



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

Selection Report

2004



Table of Contents

	PAGE
BEd Degree	2
BA Early Childhood Studies Degree	10
BSc Health and Leisure Studies Degree	12
PGCE	14
BA Early Childhood Studies Degree (Part-Time)	16
Disability	18
General Comments	19
Acknowledgements	21

Bachelor of Education Degree Course

General Analysis

The intake quota for the BEd, as determined by the Department of Education, was 150 Primary places and 50 Post-primary places. The number admitted to the BEd Primary pathway was 155 students while 49 students were admitted to the BEd Post-primary pathway (the first time in many years that the Post-primary intake quota was almost met). Withdrawals during the academic year are almost certain to reduce the numbers on the Primary pathway to match the quota.

The purpose of Table 1 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 also provides a breakdown of applicants by phase.

The number of applicants has increased by 13% on the 2003 figure. Standing at 1455, this figure represents the largest number of applicants since 1994 when applicants numbered 978 and reflects an increase of 49%.

After an increase in male entrants in 2003, the results in 2004 are disappointing, with a reduction from 45 to 32.

Table 1 General Analysis of the BEd Degree Course

(a) Applicants

	2004			2003			% Change
	Pr.	Pp.	Total	Pr.	Pp.	Total	
Men	214	83	297	227	59	286	+4%
Women	943	215	1,158	840	160	1,000	+16%
	1,157	298	1,455	1,067	219	1,286	+13%

(b) Entrants

	2004			2003			% Change
	Pr.	Pp.	Total	Pr.	Pp.	Total	
Men	15	17	32	26	19	45	-29%
Women	140	32	172	130	22	152	+13%
	155	49	204	156	41	197	+4%

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 for two courses on average. The number of applications for each subject has increased in line with the overall increase in applications.

Table 2 Number of Applications and Entrants for each Subject Area

BEd Primary						
	Applications Change in brackets	Unsuccessful	Declined	Entrants Main Scheme	Entrants Clearing	Total Entrants
Art	142 (+40)	89	36	17	0	17
English	263 (+65)	172	72	19	0	19
Geography	178 (+23)	112	46	19	1	20
History	124 (+12)	70	41	11	2	13
Mathematics	103 (+43)	58	31	12	2	14
Music	72 (+4)	37	17	18	0	18
PE	234 (+5)	156	59	19	0	19
Religious Studies	230 (+72)	168	42	19	1	20
Science	146 (+34)	84	47	15	0	15
Total	1,492 (+298)	946	391	149	6	155
BEd Post-primary						
Business Studies	130 (+22)	59	55	13	3	16
Religious Studies	114 (+31)	57	38	19	0	19
Tech & Design	65 (+24)	32	19	11	3	14
Total	309 (+77)	148	112	43	6	49
Total Primary & Post- primary	1,801 (+375)	1,094	503	192	12	204

Academic Quality of Entrants

Table 3 continues to distinguish between Primary and Post-primary entrants. The academic quality of entrants remains at a very high level. The higher grades achieved by entrants is evidenced by the fact that 94 entrants had at least 3 A-Levels and 1 AS-Level compared with 66 in 2003. The University College welcomes applicants who possess qualifications which are alternative to GCE A-level. The number of entrants in this category remains steady at approximately 18% of BEd intake.

Table 3 Academic Quality of Entrants

	Men		Women		Total	
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.
4 A-Levels	0	0	2	0	2	0
3 A-Levels + 1 AS-Level	11	2	69	10	80	12
3 A-Levels	2	12	46	13	48	25
2 A-Levels + 2 AS-Levels	0	0	1	0	1	0
Alternatives	2	3	22	9	24	12
Total	15	17	140	32	155	49

Table 4 Breakdown of Alternatives

	Men		Women		Total	
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.
Vocational A-Levels	0	0	1	5	1	5
HND/HNC	0	1	0	0	0	1
BTEC National Diploma	0	1	2	0	2	1
Access/Foundation	2	0	4	0	6	0
2 AVCE's & 1 A-Level	0	0	3	1	3	1
2 A- Levels & 1 AVCE	0	1	10	2	10	3
Cache Diploma & 2 A-Levels	0	0	1	0	1	0
Advanced GNVQ	0	0	0	1	0	1
Irish Leaving Cert	0	0	1	0	1	0
Total	2	3	22	9	24	12

UCAS Tariff Points Scores of Entrants

Tariff points have been used for the first time this year to provide details of success at A-level or other qualification. 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. The higher scores achieved overall are as a result of the inclusion of AS levels. Key Skills (which are part of the tariff) have not been included in the calculations for Stranmillis. It can be seen from Table 5 that 100% of entrants to the Primary BEd and 89% of entrants to the Post-primary BEd achieved tariff points of 300+ which is equivalent to BBB.

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	% of Entrants with Score of 300+ (BBB equiv)
Primary		
Art	330	100%
English	360	100%
Geography	340	100%
History	310	100%
Mathematics	350	100%
Music	340	100%
Physical Education	300	100%
Religious Studies	340	100%
Science	350	100%
Average Primary	340	100%
Post-primary		
Business Studies	300	100%
Religious Studies	310	100%
Technology & Design	280	67%
Average Post-primary	300	89%

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+	13	11	119	21	132	32
20-24	2	4	21	9	23	13
15-19	0	2	0	2	0	4
Total	15	17	140	32	155	49

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	0	22	3	24	3	-5
Co Antrim	6	5	36	9	42	14	+4
Co Armagh	2	3	14	3	16	6	-5
Co Down	2	2	29	5	31	7	-6
Co Fermanagh	2	0	2	4	4	4	+5
Co Londonderry	0	3	22	6	22	9	+14
Co Tyrone	1	4	13	2	14	6	+2
Republic of Ireland	0	0	1	0	1	0	-3
England	0	0	1	0	1	0	+1
Total	15	17	140	32	155	49	

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	12	14	114	16	126	30	+14
Non-Grammar	1	1	14	8	15	9	+2
Further Education	2	2	12	8	14	10	-9
Total	15	17	140	32	155	49	

Results of Applications from Mature Students

Mature students represent 6% of student intake to the BEd which is marginally below the average of 7% for the past 4 years.

Table 9 Age Bands of Entrants

Age Band	Men		Women		Total	
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.
Under 21	13	16	133	30	146	46
21-24	0	1	3	2	3	3
25 and over	2	0	4	0	6	0
Total	15	17	140	32	155	49

Table 10 Educational Attainment of Successful Mature Students

	Men		Women		Total	
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.
3 A-Levels	0	0	2	0	2	0
Access	2	0	4	0	6	0
Cache Diploma & A-Level	0	0	1	0	1	0
BTEC Nat Dip	0	1	0	0	0	1
Advanced GNVQ	0	0	0	1	0	1
AVCE & A-Level	0	0	0	1	0	1
Total	2	1	7	2	9	3

Male Applicants

Table 11 (a) and 11 (b) shows 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%. It can also be seen that proportionately, male entrants are much fewer than male applicants in the Primary BEd.

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: 2000-2004**Table 11 (a)** Primary BEd

Year	Applicants	% of all applicants	Entrants	% of all entrants
2004	214	18%	15	10%
2003	227	21%	26	17%
2002	160	17%	14	9%
2001	154	20%	25	15%
2000	199	23%	28	19%

Table 11 (b) Post-Primary BEd

Year	Applicants	% of all applicants	Entrants	% of all entrants
2004	83	28%	17	35%
2003	59	27%	19	46%
2002	51	29%	15	34%
2001	34	24%	12	30%
2000	47	41%	15	43%

Key Skills

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

Table 12 Entrants with Key Skills qualifications at Level 3

	Communication			Application of No.			IT		
	2004	2003	2002	2004	2003	2002	2004	2003	2002
Male	4	5	3	1	5	2	2	6	5
Female	36	37	52	4	11	19	12	20	40
Total	40	42	55	5	16	21	14	26	45

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

The BA (ECS) continues to attract a large number of applications with an increase of 101 over the 2003 figure. As a result, market forces have resulted in the average grades at A-level rising to BBC – not far behind the BEd in most subject areas. The programme is dominated by female entrants. 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

	2004		2003		Change	
	Applicants	Entrants	Applicants	Entrants	Applicants	Entrants
Men	6	0	5	0	+1	0
Women	511	50	411	49	+89	+1
Total	517	50	416	49	+90	+1

Table 14 Number of Applications and Entrants

	Applications (change in brackets)	Unsuccessful	Declined	Entrants Main Scheme	Entrants Clearing	Total Entrants
Early Childhood Studies	517 (+101)	334	45	50	0	50

Table 15 Academic Attainment of Entrants

Entrants to Year 1	Entrants	Notes
A-Levels	14	Average score of 300 tariff points (BBB equiv)
Vocational A Levels	7	
BTEC Nat. Dip.	6	
CACHE Diploma	7	
Advanced CACHE Diploma	2	
HND	1	
Foundation/Access	4	
Entrants to Year 2		
HND	4	
HNC	2	
Advanced Cache Diploma	3	

Table 16 Types of Schools from Which Entrants Have Come

	Men	Women	Total
Grammar	0	17	17
Non-Grammar	0	6	6
Further Education	0	27	27
Total	0	50	50

Table 17 Age Bands of Entrants

Age Band	Men	Women	Total
Under 21	0	37	37
21-24	0	7	7
25 and over	0	6	6
Total	0	50	50

Table 18 Geographical Distribution of Entrants

	Men	Women	Total
Belfast	0	8	8
Co Antrim	0	15	15
Co Armagh	0	3	3
Co Down	0	8	8
Co Fermanagh	0	1	1
Co Londonderry	0	4	4
Co Tyrone	0	7	7
Republic of Ireland	0	4	4
Total	0	50	50

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 degree continues to be a second choice (the first being UUJ, Sport, Exercise and Leisure). Of the 41 entrants, 8 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

	2004		2003		Change	
	Applicants	Entrants	Applicants	Entrants	Applicants	Entrants
Men	77	20	87	19	-11	+1
Women	88	21	82	20	+6	+1
Total	165	41	169	39	-5	+2

Table 20 Number of Applications and Entrants

	Applications (change in brackets)	Unsuccessful	Declined	Entrants Main Scheme	Entrants Clearing	Total Entrants
Health & Leisure Studies	165 (-5)	49	57	37	4	41

Table 21 Academic Attainment of Entrants

Entrants to Year 1	Entrants	
A-Levels	14	Average score of 260 tariff points (BCC equiv)
Vocational A Levels	11	
HND	4	
BTEC National Diploma	3	
BTEC National Certificate	1	
Entrants to Year 2	Entrants	
HND	8	

Table 22 Types of Schools from Which Entrants Have Come

	Men	Women	Total	Change
Grammar	5	10	15	-2
Non-Grammar	3	6	9	+6
Further Education	12	5	17	-2
Total	20	21	41	

Table 23 Age Bands of Entrants

Age Band	Men	Women	Total
Under 21	13	20	33
21-24	6	1	7
25 and over	1	0	1
Total	20	21	41

Table 24 Geographical Distribution of Entrants

	Men	Women	Total
Belfast	3	7	10
Co Antrim	6	4	10
Co Armagh	3	2	5
Co Down	2	5	7
Co Fermanagh	0	1	1
Co Londonderry	1	1	2
Co Tyrone	5	1	6
Total	20	21	41

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. 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 9 male applicants, three of them secured a place.

Table 26 Results of Applications to PGCE Educational Psychology

	Men	Women	Total
Accepted	3	17	20
Withdrawn	1	4	5
Unsuccessful	5	90	95
Total	9	111	120 (+35)*

* change in brackets

Table 27 PGCE Educational Psychology – University of first degree

University	Numbers
QUB	6
University of Ulster	7
University College Dublin	1
Trinity College Dublin	1
Cardiff University	1
Bolton Institute of Higher Education	1
University of Stirling	3
Total	20

Table 28 PGCE Educational Psychology – Degree Classification

Degree Classification	Numbers
1 st	2
2.1	18
Total	20

Table 29 Results of applications to PGCE Early Years

	Men	Women	Total
Accepted	0	20	20
Withdrawn	0	6	6
Unsuccessful	11	223	234
Total	11	249	260 (+6)*

* change in brackets

Table 30 PGCE Early Years – Undergraduate Degree Profile

Degree Content	Numbers
Early Childhood Studies	14
Combined Humanities	1
Sociology	1
Education	4
Total	20

Table 31 PGCE Early Years – University of first degree

University	Numbers
Stranmillis University College	14
QUB	1
University College Worcester	3
Manchester Metropolitan University	1
University of Ulster	1
Total	20

Table 32 PGCE Early Years – Degree Classification

Degree Classification	Numbers
1 st	2
2.1	18
Total	20

Part-Time Undergraduate Degree

BA (Hons) Early Childhood Studies

For the 2004 entry, the number of applicants to both the Stranmillis and the Omagh campus has dropped significantly. The majority of entrants were over 21 years of age and 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		
	2004	2003	2002	2004	2003	2002
Applicants	69	133	115	39	67	53
Entrants Year 1	17	19	14	7	6	9
Articulation: Year 2	4	5	6	2	6	3
Total	21	24	20	9	12	12

Table 34 Age Bands of Entrants (Stranmillis and Omagh)

Age Band	Men	Women	Total
Under 21	0	5	5
21-24	0	7	7
25 and over	0	18	18
Total	0	30	30

Table 35 Academic Attainment of Entrants (Stranmillis and Omagh)

Entrants to Year 1	Entrants
A-Levels	1
Alternative Qualifications: CACHE Diploma and Advanced Diploma BTEC, HND/HNC, NVQ, FETAC	23
Entrants to Year 2	
Alternative Qualifications	6

Table 36 Breakdown of Alternatives

	Men	Women	Total
HND/HNC	0	5	5
NVQ Level 3	0	9	9
BTEC National Diploma	0	1	1
CACHE Diploma	0	4	4
CACHE Advanced Diploma	0	4	4
ILC	0	1	1
Vocational A-Levels	0	2	2
Access	0	2	2
German Nursery Teaching Degree	0	1	1
Total	0	29	29

Table 37 Geographical Distribution of Entrants

	Men	Women	Total
Belfast	0	9	9
Co Antrim	0	4	4
Co Armagh	0	2	2
Co Down	0	3	3
Co Londonderry	0	3	3
Co Tyrone	0	7	7
Co Fermanagh	0	0	0
Rep. Of Ireland	0	2	2
Total	0	30	30

BA (Hons) Early Childhood Studies - Monaghan

Twenty three students have been recruited to the part-time BA (ECS) at Monaghan Institute of Further Education and Training as part of a one-off initiative supported through the EU INTERREG IIIA Community Initiative Programme. It aims to meet the specific demand for further training in the field of Early Years that has been identified in the region by Co Monaghan VEC, Co Monaghan Childcare Committee, the Border Counties Childcare Network and the Southern Area Childcare Partnership, Amagh.

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, for whatever reason, decide not to disclose that they have a disability so the table does not provide a complete picture of students entering the University College with a disability.

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

Disability (by UCAS definition)	Entrants 2004				Current Students
	BEd	ECS	HLS	PGCE	All Programmes
1: You have a specific learning difficulty (for example, dyslexia)	1		1		8
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					4
5: You have Autistic Spectrum Disorder or Asperger Syndrome					
6: You have mental health difficulties					3
7: You have a disability that cannot be seen, for example, diabetes, epilepsy or a heart condition	1	2			17
8: You have two or more of the above					1
9: You have a disability, special need or medical condition that is not listed above	2				6

General Comments

- (a) The intake quota has been more than achieved in respect of the BEd Primary Pathway. The BEd Post-primary pathway is just one entrant short of the 50 allocated – the closest in over 10 years.
- (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. A certain amount of cognizance had to be taken of the 2003 St Mary's intake issues.
- (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 are sitting with 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) Male entrants to the Primary BEd represent 10% of the Primary intake, compared with 17% in 2003 and 9% in 2002. In the Post-primary pathway, males represent 35% of the intake. Two subjects in the BEd have attracted no male entrants in the current year – Art and Music.
- (e) The University College states in the Prospectus that Key Skills are welcomed and that applicants are encouraged to study them. However, the number of entrants with a Key Skills qualification is still a small proportion of the overall intake (Table 12). It would appear that uptake of Key Skills in our schools is still problematic. This trend is replicated in other parts of the UK.
- (f) Interest in the two PGCE options within the University College continues to be extremely healthy and 40 high quality students have been enrolled.
- (g) The University College has been allocated 200 places over a three-year period for each of the two non-ITE undergraduate degrees. This breaks down to approximately 70 places per year. The general aim is to balance the number of entrants between the two programmes. This proves a little difficult 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. In the current year, the average GCE A-level score for the BA is 300 tariff points (approx BBB), against 260 tariff points for the BSc (approx BCC).
- (h) There has been a disappointing reduction in the number of applications and entrants to the BA (Early Childhood Studies) Part-time option. Whilst there may be some benefit in terms of partnership and of widening access, of having the programme also being provided in Omagh College, there may be a question over economic and financial viability if numbers do not significantly pick up in future years.

- (i) Disability. (Table 25). Included in this table are the number of students on all current undergraduate programmes who have declared a disability at this stage. It has been recognized that students who have dyslexia problems pose a particular challenge particularly in relation to teacher education. As a result, a policy on Dyslexia has been introduced in the University College and the issue has also been taken up with DE through UCET (NI) in terms of guidance and support.
- (j) 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.

Future Change

- 1 The '*Admissions to Higher Education Report*' for the Government which was published in September 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 two-step applications process could be introduced where students apply for courses as at present, but offers are not made until they receive their results – removing all the guesswork and 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 as such 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 almost one-third of all sixth-formers receiving top grades. The outworking of the Tomlinson Review does not appear to offer any panacea for meeting these challenges.
- 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. Medical schools are conducting research and using pilot tests. The University of Cambridge is using Thinking Skills Assessment Tests. We will monitor these developments carefully.

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 2004

