



STRANMILLIS UNIVERSITY COLLEGE
A College of The Queen's University of Belfast

ANNUAL REPORT 1999-2000



CONTENTS

	Page
STRANMILLIS UNIVERSITY COLLEGE	ii
BOARD OF GOVERNORS	iii
MISSION STATEMENT	iv
NOTABLE DEVELOPMENTS 1999-00	v
A REVIEW OF THE YEAR BY THE PRINCIPAL	1
PRIZES AWARDED TO GRADUATING STUDENTS, JULY 2000	19
IMPLEMENTATION OF OPERATIONAL PLAN 1998-2001	20
COURSE STATISTICS: 1999-00	87
SOME PERFORMANCE INDICATORS	89
FINANCIAL INFORMATION 1999-00	91

STRANMILLIS UNIVERSITY COLLEGE

Stranmillis University College was founded as a non-denominational institution in 1922 by the recently established Ministry of Education for Northern Ireland to provide state-funded teacher training in the northern portion of the partitioned island, alongside that already available at St. Mary's College, Belfast, a Roman Catholic institution. The Ministry purchased for the purpose Stranmillis House, with its very attractive and historic 18 hectares of wooded parkland, only three kilometres from the centre of Belfast. Apart from a period during the Second World War when the College was temporarily moved to Portrush, it has continued to occupy this Belfast campus, most of which was declared a conservation area in July 1996. The College's grounds and buildings remain Government property and its Board of Governors, representative of various educational interests, is directly appointed by the Minister with responsibility for Higher Education in Northern Ireland. The College became academically integrated with The Queen's University of Belfast on 1st September 1998, but retains its financial and organisational autonomy. For academic purposes it is now a 'College of The Queen's University of Belfast'. A new institutional title to reflect these arrangements was approved by the Privy Council and formally launched on 8th February 1999. The title in full is: 'Stranmillis University College : a College of The Queen's University of Belfast'.

BOARD OF GOVERNORS

Chair

Prof. Don McCloy, OBE BSc (Hons) DIC MSc PhD DSc DUniv LLD CEng FIMechE

Members

Nicky Blair, BEd - *Student Governor*

Prof. Robert J. Cormack, MA

Jack Creighton, BSc DMS MIMgt - *Chair, Finance and Resources Committee*

Dr. Aine Downey, MA PhD

Edward B. Ferguson, BA

Ms. Ruth Leitch, MA MSc

Mrs. Helen Livingstone, BA Cert Ed

R. John Magowan, BA MSc DASE

E.J. Wesley McCann, BA DipLibStud ALA - *Staff Governor*

Mrs. Heather McClelland, BEd DASE

Prof. J. Richard B. McMinn, BA PhD DipEd - *College Principal*

Mrs. Alexandra I. McWilliams, BEd MA(Ed)AdvCertLit&Num - *Staff Governor*

George E. Orr, BA DipEd - *Chair, Establishment and Development Committee*

Sister Anne O'Shea, OBE BA MEd HDipEd DipRE - *Vice Chair of Board*

Gordon Topping, BA MSc MBA DipEd - *Chair, Audit Committee*

Assessor

C. Vivian McIver, BA DipEd

Clerk to the Board

Norman C.G. Halliday, AFA

MISSION STATEMENT

The purpose of the College is to promote excellence in its courses for those engaged in education and other related professions, through teaching, scholarship and research of the highest quality, to contribute positively through the work of its student teachers to the educational experience of school pupils and to help meet the professional needs of the community through a range of diversified programmes.

NOTABLE DEVELOPMENTS 1999-00

- Transfer of responsibility for funding and governance of the College to the Department of Higher and Further Education, Training and Employment (DHFETE). Teacher education intakes still controlled by the Department of Education (DE).
- First intake of full-time students to undergraduate degrees other than the B.Ed. – a significant event in the history of the College.
- Major expenditure on upgrading the College's ICT infrastructure and hardware – successful transfer from a Macintosh to a PC platform.
- College-wide ICT staff development initiative.
- Year 2000 compliance in relation to ICT systems successfully dealt with.
- Recruitment for September 2000 undergraduate intakes through UCAS system.
- Academic integration Agreement with QUB reviewed in line with Quality Assurance Agency Code of Practice on collaboration.
- Visit of the QUB Recognition Committee Panel – positive evaluation of College's infrastructure and resources.
- Positive published report by the Education and Training Inspectorate (ETI) on the College's partnership arrangements with schools.
- Continued recruitment of extremely high quality teacher education students, with significantly better points scores or degree classifications than those of entrants to similar institutions in England.
- Successful recruitment of good quality students to both part-time and full-time diversified undergraduate programmes.
- Significant expansion of recruitment to part-time Masters level programmes.
- College involvement in new North-South teacher education initiatives at both staff and student level.
- Continued consolidation of the College's Outreach Programme – all targets met.
- New roof put in place on the Refectory Building.

- One Hall of Residence double-glazed.
- Conversion of Central Building boilers from oil to natural gas.
- Major extension of main car-park completed.
- New state-of-the-art Open Access Computer Centre for students completed.
- Revised affirmative action programme for non-teaching staff in relation to fair employment put in place, along with a new welcoming statement.
- Revised Equality Code of Practice and associated complaints procedure launched; equality training update for all staff planned.
- Diversity Working Group established.
- Successful year for conference business.
- New training partnership with the police through the Certificate in Working with Schools initiative.
- Varied range of publications and conference papers produced by staff.
- Varied range of student activities and achievements.

A REVIEW OF THE YEAR BY THE PRINCIPAL

DEVOLUTION DAWNS

The most significant event of the year was undoubtedly the establishment of the NI Executive and the consequent reorganisation of the Northern Ireland Civil Service into ten departments, each headed by a Minister and a Permanent Secretary, whose work is to be the subject of advice and scrutiny by ten Committees of the NI Assembly. These dramatic changes in the political landscape have had significant implications for education in particular, given that the responsibilities of the former DENI have now been divided between three of the new Departments – Education (DE), Higher and Further Education, Training and Employment (DHFETE) and Culture, Arts and Leisure (DCAL), with the Education and Training Inspectorate (ETI) servicing all three.

From the Stranmillis University College perspective, the changes have been significant as, in common with some other bodies or organisations, the College finds itself having to interface with three departments in place of one, along with the three groups of MLAs who make up the relevant committees. Indeed, establishing good communication links with the appropriate individuals proved to be one of the significant challenges of the year. The Department of Higher and Further Education, Training and Employment (DHFETE) is now responsible for the funding and governance of the College, while the Department of Education (DE) continues to oversee teacher education policy and specifically intakes to the College, as far as our core business is concerned. Given the College's interest in Community Arts and its wish to enhance and improve access to its excellent theatre facilities, the relationship with the Department of Culture, Arts and Leisure (DCAL) is also important.

As far as funding is concerned, there will no doubt be more developments to come as DHFETE puts into place new arrangements for the further and higher education sectors. In the meantime, good relationships have been established with the Minister, Dr Sean Farren, who visited the College on four occasions during the course of the year and, amongst other things, demonstrated a willingness to take an active role in student events, as well as meeting governors and staff.

DIVERSIFICATION

The further developments resulting from the allocation of 200 additional, full-time places by Government for the period 1999-2002, signposted in the **Annual Report** for 1998-99, came to fruition during the year under review. Full-time intakes were recruited successfully for the BA (Early Childhood Studies) and the BSc (Health and Leisure Studies).

However, as was noted in last year's report, a further allocation is required in order to consolidate the process, and launch further undergraduate programmes, such as the BA (Heritage Studies with Management). Appropriate bids have been made to DHFETE for consideration within the Spending Review 2000 context. To what extent these will be successful remains to be seen, especially given the many competing demands upon the additional funding allocated to the Northern Ireland block by Chancellor of the Exchequer, Gordon Brown, in his July 2000 announcement.

UCAS MEMBERSHIP

During the course of the year the full benefits of UCAS membership became clearer and the staff of Academic Registry undertook the extensive training and preparation necessary to ensure that recruitment through UCAS for the first time for entry to the College's three first degree programmes in September 2000 worked effectively. Careers teachers and applicants have welcomed these changes and, at the time of writing, the omens are encouraging, as far as meeting recruitment targets with accuracy is concerned.

REVIEW OF AGREEMENT WITH QUB

As indicated previously, a review of the Agreement setting out the details of the relationship between Stranmillis University College, St. Mary's University College and Queen's University Belfast was scheduled to take place during the year. A Review Group, chaired by Pro-Vice-Chancellor Professor Bob Cormack, with Professor Leni Oglesby of Manchester Metropolitan University as its adviser, met on a number of occasions. Apart from updating, the Group saw as its main task, the development of a more detailed Agreement than the existing document, which would meet the requirements identified by the Quality Assurance Agency, through both its Continuation Audit of QUB in 1999 and its recently published Code of Practice on collaboration by HE institutions. The issue of clarifying opportunities for the University Colleges to supervise research students was also seen as important. At the time of writing, some tidying up remains to be completed in the light of legal advice and comments from the respective governing bodies of Stranmillis and St. Mary's, which hopefully will not be too lengthy a process.

During the year under review, the Vice-Chancellor, Professor George Bain, made a formal visit to Stranmillis to meet staff on 11 May 2000.

NEW TECHNOLOGY

In last year's **Annual Report**, I indicated that there was a degree of frustration amongst staff and students, resulting from the limited progress

which had been made, as a result of funding constraints, in implementing the College's plans to upgrade its ICT infrastructure, particularly the proposed move from Macintosh to PC platforms and the proposed significant increase in the number of machines dedicated to student open access. However, in the late autumn of 1999, the Department of Education, in its last major funding decision with regard to Stranmillis, before responsibility transferred to DHFETE, allocated £300,000 to assist with the resolution of this issue.

As a consequence, the College has been able to make rapid progress with its plans and with associated staff development during the intervening period. A high quality network is now in place connecting all College buildings, using a PC platform and Windows NT software. Over 200 new PCs have been rolled out and when added to the more recently purchased Macintosh stock, these have enabled over 200 open access places for teaching/student use to be made available (including a new open access centre in what was formerly a Reading Resources Centre in the Central Building, adjacent to the Library). All members of staff have a powerful PC with an Internet connection on their desks, while a number of laptops for off-site use have also been acquired. A staff development programme involving the use of mentors, paper-based and on-line training/support materials and online certification for both administrative and academic staff has been put in place. Use continues to be made of video conferencing links with two remote teaching sites at Armagh and Omagh, along with a laboratory classroom link with a local primary school. Mathematics staff are using online diagnostic testing with all teacher education students in order to assess and remediate basic competence in the subject. Facilities have been provided to enable all academic staff to use C and IT in their teaching and these facilities will be developed further to make computers, data projectors and Internet connections available in all teaching rooms. A number of subject areas, such as Computing and Information Technology, Business Studies, Mathematics, Science, Technology and Design, are being provided with dedicated teaching spaces which have continuous access to specialist ICT facilities. In overall terms a computer/student ratio of 8:1 has been achieved (against a background of expanding student numbers) and consideration is now being given to how the initial target of 5:1 can be reached. The College web-site has been developed, for example for interactive use by applicants for student places during the August 'recruiting season'.

It should also be noted that, in common with most other organisations in the public sector, the College easily met the challenge of Year 2000 compliance and, more recently, has installed a comprehensive package of new financial software (paid for from the Reserves), incorporating a sales ledger, which, amongst other things, will facilitate the collection of student tuition fees.

The College is an active partner with the other NI higher education institutions in the In-TENT (Infusing Teacher Education with New Technologies) Project, funded by TLTP and managed by the University of Ulster. Funding will be available from this project in the coming year to employ a Research Officer to assist with a systematic evaluation of the staff development process associated with the upgrading of ICT. Through In-TENT, the College is also involved in supporting the Dissolving Boundaries North-South ICT Project for schools. Five schools nominated by Stranmillis are participating and staff and students from the College are assisting their school colleagues in linking up with five schools in the ROI, utilising new technology sponsored by Dell Computers and Eircom, along with the respective Departments of Education. In May 2000 the College hosted an In-TENT sponsored lecture on Evaluating Educational Technology in Teaching and Learning by Professor Colin Harrison of the University of Nottingham.

However, in the world of ICT nothing stands still for long and the issue of enhanced electronic teaching and learning is rapidly becoming an urgent priority for the College. Negotiations have been completed with Queen's University to enable Stranmillis to become associated with the major 'Queen's Online' initiative and a bid has been made to DHFETE for additional funding to cover the costs of both this and the associated development of the College's own web-site. Funding is also being sought in the context of the Spending Review 2000 for further progressive upgrading of the College's ICT infrastructure.

PARTNERSHIPS WITH SCHOOLS

Towards the end of the year under review, the Education and Training Inspectorate published the report on its 1998-99 survey of the partnership arrangements with schools, put in place by the College. The report commented favourably on the very many aspects of good practice revealed by the sixty-two visits of the team of 12 inspectors to schools over the period from 1996-1999. The report concluded that the great majority of third year students included in the 1998-99 survey, 'already displayed a good level of teaching competence, and the steady development of their competence is due, to a considerable extent, to the improved quality of the partnership arrangements Stranmillis is developing with its partner schools. Improving the training partnerships clearly has the full support of the College principal, senior management, students and increasingly the support of the College staff and teachers in most partner schools. This promises well for developing further the College's partnership arrangements'.

More work of course remains to be done in the 2000-01 academic year to enhance further the current partnership arrangements and a successful bid to DE for financial support will enable some meaningful mentor development of teachers from the College's partner schools to take place.

PARTNERSHIP WITH OTHER BODIES

The College has continued to develop collaborative links with external bodies, for example the Pushkin Prizes Trust, to which Dr Hamish Fyfe was seconded in the Hilary term, to produce an evaluation of the Trust's activities: **Much Matter, Few Words** (June 2000). Stranmillis also continued to work collaboratively with external partners through its representation on the Northern Ireland Teacher Education Committee (NITEC), the Committee for Early Professional Development (CEPD) and the Advisory Committee for the Professional Qualification for Headship (NI). It also made an input into the delivery of the PQH (NI) through the partial secondment of Gail Eason of the Educational Studies Department to the team of trainers.

INTAKES TO THE COLLEGE 1999-2000

A further increase by the Department of Education in the BEd primary quota from 127 to 150 created no difficulty in terms of high quality recruitment. The BEd secondary quota was increased from 40 to 45 and this proved to be a steeper hill to climb. (*For a full analysis see the appendix on Performance Indicators, pp 90-91*). Altogether, 152 BEd primary and 34 BEd secondary students were recruited. Recruitment to Technology and Design, as far as the secondary quota was concerned, showed some improvement (an intake of 8 compared with 3 in 1998). The difficulty in relation to the BEd secondary course lay more with Religious Studies (a drop from 12 to 7). The overall intake to the BEd was 187, as opposed to 158 in the previous year.

As far as the gender issue was concerned, 29 male BEd students were recruited, of whom 23 were intending primary teachers. The most popular subjects in terms of numbers of applicants were English and Geography, while the academic quality of all BEd recruits remained at a consistently high level. The majority had 3 A Levels or better, although the number offering alternative qualifications such as HND/HNC, GNVQ or Access/ Foundation Certificates, continued to show an increase.

The average A-level points score for the BEd primary was 23, while the BEd secondary average was somewhat lower at a still very respectable 17. The Teacher Training Agency in England, in developing its Performance Profiles of Teacher Education courses, has particularly focused upon the percentage of entrants who have a points score of 20 or better. The figure for the BEd primary at Stranmillis in 1999 was 90%, which compared very favourably with the highest performing institutions in England – Homerton College, Cambridge, with 67% and the University of Warwick with 61%. Comparisons with England in relation to the BEd secondary degree are now more difficult because most of the secondary provision in England is through the postgraduate route. However, there are still some undergraduate courses available for

comparison purposes in Design and Technology. The highest scoring provider was Loughborough University, with 27% of entrants having a points score of 20 or better, followed by Goldsmith's College, London, with 11%. The equivalent Stranmillis figure was 14%.

No BEd candidate was admitted with an interview rating of less than C, with the majority having scored A or B. Whilst the majority of entrants still came from grammar schools, there was a significant increase in the number coming from non-grammar secondary schools, whilst the intake from the FE sector showed some reduction. Mature students represented approximately 5% of the BEd intake.

The only postgraduate initial teacher education programme available at the College in 1999-2000 was the PGCE course for intending educational psychologists. All 15 places were filled with entrants who possessed an upper second class or better honours psychology first degree. However, during the course of the year approval was finally secured from the Department to launch in September 2000 a PGCE (Early Years), for those who wish to specialise in teaching the age range 3-8. This approval was for a three year period in the first instance and incorporated an allocation of 15 places, while an additional 5 places were approved for the PGCE (Educational Psychology).

The major change in relation to intakes in September 1999 was of course the recruitment, for the very first time in the history of Stranmillis, of students on a full-time basis to non-teacher education first degree programmes – the BA (Early Childhood Studies) and the BSc (Health and Leisure Studies). This recruitment was undertaken late in the previous academic year, because only by then had the allocation of places been confirmed by the Department of Education. Despite this, of the 67 places available, 63 were filled with good quality candidates (the average A-level points score for the BA (ECS) was 15, while the score for the BSc (HLS) was 18). The majority of entrants to both degree programmes secured places on the basis of non-traditional qualifications. In the case of the BA (ECS), there were no male entrants, but half of the BSc (HLS) intake was male. Some 40% of the intake to the two degrees came from the further education sector and accelerated entry to Year 2 in 2000, on the basis of appropriate HND qualifications, will consolidate this even further.

Recruitment to the part-time BA (ECS) has continued, albeit at a reduced level, with the withdrawal of the course at the QUB Armagh campus. Nineteen students were recruited to undertake the degree on the Stranmillis campus, while 25 were recruited to the partnership version of the degree at Omagh College of Further Education. A further 13 students entered directly into Year 2 in Belfast and 3 in Omagh. These students held overall merits in HNC/D qualifications in relevant subjects. While no part-time students were recruited to the first year of the BSc (HLS) in

September 1999, articulation arrangements with the FE sector permitted 6 students to enter directly on to the second year of the part-time pathway.

The part-time MEd programme, which is planned, organised, marketed and delivered jointly with St. Mary's University College, recruited strongly, with 123 students enrolling to take modules taught at Stranmillis in Semester One and 131 students in Semester Two. The most popular pathways were Educational Management, Special Needs Education and Early Years Education. New arrangements with QUB may lead to some reduction in these figures after September 2001.

Some general observations about recruitment of students are perhaps appropriate:

- Interest in the BEd as a route into teaching continued at a high level. The number of applications which had dropped in 1998 appears to have stabilised. Whether this will be sustained into the future remains to be seen, particularly if no action is taken by Government to remove tuition fees from the final year of the course in order to restore parity with the PGCE route or to counter the attractions of the training salaries now being offered by English PGCE providers. These matters are being pursued by the College through various political routes.
- Males represented 18% of entrants to the BEd primary in 1999, a percentage which was very much in line with the national average.
- The academic standard of entrants to teacher education programmes at Stranmillis continued to be significantly higher than at any English institution.
- The new full-time versions of the BA (ECS) and the BSc (HLS) both had healthy intakes. This successful outcome and the diverse educational backgrounds of the entrants underlined the College's commitment to widen access and to provide undergraduate degrees which cater for identified niche markets of a vocational nature.
- The improvement in Technology and Design recruitment perhaps owed something to the various initiatives taken by the College in the last two years to promote the subject. These initiatives were described in some detail in the **Annual Report** for 1998-99. A committee, representative of the three higher education providers, schools, CASS, CCEA, CCMS and other interested educational partners, has continued to be active and has recently secured some funding from the DE to enable a full investigation into the local recruitment problem to be undertaken in the current academic year.

NORTH-SOUTH/EAST-WEST CO-OPERATION IN TEACHER EDUCATION

In the wake of the Belfast Agreement, a major initiative to develop enhanced co-operation between the various professionals involved in initial and in-service teacher education in both parts of the island was launched at a conference in the Hilton Hotel, Belfast, 18-20 May 2000.

The conference was addressed by the then Minister for Education in Northern Ireland, George Howarth MP and the planning and delivery of the programme actively involved Stranmillis staff members, some of whom also attended as delegates. Current teacher education systems were explored, a declaration of future co-operation was agreed and various follow-up initiatives are now in train.

The College was also represented at a major joint UCET/HMI conference in Edinburgh in December 1999, which took as its theme, 'Improving Schools : The Contribution of Teacher Education and Training' and reviewed recent developments in England, Scotland, Wales and Northern Ireland. A national UCET/HMI conference will be hosted by the Northern Ireland UCET Standing Committee during the current academic year.

OUTREACH

The College continued to be very actively involved in the SOCRATES-ERASMUS student mobility programme in 1999-2000. Some 47 students from partner institutions in Austria, Denmark, Finland, France, Germany, Hungary, Spain and Sweden spent the equivalent of one semester at Stranmillis, while 37 Stranmillis students were hosted in the same range of countries, along with the Netherlands and Portugal.

College staff continued to be involved in a number of COMENIUS projects, quality assurance visits to partner institutions and in guest teaching at the Universities of Leon in Spain and Trollhattan-Uddevalla in Sweden.

The Wider Horizons Project, directed by Maurice Blease, now in its twelfth consecutive year, enabled a group of students from Stranmillis, St. Mary's University College, St. Patrick's College, Drumcondra, and the Church of Ireland College at Rathmines to participate in urban enrichment and recreational activities in Lowell, Massachusetts.

The support of the Central Bureau for Educational Exchanges and its ROI counterpart, Leargas, enabled an ambitious school experience placement programme to be implemented in April, in co-operation with St. Mary's University College, Trinity College, Dublin, the Froebel College, Dublin, St. Mary's College, Marino, Dublin, St. Patrick's College, Drumcondra, the Church of Ireland College, Rathmines and Mary Immaculate College, Limerick. Ten Stranmillis students were placed for two weeks in primary schools in the Dublin area, while the College hosted ten ROI students on placement in a number of NI primary schools.

THE CAMPUS AND ITS BUILDINGS

During 1998-99 several significant projects were completed, whilst the major economic appraisal of the possible options to improve the accommodation for Art and Design, Physical Education and Technology and Design was undertaken by the Valuation and Lands Agency, on behalf of the College, for submission to DHFETE. A new roof on the Refectory Building was completed and the windows in Devenish West Hall of Residence were replaced with double-glazed units. Another important energy-efficient measure was the conversion of the central heating boilers in the basement of the Central Building to run on natural gas rather than oil – a timely step, given the rising world prices of the latter. The car park extension on the site of the former Temporary Building was completed over the summer period, along with some internal redecoration in the Main and Central Buildings, where new internal signs had already been put in place. Finally, the former Lecture Theatre 4 in the Central Building, adjacent to the Library, was refurbished to create an additional, state-of-the-art, open access computer centre for student use.

EQUALITY ISSUES

The annual report of the College's Equal Opportunities Officer, Mr John Kelly, drew attention to the continuing progress in this important area. The Affirmative Action programme for non-teaching staff was revised during the year, following consultation with the Equality Commission and the recognised trade unions. A similar consultation process resulted in the revision and simplification of the College's Equality Code of Practice in relation to employment matters and of its complaints procedure to deal with equality issues. These documents will provide the basis for staff training during the current academic year.

A total of 18 exit interviews were conducted with staff who left the College's employment and the monitoring of selection and recruitment revealed further movement towards the fair employment targets for non-teaching staff which were re-affirmed in 1999. Some 198 applications were received for vacant teaching and non-teaching posts in the College (62 from males (31%) and 136 from females (69%)). These can be broken down as follows:

	<u>Male</u>	<u>Female</u>
Protestant	30 (48%)	73 (54%)
Roman Catholic	32 (52%)	63 (46%)

The figures showed an increase in the number of applications from the Roman Catholic community as compared with 1998, which is in line with the requirements of the Affirmative Action Programme.

Twenty-eight appointments were made as follows:

	<u>Protestant</u>	<u>Roman Catholic</u>
Male	4 (14%)	4 (14%)
Female	12 (43%)	8 (29%)

The overall religious composition of the workforce, as at 31 December 1999 is:

<u>Protestant</u>	<u>Roman Catholic</u>
143 (75%)	48 (25%)

This breaks down as follows:

	<u>Protestant</u>	<u>Roman Catholic</u>
Academic Staff	77 %	23 %
Administrative/Technical Staff	79 %	21 %
Weekly-paid Staff	69 %	31 %

The percentages of Roman Catholics within the Administrative/Technical and Weekly-paid categories have increased from 1998 and the figures should be set against the targets agreed with the Equality Commission:

Administrative/Technical	27% Roman Catholics
Weekly-paid Staff	32% Roman Catholics

There have of course been major developments in the whole area of Equality in the last two years, with the passage of the Northern Ireland Act (1998) and the setting up of the new Equality Commission. Indeed, the revision of the College's documentation in relation to employment matters reflects those developments. It is likely that the College, in common with other Northern Ireland higher education institutions, will be required to introduce an Equality Scheme in the near future. In the meantime, however, the Board of Governors has taken two important

steps in anticipation. It has approved the establishment of a Diversity Working Group, chaired by Barbara Erwin, to develop institutional diversity objectives and it has adopted a revised welcoming statement for all job advertisements:

Stranmillis University College welcomes applications from all suitably qualified individuals, irrespective of religious belief, political opinion, gender, disability, race, age, marital status, sexual orientation, or whether or not they have dependants.

CONFERENCES

The College continues to expand and develop its conference business, attracting external clients from both the public and private sectors, who will in future benefit from the enhanced car-parking facilities now available on the campus. A total of £99,995 of additional income was generated for the College from the hiring of accommodation, as well as significant additional catering/residence income. Regular clients such as the Open University and the Regional Training Unit have been successfully retained. Five events perhaps deserve special mention. In October the Minister for Agriculture and the Environment, Lord Dubbs, visited the College to declare open the Council for Education in World Citizenship Model UN Commission on Human Rights, attended by a large number of sixth form pupils from both sides of the border. In November, the College not only facilitated but was one of the sponsors of a major conference entitled 'All Our Futures', which provided Professor Ken Robinson of the University of Warwick with an opportunity to introduce a representative Northern Ireland audience to the Report of the National Advisory Committee on Creative and Cultural Education, which he had chaired. The conference itself was chaired by Sir George Quigley. In May the College facilitated a major North-South invitational conference which was addressed by the United States Secretary of State for Education, Mr Richard Reilly, the Republic of Ireland Minister for Education, Dr Michael Woods and the two Northern Ireland Education Ministers, Dr Sean Farren and Mr Martin McGuinness. The conference was also attended by the three Permanent Secretaries - Mr John Dennehy (ROI), Mr Alan Shannon (DHFETE) and Mr Nigel Hamilton (DE). The conference was organised by JIGSA and chaired by Professor Desmond Rea. One of the biggest and most demanding conference events was the annual conference of the Methodist Church in Ireland in June. Finally, large numbers of young children thoroughly enjoyed the performances of 'Peter and the Wolf' in the College Theatre on 23rd and 24th May, the result of the College's association for the first time with the West Belfast Classical Music Bursary Awards.

STAFF RESEARCH, PUBLICATIONS AND ACHIEVEMENTS

As in previous years, during 1999-2000 staff undertook a variety of research projects and contributed to publications of various kinds. A full list is set out below:

Beale, G.M. (2000). 'Fever hospitals in Counties Armagh and Down: 1817-39'. **Ulster Medical Journal**, 69(1), pp. 44-53.

Carville, S. & Mitchell, D.R. (2000). ' "It's a bit like Startrek", The Effectiveness of Video Conferencing'. **Innovations in Education and Training International**, 37 (1).

Caul, L., Eason, G. and McWilliams, S. (1999). 'Impact of Coaching'. **The Effects of the Selective System of Secondary Education in Northern Ireland**. Sel7.1, Volume 2, pp. 1-19, Department of Education, Northern Ireland.

Caul, L., McWilliams, A.E and Shevlin M. (2000). 'Creating a Positive Environment in the Secondary School: a European Perspective'. 25th **Annual Conference of ESAI**, Maynooth, Ireland.

Caul, L., Eason, G. and McWilliams, S. (2000). 'Coaching for the Transfer Procedure: Perspectives and Procedures'. **BERA Annual Conference**, Cardiff.

Caul, L. & McWilliams, A. E. (1999). 'Managing Violent Behaviour in the Secondary School: a European Perspective'. **A Report for DG22, European Commission, Violence in Schools Project**, Brussels.

Ferguson, J.B. (1999). 'Reading Resource: Liam O'Flaherty's Two Dogs'. **The Primary English Magazine**, (Sept) Vol.5, No.1, pp. 29-32.

Ferguson, J.B. (1999). 'What happens when we read?' **National Year of Reading**, (Oct).

Ferguson, J.B. (1999). 'Reading Resource: Liam O'Flaherty's His First Flight'. **The Primary English Magazine**, (Nov) Vol.5, No. 2, pp. 25-27.

Ferguson, J.B. (2000). 'The Voices of Children, William Blake's Songs of Innocence and of Experience'. **The Use of English**, (summer), pp. 15-26.

Kearns, H. (1999). 'Academic Accreditation of Professional Development in Schools'. **Headlines** (Bulletin of the National Association of Head Teachers), (Nov).

Patterson, G. (2000). 'Creative Writing and the English Curriculum'. Conference paper at the **Creative Writing Conference**, Sheffield Hallam University, 15th April 2000, published by the University.

Richardson, N. (1999). 'Curriculum Examples of Inclusiveness – A Case Study of Education for Mutual Understanding and Cultural Heritage'. **School Improvement in the UK**, London, The British Council.

Richardson, N. & Bell, A. (2000). '**Who's Who in Education for Diversity?**', Belfast. The FOCUS Group.

Richardson, N. (ed./author) (at press). '**Transforming Conflict: the Role of Education**'. European Network for Conflict Resolution in Education (ENCORE), Belfast.

Richardson, N. (at press). 'Religion, Pluralism and Education'. Gardner, J. & Leitch, R. (eds), **Twenty-Twenty Vision**, [publisher not known as yet].

Gallagher, A.M. & Richardson, N. (eds./authors) (in preparation). **Making Sense of Education for Mutual Understanding**.

STAFF DEVELOPMENT

A series of staff development seminars were held on topics ranging from ICT in schools to the issues surrounding the development of a College research policy. As has already been noted, a major ICT staff development programme was put in place to support the move from Macintosh to PC platforms. Staff were briefed on further developments in relation to the review of the Northern Ireland Curriculum by Ms. Carmel Gallagher, Development Manager 4-14 with the CCEA. Efforts continued to consolidate the research culture in the College through a further series of lunchtime events, at which individual staff members presented papers on their on-going personal research. Considerable attention was focused during the year on encouraging both academic and academic-related staff to apply for membership of the new Institute for Learning and Teaching (ILT), utilising the 'fast-track' route for established staff in higher education. It was decided to offer colleagues, at least for the time being, the option of payment by the College of the annual subscription fee as well as the initial application fee, in line with practice in Queen's University. A number of staff undertaking higher degrees or additional qualifications, as in previous years, were given financial assistance in relation to the payment of fees. Finally, the College continued to have the valuable support of the Queen's University Centre for the Enhancement of Learning and Teaching (CELT) in relation to the activities of the Quality Assurance Agency (QAA) generally and, specifically, in terms of preparation for the QAA Subject Review of

Education which will impact on the College's BA (ECS) and M-level work in the autumn of 2001.

CONTINUATION AUDIT

The Quality Assurance Agency published its Quality Audit Report on the Continuation Audit of the University in January 2000. Paragraphs 48 and 49 referred specifically to the new academic relationship between the University and Stranmillis and St Mary's University Colleges. The Report was a positive document in terms of its overall conclusions. It did offer some constructively critical comments on some aspects of the negotiations leading to the new relationship and on some aspects of the new arrangements themselves. These are reproduced below:

The processes which the University followed with the two Colleges, leading towards their re-designation, appeared to have been largely based on the historical perspective of their close working relationships, where a more formal evaluation of the quality assurance arrangements and other attributes of the Colleges might, however, have been appropriate. (Para. 48)

The University's initial approach to integrating the University Colleges into its own quality assurance processes has been to treat them as the equivalent of schools within the Faculty of Legal, Social and Educational Sciences. The rationale for this is apparent as long as the programmes of study offered by the colleges are confined to the field of teacher education, and at the primary degree level. The University Colleges have plans for other programmes of study, however, which may relate to academic fields or more advanced study currently undertaken in other schools. Where such plans relate to academic fields in other schools, and particularly in schools in other faculties (other than in educational studies at the primary degree level), the approach adopted by the University to interrelating the University Colleges with its policies and processes of quality assurance appeared to be incomplete. (Para. 49)

The issues raised in Paragraph 49 have since been dealt with by the University and a formal visitation by representatives of the University's Recognition Committee to evaluate the College's attributes, resources and future plans, for example in relation to the encouragement of research, took place in June 2000. A report will be issued in the current academic year. Early indications suggest that its conclusions will be positive.

FARMINGTON FELLOWSHIP

During the second school term of the year under review, the College was delighted to be able to host Sarah Cotter of King's Park Primary School, Newtownabbey, as a Farmington Fellow, sponsored by the Farmington Institute of Christian Studies, based at Harris Manchester College, Oxford. As the Religious Studies co-ordinator in her school, Sarah was interested in researching the role played by the clergy in the delivery of Religious Education in a selected group of schools in the North-Eastern Education and Library Board area. She was particularly keen to identify what training, if any, they had received to enable them to operate effectively in schools. She presented a preliminary report on her findings at an invitational seminar in the College on 25 February, which was attended by Martin Rogers, the director of the Farmington Institute.

CERTIFICATE IN WORKING WITH SCHOOLS

One of the most interesting developments during the year was the launch of a new training partnership with the Royal Ulster Constabulary. Through this scheme, all juvenile liaison officers in the RUC will take a training module to develop the skills required to work in classrooms. The module will be delivered by College staff. This has an optional assessment dimension which will enable those who wish to do so to convert the work undertaken into an accredited Queen's University Certificate in Working with Schools. Discussions are on-going with regard to possible training support which the College could offer to the new Police Service of Northern Ireland.

STUDENT LIFE AND ACHIEVEMENTS

Student achievements included raising a sum of £2539.82 for local and national charitable organisations, such as the Macmillan Cancer Fund and the BBC 'Children in Need' appeal and the staging of the annual College pantomime, 'Cinderella' in early December 1999. Music staff and students were responsible for the excellent choral input to the College's annual Carol Service, as well as promoting, through the Music Society, the regular series of lunchtime recitals, one of which was given by the UTV Choir of the Year, from Loreto Convent Primary School, Omagh. The annual exhibition of work by Art and Design students was staged as usual in June. 'Scholars', the student club, offered its customary range of social events.

The Students' Representative Council, under the leadership of Fiona Nicol, continued to represent student views on a range of issues and organised the annual joint trip with St. Mary's University College Students' Union to study multi-ethnic education in the London borough of Newham over the Easter period. Nicky Blair was elected to serve as President during 2000-01.

A number of ambitious new initiatives were undertaken during the year. For example, in November 1999, a 'Big World Week' was staged, in association with the College's EMU Co-ordinator, Norman Richardson, the NI Community Relations Council and City Beat. The objectives of the variety of events, which included drama, Irish and Scottish dancing, a folk music evening and a lunchtime multi-faith fair, were to raise awareness of religious and cultural diversity, to promote tolerance of such diversity and to make students aware that 'diversity' is a wider issue than that represented by the Protestant/Catholic religious divide in Northern Ireland.

The Students' Union was also active in developing a series of joint exchange activities with fellow students in St. Patrick's College, Drumcondra. North-South co-operation was further extended when the College hosted 'Debate 2000', the annual debating competition for Irish teacher education students, on 19 January. Representatives from most of the ITE providers, north and south, participated and the Minister for Higher and Further Education, Dr. Sean Farren, kindly acted as Chair of the panel of adjudicators. The competition was won by the team from St. Mary's College, Marino, Dublin and the event received considerable media coverage.

'Radio Five', the student radio station, based in Stranmillis House and originally founded in the 1970s, was relaunched by a team led by Keith Wysner on 8 May 2000. This was made possible through sponsorship provided by City Beat and the various teachers' unions. The official launch was again attended by the Minister, Dr. Farren.

Things were fairly quiet on the student sporting front, with no club tours undertaken during the year. However, Louise Burns of the Ladies Hockey Club was selected for the Northern Ireland squad which participated in the British Universities Sports Association (BUSA) hockey tournament.

Hall fees were set at £1850 per year for undergraduate students. Altogether 230 Stranmillis students and 58 Queen's University students were in residence, along with 33 students from other institutions, including those from ERASMUS partners.

STRATEGIC DEVELOPMENT PLAN/OPERATIONAL PLAN 1998-2001

Progress achieved in reaching the College's strategic objectives, as set out in these documents, was reviewed at the end of Year Two of the current three year cycle at the June meeting of the Board of Governors, following presentations by senior managers. *Progress in relation to the implementation of the current Operational Plan is fully described on pages 21 to 87.*

SANDRA JENNINGS

It is a fortunately rare event that a serving member of staff dies in service. However, this was the case with the Principal's Secretary, Sandra Jennings, who died on 9 April 2000. Sandra had been a loyal and trusted employee of the College since 1975 and will be greatly missed by her former colleagues, as well as her husband, George, and children, Laura and Adam.

STAFF RETIREMENTS AND RESIGNATIONS

During the year the College lost a number of long-serving staff through retirement or, in one case, through appointment to another institution. Alex McClay (English) retired on health grounds at Christmas, Martin Fitzpatrick (Head of Mathematics) retired on health grounds at the end of the academic year, Robert Brown (Head of Religious Studies) retired after 28 years service, Margaret Reynolds (Education) resigned to take up an appointment as Head of Education and Curriculum Studies at St. Mary's University College and Breid McIlkenny (English) resigned after a year's leave of absence in order to take up a new life in Canada.

STAFF APPOINTMENTS

The following academic appointments were made during the course of the year:

- | | |
|--------------------------|--|
| • Mr. Samuel Hardy | Head of Art and Design |
| • Mr. Tom Vance | Head of Religious Studies |
| • Mrs. Irene Bell | Acting Head of Mathematics |
| • Mrs. Rachel Campbell | Physical Education |
| • Mr. Colm Donaghy | English |
| • Mrs. Jill Dunn | Education |
| • Dr. Patricia Eaton | Mathematics |
| • Mr. Martin Hagan | Education |
| • Mr. Frank Kelly | Health Promotion / Sports and Leisure |
| • Miss Pamela Moffett * | Mathematics |
| • Mrs. Jayne Moore * | Music |
| • Mr. James Nelson | Religious Studies |
| • Mrs. Maureen Thatcher | Education |
| • Mrs. Heather Kinnear * | Research Officer –Project Evaluation In-TENT |
| • Mrs. Louise Quinn | Research Officer – Early Years Studies |
| • | |

* denotes a one-year post.

THE YEAR AHEAD

The academic year ahead will undoubtedly pose a number of significant challenges. The agenda established by the Report of the Bett Committee has yet to be tackled, largely because of lack of Government support, the review of student funding in NI may produce some interesting consequences and the outcome for higher education of the Spending Review 2000 will be crucial, as will the introduction by DHFETE of any new funding methodology for Stranmillis. The revision of the Agreement with QUB has to be finalised and the submission to DHFETE of the economic appraisal of the College's building requirements for practical subjects will undoubtedly provoke a debate about the College's future mission and role. Preparations for the Subject Review of the College's M-level and BA (Early Childhood Studies) programmes by the Quality Assurance Agency (QAA) in the autumn of 2001 will require a considerable investment of time (and paper). The NI Education and Training Inspectorate plans to investigate the initial teacher education provision in Northern Ireland in relation to literacy, numeracy, classroom management and ICT. Finally, some attention needs to be given by the Board of Governors to management restructuring in the context of diversification and to advancing the College's ICT and research agendas. In conclusion, I would once again wish to record my personal thanks to the Chair, Vice-Chair and members of the Board of Governors for their help and support throughout a very busy year. The willingness of the members of the Establishment and Development Committee to serve on the significant number of appointment panels deserves special mention.

RICHARD McMINN
OCTOBER 2000

PRIZES AWARDED TO GRADUATING STUDENTS

AWARD	NAME
The Gail Addison Memorial Prize (SBW Secondary)	Heather E McLaren Judith L McLaren
The Allied Dunbar Prize (History)	Jane McGinley
The Association of Teachers' and Lecturers' Prize (Education Studies)	Karen F M Glover
The Aurora SX3 Award (CIT)	Rachel A J Spence
The Centerprise International Trophy (Geography)	James H Harris
The W. & G. Baird Limited Prize (Mathematics)	Gillian M Hessin
The Susan Curry Award (RS)	Karen F M Glover
The Dunn Cup (T & D)	David J Totten
The English Cup	Lorraine Blackadder
The Mahon Prize (top Primary course student) – man	James H Harris
The Mahon Prize (top Primary course student)- woman	Jane McGinley
The Northern Bank Prize (Art and Design)	Lyn S M Johnston
The Science Prize	Sarah A M McFarlane
The Robert Simpson Award (Music)	Kathryn E M McCreery Christine A Morrison
The Society of Teachers in Business Education Cup (Business Studies)	Valerie L L Oliver
The Stranmillis College Association Prize (School Based Work Primary)	Catriona R Lynn
The Vere Foster Medal (top Secondary course student)	David J Totten
The Maeve Ann Winters Award for Early Childhood Education	Angela McFerran

STRANMILLIS UNIVERSITY COLLEGE

STRATEGIC DEVELOPMENT PLAN 1998-2001

OPERATIONAL PLAN

ACADEMIC AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

Academic Standards

- 1.1 To initiate pathway reviews in all degree programmes at three yearly intervals.
- 1.2 To develop procedures for five-yearly reviews of complete degree programmes.
- 1.3 To identify and consider the Quality Assurance Agency's requirements in relation to course documentation, module and degree templates and benchmarking of degrees.
- 1.4 To refine further College policy with regards to the Northern Ireland Credit Accumulation and Transfer Scheme (NICATS), particularly in relation to the accreditation of

ACADEMIC AFFAIRS

OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
1.1 ✓	1998-99	Take to Academic Management Committee and set up a framework for analysis.	Director (Academic Affairs), Academic Standards Committee.	By outline plan formulated by Academic Council.
1.2 Awaiting detailed guidance from QUB.	1998-99	Discuss with Academic Management Committee and agree. Develop framework and systems.	Director (Academic Affairs), Academic Standards Committee.	Development of an outline framework.
1.3 Ongoing. ✓	1998-99	Develop a broad framework for review of teaching.	Director (Academic Affairs), Academic Standards Committee.	The acceptance of the framework.
1.4 ✓ ✗	2000-01	Continue to develop articulation with FE and HE institutions. Plan for implementation of NICATS.	Director (Academic Affairs), Director (External Affairs).	Have a number of articulation agreements in place. Bring College programmes within NICATS template.

ACADEMIC AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

- 1.5 To consider critically module evaluation by students and to develop appropriate new procedures for such evaluations.
- 1.6 To develop a simplified procedure for dealing with external examiners' reports, within the context of annual pathway reviews.
- 1.7 To prepare for the continuation audit of the University in 1999 and the teaching quality assessment audit of teacher education courses which is due to take place by 2000-01.

Research

- 1.8 To consider critically the College's current Research Policy in the light of the national requirements and bring recommendations for any changes to Academic Board.

ACADEMIC AFFAIRS

	OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
1.5	✓	1998-99	Continue to develop alongside QUB model questionnaires for Students. Explore use of IT for collating questionnaires.	Director (Academic Affairs), Academic Standards Committee.	Have a model questionnaire in place. Use of IT explored.
1.6	✓	1998-99	Continue to modify the processing of reports and continue to develop system.	Director (Academic Affairs), Principal, Academic Standards Committee, Academic Board Business Group.	Have a developing system in place.
1.7	✓ Ongoing.	1998-99/ 2000-01	Discuss the process of academic audit with colleagues and collect and retain significant literature and papers.	Director (Academic Affairs), Principal.	Assess relevant date and collate academic materials.
1.8	Ongoing targets being established.	2000-01	Audit the research output of academic staff.	Director (Academic Affairs).	Publish the results in College and make any policy recommendations to the Board.

ACADEMIC AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

- 1.9 To promote the development of a research ethos in the College.

- 1.10 To put in place steps to develop a priority approach to research on the part of staff.

- 1.11 To continue to develop the College's particular research role in Early Years Education.

Outreach

- 1.12 To continue to refine the College's approach to ERASMUS-SOCRATES, for example through the application of the European Credit Transfer Scheme (ECTS) to College courses.

ACADEMIC AFFAIRS

	OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
1.9	Ongoing. ✓	2000-01	Organise a series of research seminars for staff.	Director (Academic Affairs).	Have 3 research seminars in each academic year.
1.10	✓	2000-01	Encourage and facilitate publication of papers and the presentation of papers at conferences.	Director (Academic Affairs).	Audit publications and conference papers.
1.11	Ongoing. ✓	2000-01	Facilitate research in ECS particularly EPPNI work in NI.	Director (Academic Affairs), Principal Lecturer (Early Years Education).	Audit and evaluate Early Years research.
1.12	✓	1999-00	Encourage 20% of year II students to spend 3 months at a European partner institution. Apply ECTS to courses.	Director (Academic Affairs), Mrs. L. Siberry (ERASMUS Co-ordinator).	ECTS applied.

ACADEMIC AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

- 1.13 To achieve the current, corporate strategic objective of providing student mobility places for up to 20% of the student population.
- 1.14 To continue to provide teaching mobility places for up to 10% of the total staff numbers.
- 1.15 To continue College participation in the COMENIUS Programme.
- 1.16 To develop international links with other universities in the fields of Values Education and Education for Mutual Understanding.

ACADEMIC AFFAIRS

OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
1.13 ✓	1999-00	Continue to develop an effective network with a number of European Universities.	Director (Academic Affairs), Mrs. L. Siberry (ERASMUS Co-ordinator).	Have a network in place providing for 40 outward mobilities each year.
1.14 Ongoing. ✓	1999-00	Continue to manage a vital network of European Universities who have 'good' teacher education.	Director (Academic Affairs), Mrs. L. Siberry (ERASMUS Co-ordinator).	Audit teaching staff mobility annually.
1.15 Ongoing.	1999-00	Consider the Comenius Chapter in Action II Socrates II and plan new approaches to in-service education.	Director (Academic Affairs), Mrs. S. McWilliams (COMENIUS Co-ordinator).	Audit participation in Comenius Programme.
1.16	2000-01	Develop international links with European Universities interested in Values Education and EMU.	Director (Academic Affairs).	Confirm the existence of a vital network in this field.

ACADEMIC AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

- 1.17 To initiate co-operation in initial teacher education through the Netherlands/Belfast (NoBel) project.

- 1.18 To continue international research and curriculum development in relation to safety in schools through the Managing Violent Behaviour in Secondary Schools (MVBISS) project.

- 1.19 To develop on-going placement links for College students in the Republic of Ireland.

- 1.20 To consider providing world-wide opportunities for school placement, particularly in the United States.

ACADEMIC AFFAIRS

OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
1.17	2000-01	Develop full participation in NOBEL through further co-operation with NE Netherlands institutions.	Director (Academic Affairs), Mrs. S. McWilliams (COMENIUS Co-ordinator), Dr. C. Dunbar.	Audit level of work undertaken in the NOBEL programme.
1.18 ✓	1998-99	Complete the MVBISS Programme and publish outcomes.	Director (Academic Affairs).	Publication of a monograph on 'Safety in Schools'.
1.19 ✓	2000-01	Investigate possibilities of mobility with teacher education institutions in Ireland and with Central Bureau.	Director (Academic Affairs), Mrs. L. Siberry (ERASMUS Co-ordinator).	Audit level of interest in N/S exchange and link with Central Bureau activities.
1.20 ✓	2000-01	Investigate the potential of student mobility to the United States especially for school-based work.	Director (Academic Affairs), Mrs. S. McWilliams (Partnerships Co-ord.).	Audit level of student interest in a possible scheme.

ACADEMIC AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

Education for Mutual Understanding

- 1.21 To continue to develop the EMU programme, in association with St. Mary's University College, in particular in relation to the preparation of students to undertake EMU activities in schools.
- 1.22 To consider alternative approaches to EMU, for example, the use of double identity workshops.
- 1.23 To develop further international linkage for the EMU programme.

Staff Development

- 1.24 To progress staff training in Information and Communications Technology, in order to bring all relevant College staff up to the mandatory level of certification.

ACADEMIC AFFAIRS

	OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
1.21	Ongoing	2000-01	To consider future development of the College EMU programme particularly in relation to preparation for teaching.	Director (Student Affairs), Mr. N. Richardson (EMU Co-ordinator).	Evaluate change in EMU provision in College.
1.22		2000-01	To consider individual developments in EMU.	Mr. N. Richardson (EMU Co-ordinator).	Evaluate change in individual programmes in EMU.
1.23	✓	2000-01	To investigate the potential of Socrates II for the further development of EMU.	Director (Academic Affairs).	Audit the development of EMU within European partnerships.
1.24	Ongoing. ✓	1999-00	Develop a training plan for ICT with the Staff Development Committee, in the light of certification requirements.	Director (Academic Affairs).	Assess implementation of the action plan via skills audit.

ACADEMIC AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

- 1.25 To participate with other local higher education institutions in the Infusing Teacher Education with New Technologies (In-TENT) programme of evaluation of ICT developments, funded by the Higher Education Funding Council for England (HEFCE).
- 1.26 To provide individual tuition, short courses and seminars on the use of ICT in teaching and in the support of student learning.
- 1.27 To disseminate good practice in the field of EMU.
- 1.28 To continue to develop Literacy and Numeracy as major aspects of the Bachelor of Education degree and to disseminate good practice in relation to those areas to all teaching staff.

ACADEMIC AFFAIRS

	OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
1.25	Ongoing.	1999-00	To continue to work co-operatively with the IN-TENT project.	Director (Academic Affairs) and interested staff.	Have a system of evaluation of ICT developments in place.
1.26	✓	1999-00	To develop and encourage ICT Services as an academic-related unit.	Director (Academic Affairs).	To evaluate ICT Services and ICT provision across College.
1.27		2000-01	To discuss with the EMU co-ordinator an action plan for EMU and EMU related activities, in relation to good practice.	Director (Student Affairs), Mr. N. Richardson (EMU Co-ordinator).	To evaluate EMU and its methodology in College courses and programmes.
1.28		2000-01	To promote the high status of literacy and numeracy in all College BEd programmes.	Director (Academic Affairs), Mrs. I. Bell (Head of Mathematics), Dr. G. Patterson (Head of English).	To evaluate literacy and numeracy across College programmes.

ACADEMIC AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

- 1.29 To provide conceptual support for staff considering the planning of diversified programmes.

- 1.30 To support staff in the further development of M-level work.

- 1.31 To disseminate good practice, such as individual learning and open/distance learning, throughout the staff.

- 1.32 To provide an induction programme for new teaching staff and to ensure that all staff are prepared and supported in their role in school-based work.

ACADEMIC AFFAIRS

	OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
1.29	Ongoing.	2000-01	To provide staff development opportunities for staff considering diversified work.	Director (Academic Affairs), Director (External Affairs).	Audit take-up of staff development in diversified areas.
1.30	Ongoing.	2000-01	To encourage and support staff development in the M level programme.	Director (Academic Affairs), Mr. H. Kearns, Principal Lecturer (Prof. Dev.).	Evaluate developments in M level work.
1.31	✓	2000-01	To facilitate staff development in experimental approaches within teaching and learning.	Director (Academic Affairs).	Evaluate and consider changed approaches to teaching and learning.
1.32	✓	2000-01	To organise and support a staff development and induction programme.	Director (Academic Affairs), Director (ITE), Co-ordinator (Partnerships).	Evaluate staff development and induction programme.

ACADEMIC AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

- 1.33 To continue to harmonise all aspects of staffing in the College, its academic programmes, committee structures and procedures, with those of the Queen's University of Belfast.

Library and Learning Support Services

Library

- 1.34 To continue the implementation of the Talis library management system, in particular the Web OPAC and Interlibrary loans modules.
- 1.35 To continue the introduction of additional electronic resources of information (BIDS, FirstSearch etc.) and to integrate these with existing provision.
- 1.36 To integrate the former Language and Literacy centre within the Library and to provide access to its resources through the addition of its stock to the Talis database.

ACADEMIC AFFAIRS

	OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
1.33	Ongoing.	2000-01	To continue to liaise with CELT(QUB) and to re-evaluate QA within the College.	Director (Academic Affairs, Principal.	Evaluate the QA structures and systems on an annual basis.
1.34	✓	1999-00	Continue installation of TALIS, OPAC and further develop inter-library loans.	Mr. W. McCann, Librarian.	Evaluate Library service. Investigate consumers' views on the service.
1.35	Ongoing.	1999-00	To continue to develop electronic provision in the Library.	Mr. W. McCann, Librarian.	Evaluate the management of Library resources.
1.36	✓	1999-00	To move the Language and Literacy Centre to the Library.	Mr. W. McCann, Librarian.	Completion of the project.

ACADEMIC AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

- 1.37 To take the opportunity provided by the additional floor space made available to the Library to rearrange stock and services.
- 1.38 To provide stock and services to meet the demands of new and revised courses and the expectations of students undertaking these courses.
- 1.39 To continue to seek ways of making the resources and services of the Library available to external users as a means of income generation.
- 1.40 To enable the continuing development of staff competence in all areas of Library provision.

ACADEMIC AFFAIRS

OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
1.37 ✓	1999-00	To reconstruct the Library space. Develop a new use of space in the Library.	Mr. W. McCann, Librarian.	Complete a reorganisation of Library stock and services.
1.38 Ongoing.	2000-01	To continue to match student demand for resources.	Mr. W. McCann, Librarian.	Evaluate student need especially in diversified programmes. Satisfaction of that need.
1.39	2000-01	Publicise the facilities available in the Library.	Mr. W. McCann, Librarian, Director (External Affairs)	Gauge increased usage.
1.40 Ongoing.	2000-01	Provide staff development for Library staff.	Mr. W. McCann, Librarian.	Audit level of up-take of staff development opportunities.

ACADEMIC AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

Learning Support Services

- 1.41 To bring forward plans for the refurbishment of the Workshop and Print Room to meet future demands.

- 1.42 To continue the development of print and other services, such as publications, to meet the needs of the College.

- 1.43 To provide services to meet the demands of new and revised courses and the expectations of students undertaking these courses.

- 1.44 To extend the range of retail services offered to meet the needs of users and as a method of income generation in a largely self-financing environment.

ACADEMIC AFFAIRS

OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
1.41	2000-01	To consider the cost of up-dating LSS facilities and prepare a plan.	Director (Academic Affairs), Mr. W. McCann, Librarian, Mrs. C. Wagner, Manager LSS.	Set plan against budgetary constraints and hopefully complete refurbishment.
1.42	2000-01	To consider and evaluate the cost of improving LSS printing facilities and to develop the work of the Stranmillis Press.	Director (Academic Affairs), Mr. W. McCann, Librarian, Mrs. C. Wagner, Manager LSS.	Evaluate service.
1.43	2000-01	To consider an expanded LSS for students.	Director (Academic Affairs), Mr. W. McCann, Librarian, Mrs. C. Wagner, Manager LSS.	Evaluate up-take of expanded services.
1.44	2000-01	To move towards the goal of a self-financing LSS unit.	Mrs. C. Wagner, Manager LSS, Mr. W. McCann, Librarian.	Evaluate progress in this direction.

ACADEMIC AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

1.45 To enable the continuing development of staff competence in all areas of Learning Support Services provision.

Computer Services

1.46 To establish successfully an autonomous and effective range of computer services across the College, under the direction of the Computer Services Manager, taking account of the planned shift from a Macintosh-based network to a PC-based one.

1.47 To expand open access ICT provision for students, on the minimum basis of one platform for every five students.

1.48 To enable teacher education students to reach the necessary level of ICT skills, in line with developments in schools.

ACADEMIC AFFAIRS

OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
1.45	2000-01	To provide staff development for staff in LSS.	Mr. W. McCann, Librarian, Mrs. C. Wagner, Manager LSS.	Audit the up-take of staff development opportunities.
1.46 ✓	1998-99	To establish an ICT Services Unit including the appointment of a Director/Manager.	Director (Academic Affairs).	Evaluate ICT Services across the College and put Unit in place.
1.47 Ongoing.	1998-99	To provide 200 networked work stations.	Mr. C. Reid, Manager ICT Services.	The provision of 200 work stations.
1.48	2000-01	To provide an infrastructure to enable students to acquire relevant ICT skills.	Mr. C. Reid, Manager ICT Services, Mr. R. Sinnamon, Head of CIT.	Audit skill level of students. Ensure that they are adequately prepared for Project 2000.

CORPORATE AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

- 2.1 To introduce enhanced systems for the collection and control of debtor accounts, following the introduction of fees for full-time students and the expansion of part-time diversified course provision.
- 2.2 To develop the concept of course costing for all teaching programmes.
- 2.3 To review the membership and terms of reference of the Audit Committee.
- 2.4 To progress the concept of 'incorporation', within the constraints of DENI policy.

CORPORATE AFFAIRS

	OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
2.1	✓	1998-00	Installation of computer software.	Director (C.A.)	System running.
2.2	New chart of accounts.	1999-01	Revision of costing system.	Director (C.A.)	Revised system in place.
2.3	✓	1998-99	Establish new membership with revised Terms of Reference.	Clerk to Governors.	Effected November 1998.
2.4	Issue raised progress awaited.	1998-99	Progress issue with Dept. of HFETE.	Director (C.A.)	New status and governance.

CORPORATE AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

- 2.5 To develop the IT network, including the upgrading and extension of cabling to all parts of the campus and to ensure that all computer systems are 2000 compliant.
- 2.6 To manage the necessary transition from Macintosh to PC-based IT platforms.
- 2.7 To develop an Estates Strategy, incorporating a Long Term Maintenance Plan.
- 2.8 To maximise the use of accommodation on the campus through the further development of the conference business, for example by investigating the possibility of obtaining a licence for the sale of alcoholic beverages.

CORPORATE AFFAIRS

	OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
2.5	✓	1998-99	As described.	Manager ICT Services, Director (C.A.)	All work on New Years Day 2000! Expanded system in place.
2.6	✓	1998-99	As described.	Manager ICT Services.	PC-based system in place.
2.7	Ongoing.	1998-01	As described.	Estates Manager.	Plan in place.
2.8	Ongoing.	1998-01	As described.	Director (C.A.) Dep. Director (C.A.)	Growth in conference revenue.

CORPORATE AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

- 2.9 To revise the Halls Handbook.

- 2.10 To produce a Staff Development Policy for non-teaching staff.

- 2.11 To continue to improve Health and Safety provision, including the College Health and Safety Policy and related procedures and systems.

- 2.12 To continue to implement an energy management programme.

CORPORATE AFFAIRS

	OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
2.9	✓	1999-00	As described.	Domestic Bursar, Warden.	Booklet introduced.
2.10	Work in progress.	1999-00	As described.	Director (C.A.), Dep. Director (C.A.)	Policy introduced.
2.11	Ongoing.	1998-01	As described.	Estates Manager.	Evaluation of improved provision. Revised policy in place.
2.12	Ongoing.	1998-01	As described.	Estates Manager.	Reduction in energy consumptions.

CORPORATE AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

- 2.13 To provide additional car-parking spaces, following the demolition of the Temporary Building, having regard to environmental issues.
- 2.14 To improve internal signage in the Central Building.
- 2.15 To improve the amenities associated with the College theatre (when College finances permit).
- 2.16 To progress the enhancement of the physical facilities for the teaching of Art, Physical Education, Technology and Design.

CORPORATE AFFAIRS

	OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
2.13	Ongoing - Tender Report Received.	1998-99	As described.	Director (C.A.), Estates Manager.	Car park opened.
2.14	✓	1998-99	As described.	Estates Manager.	Signs erected.
2.15	Economic appraisal in preparation.	1998-01	As described.	Director (C.A.) HOS (DAE).	Bid to the Lottery Fund.
2.16	✓	1998-01	As described.	Director (C.A.)	Investment appraisal produced.

CORPORATE AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

- 2.17 To continue to improve access to College buildings and movement within them for individuals with physical disabilities.
- 2.18 To lease Lagan Lodge, following refurbishment, for commercial use.
- 2.19 To consolidate Equal Opportunities training and Codes of Practice.
- 2.20 To revise the appraisal scheme for academic staff in consultation with the relevant trade union.

CORPORATE AFFAIRS

	OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
2.17	Ongoing.	1998-01	As described.	Estates Manager.	Further improvements in access.
2.18	Change of strategy.	1998-99	As described.	Director (C.A.), Estates Manager.	Property let.
2.19	Ongoing.	1998-01	As described.	Dep. Director (C.A.)	Training programme introduced.
2.20	✓	1998-99	As described.	Principal.	Scheme introduced.

CORPORATE AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

- 2.21 To revise the College's academic appointments procedures, following the implementation of the new relationship with the Queen's University of Belfast.

- 2.22 To continue to implement, as far as is practicable, the College's commitment to positive action to safeguard the environment.

CORPORATE AFFAIRS

OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED	
2.21	1998-99	As described.	Principal, Director (C.A.)	Scheme approved by Governors Nov. 1998, subject to legal checking.	
2.22	Continuous programme of shrub and tree planting.	1998-01	As described.	Estates Manager, Grounds Supt. Environment Comm.	Further conservation measures implemented.

EXTERNAL AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

Admissions

- 3.1 To review admissions criteria and procedures for entry into the College's courses of teacher education, in order to take account of Literacy, Numeracy and ICT.
- 3.2 To review interviewing procedures for teacher education courses, for example, the possible use of group activities.
- 3.3 To explore the case for entry into the UCAS admissions system in the light of diversification.
- 3.4 To continue with the application of APCL and APEL and to take account of the growth of GNVQ in line with University guidelines.

EXTERNAL AFFAIRS

OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
3.1 ✓	1998-99	Considered by Standing Committee on Selection. Decision taken not to build in any additional formal procedures.	Director (External Affairs), Standing Committee on Selection.	Quality of intake to BEd and PGCE.
3.2 ✓	1998-99	Considered by Standing Committee on Selection. In light of competition for places, decision to retain individual interviews.	Director (External Affairs), Standing Committee on Selection.	Quality of intake and absence of appeals on grounds of fairness/equity.
3.3 ✓	1998-99	Achieved. Entry in 2000 will proceed under UCAS system.	Director (External Affairs).	Successful implementation of new system. Extended market for diversified degrees.
3.4 ✓ See especially BA (ECS) BSc (HLS).	1998-01	Ongoing implementation of procedures, in line with those of the University. Affairs).	Director (External	Number of students who enter under APCL/APEL/GNVQ. Absence of appeals.

EXTERNAL AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

- 3.5 To build upon the existing involvement of principal teachers and ELB CASS officers in the selection of students for teacher education courses.

- 3.6 To seek additional PGCE numbers for a PGCE specialism in Early Years in order to provide a progression route for BA(ECS) students and other suitably qualified graduates.

- 3.7 To enhance recruitment to Technology and Design through a recovery programme involving collaboration with relevant partners.

- 3.8 To continue to attract more male applicants to teacher education courses, for example through a role modelling initiative in partnership with Industry Matters.

EXTERNAL AFFAIRS

	OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
3.5	✓ CASS officers not readily Available for Interview panel.	1998-01	Ongoing.	Director (External Affairs).	Extent of involvement of teachers and CASS officers.
3.6	✓	1998-01	Ongoing.	Principal, Director (External Affairs) and SMT.	Approval of student cohort for PGCE (Nursery Education)
3.7	Ongoing	1998-01	Ongoing. Establishment of Consultative Committee. Increased publicity.	Principal, Director (External Affairs) and SMT.	Increase in, and greater stability of, student intakes in this area.
3.8	Ongoing Industry Matters undergoing reorganisation, therefore no progress on role modelling.	1998-01	Ongoing.	Principal, Director (External Affairs) and Industry Matters.	Increase in male applicants (DENI funding required).

EXTERNAL AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

Professional Development

- 3.9 To continue to build a coherent and autonomous Master's level programme with high academic and professional standards, related to the needs of teachers.

- 3.10 To liaise with ELBs and the Induction Co-ordination and Liaison Committees in line with NITEC advice.

- 3.11 To co-operate with the Graduate School of Education in the development of award-bearing courses in relation to the induction and early professional development phases of teacher education.

- 3.12 To develop arrangements for the accreditation of teacher tutors in schools within partnership arrangements.

EXTERNAL AFFAIRS

OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
3.9 ✓	1998-01	Ongoing, including development of MSc in identified professional areas.	Director (External Affairs) and Mr. H. Kearns, Principal Lecturer (Prof. Dev.).	Coherent programme, stable numbers, satisfied students, significant income generation
3.10 Ongoing in light of new Committee Structure.	1998-01	Awaiting NITEC advice e.g. on restructuring of committees.	Director (External Affairs) And Mr. H. Kearns, Principal Lecturer (Prof. Dev.).	Extent of consultation and liaison between College and ELBs.
3.11 Ongoing.	1998-99	Ongoing. Regulations are now in place and preparation under way to set up structure to facilitate staff in accrediting EPD focused activities for Cert. E.P.D. or towards M level.	Director (External Affairs) and Mr. H. Kearns, Principal Lecturer (Prof. Dev.).	Students entering M level programme through the initial accreditation of EPD and bridging assignments. Number of Cert. E.P.D. awards.
3.12 Ongoing.	1999-00	Amended QUB regulations for M level programme will facilitate development of scheme which will allow for accreditation of professional activity.	Director (External Affairs) and Mr. H. Kearns, Principal Lecturer (Prof. Dev.).	Uptake of opportunities by teacher-tutors in relevant M level programme.

EXTERNAL AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

3.13 To assist with the training of serving teachers in relation to ICT and the Professional Qualification for Headship (PQH).

Diversification

3.14 To continue to seek full-time numbers for the BA (Early Childhood Studies) and the B.Sc. (Health and Leisure Studies) degrees.

3.15 To further develop undergraduate degree programmes in Heritage Management, Performance Studies and Education Studies and to seek full-time numbers for these from the DENI.

3.16 To build upon existing links with QUB in relation to involvement in the Faculty of Humanities undergraduate pathway in Theatre Studies.

EXTERNAL AFFAIRS

	OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
3.13	Ongoing Limited staff participation in PQH(NI).	1998-01	Bids have been made; awaiting outcome of tendering process.	Director (External Affairs), Principal and SMT.	Involvement of College staff in delivery of PQH (NI) and ICT training.
3.14	✓ Achieved.	1998-00	Bids have been made; awaiting outcome of process.	Director (External Affairs), Principal and SMT.	2 diversified programmes operating on a full time basis.
3.15	Ongoing.	2000-01	Course development is ongoing. Awaiting outcome of bid (for Heritage Management only – other two programmes unlikely to be allocated places).	Director (External Affairs), Principal and SMT.	3 additional full-time programmes in these areas.
3.16	Now looks unlikely because of expansion within QUB and its partnership with BIFHE.	2000-01	Ongoing. Preparation to teach level 3 of the degree : 2000-2001.	Director (External Affairs), Principal, SMT, Head of English, Head of Drama.	Participation in teaching : 2000-2001.

EXTERNAL AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

- 3.17 To facilitate the Course Directors and Course Team in the further development of the MA (Arts in the Community).

- 3.18 To continue to develop links with local Institutes of Further and Higher Education in order to provide progression routes for their students, for example through articulation with College undergraduate programmes.

- 3.19 To explore the possibility of a postgraduate programme in the area of Peace and Reconciliation Studies with St. Mary's University College, Belfast and relevant external bodies.

- 3.20 To further develop non-degree programmes such as TESOL which are professionally recognised.

EXTERNAL AFFAIRS

	OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
3.17	Ongoing	1998-01	Ongoing.	Director (External Affairs) and Course Directors MA (Arts in the Community).	Consolidation of programme and healthy recruitment in 2000.
3.18	✓	1998-01	Ongoing - in relation to diversified programmes. Foundation degrees may provide an additional route.	Director (External Affairs), Principal and SMT.	Development of existing links in areas which provide articulation.
3.19	Exploration to date, has not produced a sufficient indication of interest and support. However, an M-level pathway in Religious Studies is in place.	1998-01	Ongoing.	Director (External Affairs), Mr. H. Kearns, Principal Lecturer (Prof. Dev.), Mr. N. Richardson, potential Joint Course Director.	Decision to offer new programme or develop M level pathway - perhaps MSc.
3.20		1998-01	Ongoing.	Director (External Affairs) and Mr. H. Kearns, Principal Lecturer Prof. Dev.).	New programmes - resources permitting and in response to demand.

EXTERNAL AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

3.21 To respond positively to requests for self-financing courses from other professions.

3.22 To explore the possibility of College involvement in the Learning Direct initiative.

Public Relations and Promotional Activity

3.23 To exploit opportunities to enhance the College's image following the introduction of 'University College' status and title.

3.24 To develop attractive, student-friendly promotional literature, including a revised Prospectus in the context of significant diversification.

EXTERNAL AFFAIRS

	OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
3.21	Ongoing e.g. Certificate in Working with Schools established and first cohort of students has completed the course There is an option for students to bridge to 60 CATS points at Level 1.	1998-01	Ongoing discussion with external bodies, e.g. RUC.	Director (External Affairs), Principal and SMT. and SMT.	Involvement in provision of consultancy and courses where approaches have been made – resources permitting.
3.22	Not relevant to HEIs at present	1998-00	Consultation to be undertaken with relevant individuals through DENI.	Director (External Affairs) and Principal.	Involvement of College in UFI/LD Initiative in appropriate areas.
3.23	✓	1998-99 and ongoing	Work under way re new corporate image/identity.	Director (External Affairs), Principal, SMT and external consultants.	New dynamic, positive image created. More professional and linking clearly with HE sector.
3.24	Ongoing.	1998-01	As 3.23 Marketing/advertising/ promotional literature produced, reflecting new status and role.	Director (External Affairs) and Dr. R. Cromie, Principal Lecturer Publicity).	Quality of materials, perception of clients/ public/other professionals

EXTERNAL AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

- 3.25 To network with the media so that opportunities are created for the promotion of a positive and changing public image of the College – not just as a centre of excellence in teacher education but as an HEI offering a range of undergraduate and postgraduate programmes.
- 3.26 To update the College Promotional Video and produce a College CD ROM.
- 3.27 To revise the College's internal communications strategy, for example through a new-look **Staff Bulletin**.

Examinations

- 3.28 To improve the efficiency of College examinations systems, in collaboration with the College Examinations Officer.

EXTERNAL AFFAIRS

	OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
3.25	Ongoing.	1998-01	Build relationships with relevant personnel in media. Grasp opportunities to promote new image.	Director (External Affairs), Principal and Principal Lecturer (Publicity).	Positive image created in newspapers, journals and other media.
3.26	Ongoing - start delayed. Sponsorship is an issue.	1999-00	To commence production in Sept. 1999.	Director (External Affairs), Principal Lecturer (Publicity) and others.	Completion of video and CD-Rom
3.27	✓	1998-99	Achieved.	Director (External Affairs).	New-look Staff Bulletin taking advantage of ICT facilities introduced.
3.28	Ongoing.	1999-00	Ongoing, refinements will be made in light of on-line system developments with QUB.	Director (External Affairs) and College Examinations Officer.	Efficient, effective procedures in place for examinations, with which students and staff are satisfied.

EXTERNAL AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

3.29 To ensure examination results form a key component of the computerised student records system.

Student Registration and Enrolment

3.30 To establish effective access to the QUB computerised student records system for the efficient on-line enrolment and registration of students and for the maintenance of comprehensive student records from admission to graduation and beyond.

3.31 To ensure relevant users are adequately trained to use the system.

3.32 To use the system to assist with the production of references and transcripts.

EXTERNAL AFFAIRS

OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
3.29 ✓	1999-00	Ongoing; liaison with QUB taking place as appropriate.	Director (External Affairs) and College Examinations Officer.	Efficient and effective system, responsive to user needs.
3.30 Ongoing.	1999-00	Strategy for implementation of a comprehensive system currently being developed.	Director (External Affairs) and Principal Lecturer (Student Records).	The existence of an efficient and effective student record system, which helps to streamline procedures.
3.31 Ongoing.	1999-00	Some training has taken place, more is required and will be planned over next two years.	Director (External Affairs) and Principal Lecturer (Student Records).	Confident and efficient users of the system.
3.32 Ongoing.	2000-01	Customisation of QUB software to meet College needs is required.	Director (External Affairs) and Principal Lecturer (Student Records) in consultation with Director (StudentAffairs).	Maximum use of the central student record data to provide references and transcripts.

INITIAL TEACHER EDUCATION

STRATEGIC OBJECTIVES UP TO 2001

- 4.1 To continue to develop enhanced partnerships with schools and colleges, including further improvement of communications systems, in order to promote a greater awareness in schools and colleges of the changes that have taken place in ITE, particularly in relation to the expectations of the DENI and the Northern Ireland Teacher Education Committee (NITEC) regarding enhanced teacher roles and responsibilities.
- 4.2 To eliminate variation in the quality of tutors' partnership involvement, through enhancing the standard of commitment to, and participation in, partnership activities.
- 4.3 To consolidate and further develop the formative (FPR) and summative (CEP) profiling of student teaching competences.
- 4.4 To update and revise B.Ed. and PGCE programmes to meet DENI accreditation requirements, placing suitable emphasis on ICT, Literacy and Numeracy, classroom management, Special Needs and other initiatives as they are introduced.

INITIAL TEACHER EDUCATION

	OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
4.1	✓ ✓	1998-00 and ongoing	Continue to update documentation, offer (unfunded) courses 1998-99, offer funded courses in subsequent years (dependent on NITEC/DENI). Develop individual partnerships (see 4.2).	Director (ITE) Partnerships Co-ord.	Quality of partnerships, as measured by staff and school evaluations and by DENI link team. Uptake on funded courses.
4.2	✓ ✓ ✗	1998-99 and ongoing	Staff development through briefings, documentation and individual guidance. Monitoring of tutors' involvement. Staff appraisal.	Director (ITE) Partnerships Co-ord.	Improved quality in overall standard of commitment and participation by tutors.
4.3	✓ ✗ * ✓	1998-99 and ongoing	Greater focus on FPRs within TS courses, clearer guidance on their use. Use of last day of 2nd term for focus on FPR, CEP (1999). Clearer directions for CEP completion.	Director (ITE) Partnerships Co-ord.	Successful use of both documents, particularly cumulative use of FPRs 1999-2000 CEPs.
4.4	PGCE revised. Monitoring undertaken.	1998-99 and ongoing	Continually monitor programmes in light of DENI and other initiatives. Revise PGCE for 1999/2000 intake.	Director (ITE) Course teams Working group (PGCE)	Successful accreditation by DENI.

* The use of a single day was attempted in 1998-99, but proved unsatisfactory. FPR/CEP activity is now more closely integrated with Teaching Studies sessions. In 2000-01 the split school-based work block for Years One and Two (Primary) will enable a scheme of 'half-way' FPR writing to be piloted.

INITIAL TEACHER EDUCATION

STRATEGIC OBJECTIVES UP TO 2001

- 4.5 To take account of the implications for teacher education courses of the planned revision of the Northern Ireland Curriculum in the year 2002.

- 4.6 To develop College policies on significant educational issues, including ICT, Child Protection, Literacy and Numeracy and Special Needs.

- 4.7 To continue to encourage students to be actively involved in, and accept responsibility for, their own learning and to promote the adaptation of teaching styles and modes of presentation to facilitate this.

- 4.8 To develop flexible timetables and degree programmes which increase average class size, create free time for diversified, in-service, partnership and research activities and contribute to the interchange of modules between B.Ed. and diversified courses.

INITIAL TEACHER EDUCATION

OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
4.5 Process begun e.g. staff briefing Seminar.	2000-01	Keep abreast of developments and modify programmes accordingly.	Director (ITE) Course teams	Accreditation by DENI. Internal quality assurance.
4.6 Ongoing.	1998-99 and ongoing	Draw up policies for approval by Academic Management Committee on recommendation of SMT.	Appropriate groups, committees, course teams reporting to Director (ITE).	Adoption of policies by Academic Board.
4.7 Some progress.	1998-01	Develop use of independent learning and project/dissertation work where appropriate. Develop use of ICT	Course teams through Director (ITE) and Teacher Educ. Comm.	By evidence of more independent learning and use of ICT and where appropriate reduction in contact teaching.
4.8 Some progress.	1998-99 and ongoing	Increase quantity of combined year group teaching in subjects, cross-module teaching (e.g. Year 4 Curric. Studies/Main Subject). Investigate interchange with diversified courses.	Course teams, guided by Director (ITE).	Reduction in teaching of small classes. Increased cross-year and cross-module teaching.

INITIAL TEACHER EDUCATION

STRATEGIC OBJECTIVES UP TO 2001

- 4.9 To develop a postgraduate Early Years course.

- 4.10 To audit B.Ed. module documentation, paying particular attention to the issue of competence development.

- 4.11 To attempt to resolve the recruitment problems of Technology and Design, as a B.Ed. main subject, for example through the development of accelerated programmes.

INITIAL TEACHER EDUCATION

	OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
4.9	✓	1999-00 assuming DENI approval	Develop course, once approved.	Course team.	Establishment of course.
4.10	Ongoing.	1998-99 and ongoing	Audit documentation, encouraging revision where necessary.	Director (Acad. Affairs), Director (ITE), Academic Management Committee, Course Teams.	Acceptable documentation in use.
4.11	Ongoing - some evidence of success.	1998-01	Involve all interested parties in attempts to solve problems. Investigate market demand for accelerated programmes.	Technology & Design Consultative Committee. Course Team.	Increase in numbers of applicants and entrants.

STUDENT AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

Monitoring Student Workload

- 5.1 To collate information, following consultation with student representatives from each of the four strands of the B.Ed. degree, and from the PGCE course, analyse the workload demands, negotiate timing where necessary and ensure a degree of equity amongst all groups of students with regard to workload and assignments.

Student Welfare / Counselling

- 5.2 To ensure all students have personally received information about the welfare support services available.
- 5.3 To review the effectiveness of all forms of support and counselling, including those available for students on diversified courses.
- 5.4 To develop an active, integrated College-wide approach to student welfare so that all students and staff are familiar with the systems.

STUDENT AFFAIRS

OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
5.1 Some progress.	1998-01 on an annual basis.	Workloads surveyed: learning hours to be made consistent across courses.	Director (Student Affairs), Course teams.	Increased student satisfaction through SCC feedback.NB. Student Forum now established and operational - an alternative feedback route.
5.2 ✓	1998-99	Ring folder prepared for all students.	Director (Student Affairs), Students' Representative Council, QUB Health Service.	100% dissemination
5.3 ✓	1998-99	SCCs to review the situation; extend services to diversified students. Collect evidence from survey.	Director (Student Affairs), Students' Representative Council, Principal's Committee on Student Services.	Increased awareness on the part of students of the services available.
5.4 Ongoing.	1999-00	Research and develop improved welfare systems. Year Four survey undertaken in March/April 2000.	Director (Student Affairs), Director (Acad. Affairs), Director (Corp. Affairs), Principal's Committee on Student Services.	Increased awareness by staff and students.

NB Establishment of student mentoring scheme in September 1999 – reviewed and revised for September 2000 (training for Year Two/Three mentors already provided by Caroline Wilson (NUS/USI)).

STUDENT AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

- 5.5 To facilitate the training of all key staff involved with welfare counselling.

- 5.6 To secure a more cost effective student health provision.

- 5.7 To develop a policy for the support of students with learning difficulties, taking account of external advice.

Student Discipline and Regulations

- 5.8 To revise the College Student Regulations booklet.

STUDENT AFFAIRS

OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
5.5	2000-01	Training programme established.	Director (Student Affairs) to arrange.	All relevant staff trained.
5.6	1999-00	Review and implementation of student health provision within the new QUB arrangements.	Director (Student Affairs), Director (Corp. Affairs), College Medical Officer.	Cost reduction for effective service. To be reviewed.
5.7	1999-00	Development of policy.	Director (Student Affairs), Principal's Committee on Student Services.	Production of policy.
5.8	1998-99	Development of Student Handbook/ ring binder.	Director (Student Affairs) to initiate.	Completion of handbook/ring binder.

STUDENT AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

- 5.9 To adapt the QUB Student Complaints Procedure as appropriate for Stranmillis College students.

- 5.10 To revise the existing agreement, issued to all students on admission, to take account of the Northern Ireland Higher Education Charter, when published.

Student Progress / Prizes

- 5.11 To review the mechanisms for monitoring student progress in the light of the computerisation of student records through the QUB Student Information Systems (SIS); to ensure key staff can access student records for progress review.

STUDENT AFFAIRS

	OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
5.9	✓ (May require further revision In light of QUB revision).	1998-99	Complaints procedure written.	Director (Student Affairs) previous Deputy Principal	Information inserted in student ring binder.
5.10	NI Higher Higher Education Charter has not appeared.	1998-01	Revision of existing agreement, taking account of the QUB Charter also, which is under development.	Director (Student Affairs).	Production of agreement.
5.11		1999-00	Review of student progress monitoring mechanisms. NB Access to QUB SIS has improved. Medical absences still paper-based - an increasing number are being recorded.	Director (Student Affairs) In consultation with Director (External Affairs).	Improved access to information for progress review.

STUDENT AFFAIRS

STRATEGIC OBJECTIVES UP TO 2001

College Joint Consultative Committees

- 5.12 To review the SCC mechanism to ensure that students on diversified courses and on professional development courses are covered, that students' views are considered in an appropriate forum, that a good exchange of information occurs between staff and students and that students and staff perceive that the system is facilitatory and productive.

Exit Interviews

- 5.13 To review the purposes of exit interviews to ensure that students appreciate their purpose, that colleagues are in agreement with the aims of the interviews and that information gathered as a result is used effectively.

Customer Satisfaction

- 5.14 To undertake appropriate surveys of former College students and of their employers in order to ascertain the employment position of the former and the views held by both groups of student programmes.

Diversity

- 5.15 To review existing EMU programmes for BEd students and to promote the development of the University College as a pluralist, shared space. (See also 1.21 and 1.22)

SRC

- 5.16 To review the constitutional link between the Board of Governors and SRC, to review the administrative and representative links between the College and SRC and to review the sources of funding of SRC.

STUDENT AFFAIRS

OBJECTIVES. ACHIEVED	TARGET YEAR	ACTION	WHO	HOW MEASURED
5.12 Ongoing again, in light of new developments at QUB.	1998-99	Undertaken review and expanded system, where required. Academic management Committee has approved a 'customised' Stranmillis version of the new SCC system.	Director (Student Affairs), ITE JCC, Diversified JCCs.	Survey and review completed 1998 and results implemented. Student Forum operational.
5.13 Bed exit interviews abandoned because of student Input into module and pathway review.	1998-01	Electronic portfolios developed for use by all students and discussed with relevant colleagues.	Director (Student Affairs).	Percentage of students producing electronic portfolios.
5.14 Ongoing.	1998-01	Surveys undertaken, following development of questionnaires (where required).	Director (Student Affairs).	Reports of surveys produced.
5.15	2000-01	Secure Governors' approval of terms of reference of a Diversity Working Group. Group to make recommendations to SPC and Governors in 2000-01.	Director (Student Affairs) and Group members.	Recommendations, including a Diversity Policy, approved by SPC and Governors.
5.16	2000-01	Establish SRC Review Group, with senior staff and student representation. Develop recommendations within the agreed terms of reference.	Principal, Director (Corporate Affairs), Director (Student Affairs).	Production of recommendations, leading to mplementation.

COURSE STATISTICS : 1999-00

COURSE	MEN	WOMEN	TOTAL
First Year B.Ed.	28	150	178
Second Year B.Ed.	23	125	148
Third Year B.Ed.	21	126	147
Fourth Year B.Ed.	20	110	130
Grad. Cert. (Psych.)	-	14	14
First Year BA (ECS) (FT)	-	32	32
First Year BA (ECS) (PT)	-	39	39
Second Year BA (ECS) (PT)	-	49	49
Third Year BA (ECS) (PT)	-	66	66
Fourth Year BA (ECS) (PT)	-	75	75
First Year BSc (H&LS) (FT)	13	12	25
Second Year BSc (H&LS) (PT)	5	8	13
MA (Arts in the Community) (PT)	3	7	10

M-LEVEL MODULES 1999-00

<i>Module title</i>	<i>No. of students</i>
Schooling and Disaffected Pupils	37
Social Context of Underachievement	7
Current Issues in Religious Education	5
Current Approaches to the Teaching of Values in Schools	6
Reading, Research and Development	20
Thinking Skills: Issues and Approaches	14
Classroom Research and the Development of Teaching	8
Research Methods (Dissertation)	8
Nursery Education Today	32
Managing for School Effectiveness	26
Pupils with Emotional and Behavioural Difficulties	30
Mathematics and Learning Difficulties	13
Improving Literacy : Teachers, Pupils and Language Competence	10
Review of the Curriculum	13
Subject Leadership in Post-Primary Education	7

SOME PERFORMANCE INDICATORS

	95/96	96/97	97/98	98/99	99/00	
1. INPUTS						
(a) Recurrent Funding	£4,021,102	£3,974,970	£3,747,500	£3,746,000	£3,791,000	
(b) Tuition Fee Income	£ 493,000	£ 487,980	£ 483,500	£ 606,863	£ 689,795	
(c) Capital Funding	£ 141,511	£ 659,605	£1,323,137	£ 355,400	£ 401,410	
2. ACTIVITIES						
(d) Number of Students						
	BEd	579	555	546	572	611
	PGCE	38	38	35	35	15
	Other Courses	135	204	205	145	205
	TOTAL	752	797	786	752	831
(e) Gender BEd						
	% Male	18.5	19.0	18	17	18
	% Female	81.5	81.0	82	83	82
(f) BEd Entry Points	20.5	21.8	22.3	22	21.7	
(g) PGCE Entry						
	2i and above (No)	29.0	23.0	30	35	15
	%	76.0	60.0	86	100	100
(h) Staff FTE	58	57	57	57	56	
(i) Staff Non Teaching FTE						
	Total	113	110	108	107	106
	Grant Aided	78	75	73	72	70

	95/96	96/97	97/98	98/99	99/00
3. OUTPUTS					
(j) Graduates					
BEd	159	152	122	136	127
BA(ECS)	-	-	-	-	55
PGCE	38	38	35	34	14
(k) BEd					
1	15	18	2	11	4
2i	92	96	80	96	88
2ii	50	34	14	24	34
3	2	4	1	3	1
Pass	0	0	0	3	0
(l) BA(ECS)					
1	-	-	-	-	1
2i	-	-	-	-	31
2ii	-	-	-	-	21
3	-	-	-	-	2
(m) PGCE					
Number	38	38	35	34	14
%	100	100	100	97	94

4. VALUE FOR MONEY

(n) Funding/Student					
<i>Teacher Education</i>	£7,316	£7,526	£7,282	£7,195	£7,158
<i>All courses</i>	£6,002	£5,599	£5,383	£5,788	£5,392
(o) Staff : Student Ratio					
<i>Teacher Education</i>	1 : 10.6	1 : 10.08	1 : 10.2	1 : 10.1	1 : 11.2
<i>All courses</i>	1 : 12.96	1 : 13.98	1 : 13.8	1 : 13.1	1 : 14.8
(p) Teaching Staff :					
<i>Non Teaching Staff Ratio</i>	1 : 1.34	1 : 1.31	1 : 1.28	1 : 1.26	1 : 1.25
(q) Energy Performance					
gig/100m2	111.97	114.85	105.12	111.8	111.6
kw/sq m					
(r) Utilisation of Teaching Space					
(%)	-	-	42	42	45
(s) Expenditure on pay					
% of total expenditure	67	66	67	69	66

FINANCIAL INFORMATION 1999-00

The extracts from the College's audited accounts for the 1999-00 financial year which follow indicate that it successfully operated within the block grant allocated to it by the Department of Higher and Further Education. A significant income, in part deriving from its various income-generating activities associated with the hire of premises and catering/residential services, accrued to the College. A full set of audited accounts is available, upon application, from the Director (Corporate Affairs) – Tel: 028 9038 4357.

INCOME AND EXPENDITURE ACCOUNT

For the Year Ended 31 July 2000

INCOME		2000	1999
		£	£
	NOTE		
Recurrent Grant	(2)	3,791,000	4,352,863
Tuition Fees		689,795	657,652
Research & Other Contracts	(3)	88,673	
Residences and Catering Operations	(4)	865,667	229,596
Other Operating Income	(5)	364,548	317,296
Grants Released		290,154	457,799
		<hr/>	<hr/>
		6,089,837	6,015,206
		<hr/>	<hr/>
EXPENDITURE			
Academic Departments	(6)	2,039,374	1,911,950
Academic Support Services	(7)	473,380	429,273
Administration and Central Services	(8)	733,439	621,735
General Education Expenditure	(9)	461,109	440,398
Premises	(10)	759,503	721,826
Residences and Catering Operations	(4)	1,106,007	990,051
Other Operating Expenditure		143,042	51,060
Depreciation		390,340	609,803
		<hr/>	<hr/>
		6,106,194	5,776,096
		<hr/>	<hr/>
Surplus/Loss for the year		(16,357)	239,110
Interest received		43,175	46,966
		<hr/>	<hr/>
Transfer to Reserves	(15)	26,818	286,076
		<hr/>	<hr/>
There were no other recognised gains or losses			

BALANCE SHEET**As at 31 July 2000**

	Note	2000	1999
		£	£
FIXED ASSETS	(10)	2,955,097	2,789,226
CURRENT ASSETS			
Debtors	(11)	96,304	32,438
Short Term Deposits		795,000	825,000
ECU Account		44,321	48,196
Cash at Bank and in hand		10,856	420
Trust Funds		2,029	2,029
		948,510	908,083
CREDITORS - amounts falling due within one year	(12)	(263,693)	(195,469)
Net Current Assets		684,817	712,614
TOTAL ASSETS LESS CURRENT LIABILITIES		3,639,914	3,501,840
Provision for liabilities and charges	(13)		
TOTAL ASSETS LESS LIABILITIES		3,639,914	3,501,840
DEFERRED INCOME	(14)	2,262,682	2,151,426
RESERVES	(15)	1,377,232	1,350,414
TOTAL FUNDS		3,639,914	3,501,840