



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

Selection Report

2005



Table of Contents

	PAGE
BEd Degree	2
BA Early Childhood Studies Degree	12
BSc Health and Leisure Studies Degree	14
PGCE	16
BA Early Childhood Studies Degree (Part-Time)	18
Disability	20
General Comments	21
Acknowledgements	23

Bachelor of Education Degree Course

General Analysis of the BEd Degree Course

Intake Quotas

The intake quotas for the BEd, as determined by the Department of Education, were 140 Primary places, a decrease of 10 on the 2004 figure, and 50 Post-primary places, consistent with the previous year.

Applicants

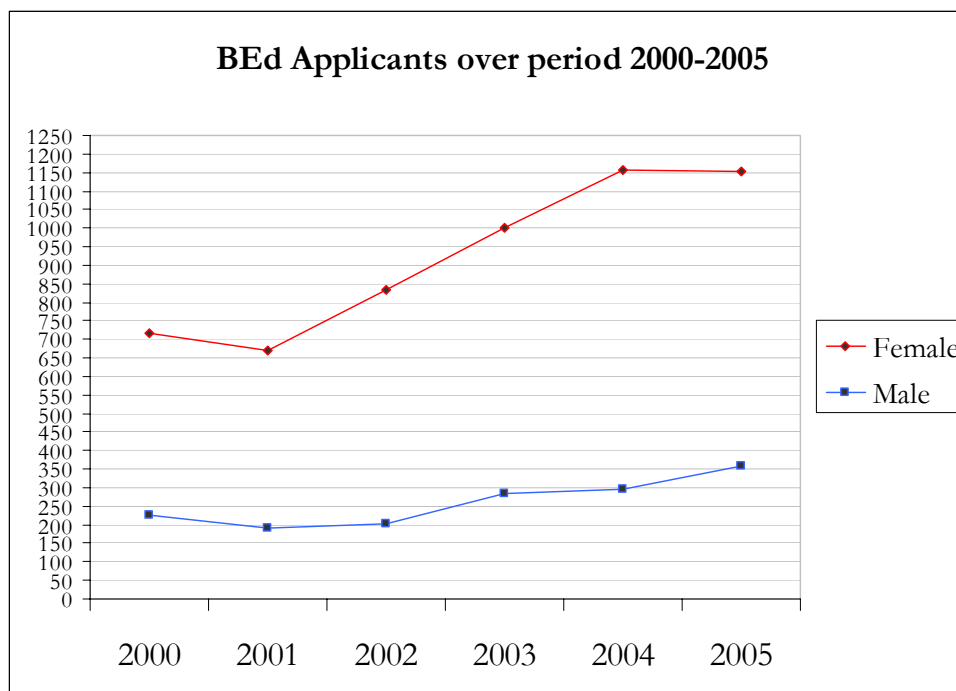
The number of applicants to the BEd was 1510, representing a small increase of 4% compared with the number of applicants in the 2004 cycle.

The purpose of Table 1 (a) is to provide evidence of the number of candidates applying to the University College compared with the previous year. Therefore, whether a person had submitted one application or a number of applications, as permitted by the UCAS system, he/she is only counted once. Because of the current interest in a possible undersupply of Post-primary teachers, Table 1 (a) also provides a breakdown of applicants by phase.

Table 1 (a) - Applicants

	2005			2004			% Change
	Pr.	Pp.	Total	Pr.	Pp.	Total	
Men	270	89	359	214	83	297	+21%
Women	938	213	1,151	943	215	1,158	-0.6%
	1,208	302	1,510	1,157	298	1,455	+4%

Figure 1



Entrants

The number of entrants overall is slightly down, reflecting the reduction in the intake quota for the Primary BEd. The number of entrants to the Primary BEd was 144. For the first time in many years, the Post-primary intake quota was met and 53 students were admitted. Experience has demonstrated that withdrawals are likely to reduce the numbers on both pathways to match the precise figure in the quota. It is significant to note that the increase in male applicants is not matched by a proportionate increase in male entrants. 23 males were admitted to the Primary BEd (an increase of 8) and 18 males were admitted to the Post-primary BEd pathway (an increase of 1).

Table 1 (b) - Entrants

	2005			2004			% Change
	Pr.	Pp.	Total	Pr.	Pp.	Total	
Men	23	18	41	15	17	32	+28%
Women	121	35	156	140	32	172	-9%
	144	53	197	155	49	204	-3%

Number of Applications and Entrants per Subject

Table 2 shows the number of applications (as opposed to applicants) and entrants per subject. A student may apply for up to 6 courses on his/her UCAS form. The majority of applicants to Stranmillis had applied, on average, for two courses. There is considerable variation in the number of applications for the various subjects in the BEd. Physical Education and English consistently attract large numbers whilst relatively small numbers apply for Mathematics and Music. For the Post-primary BEd, Technology and Design continues to pose difficulties with recruitment, although there has been some improvement in the number of entrants in recent years.

Table 2 Number of Applications and Entrants for each Subject Area

BEd Primary				
	Applications Change in brackets	Unsuccessful	Declined	Entrants
Art	116 (-26)	89	18	9
English	264 (+1)	195	43	26
Geography	198 (+20)	144	33	21
History	148 (+24)	109	24	15
Mathematics	91 (-12)	62	18	11
Music	99 (+27)	56	26	17
PE	275 (+41)	228	29	18
Religious Studies	208 (-22)	157	34	17
Science	129 (-17)	88	31	10
Total	1,528 (+36)	1,128	256	144
BEd Post-primary				
Business Studies	125 (-5)	86	22	17
Religious Studies	133 (+19)	85	25	23
Tech & Design	59 (-6)	31	15	13
Total	317 (+8)	202	62	53
Total Primary & Post-primary	1,845 (+44)	1,330	318	197

Academic Quality of Entrants

The academic quality of entrants remains at a very high level. The progressively higher grades achieved by entrants is evidenced by the fact that 99 entrants had achieved at least 3 A-Levels and 1 AS-Level compared with 94 in 2004 and 66 in 2003. Twenty-one students (15%) of the Primary intake achieved grade A in each of their 3+ A-levels.

The University College welcomes applicants who possess qualifications which are alternative to GCE A-level. The number of entrants in this category has reduced slightly from 18% in 2004 to 14% in 2005. Table 3 distinguishes between Primary and Post-primary entrants.

Table 3 Academic Quality of Entrants

	Men		Women		Total	
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.
4 A-Levels	1	0	4	0	5	0
3 A-Levels + 1 AS-Level	7	5	66	16	73	21
3 A-Levels	10	5	40	15	50	20
Alternatives	5	8	11	4	16	12
Total	23	18	121	35	144	53

Table 4 Breakdown of Alternatives

	Men		Women		Total	
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.
3 Vocational A-Levels	0	1	0	0	0	1
Vocational A-Levels + A Levels	1	5	5	1	6	6
HND + A Levels	0	0	1	0	1	0
HNC + A Levels	1	0	0	1	1	1
BTEC National Diploma + A Levels	0	1	0	1	0	2
Access/Foundation	3	0	4	1	7	1
Cache Diploma + A Level	0	0	1	0	1	0
Irish Leaving Cert	0	1	0	0	0	1
Total	5	8	11	4	16	12

UCAS Tariff Points Scores of Entrants

The UCAS tariff was introduced in the UK in September 2002. Its purpose was to provide a numerical system which gives value to a wide range of qualifications within the national frameworks and which allows comparison between them. It includes Irish Leaving Certificate, Scottish Highers and an increasing range of vocational qualifications. Key Skills (which are part of the tariff) have been included in the calculations for Stranmillis (final column).

The average tariff score for the BEd Primary is 350 (a small increase on the 2004 figure) whilst that of the Post-Primary BEd is 300, the same as last year. The high scores have been achieved because of the large number of students now studying at least one AS-level on top of the 3 A-levels.

Table 5 Tariff Points Scores of Entrants (A= 120, B = 100, C = 80, D = 60, E = 40
AS Levels: A = 60, B = 50, C = 40, D = 30, E = 20)

Subject	Average UCAS Tariff Points		Average Tariff Points including Key Skills
	2004	2005	2005
Primary			
Art	330	320	320
English	360	360	360
Geography	340	360	370
History	310	360	370
Mathematics	350	340	340
Music	340	340	340
Physical Education	300	320	320
Religious Studies	340	370	370
Science	350	340	350
Average Primary	340	350	350
Post-primary			
Business Studies	300	300	330
Religious Studies	310	310	310
Technology & Design	280	280	280
Average Post-primary	300	300	310

Interview Ratings of Entrants

The highest possible score on interview was 28 points (7 categories with a maximum of 4 points for each). In order to receive an offer, applicants must perform at a high level on interview and also demonstrate academic potential. Any applicant who achieved a score of 14 or less was declared unsuccessful. There is no compensation between academic performance and performance at interview. In other words a candidate with 3 Grade As at GCE A-Level would not secure an offer if the interview was not of a high standard.

Table 6 Interview Ratings of Entrants

Ratings	Men		Women		Total	
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.
25+	20	8	104	26	124	34
20-24	3	9	17	8	20	17
15-19	0	1	0	1	0	2
Total	23	18	121	35	144	53

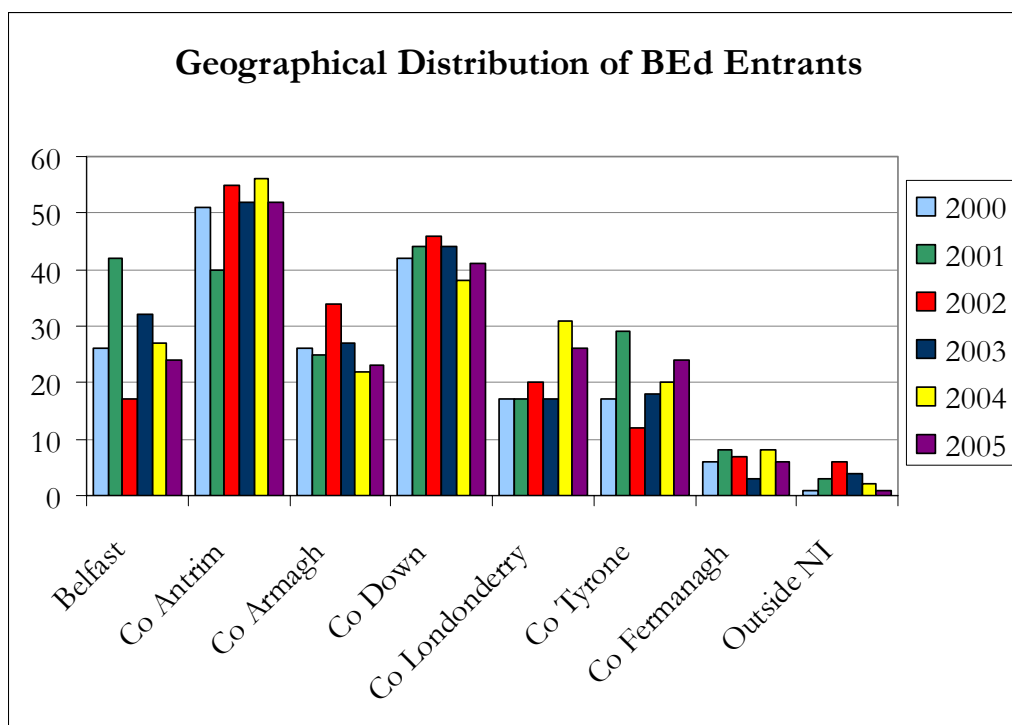
Geographical Distribution of Entrants

The geographical distribution of entrants (Table 7) remains fairly constant.

Table 7 Geographical Distribution of Entrants

	Men		Women		Total		Change
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.	
Belfast	2	1	18	3	20	4	-3
Co Antrim	7	7	27	11	34	18	-6
Co Armagh	0	2	13	8	13	10	+1
Co Down	4	2	31	4	35	6	+3
Co Fermanagh	1	0	4	1	5	1	-2
Co Londonderry	5	1	16	4	21	5	-5
Co Tyrone	4	4	12	4	16	8	+4
Republic of Ireland	0	1	0	0	0	1	0
England	0	0	0	0	0	0	-1
Total	23	18	121	35	144	53	

Figure 2



Types of Schools from Which Entrants Have Come

This measure remains fairly constant.

Table 8 Types of Schools from Which Entrants Have Come

	Men		Women		Total		Change
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.	
Grammar	15	9	95	25	110	34	-12
Non-Grammar	2	8	15	5	17	13	+6
Further/Higher Education	6	1	11	5	17	6	-1
Total	23	18	121	35	144	53	

Results of Applications from Mature Students

Mature students (defined as students 21 years of age and over) represent 9% of student intake to the BEd which is a slight improvement on an average of 7% in the 4 years prior to 2005.

Figure 3

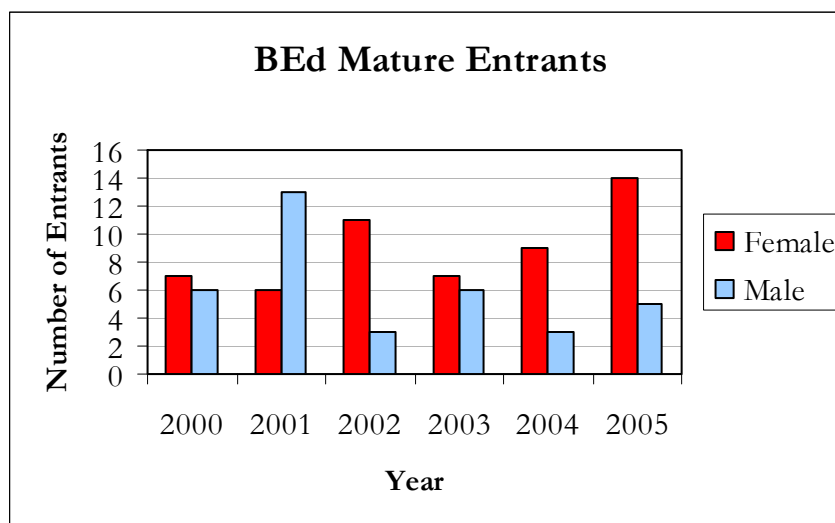


Table 9 Age Bands of Entrants

Age Band	Men		Women		Total	
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.
Under 21	18	18	112	30	130	48
21-24	1	0	5	3	6	3
25 and over	4	0	4	2	8	2
Total	23	18	121	35	144	53

Table 10 Educational Attainment of Successful Mature Students

	Men		Women		Total	
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.
A-Levels	1	0	3	2	4	2
HND + A Levels	0	0	1	0	1	0
HNC + A Levels	1	0	0	1	1	1
BTEC National Diploma + A Levels	0	0	0	1	0	1
Access/Foundation	3	0	4	1	7	1
Cache Diploma + A Level	0	0	1	0	1	0
Total	5	0	9	5	14	5

Male Applicants

Table 11 (a) and 11 (b) show the numbers of male applicants and entrants to the BEd in each of the past five years. Within the Primary BEd male applicants have consistently been less than 25% of all applicants. Male entrants are an even smaller proportion of total entrants. However, 17% is the best outcome in the past five years.

Within the Post-Primary BEd, males have represented a higher proportion of applicants and entrants in the period under review.

Male Applicants and Entrants to the BEd: 2001-2005**Table 11 (a)** Primary BEd

Year	Applicants	% of all applicants	Entrants	% of all entrants
2005	270	22%	23	16%
2004	214	18%	15	10%
2003	227	21%	26	17%
2002	160	17%	14	9%
2001	154	20%	25	15%

Table 11 (b) Post-Primary BEd

Year	Applicants	% of all applicants	Entrants	% of all entrants
2005	89	29%	18	34%
2004	83	28%	17	35%
2003	59	27%	19	46%
2002	51	29%	15	34%
2001	34	24%	12	30%

Key Skills

The uptake of Key Skills continues to be relatively small. This is in line with national trends.

Table 12 Entrants with Key Skills qualifications at Level 3

	Communication			Application of No.			IT		
	2005	2004	2003	2005	2004	2003	2005	2004	2003
Male	5	4	5	2	1	5	0	2	6
Female	23	36	37	2	4	11	9	12	20
Total	28	40	42	4	5	16	9	14	26

BA (Hons) Early Childhood Studies (Full-time)

The BA (ECS) continues to attract a large number of applications. As a result, market forces have resulted in the average grades at A-level rising to BBB/BBC – not far behind the BEd. The number of male applications was the highest ever (20), however only 2 males were admitted. A small number of students with high-quality third level qualifications were admitted directly into the second year of the degree. Almost half of the entrants came from the Further Education sector.

Table 13 Applicants to the BA (Hons) Early Childhood Studies Degree Course

	2005		2004		Change	
	Applicants	Entrants	Applicants	Entrants	Applicants	Entrants
Men	20	2	6	0	+14	+2
Women	555	50	511	50	+44	0
Total	575	52	517	50	+58	+2

Table 14 Number of Applications and Entrants

	Applications (change in brackets)	Unsuccessful	Declined	Entrants Main Scheme	Entrants Clearing	Total Entrants
Early Childhood Studies	584 (+67)	397	132	48	4	52

Table 15 Academic Attainment of Entrants

Entrants to Year 1	Entrants	Tariff points excluding Key Skills	Tariff points Including Key Skills
A-Levels	19	320	320
Vocational A Levels (combination)	10	300	310
BTEC Nat. Dip.	1	320	320
CACHE Diploma	4	390	390
Advanced CACHE Diploma	2	Not on tariff	Not on tariff
HND	3	“	“
Foundation/Access	2	“	“
Entrants to Year 2			
HND	8	“	“
Advanced Cache Diploma	3	“	“
Total	52		

Table 16 Types of Schools from Which Entrants Have Come

	Men	Women	Total
Grammar	0	18	18
Non-Grammar	0	9	9
Further Education	2	23	25
Total	2	50	52

Table 17 Age Bands of Entrants

Age Band	Men	Women	Total
Under 21	0	39	39
21-24	1	10	11
25 and over	1	1	2
Total	2	50	52

Table 18 Geographical Distribution of Entrants

	Men	Women	Total
Belfast	1	10	11
Co Antrim	0	13	13
Co Armagh	1	7	8
Co Down	0	12	12
Co Fermanagh	0	1	1
Co Londonderry	0	2	2
Co Tyrone	0	3	3
Republic of Ireland	0	2	2
Total	2	50	52

BSc (Hons) Health and Leisure Studies

This is the only programme in the University College in which the number of applicants was almost equally divided between men and women. The course is well established, but it is still necessary to attract a greater number of applicants. For a large number of applicants the BSc Health and Leisure Studies degree continues to be treated as a fall-back position (the first choice being UUJ, Sport, Exercise and Leisure degree). Of the 30 entrants, 3 were direct entrants into Year 2 of the degree. because of high quality HND qualifications. Like the BA Early Childhood Studies, a large proportion of entrants came from the FE sector.

Table 19 General Analysis of Applicants

	2005		2004		Change	
	Applicants	Entrants	Applicants	Entrants	Applicants	Entrants
Men	99	16	77	20	+22	-4
Women	96	14	88	21	+8	-7
Total	195	30	165	41	+30	-11

Table 20 Number of Applications and Entrants

	Applications (change in brackets)	Unsuccessful	Declined	Entrants Main Scheme	Entrants Clearing	Total Entrants
Health & Leisure Studies	195 (+30)	68	97	28	2	30

Table 21 Academic Attainment of Entrants

Entrants to Year 1	Entrants	Average UCAS Tariff Points	Average UCAS Tariff points including Key Skills
A-Levels	15	250	252
Vocational A Levels	6	265	265
BTEC National Diploma	2	300	300
BTEC National Certificate	1	240	260
HND	2	Not on tariff	Not on tariff
Foundation	1	“	“
Entrants to Year 2	Entrants		
HND	3	“	“
Total	30		

Table 22 Types of Schools from Which Entrants Have Come

	Men	Women	Total	Change
Grammar	8	4	12	-3
Non-Grammar	0	6	6	-3
Further Education	8	4	12	-5
Total	16	14	30	

Table 23 Age Bands of Entrants

Age Band	Men	Women	Total
Under 21	14	12	26
21-24	1	2	3
25 and over	1	0	1
Total	16	14	30

Table 24 Geographical Distribution of Entrants

	Men	Women	Total
Belfast	2	3	5
Co Antrim	5	2	7
Co Armagh	3	1	4
Co Down	3	5	8
Co Fermanagh	0	1	1
Co Londonderry	1	0	1
Co Tyrone	1	2	3
Republic of Ireland	1	0	1
Total	16	14	30

Postgraduate Certificate in Education

General Analysis

The intake quota for the PGCE (Early Years) option was 20 and the intake quota for the PGCE (Educational Psychology) was also 20. The number of applicants was down by 29. All places were filled with applicants of excellent quality both academically and in terms of professional and personal potential. It is interesting to note that out of the 10 male applicants, just two of them secured a place.

Table 26 Results of Applications to PGCE Educational Psychology

	Men	Women	Total
Accepted	2	18	20
Withdrawn	1	7	8
Unsuccessful	7	56	63
Total	10	81	91 (-29)*

* change in brackets

Table 27 PGCE Educational Psychology – University of first degree

University	Numbers
QUB	10
University of Ulster	5
Open University	2
Trinity College Dublin	1
Dublin Business School	1
University of Dundee	1
Total	20

Table 28 PGCE Educational Psychology – Degree Classification

Degree Classification	Numbers
1 st	6
2.1	14
Total	20

Table 29 Results of applications to PGCE Early Years

	Men	Women	Total
Accepted	0	20	20
Withdrawn	0	14	14
Unsuccessful	9	194	203
Total	9	228	237 (-23)*

* change in brackets

Table 30 PGCE Early Years – Undergraduate Degree Profile

Degree Content	Numbers
Early Childhood Studies	16
Applied Psychology	3
Combined Studies	1
Total	20

Table 31 PGCE Early Years – University of first degree

University	Numbers
Stranmillis University College	16
University of Ulster	4
Total	20

Table 32 PGCE Early Years – Degree Classification

Degree Classification	Numbers
1 st	3
2.1	17
Total	20

Part-Time Undergraduate Degree

BA (Hons) Early Childhood Studies

The number of applicants to both the Stranmillis and the Omagh campus has increased slightly over 2004. The majority of entrants were over 25 years of age, all had gained a substantial amount of relevant experience in an Early Years setting and all were selected on the basis of: qualifications, experience and interview.

Table 33 General Analysis and Results of Applications

BA (Hons) Early Childhood Studies						
	Stranmillis			Omagh		
	2005	2004	2003	2005	2004	2003
Applicants	71	69	133	64	39	67
Entrants Year 1	16	17	19	10	7	6
Direct Entry: Year 2	1	4	5	1	2	6
Total	17	21	24	11	9	12

Table 34 Age Bands of Entrants (Stranmillis and Omagh)

Age Band	Stranmillis	Omagh	Total
21-24	5	3	8
25 and over	12	8	20
Total	17	11	28

Table 35 Academic Attainment of Entrants (Stranmillis and Omagh)

Entrants to Year 1	Entrants	
	Stranmillis	Omagh
A-Levels	1	0
Alternative Qualifications: CACHE Diploma and Advanced Diploma BTEC, HND/HNC, NVQ, FETAC	15	10
Entrants to Year 2		
Alternative Qualifications	1	1
Total	17	11

Table 36 Breakdown of Alternatives

	Stran	Omagh	Total
HND/HNC	2	4	6
NVQ Level 3	5	4	9
BTEC National Diploma	2	1	3
CACHE Diploma	1	0	1
Access	0	1	1
Degree	1	0	1
NNEB	5	1	6
Total	16	11	27

Table 37 Geographical Distribution of Entrants

	Stranmillis	Omagh	Total
Belfast	3	0	3
Co Antrim	7	0	7
Co Armagh	2	0	2
Co Down	4	0	4
Co Londonderry	0	2	2
Co Tyrone	1	6	7
Co Fermanagh	0	2	2
Rep. Of Ireland	0	1	1
Total	17	11	28

Disability

Table 25 has been included to show the number of entrants to programmes who have declared a disability at the time of application. Some applicants do not disclose the fact that they have a disability so the table does not provide a complete picture of students entering the University College with a disability. The benefit of declaring it at the point of application means that the Director of Staff and Student Services is able to follow-up the application and discuss specific requirements with the student.

Table 25 Entrants to undergraduate degree programmes who have declared a disability on their UCAS form

Disability (by UCAS definition)	Entrants 2005			Current Students
	BEd	ECS	HLS	All Programmes
1: You have a specific learning difficulty (for example, dyslexia)		1		5
2: You are blind or partially sighted				1
3: You are deaf or hard of hearing				1
4: You use a wheelchair or have mobility difficulties				0
5: You have Autistic Spectrum Disorder or Asperger Syndrome				0
6: You have mental health difficulties				0
7: You have a disability that cannot be seen, for example, diabetes, epilepsy or a heart condition				6
8: You have two or more of the above		1		0
9: You have a disability, special need or medical condition that is not listed above	1			3

General Comments

- (a) The intake quota has been achieved in respect of both the BEd Primary and Post-primary Pathways. The intake quota for the BEd Post-primary pathway has been met for the first time in 10 years. The Primary intake quota had been reduced by 10 by the DE and it is expected that there may be further reductions in the next few years according to official predictions regarding demographic trends.
- (b) Whilst the UCAS tariff is acknowledged and used in publicity materials as a guide, offers continue to be made in terms of grades at GCE A-level (or equivalent). This permits a limited braking mechanism in August if, upon the publication of results, the University College appears to be running significantly in excess of the intake quotas.
- (c) The academic quality of BEd entrants continues to remain very high. The increase in overall tariff points is due to two factors, namely the fact that a greater number of candidates have achieved more than three A-levels and also because of the general improvement in A-level results in the UK and in particular in Northern Ireland.
- (d) Tables 11(a) and 11 (b) demonstrate the pattern of male applicants and entrants over the past 5 years, showing that they have never represented more than 22% of applicants or 17% of entrants. (The latest DE statistics (03/04) by gender show that 16.51% of primary school teachers in Northern Ireland are men. The latest DfES statistics (2003) show that just 15.7% of primary school teachers in England and Wales are men and that almost half of children aged 5-11 (47%) do not have contact with any male teachers, according to the Training and Development Agency's findings). With the introduction of our ACCESS Agreement in 2006, two projects which have been designed to attract more males into teaching will be implemented. In addition, incentives by way of free halls of residence accommodation will be provided for a number of male entrants (based on academic merit). It is anticipated that these measures will over time redress the gender imbalance in primary schools to some extent.
- (e) Interest in the two PGCE options within the University College continues to be extremely healthy and 40 high quality students have been enrolled.
- (f) The Department for Employment and Learning has allocated 210 places over a three-year period for the two non-ITE undergraduate degrees. This represents a small increase in quota for 2005. The general aim is to balance the number of entrants between the two programmes. This proves challenging when the number of applicants for the BA Early Childhood Studies degree is so much in excess of the number for the BSc Health and Leisure Studies and can only be achieved through a small reduction in academic grade requirements in the case of the latter.
- (g) In line with practice in recent years, all decisions confirming offers of places were posted on the Northern Ireland UCAS Decision Service web site and updated daily during August. Most students were placed within one week of publication of results. In addition to applicants accessing results from the web site, principals and careers teachers could also access and receive daily updates of offers to students in their own schools.

Developments

- 1 The '*Admissions to Higher Education Report*' for the Government which was published in September 2004 by a group chaired by Professor Schwartz is likely to bring about significant change to the way in which students apply for university. It is likely that a Post-Qualification-System (PQA) could be introduced in 2008 where students apply for courses as at present, but offers are not made until they receive their results – removing some of the risk-taking associated with making offers on the basis of predicted grades. This change however, would not lighten the load of interviewing for Stranmillis but additional work would have to be undertaken in the more restricted time period prior to publication of results.
- 2 There are difficulties posed for selection by the fact that Northern Ireland A-level students have pulled further ahead of pupils in Great Britain as exam standards hit an all-time high, with 31.2% of entries receiving the coveted A grade. The equivalent figure nationally is 22.8%.
- 3 The interview is a requirement for entrants to initial teacher education, but despite all efforts to maintain transparency and objectivity, a small number of disappointed pupils, their teachers and parents feel that it is unfair to use it as one of the determinants for gaining an offer. Many universities are investigating alternative methods to select the best. The University College is planning to make a change to the selection process for 2006 whereby candidates will be asked to make a presentation as part of the interview. This was piloted by the Early Childhood Studies team in the past year and has proven to be very successful in that it assesses skills such as communication, presentation of ideas, time management, etc., in ways which a standard interview could not. Consultation has taken place with Careers Teachers.
- 4 Feedback to unsuccessful candidates. UCAS introduced a statement in its letter to unsuccessful applicants this year, indicating that they could seek feedback from the institution to which they applied. This resulted in much grief for HEIs in England and Wales, who complained that they were inundated with requests for feedback. The situation in Stranmillis did not really change in that we have always applied the principle of providing constructive feedback which includes an indication of what a candidate should do in order to improve their chances of a place in the future. It is a time-consuming activity but we perceive it very much as part of our customer care as well as demonstrating openness and transparency.
- 5 Complaints and Appeals. Stranmillis has introduced a formal appeals procedure against admissions decisions. The procedure is published on our web site. In most cases complaints are resolved at an informal level through the Admissions Office. We had only one case in the current year where the formal procedure was invoked. The complainant withdrew the appeal just prior to the final stage of the procedure.

Acknowledgements

The University College Selection Committee would wish to record its thanks to the many people who assist its work. These include: the teaching staff of the University College; the experienced practising professionals who play a major role on interviewing panels; the careers officers of the Department for Employment and Learning and the officials at the Department of Education with whom Academic Registry has contact. The additional support of principals and careers teachers of schools and colleges together with the Admissions Office of Queen's University, has been particularly appreciated throughout our work.

I would wish, particularly to express my appreciation for the work of the administrative staff of Academic Registry, who, under the direction of Elaine Halliday, undertake so much background activity before any student enters the University College. The climate of endemic change means that Admissions staff are constantly learning of new qualifications, new ways of grading and coding qualifications and dealing with evolving technical systems. The Admissions function in Stranmillis is executed with an exceptionally high level of commitment, enthusiasm and attention to detail.

Mae Watson
Director (Academic and Information Services)
November 2005