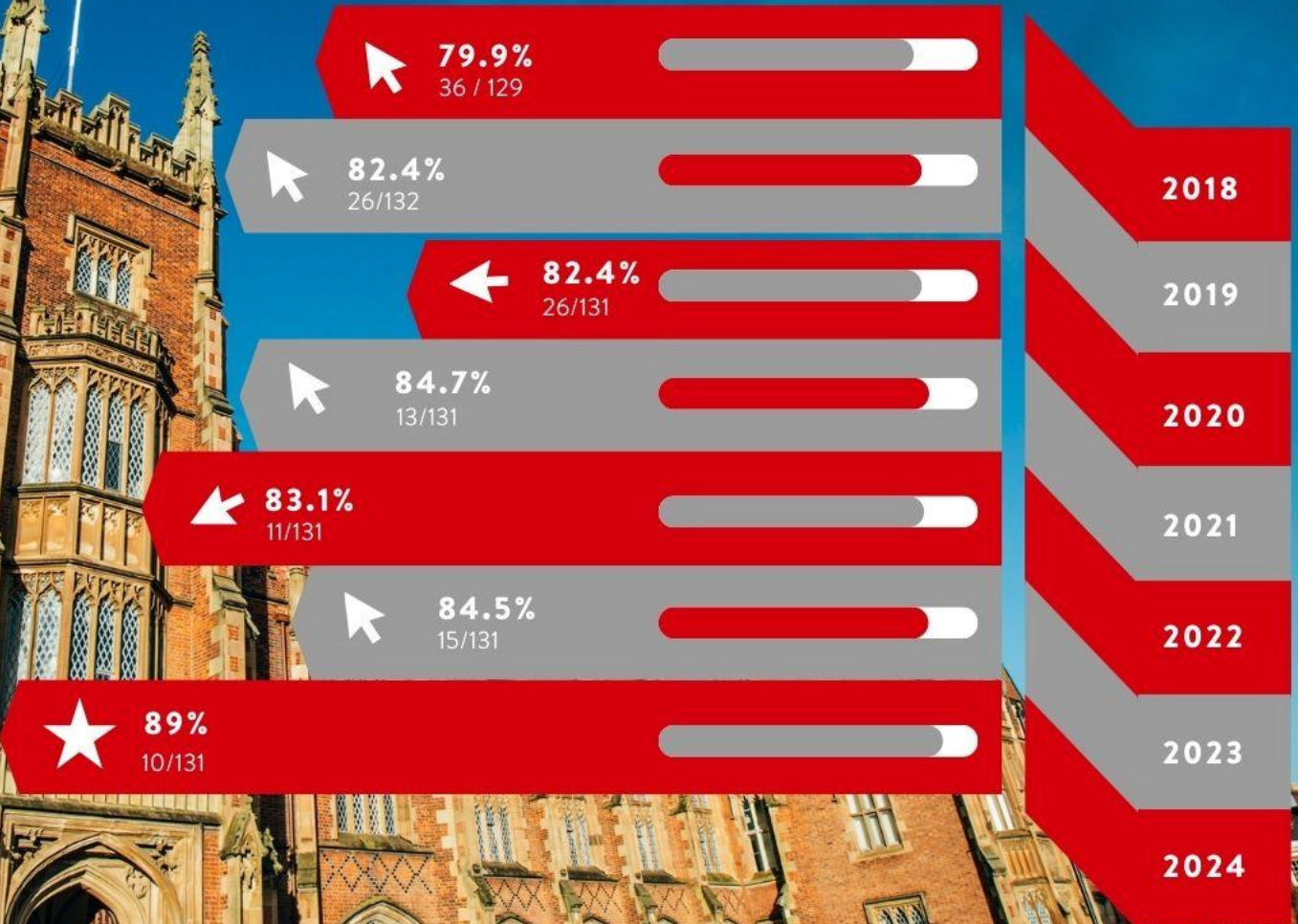


# SUNDAY TIMES GOOD UNIVERSITY GUIDE

- HISTORICAL DATA



QUEEN'S  
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# LABOUR MARKET REQUIREMENTS TOWARDS 2030

- Skills Barometer - net requirement of 26,000 people
- Higher qualifications = better jobs
- Qualifications significantly enhance employment prospects.
- Future Ready graduates with the skills to transition into the workplace



# PREPARING STUDENTS FOR A CHANGING WORLD OF WORK

- In person delivery including careers fairs, skills sessions, real world challenges
- Strengthening Employer partnerships
- Embedding employability in the curriculum
- One to one careers counselling
- Work related learning - work placements, work experience, internships

# DELIVERING A DIGITAL EXPERIENCE

**QUEEN'S UNIVERSITY BELFAST**

HELPU.LINK | ZEP | STUDIES | ALMA

STUDY | RESEARCH | INTERNATIONAL | BUSINESS | ABOUT

## Careers, Employability And Skills

EMPLOYER GALLERY - RECRUIT OUR STUDENTS | ABOUT US | STUDENT TALENT GALLERY | CAREERS EVENTS | HOW TO USE MYFUTURE | CAREERS FAIR | SHOW OPTIONS

**DEVELOPING FUTURE-READY GRADUATES**  
WELCOME TO CAREERS, EMPLOYABILITY & SKILLS

[Check out our Careers events](#)

**We are Careers, Employability & Skills**  
Developing Future-Ready Graduates

Our expert team are committed to ensuring every student has access to the right experience to develop future-ready skills.

We work to expose students to the right connections and expertise they need during their time at Queen's and into their early career.

We offer support with all aspects of career planning and decision-making.

We work collaboratively to produce future-ready graduates.

[Download our / for student guide](#)

**Quick links to the most relevant information for you**

[Students](#) | [Graduates](#) | [Staff](#) | [Employers](#)

**Useful Quick Links**

**Access Support**

Access tailored advice from our experienced careers consultants in our online Career Support Suite. They can help you tailor your CV and draft a great cover letter and we have plenty of online resources to help you use the recruitment process.

[Book a 1-2-1 Consultation](#)

[Get help with CVs and Interviews](#)

[Check your CV in seconds](#)

**EXPERIENCE MORE**

Build your skills by taking part in an event or programme at Queen's or further afield.

[Book onto a Careers event or programme](#)

[Discover study and work abroad opportunities](#)

[Discover the Future-Ready Skills Award](#)

**EXPLORE YOUR OPTIONS**

Find out how to apply the knowledges and skills from your course to the real-world.

[Career Advice by Subject and Sector](#)

[Get Real-world Experience](#)

[Find work experience in MyFuture](#)

**Steps to becoming a Future-Ready Graduate**

Use our Future-Ready Roadmap below to chart your progress.

**Discover**  
Self-awareness

Understand what employability is and combine this understanding with self-awareness to identify your strengths and areas for development.

**Explore**  
Try something new

Our programmes are designed to help you try new things, meet new people and build relevant skills and experience.

**Prepare**  
Get the support you need

Our bespoke career advice is supported by academic, knowledge and industry insight to help you make an informed choice about your future.

**Realise**  
Make it happen

Discover experiences to develop the skills and expertise you need during university and into your early career.

**WHAT IS MYFUTURE?**

MyFuture is an early career network and career management platform connecting Queen's students with employers.

MyFuture makes it easier for our students and graduates to find the right jobs and work experience opportunities and makes it easier for employers to recruit our talented students and graduates.

[Student Access to MyFuture](#) | [Employer Access to MyFuture](#)

**GLOBAL OPPORTUNITIES**

Every year over 500 Queen's students take the opportunity to go outside Northern Ireland to study or gain work-related experience - why not be one of them?

[Visit the Global Opportunities web page](#) | [Search Global Opportunities](#)

**Did you know?**

- Students who attend Careers events and employer workshops are more likely to land a graduate role (based on Graduate Outcomes 17/18, 15 months after graduation)
- Queen's is ranked 9th in the UK for career prospects after 15 months (Guardian University Guide 2021)
- Students who access 1-2-1 Career Guidance are more likely to land a graduate role (based on Graduate Outcomes 17/18, 15 months after graduation)
- Top 170 in the world for graduate prospects (QS Graduate Prospective Rankings 2023)

**Careers Events**

**Recruiting International Talent - Employer Information Session**  
10/11/2023 @ 9:00pm - 4:30pm  
1st Floor, One Emerald Student Centre, 77 University Road, Belfast

**Study USA Deadline for Applications**  
1/11/2023 - 15/11/2023 @ 9:00am - 11:59pm  
Online application

**Washington Ireland Program Application Deadline**  
1/11/2023 - 26/11/2023 @ 9:00am - 11:59pm  
Online application

[VIEW ALL EVENTS](#)

# DIGITAL EXPERIENCE

- MyFuture Careers Management System – graduate jobs, placements, appointments, mock interviews,
- Autumn and Spring Careers Fairs with online pre engagement with students
- VMOCK CV check and instant feedback using AI; Social Media a key way to connect with students.



# STRATEGY 2030 - FUTURE READY GRADUATES

- A student experience that incorporates inter disciplinary learning, tackling real life issues, global challenges and work experience
- A skill set that combines degree specific or technical skills, soft skills and leaderships skills
- Strong digital literacy skills
- Develop students academically, attitudinally and socially to be active and engaged citizens
- A world class bespoke educational experience

# FUTURE-READY ROADMAP

The Future-Ready Roadmap can help you develop new skills, explore the right opportunities, build your support network and gain the confidence to realise your ambitions. It's designed to help you progress your employability throughout your time at Queen's. Everything we offer is clearly linked to the Future-Ready Roadmap so you can see where your gaps are, chart your progress and plan your future.

## UNDERSTAND YOURSELF

Identify your strengths and areas for development.



## GET INSPIRED

Try new things, meet new people and build confidence through experience.

## MAKE IT HAPPEN

Make an informed choice about your future.

## RECOGNISE YOUR POTENTIAL

Learn how to promote yourself and your skills.



CAREERS,  
EMPLOYABILITY  
AND SKILLS





# SHAPING THE DEVELOPMENT OF FUTURE-READY GRADUATES

## FUTURE-READY

Future-Ready Skills Bitesize Series  
Future-Ready Skills: Employer Hotseat  
Future-Ready Skills Programme  
Future-Ready Award  
Future-Ready Skills  
for International Students  
Future-Ready Skills for Leaders

## MAKE IT HAPPEN

Careers Fairs  
Internships  
Placements



## REAL WORLD EXPERIENCE

Spotlight On... [Industry]  
Spotlight On Law City Tour  
Real World Projects  
Real World Challenges  
Stock Market Challenge  
Work Shadowing

## GO GLOBAL

Go Global: Study Abroad  
Go Global: Work Local  
Go Global: Work Abroad  
Go Global: Bitesized Sessions  
Go Global Week  
Future Ready Skills: Go Global

## CAREERS AROUND CAMPUS

Tailored Careers Workshops  
Pop up Careers Events  
Peer to Peer Pop Up Events

## CAREERS SUPPORT

Careers Consultations  
CV Support  
Pre-Interview Coaching

Interview Simulator  
Tailored Careers Support  
Personal Career Mentoring  
Pop Up Careers Support (Fairs)



CAREERS,  
EMPLOYABILITY  
AND SKILLS



<https://youtu.be/7YBWJ X W1M>





**QUEEN'S  
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# CAREERS TEACHERS BRIEFING

**Implications of AI for Education**

**Professor Philip Hanna**

**Dean of Education, Faculty of Engineering and Physical Sciences**







# AI at Work

**Artificial Intelligence** - computer systems performing tasks that typically require human intelligence, such as learning, reasoning, and problem-solving.

**Robotics** - field of engineering and computer science that encompasses the design, construction, operation, and use of robots for various tasks.

**Automation** - technology by which a process or procedure is performed with minimal human assistance (using digital tools, and potentially robotics).

**Intelligent Automation** - combines AI and automation, enabling systems to improve their performance and decision-making processes without direct human intervention



# Generative AI

Type of AI that can create content or data in response to a prompt (typically textual). Typically trained using a large corpus of related content/data.

Including:

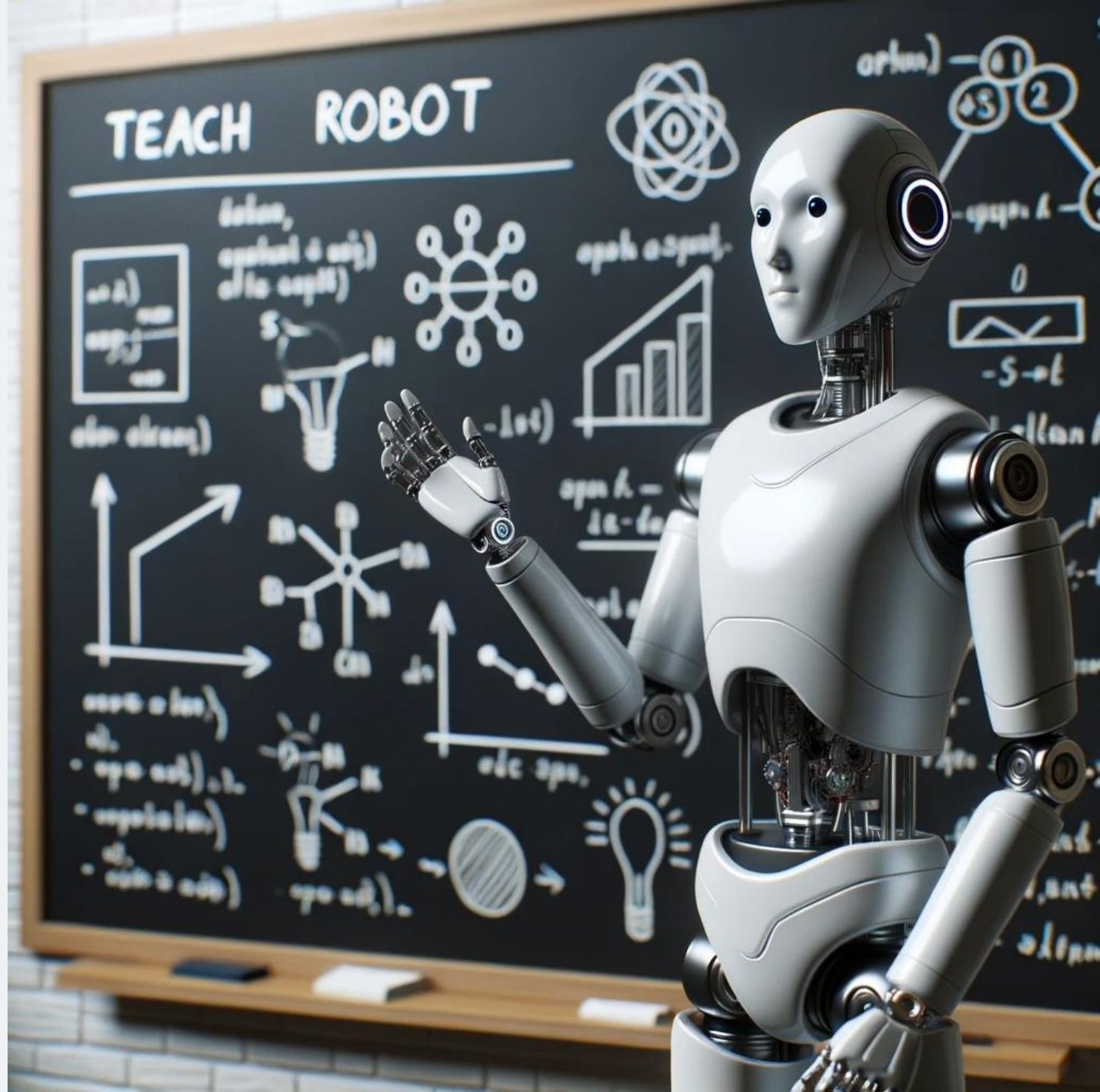
- **Text** – GPT3.5/4, PaLM 2, Claude 2
- **Image** – DALL-E 2, Midjourney 5, Stable Diffusion
- **Code** – GitHub Copilot
- **Audio** - VALL-E, resemble.ai

Others exist (e.g. video generation – custom avatars)

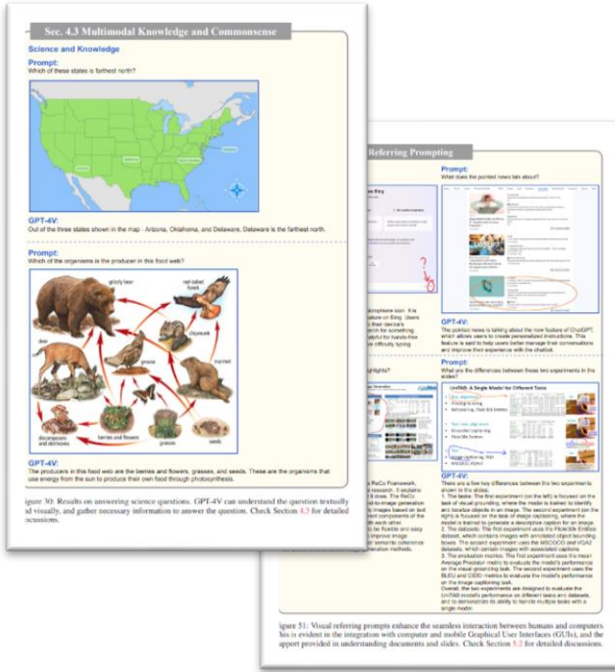




**Example:**  
Recent ChatGPT  
Features



# GPT 4-Vision



Recommended Reading

## The Dawn of LMMs: Preliminary Explorations with GPT-4V(ision)

<https://arxiv.org/abs/2309.17421>






When was the building in this picture constructed?



The building in the picture appears to be the Lanyon Building of Queen's University Belfast, located in Northern Ireland. The Lanyon Building was designed by the English architect Sir Charles Lanyon and was completed in 1849. It's one of the most iconic landmarks of the university and is a significant architectural treasure in Belfast.



# Live Search

Browse with  Bing  

- Uses Bing search



Search reports and articles published since 2022 for information on what skills and competencies will be most important for future jobs. Provide a table of the 10 most important.

< 2 / 2 >



Finished browsing

I have found a list of the top 10 skills and competencies that are predicted to be in demand for the future, according to a Forbes article:

1. **Digital Literacy:** Skills to learn, work, and navigate in a digital world, including the use of devices, software, and apps.
2. **Data Literacy:** Ability to access, work with, and communicate data-based insights.
3. **Critical Thinking:** Analyzing issues and situations based on evidence rather than hearsay or biases.
4. **Emotional Intelligence:** Awareness and management of one's own emotions and the ability to empathize with others.
5. **Creativity:** The act of turning imaginative ideas into reality and problem-solving.
6. **Collaboration:** Effective communication and teamwork, including with hybrid and remote workers.
7. **Flexibility:** Openness to change and adaptability to new conditions.
8. **Leadership Skills:** Ability to bring the best out of other people and thrive in various organizational structures.
9. **Time Management:** Managing one's time effectively to improve workplace performance and achieve work/life balance.
10. **Curiosity and Continuous Learning:** Adopting a mindset of continuous learning to stay flexible and relevant.

I will continue to search for more reports to provide additional insights.



# Advanced Data Analysis

Advanced Data Analysis Beta ✓

- Generates Python code

```
python Copy code
import numpy as np
import matplotlib.pyplot as plt
import numpy.polynomial.polynomial as poly

# Generating 5000 random numbers with a normal distribution centered around
mean = 0
std_deviation = 3 # Assuming a standard deviation of 3 for a range of -10 to 10
data = np.random.normal(mean, std_deviation, 5000)

# Clipping the values to ensure they stay within the range of -10 to 10
data_clipped = np.clip(data, -10, 10)

# Creating the histogram
hist, bin_edges = np.histogram(data_clipped, bins=np.arange(-10.5, 11.5, 1))

# Getting the bin centers
bin_centers = (bin_edges[:-1] + bin_edges[1:]) / 2

# Fitting a polynomial trend line
degree = 2 # Choosing a quadratic polynomial
coefs = poly.polyfit(bin_centers, hist, degree)
fit_line = poly.polyval(bin_centers, coefs)

# Plotting
plt.figure(figsize=(10,6))
plt.bar(bin_centers, hist, width=1, align='center', label='Histogram', alpha=0.5)
plt.plot(bin_centers, fit_line, 'r-', label='Trend Line', linewidth=2)
plt.title('Histogram with Polynomial Trend Line')
plt.xlabel('Value')
plt.ylabel('Frequency')
plt.legend()
plt.grid(True, which='both', linestyle='--', linewidth=0.5)
plt.tight_layout()
plt.show()
```

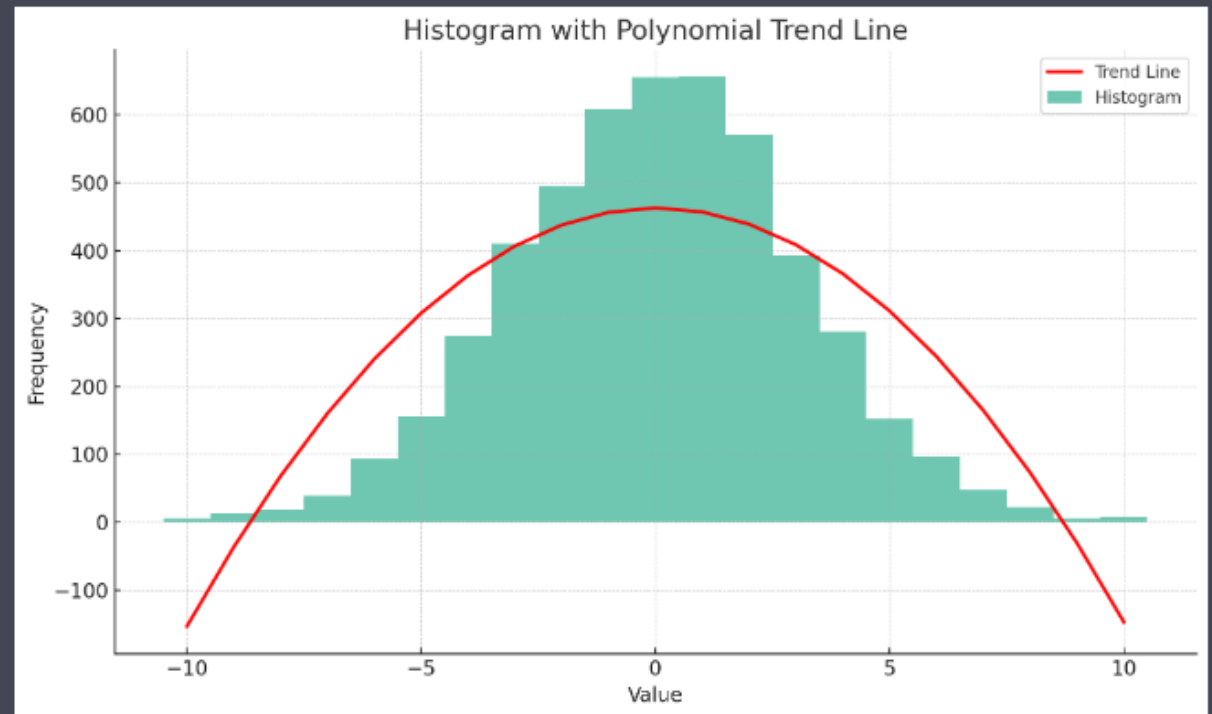


Generate a table of 5000 random numbers ranging from -10 to +10 and distributed using a normal distribution with 0 as the midpoint. Create a histogram of the generate data, using a bucket size of 1. Display the generated histogram and display a representative polynomial trend line for the data.



Finished working

Show work




Here's the histogram of the 5000 random numbers distributed normally between -10 and +10, with 0 as the midpoint. The red curve represents the polynomial trend line for the data. As expected for a normal distribution, the histogram shows a bell-shaped curve, and the trend line fits the data quite well.

# Plug-ins • PDF Queries, Wolfram Alpha, Wikipedia, etc.

## Plugin store

Popular New All Installed




### Ai PDF

Install

Super-fast, interactive chats with PDFs of any size, complete with page references for fact checking.

Developer info




### AskTheCode

Install

Provide a GitHub repository URL and ask about any aspect of the code.

Developer info




### AskYourPDF

Uninstall

Unlock the power of your PDFs!, dive into your documents, find answers, and bring information to your fingertips.

Developer info




### BrowserOp

Install

Browse dozens of webpages in one query. Fetch information more efficiently.

Developer info




### ChatWithPDF

Install

Chat with everything from entire PDF books to Google Drive documents just by providing a link.

Developer info




### CoderPad

Install

Run code in more than 30 different programming languages, and let us worry about setting up the environment!

Developer info




### Diagrams: Show Me

Uninstall

Schemes, Diagrams, Architecture Visualisations, Flow-Charts, Mind Maps. Export and Edit for free!

Developer info



### Doc Maker

Install

Generate beautiful PDFs in seconds. Resumes, cover letters, proposals and more. Supports DOCX, XLSX, CSV and...

Developer info

< Prev 1 2 3 4 Next > [About plugins](#)

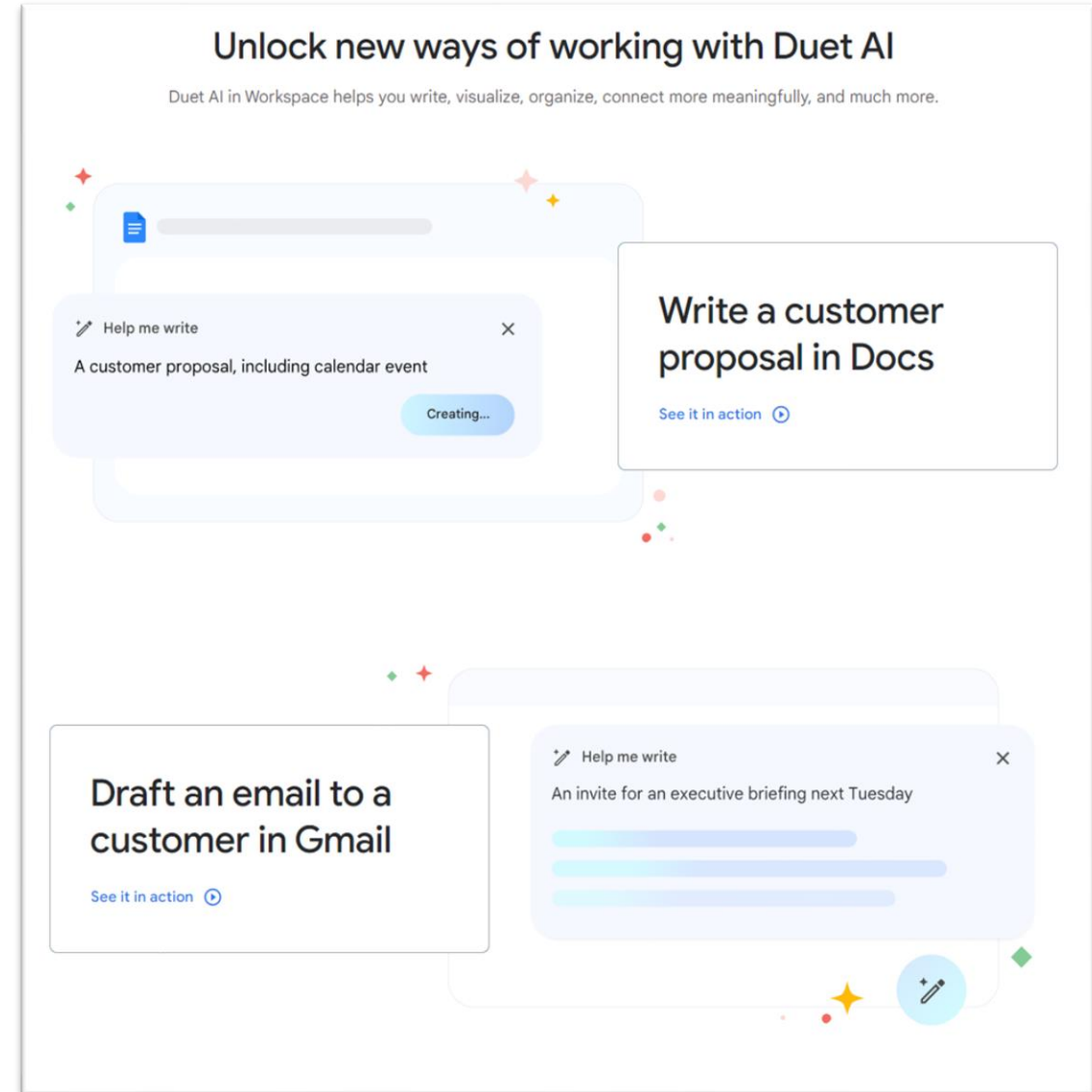
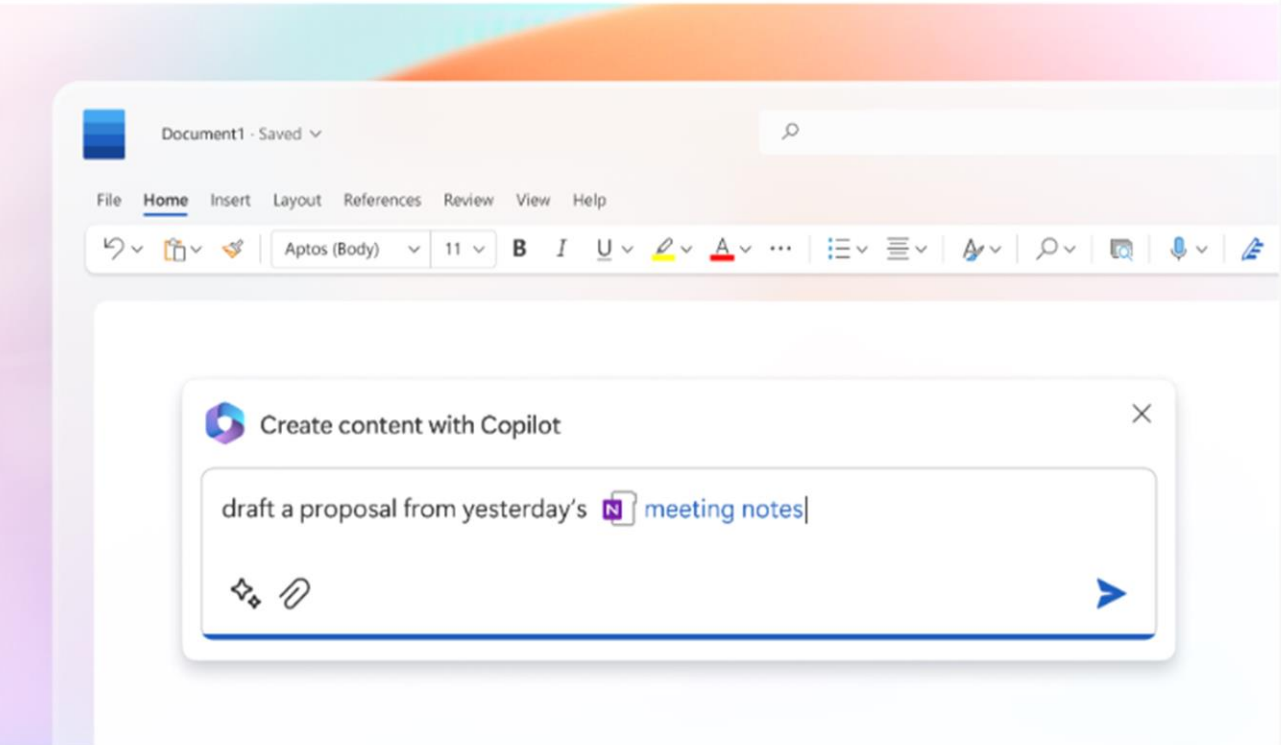




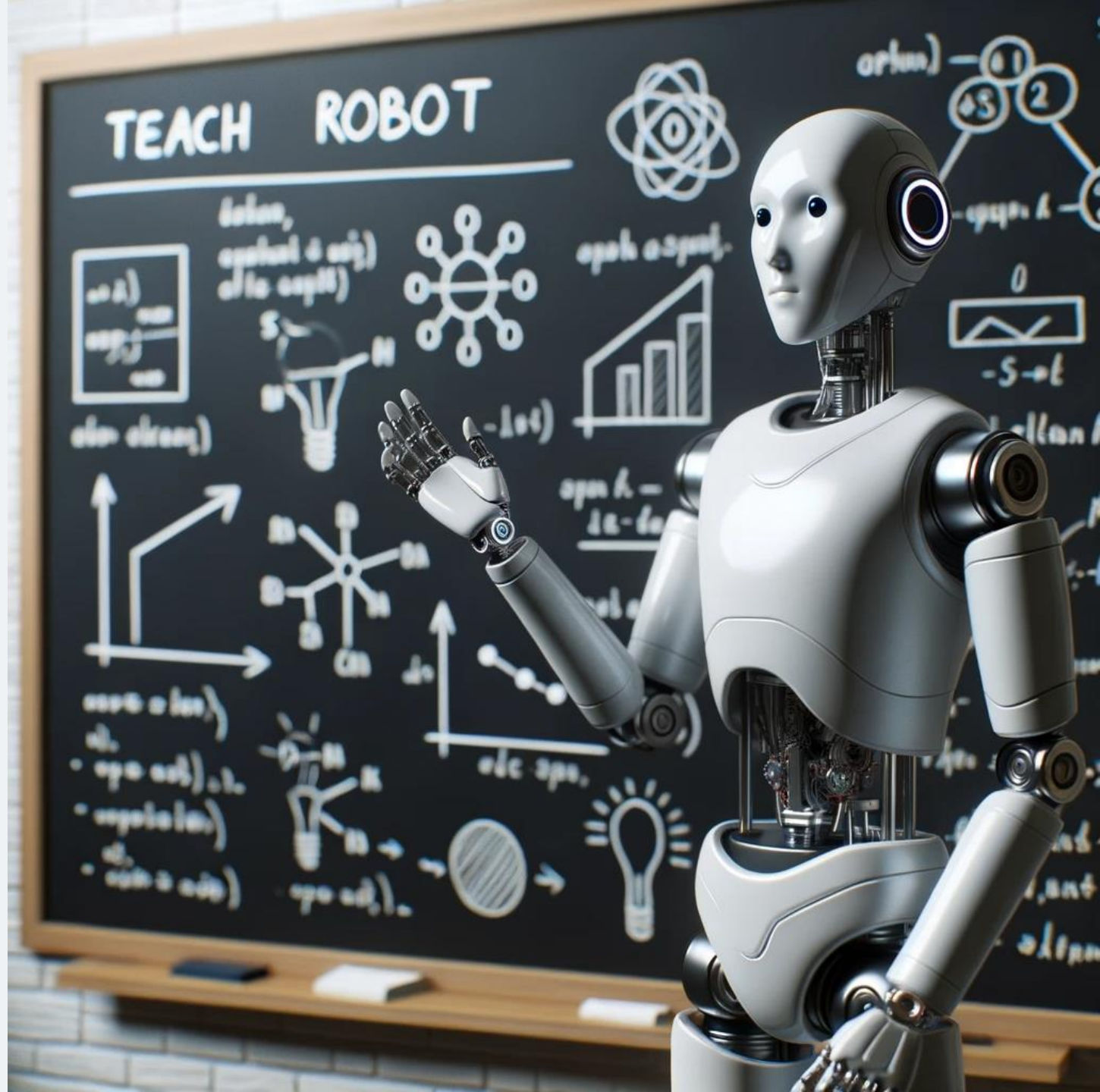
# 'Co-pilot' integration

## Introducing Microsoft 365 Copilot – your copilot for work

Mar 16, 2023 | [Jared Spataro - CVP Modern Work & Business Applications](#)



# Impact on Jobs



*“The dawn of AI in the workplace is less about the replacement of humans and more about the reinvention of human contribution.”*

*“AI is the mirror reflecting our professional obsolescence, yet also the window into a future where our work is more meaningful than ever.”*

*“AI doesn't steal jobs; it liberates us from drudgery to dream bigger.”*

OPEN **Best humans still outperform artificial intelligence in a creative divergent thinking task**



Mika Koivisto<sup>1</sup> & Simone Grassini<sup>2,3</sup>✉

Creativity has traditionally been considered an ability exclusive to human beings. However, the rapid development of artificial intelligence (AI) has resulted in generative AI chatbots that can produce high-quality artworks, raising questions about the differences between human and machine creativity. In this study, we compared the creativity of humans (n = 256) with that of three current AI chatbots using the alternate uses task (AUT), which is the most used divergent thinking task. Participants were asked to generate uncommon and creative uses for everyday objects. On average, the AI chatbots outperformed human participants. While human responses included poor-quality ideas, the chatbots generally produced more creative responses. However, the best human ideas still matched or exceeded those of the chatbots. While this study highlights the potential of AI as a tool to enhance creativity, it also underscores the unique and complex nature of human creativity that may be difficult to fully replicate or surpass with AI technology. The study provides insights into the relationship between human and machine creativity, which is related to important questions about the future of creative work in the age of AI.

The development and widespread availability of generative artificial intelligence (AI) tools, such as ChatGPT (<https://openai.com/>) or MidJourney (<https://www.midjourney.com>), has sparked a lively debate about numerous aspects of their integration into society<sup>1</sup>, as well as about the nature of creativity in humans and AI<sup>2</sup>. One of the key issues surrounding the implementation of AI technologies pertains to their potential impact on the job market<sup>3</sup>. With AI systems becoming increasingly capable of performing tasks that were once solely within the purview of humans, concerns have been raised about the potential displacement of jobs and its implications for future employment prospects<sup>4</sup>. In the field of education, questions have been raised about the ethical and pedagogical implications of such technologies, as well as concerns about how AI systems might reduce critical thinking skills<sup>5</sup>. Another aspect of the debate involves the legal and ethical ramifications of AI-generated content<sup>6,7</sup>. As these tools produce increasingly sophisticated works, ranging from articles to artistic creations, it raises the issue of whether AI-generated products should be granted the same legal protections as human-created works, and how to assign responsibility and credit for such creations.

At the heart of these discussions lie fundamental questions about the nature of human identity and creativity, and how this identity interfaces with AI systems that seem capable of human-like creative production<sup>8</sup>. As AI technologies continue to advance, they challenge traditional notions of what it means to be human and force us to reconsider the unique qualities that define our species. For example, the concept of creativity, which has historically been attributed exclusively to conscious human beings<sup>8,9</sup>, is now being reevaluated considering AI's ability to seemingly generate original content.

AI has shown tremendous potential for greater and more enormous possibilities in areas that require reasoning and creative decision making. This is demonstrated, for example, by the rise of chess engines, neural networks, and deep learning-based chess networks, which are capable of defeating chess masters (<https://builtin.com/artificial-intelligence/chess-ai>). Additionally, AI seems to perform well in art-related creativity. Recent AI tools can produce high-quality art pieces that have been bought for high prices<sup>10</sup>, as well as poetry that is indistinguish-



# Jobs will evolve

This collage features three reports: 1) 'Future of Jobs Report 2023' by the World Economic Forum, dated May 2023, with an illustration of a truck and workers. 2) 'The Potential Impact of Artificial Intelligence on UK Economic Growth' by the Centre for Economics and Business Research (CEBR), dated 28 March 2023, with a blue header. 3) 'OECD Employment Outlook 2023: Artificial Intelligence and the Labour Market', featuring a colorful illustration of various jobs and the OECD logo.







McKinsey  
Global Institute

McKinsey Center for Government

# Generative AI and the future of work in America

July 2023



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Editor  
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*“By 2030, activities that account for up to 30 percent of hours currently worked across the US economy could be automated—a trend accelerated by generative AI.*

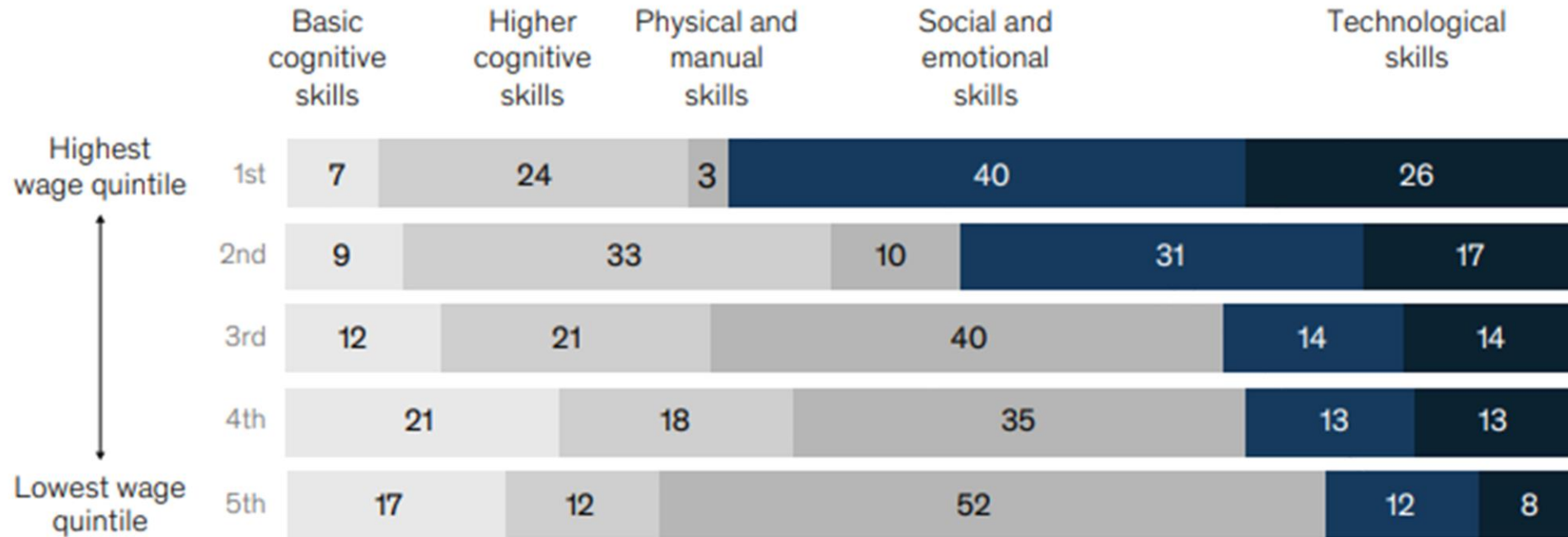
*However, we see generative AI enhancing the way STEM, creative, and business and legal professionals work rather than eliminating a significant number of jobs outright.*

*Automation’s biggest effects are likely to hit other job categories. Office support, customer service, and food service employment could continue to decline.”*





**Time spent using various types of skills by wage quintile in the United States,<sup>1</sup> 2030, %**  
 Midpoint automation scenario, with generative AI acceleration



Note: Figures may not sum to 100%, due to rounding.

<sup>1</sup>We analyzed the skills needed across a workforce by reviewing around 850 occupations and 2,100 activities, and then classifying each work activity according to the primary skill used among a set of 25 skills, which are further categorized into 5 skill categories mentioned. We use the methodology in this report that was first developed in MGI's research in *Skill shift: Automation and the future of the workforce*, May 2018.

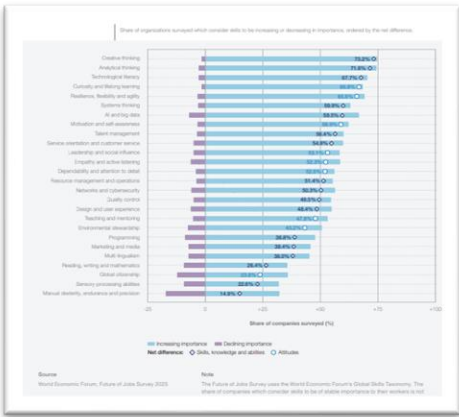
Source: O\*NET; US Bureau of Labor Statistics; Current Population Survey, US Census Bureau; McKinsey Global Institute analysis



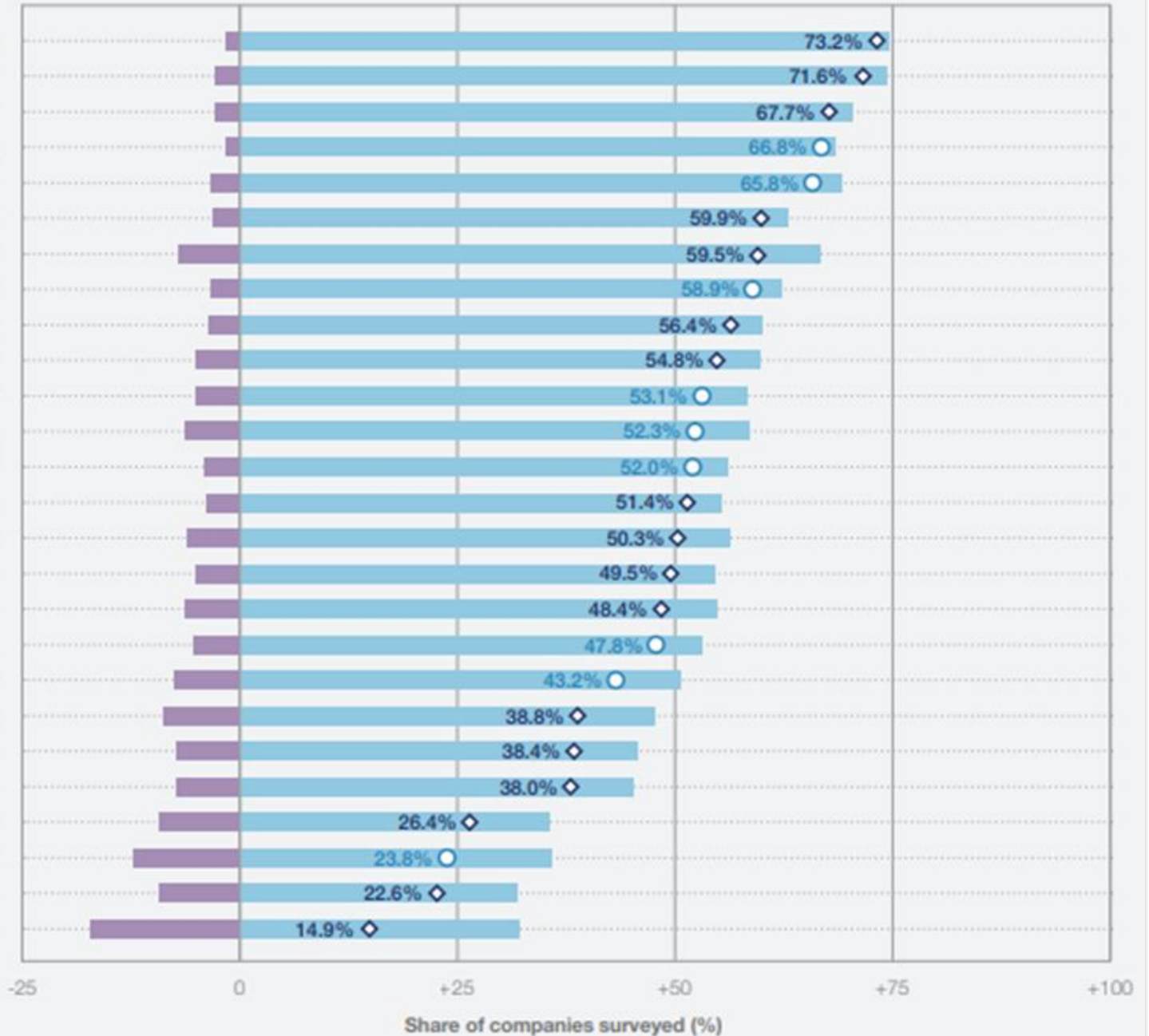
**“Demand will shrink for activities that primarily require basic cognitive skills.”**

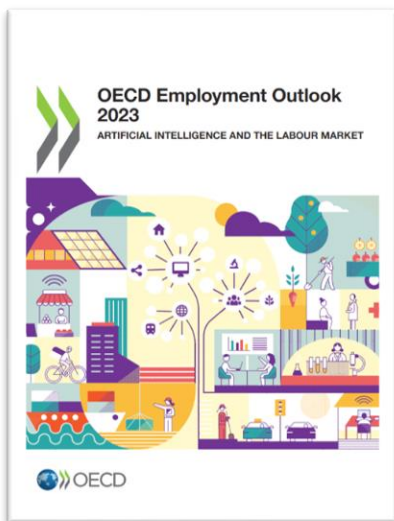






- Creative thinking
- Analytical thinking
- Technological literacy
- Curiosity and lifelong learning
- Resilience, flexibility and agility
- Systems thinking
- AI and big data
- Motivation and self-awareness
- Talent management
- Service orientation and customer service
- Leadership and social influence
- Empathy and active listening
- Dependability and attention to detail
- Resource management and operations
- Networks and cybersecurity
- Quality control
- Design and user experience
- Teaching and mentoring
- Environmental stewardship
- Programming
- Marketing and media
- Multi-lingualism
- Reading, writing and mathematics
- Global citizenship
- Sensory-processing abilities
- Manual dexterity, endurance and precision





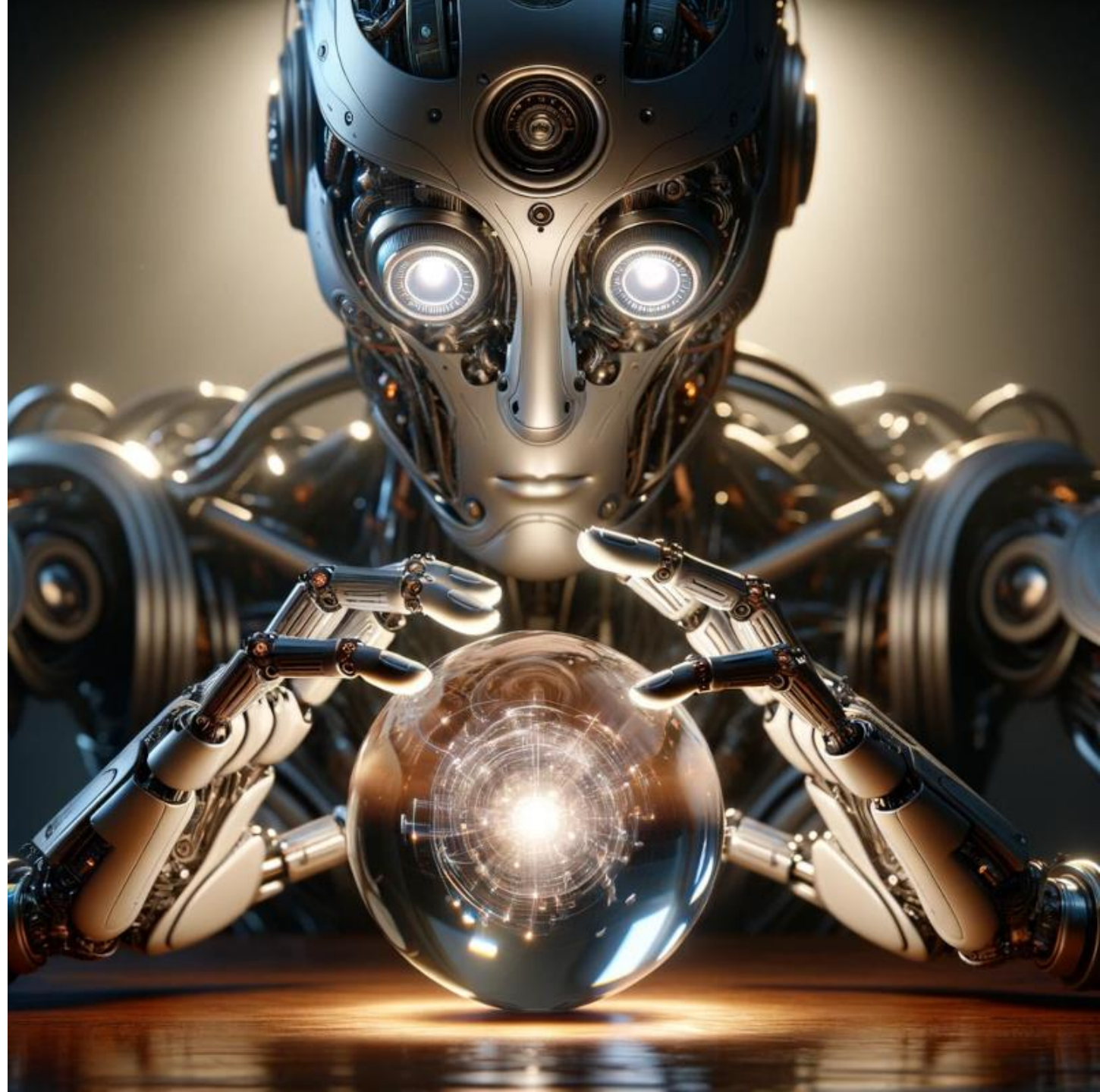
**Table 5.1. Skill needs in the age of AI**

	Type of skill	Examples
Skills to develop and maintain AI systems	Specialised AI skills	General knowledge of AI (such as Machine Learning) Specific knowledge of AI models (“decision trees”, “deep learning”, “neural network”, “random forest”, etc), AI tools (“tensorflow”, “pytorch”, etc) and AI software (“java”, “gradle”, “galaxy cluster”, etc).
	Data science skills	Data analysis Software Programming languages, in particular Python Big data Data visualisation Cloud computing
	Other cognitive skills	Creative problem solving
	Transversal skills	Social skills Management skills
Skills to adopt, use and interact with AI applications	Elementary AI knowledge	Principles of machine learning
	Digital skills	Ability to use a computer or a smartphone
	Other cognitive skills	Analytical skills Problem-solving Critical thinking Judgement
	Transversal skills	Creativity Communication Teamwork Multitasking

## The future is uncertain...

- Jobs will evolve and change.
- New types of jobs will be created.
- Some jobs will become obsolete.
- The skills needed will change.

What advice do we provide to our young people?

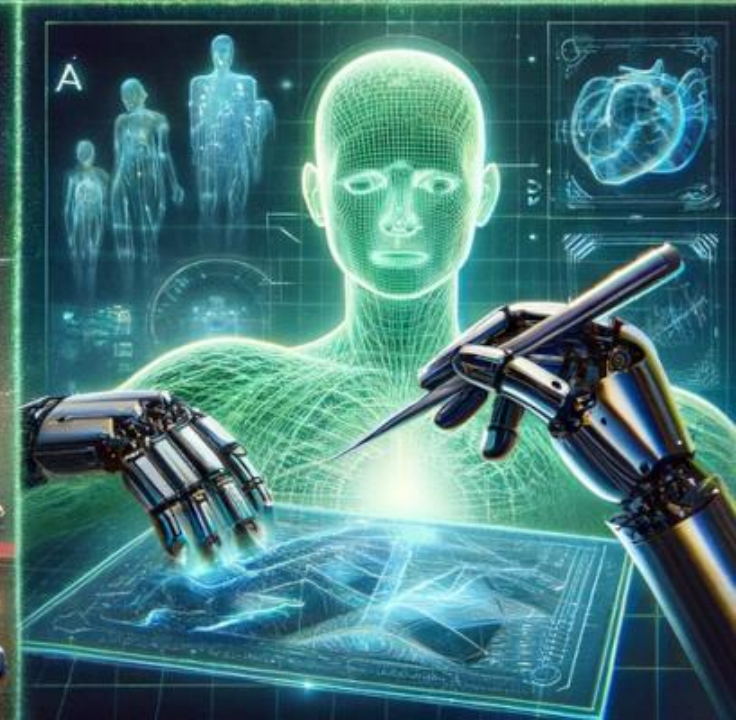




## Some areas will significantly grow...

- Healthcare and Social Assistance
- Renewable Energy and Environmental Services (sustainability / net-zero)
- Technology and Information Services (digital/AI/data)

Other areas of growth are expected (education, advanced manufacturing, etc.)





## Some skills will be important...

- Skills to use digital tools and AI responsibly/effectively
- Social and emotional skills (intra-/inter-personal skills)
- Higher level cognitive skills (evaluation/analysis)

## Alongside, certain traits/mindsets...

- Cognitive flexibility / Adaptability / Learnability
- Creativity / Inventiveness
- Open mindset / Resilience







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# CAREERS TEACHERS BRIEFING

**Key Admissions Updates**

**Sandra Bloomer and Liam Barton**

**Admissions and Access Service**



# SEPTEMBER 2023 INTAKE

- NI & ROI including GB Medicine and Dentistry quota-controlled students (MaSN) target of 3,680
- Historical MaSN intakes: 2018 = 3,194; 2019 = 3,346; 2020 = 3,919; 2021 = 3,736; 2022 = 3,241
- Total intake to undergraduate degrees – over 5,000, including Nursing & Midwifery, GB and International students
- For many of our high demand courses, we again experienced significant pressure on places at confirmation – precise grades and alternative offers only confirmed in Biomedical Sciences, Law and Pharmacy
- Flexibility was exercised in other subject areas as per established practice

# UCAS APPLICATIONS AT 16 OCTOBER 2023 DEADLINE FOR 2024 ENTRY

Application Data	
Total QUB Applications received to 16 October 2023 (All populations)	4,316
Number of Northern Irish Applicants to all UCAS providers at 16 October 2023	1,020
Proportion of Total Applications received for QUB Medicine and Dentistry by 16 October 2023 deadline	63.1%
Percentage of NI applicants applying to Medicine via UCAS who include QUB Medicine	75.8%





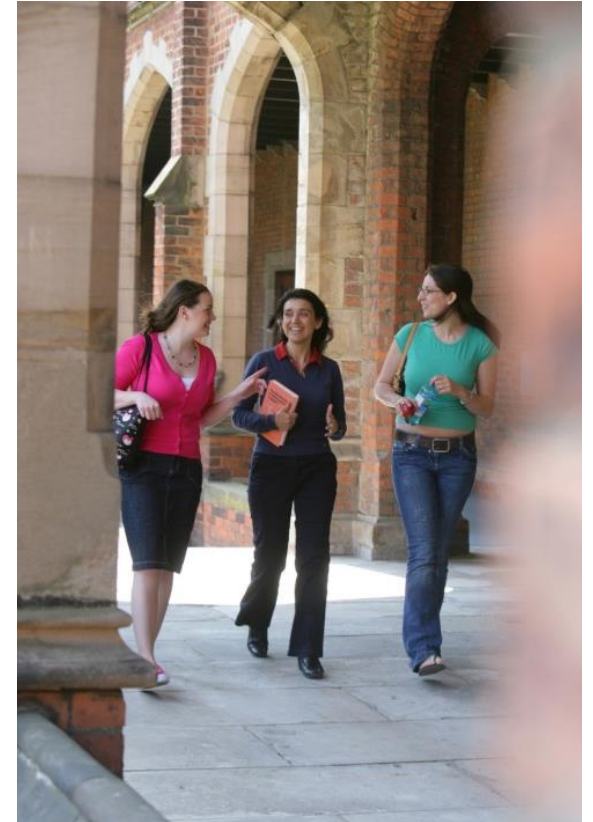
# MEDICINE & DENTISTRY – NI, ROI & GB APPLICANTS

## • DENTISTRY

- 181 interviewed (177 in 2022; 166 in 2021 and 150 in 2020) 37.5% of applicants
- 72 made offers (54 in 2022, 54 in 2021 and 85 in 2020) – 39.8% of those interviewed
- 8 applicants accepted from reserve list in August/September – lowest ranked applicant accepted ranked Joint 104

## • MEDICINE

- 775 interviewed (787 in 2022; 770 in 2021 and 792 in 2020) – 51.3% of applicants
- 334 made offers (305 in 2022; 288 in 2021 and 435 in 2020) – 43.1% of those interviewed
- 48 applicants accepted from reserve list in August/September – lowest ranked applicant accepted ranked 487
- Timing of interviews and offers



# PHARMACY - NI, ROI AND GB APPLICANTS

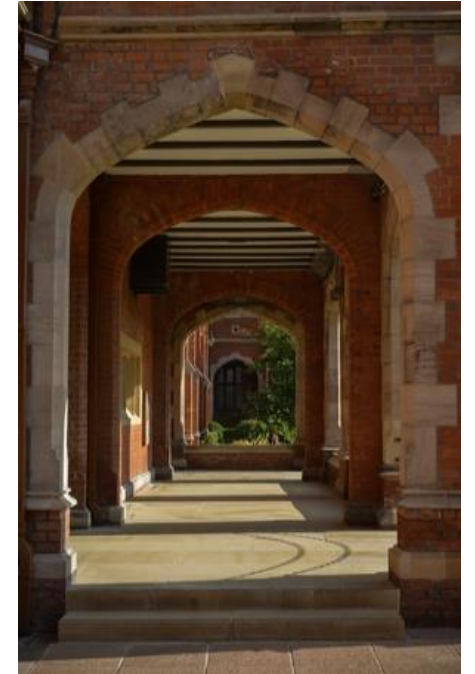
- A total of 661 applications were received
- 465 applicants invited to interview – 70.3% of applicants
- 300 made offers – 64.5% of those interviewed
- 13 applicants accepted from reserve list in August/September – lowest ranked applicant accepted ranked 419
- Timing of interviews and offers





# NURSING & MIDWIFERY – 2023/24 ENTRY

- 4170 applications from 2159 applicants (average 1.9 choices)
- 1876 applicants for Nursing (all fields) – down by 20%
- 726 applicants for Midwifery – down by 8%
- 1693 invited to interview – down by 19%
- 742 applicants made offers (for one or more fields of Nursing/Midwifery) for a total of 440 places
- Interview ranking scores of the final applicant made an offer varied from 304 (Children & Young People's Nursing) to 1390 (Learning Disability Nursing). Midwifery final offer rank was 368



# SECURING AN OFFER FOR QUEEN'S

GCSE threshold for interview/offers (some examples)

	2022	2023
Medicine *	37 points	38 points
Dentistry *	33 points	37 points
Actuarial	33 points	34 points
Accounting	GCSE - 1 A/7 and 5-B/6 including Mathematics grade B/6	GCSE - 2 A/7 and 4-B/6 including Mathematics grade B/6
Law	GCSE - 2 A/7 and 4 B/6	GCSE - 2 A/7 and 4 B/6
PPE	GCSE - 3 A/7 and 3 B/6 including Mathematics grade B/6	GCSE - 6 B/6 Including Mathematics grade B/6
MEng	GCSE - 6 B/6	GCSE - 6 B/6
Midwifery *	GCSE - 5 B/6 including Mathematics and Science	GCSE - 5 B/6 including Mathematics and Science
Pharmacy*	GCSE - 6 A/7	GCSE - 6 A/7
Psychology	GCSE - 2 A/7 and 4 B/6 including Mathematics grade B/6	GCSE - 6 B/6 including Mathematics grade B/6
Social Work *	GCSE - 5 B/6	GCSE - 5 B/6

## Notes

- Points for Actuarial count nine best GCSEs - for 2024 Entry (A\*/9 = 4 points, A/7-8 = 3 points, B/6 = 2 points, C\*-C/5-4 = 1 point and acceptable equivalences)
- Points for Dentistry and Medicine count nine best GCSEs (A\*/9 = 4 points, A/7-8 = 3 points, B/6 = 2 points, C\*-C/5-4 = 1 point and acceptable equivalences) and include UCAT score

\* Threshold to be shortlisted for interview (Pharmacy 2023 only)



# PATHWAY OPPORTUNITY PROGRAMME (POP)

YEAR STUDENTS COMMENCED POP	NUMBER OF STUDENTS WHO COMMENCED POP	NUMBER OF STUDENTS ADMITTED TO QUEEN'S FROM POP
2017 – 3 Pathways (Pilot)	60	12 (20%) in Sept 2018
2018 – 6 Pathways	112	35 (31%) in Sept 2019
2019 – 7 Pathways	187	104 (56%) in Sept 2020
2020 – 8 Pathways	245	135 (55%) in Sept 2021
2021 – 10 Pathways	255	133 (52%) in Sept 2022
2022 – 13 Pathways	300	140 (47%) in Sept 2023
2023 – 13 Pathways	305	To be admitted in Sept 24

**Note:**

- The Pathway Opportunity Programme (POP) commenced in January 2017 with a total of 3 Pathways.
- The 13 Pathways now offered provide a pathway to nearly every course at Queen's.
- With approximately 300 participants each year, it is anticipated that 140-150 students will be admitted to Queen's from the POP programme each year.





# ACCEPTABLE QUALIFICATION COMBINATIONS

A-level 1

A-level 2

A-level 3



A-level 1

A-level 2

BTEC/OCR  
equivalent  
to one  
A-level (L3)



A-level 1

BTEC/OCR equivalent to  
two A-levels (L3)

# ACCEPTABLE QUALIFICATION COMBINATIONS

BTEC/OCR  
equivalent  
to one  
A-level (L3)

BTEC/OCR equivalent to  
two A-levels (L3)

BTEC/OCR equivalent to  
three A-levels (L3)

## Note:

- BTEC/OCR qualifications are acceptable for entry to all courses except Medicine, Dentistry and Pharmacy
- Applicants must satisfy normal GCSE and/or A-level subject requirement(s). BTEC/OCR may be acceptable in satisfying subject requirement(s) for some courses. Contact Admissions and Access Service for guidance ([admissions@qub.ac.uk](mailto:admissions@qub.ac.uk))
- AQA Level 3 Extended Certificate in Applied Business treated as equivalent to BTEC/OCR
- Offers expressed in terms of overall grade(s) since 2022 entry



# BTEC REQUIREMENTS

BTEC/OCR (Equivalent to one A-level)	A-level equivalent
Distinction*	A
Distinction	B
Merit	C

BTEC/OCR (Equivalent to two A-levels)	A-level equivalent
D*D*	AA
D*D	AB
DD	BB
DM	BC
MM	CC

BTEC/OCR (Equivalent to three A-levels)	A-level equivalent
D*D*D*	AAA
D*D*D	AAB
D*DD	ABB
DDD	BBB
DDM	BBC
DMM	BCC

## Note:

- Certain degree courses may stipulate a minimum grade(s) in individual modules
- ***Subject requirements must be met where applicable***



# 2024 ENTRY: NEW AND WITHDRAWN COURSES

## NEW

### **MAcc Advanced Accounting with Placement (UCAS Code – N400)**

AAB + GCSE Mathematics B/6

### **BSc Financial Risk Management (UCAS Code – N390)**

AAA including Mathematics

### **BA Geography (UCAS Code - L800)**

ABB normally including A-level Geography + GCSE Mathematics grade C/4

## WITHDRAWN

BEng/MEng Product Design Engineering



# REFERENCE

- Normally provided by teacher / academic who has experience of candidate's performance
- Free text has been replaced with three structured sections for 2024 entry:
  - General Statement about your School/College/Centre – snapshot of what is offered
  - Information about extenuating circumstances which have impacted on an applicants education and achievement
  - Any other supportive information specific to an applicant and relevant to the course(s) applied for which the referee thinks universities should be aware of eg academic achievements and potential



# FURTHER INFORMATION

## UNDERGRADUATE ADMISSIONS POLICY

The policy is available at:

<http://www.qub.ac.uk/directorates/MRCI/admissions/UndergraduateAdmissions/UndergraduateAdmissionsPolicy/>

## HOW WE CHOOSE OUR STUDENTS

These are available on Course Finder under the Entry Requirements tab and section on Selection Criteria:

<https://www.qub.ac.uk/courses/>





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**ANY QUESTIONS?**

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