



## STRANMILLIS UNIVERSITY COLLEGE

A College of Queen's University Belfast

### **Academic Plan 2010-2011**

#### **1 STUDENTS AND CURRICULUM**

##### **1.1 Student Recruitment**

###### **1.1.1 Undergraduate Recruitment (Volume and Quality)**

Undergraduate recruitment to Stranmillis University College is largely full-time students. Full-time undergraduate recruitment numbers are designated by DE and DEL. Tables 1A and 1B (see Appendix 1) provide details of the student numbers for 2010-11. Part-time numbers are for the BA (Early Childhood Studies) and BSc (Health & Leisure) programmes only.

###### **1.1.2 Postgraduate Taught Recruitment (Home/EU and Overseas)**

The College's postgraduate courses include the MA (Early Childhood Studies), MEd, MTeach and a full-time PGCE in Early Years. The PGCE figures in Tables 2 and 3 (see Appendix 1) indicate a proposed intake of 15 for the 2010 entry. Recruitment to the MA (Early Childhood Studies) has remained steady in recent years while the pattern for both the MEd and MTeach has posed greater challenges.

###### **1.1.3 Part-Time Student Recruitment**

The BA (Early Childhood Studies) is delivered as part of a collaborative arrangement with the South West Regional College (Omagh Campus). The programme recruits for both the Stranmillis campus and the Omagh campus.

###### **1.1.4 GB and ROI Recruitment**

There is a limited recruitment to Initial Teacher Education from ROI within the quota system. The majority of enrolments from the Republic of Ireland are from the border counties.

The College is involved in a number of important strategic partnerships:

- A cross-border partnership with Monaghan Vocational Institute to deliver the BA (Early Childhood Studies) on a part-time basis.
- A consortium arrangement with the Further & Higher Education sector to deliver a Foundation Degree in Early Childhood Studies. This is the largest Consortium of its kind in Northern Ireland. In 2009 the enrolments on the Foundation degree were as follows: 21 full-time and 46 part-time.

## **1.2 Student Attainment**

### **1.2.1 Student Retention (drop-out rates)**

Retention rates have been consistently high. According to the HESA return for 2008-09 the drop-out rate after the first year at Stranmillis was 4.2%, the lowest rate of any HEI in Northern Ireland. The College is one of the top ten UK institutions for retention rates. A priority is to maintain this through active monitoring and follow up work by Advisers of Studies, supported by programme teams.

### **1.2.2 Degree Classifications**

Of 276 graduating in July, 2009, 212 (76.8%) were classified 1<sup>st</sup> or Ili.

### **1.2.3 Employment/Graduate Employment**

From the HESA data, replies from 279 of 324 students who graduated in July 2009, indicated that 47.32% were in full-time employment, 22.22% in part-time while 6.45% were classified as unemployed.

## **1.3 Curriculum Development**

### **1.3.1 Curriculum Development Review**

The CETL Project has demonstrated how Enquiry-Based and Technology Enhanced Learning can be developed through partnerships with organizations that demonstrate benchmarked practice. Teams will be asked to demonstrate through their operational plans how they will further develop and embed these methods across all teaching and learning in order to enhance reflective practice among students regardless of their professional specialism.

**The following significant developments will be implemented in 2010-2011:**

#### **BEd Programmes**

- The College has reviewed and restructured its BEd programmes so that they are aligned with the key policy drivers and curriculum reform. The proposal to include Masters Level modules in year four of the programmes will be progressed in collaboration with St Mary's University College and Queen's University.

- The College will contribute to the development of a Northern Ireland response to the debate on teaching as a Masters profession through its membership of UCET Northern Ireland.
- As a result of the College's collaboration with Invest Northern Ireland it has opened up a specialist niche in the area of Entrepreneurship Education. This work will become a priority in order to redefine the Business and Enterprise post-primary options and to make a distinctive contribution to the development of a curriculum for Entrepreneurship.
- The College will develop and implement a strategy which will help move the College towards achieving recognition as a Centre of Excellence in STEM related teaching which includes Mathematics and Science and Technology and Design. The College will reflect government policy in relating the STEM agenda to the development of the economy by incorporating aspects of its Entrepreneurship Education programme.

### **Schools Partnerships**

The College will develop an innovative School Partnerships policy which supports the teaching and learning strategy underpinning the BEd and PGCE. This will include building special relationships with partner schools and educational bodies around the concept of:

- Best practice
- Enhancing learning and achievement
- Cross border and international placements
- Alternative Placements.

### **BA Degree (Early Childhood Studies)**

The College will pursue a strategy which aims to create a greater synergy between the Early Childhood degree and the Teacher Education programmes. This type of collaborative working is critical if the College is to develop a greater critical mass of activity – both teaching and research - and move positively towards achieving recognition as a Centre of Excellence for Early Years Education. This will involve working collaboratively with Teacher Education in order to:

- Promote interdisciplinary learning and the sharing of expertise across a number of specialisms
- Respond to the need for a focus on Nursery Education
- Facilitate multi-professional learning and lead to the more efficient use of resources  
Help expand the College's part-time/flexible learning opportunities.

### **BSc Degree (Health & Leisure Studies)**

The College will pursue a strategy which aims to create greater synergy between the Health & Leisure degree and the Teacher Education programmes. It will be used to respond to policy drivers such as the Sport & Physical Recreation strategy and address the Physical Literacy agenda. These strategies involve both schools and the health and leisure industries. This collaborate strategy is designed to make more effective use of staff expertise and resources.

## **Postgraduate Programmes**

### **The focus of the College's postgraduate strategy will be as follows:**

- PGCE: Early Years Education – This programme is restricted to 15 places per year. In the next academic year the College wishes to benchmark the provision to best practice in both the UK and beyond in order to enhance its role in achieving Centre of Excellence recognition.
- MA (Early Childhood Studies) – The aim will be to consolidate this provision and to ensure continuous improvement in performance through a robust self-evaluation strategy. The role of this programme is also critical if the College is to achieve recognition as a Centre of Excellence.
- MTeach – Repackaging this programme so that it can address the needs of a range of professional audiences both local and international is a priority. This development will also involve Technology Enhanced Learning and the opportunity to benefit from the Microsoft Learning Partnership.
- MEd - There is a need to review the structure and promotion of this programme. It is important for the purpose of transferring a strong programme into the new School.

### **Lifelong Learning & Professional Development (including Additionality)**

- The College will revise its Additionality/ Degree Plus strategy in order to ensure that it is addressing the professional needs identified by stakeholders and to systematically track its capacity to enhance students' employability skills.
- The College will research the opportunities to develop a Voluntary Tuition Programme, which has credibility in terms of added-value, as part of its community engagement strategy.
- The 'Lifelong Learning' portfolio will be further developed to promote the concept of Lifelong Learning and build a strong learning community profile. It will contribute to the College's income generation strategy.
- The provision of short Professional Development courses will be expanded as part of the College's contribution to provide ongoing professional development for the teaching and related professions and its income generation strategy.
- A strategy of offering some Professional Development courses which attract Masters Level Credits will be developed in an effort to create critical mass and make more efficient use of resources.

## **Recommended Actions**

In setting its budget for 2010-2011 the College will prioritise the following development projects:

- Complete the BEd revisions to include Masters Level credits
- Create greater synergy and collaboration between Teacher Education and the diversified degree programmes

- Devise and implement a dynamic School Partnership strategy
- Develop and implement a programme in Entrepreneurship Education
- Refocus the College's Additionality strategy
- Refocus the College's Masters' programme
- Achieve an increase in income generation.

## **2. Research**

### **2.1 Research**

#### **2.1.1 Research Strategy**

Building on the success of its 2008 RAE results the College has conducted an in-depth review. As a result an agreed and inclusive Research Development strategy which focuses on Education has emerged. A symbiotic relationship between teaching and research underpins the strategy. A number of appointments have been made to support the development strategy. They include: a Head of Research Development, and a research administrator. A dedicated research mentoring and support team has been put in place in order to consolidate the College's research activity around the broad cluster of Education which takes account of the full spectrum of work from Early Years Education to Curriculum Development and the International dimension.

In 2009-10 the College made a significant investment in its research infrastructure. A Research Centre has been established in the Central Building. This is a strategic location that places research activity at the centre of the College's teaching and learning activities.

A Visiting Professor of Education has been appointed to support the implementation of the strategy. As well as supporting the College's preparation for the next REF return she will help develop a mentoring system. As a recognised expert she will deliver a number of master classes and an annual public lecture. These activities aim to enhance the College's profile and contribute to the realisation of targets set out in the Academic Plan.

Scholarly activity remains a core activity of the College. The revised Sabbatical Leave policy will be used to support the full spectrum of activity from scholarly work to REF return. The priority will be to focus on practice-led activity and to support recent and relevant experience in partner schools.

The programme of research seminars for the next academic year will be designed to enable staff at all levels to contribute. It is planned that seminars will be largely focused on internal audiences in order to act as a confidence building exercise. However, a number will also be targeted at external audiences.

### **2.1.2 Research Grant Applications (volume, value)**

Table 6 shows the success the University College had in attracting external research grants over the period 2007/2008 to the 2009-10 period.

### **2.1.3 Research Income (value, sources)**

Table 7 shows the number of applications and awards attracted in the period 2007/08 to 09/10. Table 8 shows the total external research expenditure.

### **2.1.4 PGR Student Recruitment and Funding**

This section is not applicable to Stranmillis University College.

### **2.1.5 Devolved Research Support Funds Expenditure**

The College is using the funding allocated as a result of its success in the 2008 RAE to support the work of the Research Centre and to help open up a number of research project linked priority areas.

### **2.1.6 Devolved International Fund Expenditure**

This section is not applicable to Stranmillis University College.

### **2.1.7 Devolved Forum Funds Schedule**

This section is not applicable to Stranmillis University College.

### **2.1.8 Proposed Sabbatical Leave Schedule**

The College reviewed its Sabbatical Leave policy in 2009-10. In 2010-11 it will be used to support the strategic priorities outlined in this Plan.

### **2.1.9 Knowledge Transfer and Related Activity**

This section is not applicable to Stranmillis University College.

### **2.1.10 Research Outputs**

Table 9: shows the research performance of the University College in comparison to the research climate and research ethos. The University College's research outputs in 2009-2010 remain robust. An examination of the figures suggest that there has been a decline in the number of conference presentations but an increase in the number of articles published in professional periodicals and papers published in scientific peer reviewed international journals. This is a reflection of a more focused research development strategy and confirms that the research activities of academic staff remain focused on journal publications.

### **2.1.11 RAE Outcomes**

The University College was delighted with the outcome of the RAE 2008. It is now seeking to build on that success and to make a REF return in 2013. However, given the College's core mission and its links with key stakeholders there will continue to be a strong focus on practice-led research.

## **2.2 Recommended Actions**

- The College will develop a collaborative and practice-led research strategy around the broad theme of Education.
- Through the work of the Research Centre the College will seek to increase the number of publications which reflect the full range of scholarly work.
- A REF Group will be supported by the Visiting Professor to produce high quality publications in national and international journals and to ensure that a successful return is made in 2013.
- A research mentoring structure will be put in place to support the research developments strategy.
- A support system will be put in place to encourage the successful completion of PhDs/EdDs.
- The Research Centre will support the preparation of bids for research grants in order to increase the College's research income.

## **3 International Development**

### **3.1 International Development Strategy**

The International Development Strategy (2009) outlines five main areas of development for the University College:

- student mobility
- staff mobility
- recruitment of full-time international students
- building research consortia
- professional consultancy.

In 2010-11 the University College seeks to realise the strategic objectives of this strategy through:

- increasing student and staff mobility
- using staff expertise to develop existing international links in relation to:
  - Recruitment of full-time international students on to Masters programmes
  - Online/distance learning
  - Research and professional consultancy opportunities
- developing new links through the British Council and other appropriate agencies.

### **3.1.1 Student and Staff Mobility**

Table 10 shows the success of the University College in relation to the International Outreach student mobility programme in 2009-10. In 2010-11 the University College seeks to increase the percentage of students engaged in student mobility on:

- the BEd programme from 25% to 30%
- the ECS and HLS programmes to 10%.

Greater attention must be given to the marketing of these opportunities among our students and to ensuring that the experiences are integral to their degree programmes.

In terms of staff mobility, four members of staff participated in the Erasmus Staff Mobility programme in 2009-10. In 2010-11 this will be developed in line with funding allocated by the British Council (Erasmus).

### **3.1.2 Developing current international links**

The University College, in 2010-11, will develop its current international links in (1) Malaysia and (2) Sub-Saharan Africa in relation to:

- appropriate CPD programmes (Malaysia)
- recruitment of full-time international students on to Masters programmes (MTeach and MA(ECS)) (Malaysia and Africa)
- developing student mobility opportunities (Malaysia and Africa)
- Research:
  - Completion of 2 major projects in Africa
  - Further developing an Assessment in Teacher Education project (with African universities)
  - Seeking further research opportunities in Malaysia and Sub-Saharan Africa
- Professional consultancy (in Malaysia and Sub-Saharan Africa).

### **3.1.3 Developing new international links**

The University College will:

- Encourage staff involved in the Erasmus Staff Mobility programme to seek to develop links with partner institutions in relation to appropriate research and/or professional consultancy opportunities.
- Apply, as appropriate, for new research projects/consultancy work as advertised by the British Council or other relevant agencies.

## **3.2 Recommended Actions**

- Increase participation levels in student and staff mobility programmes in line with agreed targets.

- Generate income by delivering Professional Development courses and postgraduate programmes which meet the needs of the international market.
- Develop the College's international research activity.

## **4 Resources**

### **4.1 Staff**

#### **4.1.1 Academic Staff Vacancies and Recruitment**

It is anticipated that there will be no vacant posts in the College in 2009-2010. However, a Visiting Professor of Education has been appointed for 3 years to develop the College's research capacity.

#### **4.1.2 Other Staff Resource Issues (clerical, technical)**

It is anticipated that there will be no additional support posts required in the College in 2010-2011 – see Table 10.

#### **4.1.3 Staff Development**

The following priorities are designed to build the expertise and leadership capacity of staff in order to meet the requirements of national and international benchmarked practice and the realization of the vision for the Stranmillis School of Education. They are as follows:

- Support the development of the Academic Leadership Team by working with the Leadership Foundation for Higher Education
- Support staff who are currently enrolled on PhD/EdD programmes
- Support staff who wish to prepare for PhD/EdD supervision
- Support staff who wish to undertake Recent Relevant Experience
- Support staff in the preparation for a REF return in 2013
- Support the development of ICT skills and expertise in the use of Technology Enhanced Learning.

#### **4.1.4 Probation**

Currently the College has no staff on probation.

#### **4.1.5 Promotion**

The College will continue to operate under the agreed HERA Framework.

#### **4.1.6 Discretionary Pay**

The College will continue to operate under the agreed HERA Framework.

## **4.2 Finance**

### **4.2.1 Generation of Non-Government Income**

The College will continue to generate additional income through:

- Conference work
- Renting accommodation
- Consultancy
- Research grants
- Professional Development and Lifelong Learning programmes run on a full-cost recovery basis
- Attracting international fee paying students.

### **4.2.2 Update on Academic Plan**

A draft budget for 2010-11 has been prepared.

### **4.2.3 Outline Proposals for the Use of Accumulated Reserves (revenue and equipment)**

Not applicable to Stranmillis.

### **4.2.4 Outline Any Major Equipment Requests**

Working within the parameters of the 2010-2011 budget the College will seek to upgrade a number of teaching spaces to include whiteboards and data projectors.

## **4.3 Recommended Actions**

- Devise and implement a Staff Development programme which supports the College's strategic priorities.
- Increase the amount of income generated in order to decrease the dependency on DEL grants.

## **5 New Developments/Initiatives**

### **5.1 Response to Wider Strategies**

#### **5.1.1 Marketing Strategy**

The College will continue to build its marketing strategy using the following approaches:

- College prospectus
- Professional Development & Lifelong Learning Booklet

- Masters Level leaflets
- STRANews
- College Website
- Newspaper and journal articles as appropriate.

### **5.1.2 Widening Participation**

The College has made considerable progress in attracting non-traditional students and has been commended for its innovative project 'Males into Teaching'. It will continue to develop its Widening Participation strategy. The Widening Participation Co-ordinator will lead this development by establishing community partnerships, to help address the issue of underachievement and promoting engagement in key priority areas such as STEM and Entrepreneurship.

### **5.1.3 Skills Strategy**

The College will continue to contribute to the Skills strategy by:

- Providing study skills support in programme modules in order to promote independent learning
- Providing support through the Communications Skills Centre
- Developing and extending the use of Access to online resources
- Developing and extending the use of PDP.

### **5.1.4 Curriculum Review**

See section 1.3 above.

### **5.1.5 Degree Plus including the Employability and Skills Policy**

The College's strategy is to increase the numbers participating in Degree Plus activities, including:

- Certificate in Entrepreneurship Studies
- Certificate in Career Management & Employability Skills
- Mentorship (in a variety of contexts).

It will support a strategy for developing a number of Additionality courses in key areas of professional development.

## **5.2 Sustainability of the University College's CETL Project**

The College has secured the long-term sustainability of its CETL Project by integrating it into its new partnership with Microsoft Learning and the Regional Training Unit. The College's new Centre of Excellence for Leadership, Innovation and Learning was officially opened on 10 May

Approved by Governing Body on 24 June 2010

2010. Through this Centre the College will support a Technology Enhanced Learning strategy which will help it to build a number of Centres of Excellence over the next 3 to 5 year period.

### **5.3 Estates Priorities**

The College will deliver a number of refurbishment projects in order to enhance the learning environment and contribute to the improvement of services to students and staff. The priority will be to develop the resources in the Central Building to include:

- New toilets at the drama theatre
- Refurbishment of science block
- Upgrade rooms on the ground floor in order to provide high quality general classroom space
- Create an International office adjacent to the General Administration office on the ground floor.

#### **Orchard Building**

- Create a Centre for Creativity & Early Years Education in the Art section of the Orchard Building.

#### **Stran House**

- Create a Common Room environment to meet the needs of all students living on campus and international students.

#### **Main Building**

- Progress a number of repair and maintenance projects in the Main Building, in line with the Estates strategy.

## **6 Prioritized Actions**

The key priorities in 2010-2011 will be to:

- Develop the partnership with Microsoft and RTU in order to meet the needs of internal and external stakeholders.
- Increase the level of activity in Professional Development courses, including Masters Level programmes.
- Demonstrate high quality provision through measures such as the National Student Survey.
- Manage the College's budget and increase income generation activities in order to invest in the enhancement of the teaching and learning environment of the Central Building.
- Increase the College's involvement in practice-led research and activities which will make a positive contribution to the College's 2013 REF return.

## Appendix 1

**Table 1A: Undergraduate recruitment (fte)**

Student Recruitment (FTE)	2006-07 Baseline	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Target	2009-10 Actual	2010-11 Target
Undergraduate							
Home and EU	268	281	256	241	241	273	248
Overseas							
<b>Total</b>	<b>268</b>	<b>281</b>	<b>256</b>	<b>241</b>	<b>241</b>	<b>273</b>	<b>248</b>

These include part-time students.

**Table 1B: Undergraduate recruitment by headcount**

Student Recruitment	2006-07 Baseline	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Target
<b>Full-time</b>						
BEd Primary	115	119	88	78	90	90
BEd Post Primary	50	47	51	51	50	50
BA Early Childhood Studies	46	46	63	57	67	57
BSc Health & Leisure Studies	57	57	42	37	49	35
<b>Part-time</b>						
BA Early Childhood Studies	24	24	30	46	38	40
BSc Health & Leisure Studies	5	5	0	0	5	0
<b>Total</b>	<b>297</b>	<b>298</b>	<b>274</b>	<b>269</b>	<b>299</b>	<b>272</b>

**Table 1C: Undergraduate Full-time Student Retention Rate Targets**

Programme	Minimum Retention Rates			
	2009-10 Year 1 Actual	2009-10 Overall Actual	2010-11 Year1 Target	2010-11 Overall Actual
BEd Primary	100%	99%	99%	
BEd Post Primary	98%	98.4%	99%	
BA Early Childhood Studies	98%	97.3%	98%	
BSc Health & Leisure	89.2%	95.9%	96%	

**Table 2: PGT (fte)**

PGT Student Recruitment (FTE)	2006-07 Baseline	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Target
Home and EU (PGCE Early Childhood Studies)	30	30	20	15	15	15
Overseas						
<b>Total</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>15</b>

**Table 3: PGT headcount for PGT students**

Education PGT headcount	2006-07	2007-08	2008-09	2009-10	2010-11 Target
PGCE	30	20	15	15	15
PGCHET	0	0	0	0	0
EdD	0	0	0	0	0
Education: (MEd) (Part-time)	49	48	50	25*	40
Education: (MTeach) (Part-time)	19	17	13	13	15
Professional/Vocational (MA - Early Years) (Part-time)	18	27	39	51**	51
<b>Total</b>	<b>104</b>	<b>80</b>	<b>79</b>	<b>104</b>	<b>121</b>

**Note:**

- \*New MEd entrants in 2009-10 registered through QUB and are not recorded here.
- \*\*From 2009-10 these include some full-time MA students

**Table 4: Total number of new students (headcount)**

Area	2007-08	2008-09	2009-10	2010-11
UG	274	269	299	
PGCE	20	15	15	
PGT	60	64	89	
PhD	0	0	0	
EdD	0	0	0	
EdD TESOL	0	0	0	

**Table 5: Total number of students enrolled on Lifelong Learning, Professional Development & Additionality Courses**

Area	2007-08	2008-09	2009-10	2010-11 Targets
Lifelong Learning	0	183	771**	1000
Professional Development		40*	12**	60
Additionality		85*	289**	300
<b>Total</b>				

**NB: \* Indicates some data missing****\*\* Figures incomplete for the year****Tables 6: shows the success the University College has had in attracting external research grants over the period 2007/08 to the 2009/10 period**

	2007-08	2008-09	2009-10*	2010-11 Target
Regional Development Agency	0	0	0	
UK government bodies	0	237,000	103,626	
UK industry, commerce and public corporations	0	48,000	20,123	
Government bodies in the EU	68000	26,000	28,667	
UK Charities	0	0	4781	
European Commission			3781	
Other (non EU Income)			11,887	
<b>Total</b>	<b>£68,000</b>	<b>£311,000</b>	<b>£172,865</b>	<b>£200,000</b>

**Table7: Research Applications and Awards**

Type	2006-07	2007-08	2008-09	2009-2010	2010-11 Target
Applications				14	
Value of applications				£176,231	
Awards	6	5	5	12	
Value of awards	<b>£140,011</b>	<b>£200,108</b>	<b>£120,000</b>	<b>£149,231</b>	<b>£200,000</b>

**Table 8: KPI 24: Total external research expenditure**

	2006-07 Actual	2007-08 Actual	2008-09	2009-10	2010-11
<b>College Data</b>	£140,011	£228,856	£278,273	£163,001	

**Table 9: shows the research performance of the University College in comparison to the research climate and research ethos**

<b>Percentage of research activity in the submission judged to meet the standard for:</b>					
	<b>4*</b>	<b>3*</b>	<b>2*</b>	<b>1*</b>	<b>U/C</b>
<b>Overall quality profile</b>	5.0	20.0	15.0	40.0	20.0
<b>Sub – profiles:</b>					
<u>Research output</u>	10.7	25.0	14.3	35.7	14.3
<u>Research environment</u>	0.0	0.0	10.0	60.0	30.0
<u>Esteem indicators</u>	0.0	0.0	40.0	40.0	20.0

**Table 10: Papers & Publications**

	2007-08	2008-09	2009-10 (May)	2010-11 (Targets)
Conference Papers		26	14	8
Professional Journals	3		2	6
National Journals	2	13	6	3
International Journals	7	6	3	18

**Table 11: shows the scale of the College's International Outreach Programme**

Incoming	2006 -07	2007 -08	2008 -09	2009-10	2010 -11	Outgoing	2006 -07	2007 -08	2008 -09	2009 -10	2010 -11
<b>Erasmus Incoming</b>	26	34	33	38	38	<b>Erasmus Outgoing</b>	20	23	24	21	20
Non-Erasmus Incoming (Fee Paying)		5	2	2	2						
<b>International Programme Incoming</b>	11	14	17	12	15	<b>International Programme Outgoing</b>	10	14	14	14	16
<b>Irish American Scholars Programme Incoming</b>	2	4	1	1	1	<b>Irish American Scholars Programme Outgoing</b>	0	0	0	0	0
Comenius Programme	5	0	5	0	0						
Business Education Initiative									2	0	2
British Council PM12 Connect Scheme (Malaysia)										5	5
<b>Total</b>	<b>44</b>	<b>53</b>	<b>59</b>	<b>53</b>	<b>56</b>	<b>Total</b>	<b>30</b>	<b>37</b>	<b>40</b>	<b>40</b>	<b>43</b>

**Table 12: Income generated through International Professional Development & Consultancy**

Area	2007-08	2008-09	2009-10	2010-11
Malaysian Partnership	0	£16,870	£18,000	
<b>Total</b>		<b>£16,870</b>	<b>£18,000</b>	

**Table 13: Staffing**

Staff Category	Established Posts (FTE) June 2009	Established Posts (FTE) June 2010	Staff in Post (FTE) June 2009	Staff in Post (FTE) June 2010	Head Count 2009	Head Count 2010	Vacancies	Percentage Vacant
Academic	53.8	51.3	53.8	51.3	54	52	0	0
Academic Related	0	0	0	0	0	0	0	0
APT&C	44.1	43.6	45.2	47	49	50	0	0
Library	5.9	5.9	5.9	5.9	9	8	0.3	5%
Research	3	1.5	3	1.5	3	2	0	0
Teaching Fellow/ Assist	0	1.0	0	1.0	0	1	0	0
Estates	25.7	25.7	24.7	24.7	25	25	1 (Security officer)	3.9%
Hospitality	27.4	27.9	26.4	31.9	45	49	0	0
Directors	4.0	2.0	4.0	3.0	5.0	4.0	0	0
Merger Posts (Temporary)	0	0	1	1	0	2	0	0
<b>Total</b>	<b>163.9</b>	<b>158.9</b>	<b>164</b>	<b>165</b>	<b>190.0</b>	<b>191.0</b>	<b>1.3</b>	<b>8.9%</b>

