



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

ANNUAL REPORT

1st August 2006 – 31st July 2007



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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 Governing Body, which is responsible for all aspects of activity, is directly appointed by the Minister with responsibility for Employment and Learning in Northern Ireland. A register of interests of Governing Body members is available for inspection on application to the Secretary. 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'. As a result of the approval by Parliament of the Colleges of Education (NI) Order (2005), Stranmillis became a legally incorporated higher education institution on 1st October 2005. Its grounds and buildings were on that date transferred from Government to the Governing Body, which also became the employing authority for staff. As a result of incorporation, the term 'Governing Body' replaced the previous usage of 'Board of Governors' from 1st October 2005 onwards.

BOARD OF GOVERNORS (2006-07)

Chair

Steve Costello, MBE.

Members

Mrs Doreen Bell, MA DASE – *Vice Chair*
Neil Bodger, MBA Dip Modern Languages
Derek Campbell, BEd MA
Derek Capper, CertEd BA
Colm Donaghy, BEd MA – *Staff Governor*
Rev. Matthew Hagan, CertHE Theology
Ms Judith Harper, MEd DASE PQH(NI)
Matt Lander, BEd - *Student Governor*
Terry McGonigal, FCCA CIPD MBA
Prof. J. Richard B. McMinn, BA PhD DipEd - *College Principal*
Hugh Storey, MSSc DMS ACIS MBIM - *Staff Governor*

Observer

John Murray - *Dept. for Employment and Learning*

Clerk to the Board

Norman C.G. Halliday, AFA

MISSION STATEMENT

The University College's vision is to be a centre of excellence in educational, professional and vocational development.

The University College's mission is: "to sustain a critical community of educational excellence in teaching and research in a shared learning environment where diversity is welcomed, in order to help meet the professional needs of society in Northern Ireland and beyond".

The University College's associated general aims are:

- (i) to offer its students high quality education, to equip them with intellectual, scientific, technical and professional skills and to provide the facilities which will enable this to be achieved;
- (ii) to value staff and students and ensure their welfare and well-being;
- (iii) to sustain its historic role as a centre of excellence for the education of teachers and to develop further its more recent role of meeting the needs of a number of other professions;
- (iv) to be a major centre of knowledge, learning, innovation and scholarship for those disciplines in which it specialises;
- (v) to pursue selectively research of national and international standard and to develop new and existing areas as appropriate;
- (vi) to maintain and to develop further a research base which will facilitate applied research and knowledge transfer to satisfy the needs of appropriate professions, Government and the community;
- (vii) to maintain and extend the diversity of backgrounds, cultures and nationalities from which its staff and students are drawn;
- (viii) to enrich the quality of life in the Northern Ireland community;
- (ix) to continue to consolidate the University College's position within the university sector, serving identified niche markets of a professional nature;
- (x) to enhance and develop further partnerships with business and other organisations/institutions, both nationally and internationally.

A REVIEW OF THE REPORTING PERIOD

FUTURE TEACHER EDUCATION PROVISION IN NORTHERN IRELAND

It was anticipated that the Teacher Education Review would be published by June 2007. However, this failed to materialise and once again the debate has been left in limbo. The strategic vision for the future of teacher education in Northern Ireland has not been articulated by DEL and DE and there is still a great deal of uncertainty regarding the role to be played by the new Education & Skills Authority (ESA). The lack of clarity over the ESA's responsibility for managing a mixed economy of provision in relation to Induction, Early Professional Development and Continuous Professional Development has created further difficulties. Consequently, the teacher education providers are unclear as to how their professional role can be extended beyond Initial Teacher Education.

The lack of clear policies also comes at a time when numbers are being cut further. In 2006-07 BEd Primary numbers were reduced from 140 to 115. This reduction was offset by DEL allowing the transfer of lost BEd places to the BA and BSc programmes for one last year only (2007-08). The government has indicated that numbers on the diversified programmes will no longer continue to increase as ITE numbers fall. This means that in future the College will be facing a real decrease in numbers. Furthermore the prospect of moving to a Formula Funding mechanism as opposed to a block grant will mean that the College faces potential challenges regarding its long term viability.

THE TAYLOR REPORT

In the light of the increasingly difficult policy context and the strategic challenges facing the College the Governing Body commissioned David Taylor (Educational Consultant, Formerly, Director of Inspection, Ofsted) to review the long-term strategic options for Stranmillis University College. His report, which drew on a range of statistical and research data, policy documentation and a range of internal and external perspectives, was finalised in July 2007 prior to the arrival of the new principal, Dr Anne Heaslett. The report will be used to inform future strategic developments.

THE ORCHARD PROJECT

The completion of the Orchard Building took longer than initially expected. However, it is anticipated that it will be operational for the new academic year and staff and students are eagerly anticipating the move into the new premises. The official opening will most probably take place before the end of the 2007-08 year.

THE STUDENT SUPPORT CENTRE

The newly refurbished Student Support Centre was officially opened on 15 September 2006. The new Centre combines all aspects of student support including Counselling, Disability Provision, Student Health, Careers Guidance and Widening Access. New staff were appointed for the positions of Student Support Officer, Widening Access Co-ordinator, a Careers Adviser (Initial Teacher Education Programmes) and an Administrative Officer. They augmented the existing provision of a Careers Adviser BSc (Health & Leisure Studies) and BA (Early Childhood Studies). Student response to the new Centre has been positive.

RELATIONSHIP WITH QUB

After a difficult period of negotiation the validation fee was agreed with Queen's University. The significantly increased fee will be progressively phased in over the next few years and external examiners' costs will in future be borne by the College.

The Partnership Agreement between the College and Queen's is due for renewal. There will be consultations and review of the existing Agreement in 2007-08. Professor Ken Brown, Pro Vice-Chancellor at Queen's will chair the review group.

RESEARCH POLICY

During 2006-07 the focus was on preparation for the 2008 RAE exercise. The eight members of staff who would constitute the College's entry were identified in June. This is an important stage in the development of the College's research strategy and will have significant consequences for the future.

NEW PROGRAMMES

The Foundation Degree in Early Childhood Studies in partnership with a consortium of further education regional colleges which had been validated in June 2006 recruited 36 students to commence the course in September 2007 on a part-time basis. It has not been possible to pursue a full-time version at this time because the Department for Employment and Learning could not provide the required MASN numbers to facilitate articulation into the full-time degree in Early Childhood Studies. Successful graduates from the Foundation Degree will, however, be able to articulate directly onto the second year of the part-time BA Early Childhood Studies degree programme.

The Masters in Education (MEd) programme has been enhanced by the introduction of two new specialist options which were validated for entry in September 2007. These are: Assessment, Inclusion and Special Educational Needs and Critical Perspectives in the Post Primary Curriculum.

PARTNERSHIP WITH SCHOOLS

The maintenance and further enhancement of the University College's partnership with schools remains a key priority. The financial support provided by the DE enable the University College to develop partnership with schools by providing a series of one day partnership seminars and a conference for post primary schools and colleges. Both the University College and schools have found the exchange to be mutually beneficial.

Senior management decided to commission an independent research team to produce a comprehensive evaluation of the School based work experience with a view to identifying any modifications which might be required in the light of experience. This report was completed during this 2006-07 academic year so its outcomes will inform the arrangements for school-based work in 2007-08. This exercise is a good example of the rigorous self-evaluation of its work which is typical of the University College and is very much in line with the Education and Training Inspectorate's self-evaluation vision for the Northern Ireland education system.

The appointment of a new Head of School Partnerships, Gail Eason, following the retirement of Sandra McWilliams on 31 August 2006, has lead to further changes in this area of the University College's work.

EDUCATION AND TRAINING INSPECTORATE

The ETI are continuing to work with representatives of the local ITE providers to develop a self-evaluation framework for teacher education in Northern Ireland. Changes within the staffing structure of the Inspectorate have meant a delay in finalising this work. It will now continue into 2007-08.

PARTNERSHIP WITH OTHER BODIES AND ORGANISATIONS

As in recent years, Stranmillis has continued to work collaboratively with a range of external bodies and partners, for example through staff involvement with the Universities Council for the Education of Teachers (UCET), the Advisory Committee for the Professional Qualification for Headship (PQHNI), the Steering Committee of the Standing Conference on Teacher Education North-South (SCoTENS), the Partnership Management Board (PMB) for the roll-out of the revised NI Curriculum for schools, the Northern Ireland Council for the Curriculum Examinations and Assessment (CCEA), the Quality Assurance Agency (QAA), the Northern Ireland General Teaching Council (GTC NI), the Northern Ireland Regional Area Network (NIRAN), the NI Standing Committee of the Universities and Colleges Admissions Service (UCAS), the Women's National Commission, the QUB Women's Forum, Young Enterprise (NI) and the Court of the University of Ulster. A significant number of staff continue to serve as governors of schools and colleges, including the four College representatives on the Board of Governors of Stranmillis Primary School,

with which the College has a particularly close involvement for historical as well as geographical reasons.

The existing contractual training partnership with the Police Service of Northern Ireland (PSNI) continued in 2006-07, with a cohort of police officers completing the Certificate in Working with Schools and the Community, provided by the College and directed by Maurice Blease.

The partnership with the Ulster-Scots Agency continued in 2006-07 through the work of the College's Ulster-Scots Curriculum Development Unit, with Linda Hagan as its director until her secondment ended on 31 August 2007. The materials for post-primary age pupils, designed for flexible use across mainly Key Stage 3, were constructed, trialled in a number of schools and completed. These materials are now in the hands of the Ulster-Scots Agency. Research on the attitudes of parents, staff and pupils was completed by the Unit. The language project for adults continued through the preparation and teaching of a short programme. This was followed by a weekend training course for adults eager to teach the programme themselves, five of whom have been successful in running taster courses. The programme was thus completed with the handing over of the materials to the Agency. The Unit's team in 2006-07 consisted of Emma Fitzgerald, Linda Hagan and Jacqueline Reid. Representatives of the Unit continued to be invited to contribute papers to a series of national and international conferences. Full details of the work of the Unit can be found on the Agency's web-site (<http://www.ulsterscotsagency.com>).

During 2006-07 the Farmington Institute (based at Harris Manchester College, Oxford University) received no formal applications for a fellowship at Stranmillis, but Fiona Templeton, who had previously availed of a Fellowship during the Spring term 2004 returned to Stranmillis for a 6 week Fellowship during the autumn term 2006.

CENTRE OF EXCELLENCE IN TEACHING AND LEARNING (CETL)

The work of the College's CETL continued under the leadership of Dr Leslie Caul, as the responsible senior manager along with Fergal Corscadden (CETL Co-ordinator and Educational Developer). This work is supported by a five-year grant from DEL, which commenced in September 2005. The Centre is developing partnerships between the University College and schools to enhance the professional practice of staff and students, particularly focusing on the BA (Early Childhood Studies), BEd (Primary) and BEd (Post-primary) programmes. Three broad approaches have been identified – Problem-based Learning (PBL), Reusable Learning Objects (RLOs) and Synchronous Collaboration Tools (SCTs). These approaches will assist skills development, using a hybrid mix of real-world scenarios and cognitive digital tools (video case-study-scenarios, audio and text supporting tools) to bring the classroom into the lecture theatre or seminar room. Specific projects are being undertaken in relation to an MEd module on the psychology of disability; the teaching of reading; curriculum studies in science, physical education and mathematics in the BEd (Primary) programme; 'Life and Work' and Technology and Design in the BEd (Post-primary) programme; and some work related to the BA (Early Childhood Studies) programme. There is significant, ongoing interaction with other local and national

CETLs through conferences and local show-case events and with Botanic Primary School, Belfast, the Stanford Centre for Innovations in Learning (USA) and the Higher Education Academy (HEA). A physical space for a Centre of Excellence in Professional Development (CEPD) was established in the Main Building during the 2006 summer period. This includes a laboratory area for project staff and students to work on all CEPD initiatives and a well-equipped multi-media centre.

INTERNATIONAL OUTREACH

The year 2006-07 was another successful one for international outreach at the University College. Outward mobility and inward mobility both under the ERASMUS Scheme and other International Outreach Programmes was very healthy.

Under the revised policy BEd students may participate in an International Outreach Activity during Semester 2 of Year 3 while BA and BSc students may participate during Semester 2 of Year 2. **Fifteen BEd Students** participated in the Erasmus Exchange visiting the following partner institutions - N. Zahles College of Education, Copenhagen, Denmark (4); IUFM de Bourgogne, Dijon, France (2); Eotvos ` Lorand University, Budapest, Hungary (2); Hogeschool Arnhem-Nijmegen, Nijmegen, the Netherlands (2); University West, Trollhatten, Sweden (2); Växjö University, Växjö, Sweden (3). **Five BSc** students travelled to the University of Malta, Msida, Malta under the Erasmus Exchange Programme. A further **ten BEd students** took part in the University College's International Outreach Programme and two students visited each of the following partner institutions - South China Normal University, Guangzhou, South China; The Hong Kong Institute of Education, Tai Po, Hong Kong; The Nelson Mandela Metropolitan University, Port Elizabeth, South Africa, Makerere University, Kampala, Uganda; Southeast Missouri State University, Cape Girardeau, USA; The David Livingstone College of Education, Livingstone, Zambia. A further five BEd Students participated in a North-South School Based Work Exchange and carried out their placement at schools in the greater Dublin area.

A total of 40 international students visited the University College. Fifteen (eight in Semester 1, 7 in Semester 2) Students participated in the Erasmus Exchange and visited from the following partner institutions - N. Zahles College of Education, Copenhagen, Denmark (4); Turku University of Applied Sciences, Turku, Finland (2); University of Turku, Turku, Finland (1); IUFM Orléans-Tours, Orleans, France (1); Flensburg University, Weingarten, Germany (2); Maria Curie – Sklodowska University, Lublin, Poland (2), University of Barcelona, Barcelona, Spain (2), University of Extremadura, Caceres, Spain (1). A further nine students from the University of León, León, Spain, participated in an Erasmus School Based Work Exchange during the second semester and two students from the IUFM de Bourgogne, Dijon, France participated in a three week school based work placement offered by the University College. Eleven students visited from the following partner institutions - South China Normal University, Guangzhou, South China (2); The Hong Kong Institute of Education, Tai Po, Hong Kong (2); The Nelson Mandela Metropolitan University, Port Elizabeth, South Africa (4), Southeast Missouri State University, Cape Girardeau, USA (3). Two students from the USA also spent a period of study at the University College under the Irish-American Scholars

programme. The University also hosted five students for a School Based Work placement under the Comenius programme.

In relation to staff exchanges, two members of staff delivered an intensive one week teaching programme at the University of León in Spain. The Head of Health and Leisure Studies visited the University of Malta to conduct a course review and visit University College students. Colleagues from Religious Studies (BEd Primary) and Technology and Design (BEd Post-Primary) visited Växjö University to teach, meet colleagues and visit students. One colleague from Mathematics (BEd Primary) visited the partner in Hungary for a course review and to visit University College students. A Religious Studies colleague visited the Hogskolen i Agder to deliver a series of lectures and conduct school visits.

Nine colleagues from Norre Nissum Seminarium, Denmark and Växjö University, Sweden visited the University College to deliver a variety of lectures to University College students, guest lectures at local school, to conduct course reviews and participate in school visits. One colleague visited the USA to discuss the University College participation in the Business Education Initiative programme and to assess student presentations.

In addition to all of the above, the annual Wider Horizons project, directed by Maurice Blease, continues to make available the opportunity for four or five Stranmillis students, on the basis of an application process, to spend an extended period in June and July working with students from three other Irish teacher education colleges on summer educational enrichment programmes in the city of Lowell, Massachusetts, working mainly with ethnic minority children in need of educational assistance.

INTAKES TO THE COLLEGE 2006-07

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 115 Primary places, a decrease of 25 on the 2005 figure, and 50 Post-primary places, consistent with the previous year.

Applicants

The number of applicants to the BEd was 1328, representing a decrease of 12% compared with the number of applicants in the 2005 cycle.

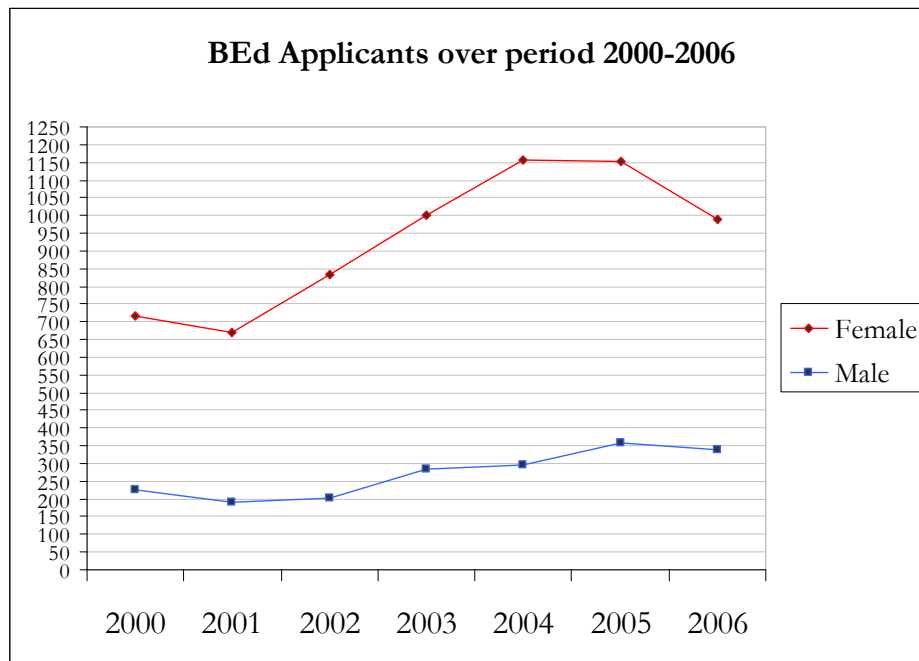
The purpose of Table 1 (a) is to provide evidence of the number of candidates applying to the University College compared with the previous year. Therefore, whether a person had submitted one application or a number of applications, as permitted by the UCAS system, he/she is only counted once. Because 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

	2006			2005			Change
	Primary	Post-Primary	Total	Primary	Post-Primary	Total	
Men	262	78	340	270	89	359	-19 (-5%)
Women	801	187	988	938	213	1,151	-163 (-14%)
	1,063	265	1,328	1,208	302	1,510	-182 (-12%)

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 119 (slightly in excess of intake quota) whilst 47 students entered the Post-Primary BEd (slightly short of intake quota). Twenty-one males were admitted to the Primary BEd (a reduction of 2) and 18 males were admitted to the Post-primary BEd pathway (the same as 2005).

Table 1 (b) - Entrants

	2006			2005			% Change
	Pr.	Pp.	Total	Pr.	Pp.	Total	
Men	21	18	39	23	18	41	-2 (-5%)
Women	98	29	127	121	35	156	-29 (-19%)
	119	47	166	144	53	197	-35 (-16%)

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	127 (+11)	91	21	15
English	200 (-64)	141	48	11
Geography	146 (-52)	96	38	12
History	150 (+2)	109	27	14
Mathematics	95 (+4)	55	25	15
Music	79 (-20)	43	22	14
PE	248 (-27)	210	25	13
Religious Studies	196 (-12)	147	37	12
Science	122 (-7)	79	30	13
Total	1,363 (-165)	971	273	119
BEd Post-primary				
Business Studies	95 (-30)	45	28	22
Mathematics and Science	18	9	8+1	0
Religious Studies	116 (-17)	73	28	15
Tech & Design	52 (-7)	27	15	10
Total	281 (-36)	154	80	47
Total Primary & Post-Primary	1,644 (-201)	1,125	353	166

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 78 entrants had achieved at least 3 A-Levels and 1 AS-Level. Seven students (6%) 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. Given the overall reduction in the BEd intake quota, it is worth noting that the number of entrants with alternative qualifications has increased by 7 from 2005. This contributes favourably to our widening participation activity.

Table 3 Academic Quality of Entrants

	Men		Women		Total	
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.
4 A-Levels + 1 AS-Level	1	0	0	0	1	0
4 A-Levels	1	1	2	1	3	2
3 A-Levels + 1 AS-Level	7	5	50	10	57	15
3 A-Levels	7	3	33	9	40	12
2 A-Levels + 1 AS-Level	0	1	0	0	0	1
Alternatives	5	8	13	9	18	17
Total	21	18	98	29	119	47

Table 4 Breakdown of Alternatives

	Men		Women		Total	
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.
3 Vocational A-Levels	0	2	1	3	1	5
Vocational A-Levels + A Levels	2	5	6	6	8	11
HNC + A Levels	0	0	1	0	1	0
BTEC National Diploma	0	1	0	0	0	1
Access/Foundation	3	0	4	0	7	0
Irish Leaving Cert	0	0	1	0	1	0
Total	5	8	13	9	18	17

UCAS Tariff Points Scores of Entrants

The UCAS tariff was introduced in the UK in September 2002. Its purpose is 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 380 and Post-Primary BEd is 330 (a small increase on the 2005 figures).

Table 5 (a) 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	
	2005	2006
Primary		
Art	320	380
English	360	390
Geography	370	380
History	370	380
Mathematics	340	380
Music	340	290
Physical Education	320	350
Religious Studies	370	430
Science	350	440
Average Primary	350	380
Post-primary		
Business Studies	330	350
Religious Studies	310	340
Technology & Design	280	300
Average Post-primary	310	330

Table 5 (b) Primary BEd Benchmarks

	Average Tariff Points 2004/2005
Homerton College	258
St Mary's College (Strawberry Hill)	244
Marjon	201
Liverpool Hope	243
Manchester Metropolitan	250
St Martin's College	244
University of Chester	276
Sector Average	258

Source: T.D.A website (2/11/06)

Interview Ratings of Entrants

The highest possible score on interview was 40 points (10 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 presentation, and also demonstrate academic potential. Any applicant who achieved a score of 20 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.
35+	13	10	70	19	83	29
30-34	5	5	17	8	22	13
25-29	3	2	11	2	14	4
Below 25	0	1	0	0	0	1
Total	21	18	98	29	119	47

Geographical Distribution of Entrants

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

Table 7 Geographical Distribution of Entrants

	Men		Women		Total		Change from 2005
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.	
Belfast	6	1	15	4	21	5	+2
Co Antrim	2	8	25	10	27	18	-7
Co Armagh	2	4	13	3	15	7	-1
Co Down	4	3	19	2	23	5	-13
Co Fermanagh	2	0	0	0	2	0	-4
Co Londonderry	4	2	12	7	16	9	-1
Co Tyrone	1	0	13	3	14	3	-7
Republic of Ireland	0	0	1	0	1	0	0
Total	21	18	98	29	119	47	

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 from 2005
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.	
Grammar	14	8	78	18	92	26	-26
Non-Grammar	2	8	11	8	13	16	-1
Further/Higher Education	5	2	9	3	14	5	-4
Total	21	18	98	29	119	47	

Results of Applications from Mature Students

Mature students (defined as students 21 years of age and over) represent just 5% of student intake to the BEd which is a reduction on an average of 8% in the 4 years prior to 2006. The majority of mature students qualified for entry on the basis of an Access (Foundation) course.

Figure 2

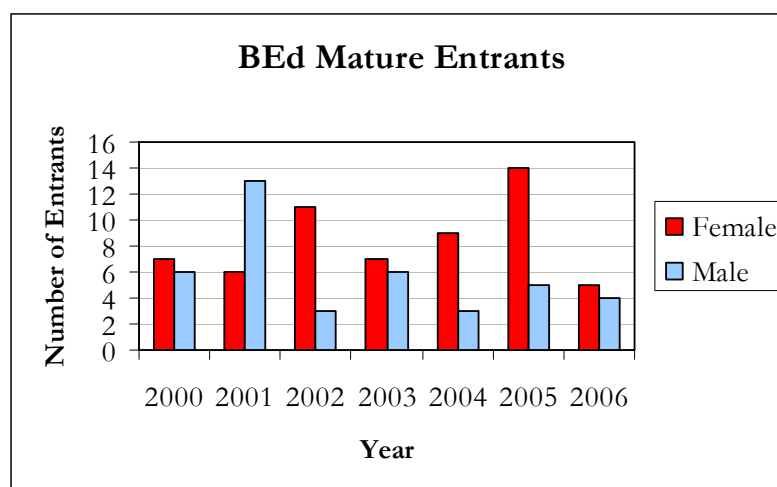


Table 9 Age Bands of Entrants

Age Band	Men		Women		Total	
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.
Under 21	18	17	93	29	111	46
21-24	1	1	2	0	3	1
25 and over	2	0	3	0	5	0
Total	21	18	98	29	119	47

Table 10 Educational Attainment of Successful Mature Students

	Men		Women		Total	
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.
HNC + A Levels	0	0	1	0	1	0
BTEC National Diploma + A Levels	0	1	0	0	0	1
Access/Foundation	3	0	4	0	7	0
Total	3	1	5	0	8	1

Male Applicants

Table 11 (a) and 11 (b) show that the percentage of male applicants and entrants to the BEd as a whole in 2006 is the highest over the past six years. In terms of applicants and entrants the 2006 percentages are the highest in six years for the Primary BEd and the highest in four years for the Post-primary BEd.

Male Applicants and Entrants to the BEd: 2001-2006

Table 11 (a) Primary BEd

Year	Total Applicants	Males as a % of all applicants	Male Entrants	Males as a % of all entrants
2006	262	25%	21	18%
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	Total Applicants	Males as a % of all applicants	Male Entrants	Males as a % of all entrants
2006	78	29%	18	38%
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		
	2006	2005	2004	2006	2005	2004	2006	2005	2004
Male	3	5	4	0	2	1	0	0	2
Female	8	23	36	1	2	4	6	9	12
Total	11	28	40	1	4	5	6	9	14

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. Ten students with high-quality third level qualifications were admitted directly into the second year of the degree. More than half of the entrants came from the Further Education sector. The intake quota was increased by DEL in compensation for the reduced number of BEd places.

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

	2006		2005		Change	
	Applicants	Entrants	Applicants	Entrants	Applicants	Entrants
Men	13	1	20	2	-7	-1
Women	507	45	555	50	-48	-5
Total	520	46	575	52	-55	-6

Table 14 Academic Attainment of Entrants

Entrants to Year 1	Entrants	Average UCAS Tariff points
A-Levels	14	340
Vocational A Levels (combination)	5	330
BTEC Nat. Dip.	3	350
CACHE Diploma	5	350
Advanced CACHE Diploma	1	Not on tariff
HND	4	"
HNC	1	"
Foundation/Access	3	"
Entrants to Year 2		
HND	8	"
Advanced Cache Diploma	2	"
Total	46	340

Table 15 Types of Schools from Which Entrants Have Come

	Men	Women	Total
Grammar	0	13	13
Non-Grammar	0	7	7
Further Education	1	25	26
Total	1	45	46

Table 16 Age Bands of Entrants

Age Band	Men	Women	Total
Under 21	0	37	37
21-24	0	6	6
25 and over	1	2	3
Total	1	45	46

Table 17 Geographical Distribution of Entrants

	Men	Women	Total
Belfast	0	6	6
Co Antrim	0	10	10
Co Armagh	0	2	2
Co Down	1	15	16
Co Fermanagh	0	2	2
Co Londonderry	0	3	3
Co Tyrone	0	5	5
Republic of Ireland	0	1	1
Scotland	0	1	1
Total	1	45	46

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 UJ, Sport, Exercise and Leisure degree). Of the 57 entrants, 5 were direct entrants into Year 2 of the degree, because of high quality HND qualifications. Like the BA Early Childhood Studies, a significant proportion of entrants came from the FE sector.

Table 18 General Analysis of Applicants

	2006		2005		Change	
	Applicants	Entrants	Applicants	Entrants	Applicants	Entrants
Men	105	28	99	16	+6	+12
Women	94	29	96	14	-2	+15
Total	199	57	195	30	+4	+27

Table 19 Number of Applications and Entrants

	Applications (change in brackets)	Unsuccessful	Declined	Entrants Main Scheme	Entrants Clearing	Total Entrants
Health & Leisure Studies	204 (+9)	57	90	47	10	57

Table 20 Academic Attainment of Entrants

Entrants to Year 1	Entrants	Average UCAS Tariff Points
A-Levels	25	270
Vocational A Levels (combination)	15	250
BTEC National Diploma	4	270
BTEC National Certificate	1	300
HND	5	Not on tariff
Foundation	1	“
Associate Degree	1	“
Entrants to Year 2	Entrants	
HND	4	“
120 Undergraduate Level 1 CATS points	1	“
Total	57	270

Table 21 Types of Schools from Which Entrants Have Come

	Men	Women	Total	Change
Grammar	11	6	17	+5
Non-Grammar	10	11	21	+15
Further Education	7	12	19	+7
Total	28	29	57	

Table 22 Age Bands of Entrants

Age Band	Men	Women	Total
Under 21	25	25	50
21-24	3	2	5
25 and over	0	2	2
Total	28	29	57

Table 23 Geographical Distribution of Entrants

	Men	Women	Total
Belfast	9	8	17
Co Antrim	5	4	9
Co Armagh	3	3	6
Co Down	6	10	16
Co Fermanagh	0	1	1
Co Londonderry	1	1	2
Co Tyrone	2	2	4
Republic of Ireland	2	0	2
Total	28	29	57

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 reduced by DE to 10. A total of 30 students were admitted to the PGCE (matching the overall intake quota). The number of applicants was down by 56. All places were filled with applicants of excellent quality, both academically and in terms of professional and personal potential. None of the 14 male applicants secured a place. All entrants to the PGCE possessed at least an upper second class honours degree.

Table 24 Results of Applications to PGCE Educational Psychology

	Accepted	Withdrawn	Unsuccessful	Total
Men	0	0	4	4
Women	11	5	59	75
Total	11	5	63	79 (-12)*

* change in brackets

Table 25 PGCE Educational Psychology – University of first degree

University	Numbers
QUB	4
University of Ulster	6
Open University	1
Total	11

Table 26 Results of applications to PGCE Early Years

	Accepted	Withdrawn	Unsuccessful	Total
Men	0	1	9	10
Women	19	8	156	183
Total	19	9	165	193 (-44)*

* change in brackets

Table 27 PGCE Early Years – Undergraduate Degree Profile

Degree Content	Numbers
Early Childhood Studies	13
Applied Psychology	4
BA Education	2
Total	19

Table 28 PGCE Early Years – University of first degree

University	Numbers
Stranmillis University College	13
QUB	2
University of Worcester	1
University of Castilla	1
Open University	1
Glasgow Caledonian	1
Total	19

Table 29 PGCE Early Years – Degree Classification

Degree Classification	Numbers
1 st	1
2.1	18
Total	19

Early Childhood Studies Part-Time Undergraduate Degree

BA (Hons) Early Childhood Studies

The number of applicants to both the Stranmillis and the Omagh campuses has decreased over the figures for 2005. 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 30 General Analysis and Results of Applications

BA (Hons) Early Childhood Studies						
	Stranmillis			Omagh		
	2006	2005	2004	2006	2005	2004
Applicants	40	71	69	43	64	39
Entrants Year 1	14	16	17	10	10	7
Direct Entry: Year 2	0	1	4	0	1	2
Total	14	17	21	10	11	9

Table 31 Age Bands of Entrants (Stranmillis and Omagh)

Age Band	Stranmillis	Omagh	Total
21-24	4	2	6
25 and over	10	8	18
Total	14	10	24

Table 32 Breakdown of Qualifications on Entry

	Stranmillis	Omagh	Total
A Levels	1	0	1
HND	1	0	1
NVQ Level 3	2	2	4
BTEC National Diploma	0	3	3
CACHE Diploma	5	0	5
Advanced CACHE Diploma	2	0	2
Access	0	2	2
Degree	1	0	1
FETAC	0	1	1
Certificate in Social Care	1	0	1
Advanced GNVQ	1	2	3
Total	14	10	24

Table 33 Geographical Distribution of Entrants

	Stranmillis	Omagh	Total
Belfast	4	0	4
Co Antrim	4	0	4
Co Armagh	2	0	2
Co Down	3	1	4
Co Londonderry	0	0	0
Co Tyrone	1	6	7
Co Fermanagh	0	2	2
Rep. Of Ireland	0	1	1
Total	14	10	24

Health and Leisure Studies Part-Time Undergraduate Degree

A considerable marketing effort was undertaken to recruit to the reintroduced BSc part-time programme. This included letters to FE providers, mail shots via the Sports Council database, etc. The outcome was therefore a little disappointing but it does represent a start, on the basis of which further efforts will be made for 2007.

BSc (Hons) Health and Leisure Studies

Table 34 Applicants to the BSc (Hons) Health and Leisure Studies Degree Course

	2006	
	Applicants	Entrants
Men	4	1
Women	4	4
Total	8	5

Disability

Table 35 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 Student Support Officer is able to follow-up the application and discuss specific requirements with the student.

Table 35 Entrants to undergraduate degree programmes who have declared a disability on their UCAS form

Disability (by UCAS definition)	Entrants 2006			Continuing Students All Programmes	
	BEd	ECS	HLS	Continuing	Total
1: You have a specific learning difficulty (for example, dyslexia)		2	2	6	10
2: You are blind or partially sighted	2				2
3: You are deaf or hard of hearing	2			1	3
4: You use a wheelchair or have mobility difficulties				1	1
5: You have Autistic Spectrum Disorder or Asperger Syndrome					
6: You have mental health difficulties					
7: You have a disability that cannot be seen, for example, diabetes, epilepsy or a heart condition				4	4
8: You have two or more of the above	1			1	2
9: You have a disability, special need or medical condition that is not listed above	2			7	9

General Comments

- (a) The 2006 Primary BEd intake quota was reduced by 25 to 115 by the DE and it is expected that there may be further reductions in the next few years related to official predictions regarding demographic trends. However, DE has at the time of writing not provided any forward planning information, although it has promised to do so. The Post-Primary intake quota remains unchanged at 50. Again some future reduction in this quota is possible. 119 students were admitted to the Primary pathway and 47 to the Post-Primary pathway.
- (b) In the light of the research commissioned by DE which indicated a shortage of Maths/Science teachers in post-primary schools, the University College was permitted to introduce a Maths/Science option in the Post-Primary pathway. Places were to be allocated from within the existing Post-Primary intake quota. However, permission from DE had not been received in time to place an entry in the UCAS Directory. Schools were informed by letter from the University College, but most candidates had already made up their minds regarding application choices and UCAS forms had already been completed by many students. No students entered the course, but it is anticipated that the application field will be larger for the 2007 entry.
- (c) 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). Conditions in terms of grades for 2006 entry in respect of most Primary BEd subjects were set at ABB.
- (d) The academic quality of BEd entrants continues to remain very high. The increase in overall tariff points gained on entry is due to two factors, namely the fact that a greater number of candidates has 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. The QUB Academic Plan for 2006-2011 sets a target of enhancing student qualifications by raising the average entry tariff score towards 400. It can be seen that the Stranmillis University College average for the BEd Primary (380 points) is currently not far off this score. The average tariff for the University College as a whole is 330 points. (QUB did not provide an average UCAS tariff score for the University).
- (e) Successful entrants to the BEd and ECS degrees also demonstrated a high level of professional commitment and communication skills, which were determined by the selection interview and included for the first time a 5-minute presentation. Feedback from candidates, interview panels and careers teachers considered this to be a positive development.

- (f) Tables 11(a) and 11 (b) demonstrate the pattern of male applicants and entrants over the past 6 years. Taking male applicants as a proportion of all applicants for the BEd Primary, 25% is the highest in 6 years, whilst male entrants represented 18% of all entrants. This is also the highest proportion in the past 6 years. (The latest DE statistics (05/06) by gender show that 16% of primary school teachers in Northern Ireland are men). Work has commenced on the two projects which have been identified in the University College ACCESS agreement – one is to attract more students from the lower socio-economic groups and the second is to attract more males into teaching. The Widening Access Promoter is currently engaged with 8 schools which are hoping to participate in the intervention initiatives.
- (g) The Department of Education has informed the University College that the PGCE Educational Psychology option is to be withdrawn and that the final intake permitted in September 2006 would be 10. The justification for this is that the British Psychological Society has altered its requirements for registration as an Educational Psychologist, with the consequence that graduates to the profession will no longer need to possess a teaching qualification.
- (h) In the light of the reduced intake quota for the BEd, the Department for Employment and Learning has allocated a proportionate number of additional places for the two non-ITE undergraduate degrees - Early Childhood Studies and Health and Leisure Studies. Both courses have recruited well, and all available places have been filled. It remains to be seen whether a similar transfer of places would be permitted if further reductions in the BEd quota took place in future years.
- (i) 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.
- (j) Complaints and Appeals. There were numerous requests for feedback to unsuccessful applicants and their parents, head teachers, etc. All were handled by staff in Admissions. No complaints were pursued through the official appeals/complaints procedure.
- (k) The poor quality of service provided to HEIs by UCAS in the 2006 admissions cycle has been widely reported in the media. In smaller institutions such as Stranmillis, the impact of a series of technical and other difficulties is felt more severely. The Principal wrote to the CEO of UCAS expressing the dissatisfaction of the University College and an apology has been received. Quality of service is on the agenda for the next meeting of the UCAS Northern Ireland Standing Committee. It is

fair to say that HEIs, including Stranmillis made every effort to ensure that applicants were not disadvantaged by the difficulties.

- (l) The withdrawal of St Mary's University College from UCAS has resulted in serious difficulties, particularly in terms of the number of offers to make. Given the reduction in the BEd intake quota it is extremely difficult to reach precisely the number of entrants determined by the DE, and when this is combined with the 'St Mary's effect' it is almost impossible to achieve the precise target.
- (m) 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 hybrid Post-Qualification-System (PQA) will 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 by Academic Registry staff in consultation with teaching colleagues in the more restricted time period after the publication of results.

THE CAMPUS AND ITS BUILDINGS

During the year substantial progress was made on the construction of the new Orchard Building. By July 2007 the installation of equipment for Art, Health & Leisure, Physical Education and Technology & Design was well in hand.

A further phase of the decentralisation of the Halls heating system was completed over the summer months and the Disabled Access Works to the Central Building and to the pathways on campus were completed.

HUMAN RESOURCES

Local implementation of the National Framework Agreement (NFA) still presents a considerable body of work through which the University College is progressing. College-wide role analysis has been carried out in order to inform the design of a new pay and grading structure. This structure was implemented in July 2007. Working in partnership with its recognised trade unions, the College's has a number of work streams to conclude, such as the consideration of formal appeals, harmonisation of a range of terms and conditions of employment, and completion of a formal document setting out how the College has locally implemented the NFA. This agenda remains a very significant challenge for a relatively small institution.

Implementation of the Human Resources Strategy 2006-2008 continued in terms of a range of initiatives such as provision of support for staff undertaking

doctorates and professional courses, and the development of an absence management procedure.

EQUALITY/DIVERSITY ISSUES

The annual report of the College's Equal Opportunities Officer, Ursula Doherty, is reproduced below.

1 Summary of Key Developments

- Most of the goals and targets in the College's current Affirmative Action Plan have been met.
- A collaborative approach among all five HE institutions in Northern Ireland is continuing on issues relating to the College's Equality Scheme. A good relations audit was undertaken.
- A "Dignity at Work and Study" procedure was introduced, and training was provided to staff during 2006.

2 Fair Employment Monitoring

(a) Applications for Employment

During the year ending 31 December 2006, 424 applications were received. The breakdown of applications by gender and perceived community background was as follows:

Table 1: Summary of Applications – All Staff Groups ¹

Total applications						
	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	69	16.3	120	28.3	189	44.6
Roman Catholic	50	11.8	140	33.0	190	44.8
Not determined	15	3.5	30	7.1	45	10.6
Totals	134	31.6	290	68.4	424	100.0

¹ Where rounding to the nearest decimal place or whole number has been used, percentages may not add to 100% exactly.

Applications by category:

Table 1.1: Academic

	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	28	19.0	38	25.9	66	44.9
Roman Catholic	19	12.9	43	29.3	62	42.2
Not determined	9	6.1	10	6.8	19	12.9
Totals	56	38.0	91	61.9	147	100

Table 1.2: Admin/Technical

	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	19	7.7	77	31.2	96	38.9
Roman Catholic	36	14.6	93	37.7	129	52.2
Not determined	4	1.6	18	7.2	22	8.9
Totals	59	23.9	188	76.1	247	100

Table 1.3: Weekly Paid

	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	4	13.3	5	16.7	9	30
Roman Catholic	13	43.3	4	13.3	17	56.7
Not determined	2	6.7	2	6.7	4	13.3
Totals	19	63.3	11	36.7	30	100

The College's Affirmative Action Programme contains goals for applications and appointments for administrative/technical and weekly paid posts. The following table compares the goal for each category of post against the actual percentages recorded in the monitoring years to December 2005 and 2006.

Table 2: Affirmative Action Targets – Applications

	Goals: % applicants Roman Catholic	Year to Dec 05 % applicants Roman Catholic	Year to Dec 06 % applicants Roman Catholic
Admin/Technical	27	28	52
Weekly Paid	32	47	57
Overall (support)	30	36	53

All goals relating to applications have again been met.

Table 3: Comparison between applicant figures between years to December 2005 and December 2006

Total Applications: 2006						
	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	69	16.3	120	28.3	189	44.6
Roman Catholic	50	11.8	140	33.0	190	44.8
Not determined	15	3.5	30	7.1	45	10.6
Totals	134	31.6	290	68.4	424	100

Total Applications: 2005						
	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	56	17.1	60	18.3	116	35.5
Roman Catholic	53	16.2	67	20.5	120	36.7
Not determined	39	11.9	52	15.9	91	27.8
Totals	148	45.3	179	54.7	327	100.0

(b) Appointees

15 appointments were made in the monitoring year, these are summarised below:

Table 4: Appointments

Total Appointments						
	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	4	26.7	3	20.0	7	46.7
Roman Catholic	3	20.0	2	13.3	5	33.3
Not determined	2	13.3	1	6.7	3	20.0
Totals	9	60.0	6	40.0	15	100.0

Appointees by category:

Table 4.1: Academic

	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	2	25	2	25	4	50
Roman Catholic	2	25	1	12.5	3	37.5
Not determined	1	12.5	0	0	1	12.5
Totals	5	62.5	3	37.5	8	100

Table 4.2: Admin/Technical

	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	2	40	0	0	2	40
Roman Catholic	1	20	1	20	2	40
Not determined	1	20	0	0	1	20
Totals	4	80	1	20	5	100

Table 4.3: Weekly Paid

Weekly Paid:	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	0	0	1	50	1	50
Roman Catholic	0	0	0	0	0	0
Not determined	0	0	1	50	1	50
Totals	0	0	2	100	2	100

The following table shows the goal for each category of appointee against the actual figures recorded in the monitoring years to December 2005 and 2006.

Table 5: Appointees: Goals and Current Position

	Goal: % appointees Roman Catholic	Year to Dec 05: % appointees Roman Catholic	Year to Dec 06: % appointees Roman Catholic
Admin/Technical	27	57	40
Weekly Paid	32	29	0
Overall (support)	30	43	29

(c) Workforce Composition**Table 6: Summary of Workforce Data**

Total Workforce						
	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	62	29.7	78	37.3	140	67.0
Roman Catholic	18	8.6	41	19.6	59	28.2
Not determined	4	1.9	6	2.9	10	4.8
Totals	84	40.2	125	59.8	209	100.0

Workforce composition by category:

Table 6.1: Academic

	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	23	29.5	31	39.7	54	69.2
Roman Catholic	9	11.5	11	14.1	20	25.6
Not determined	2	2.6	2	2.6	4	5.1
Totals	34	43.6	44	56.4	78	100

Table 6.2: Admin/ Technical

	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	21	30.9	24	35.3	45	66.2
Roman Catholic	5	7.4	16	23.5	21	30.9
Not determined	1	1.5	1	1.5	2	2.9
Totals	27	39.7	41	60.3	68	100.0

Table 6.3: Weekly Paid

	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	18	28.6	23	36.5	41	65.1
Roman Catholic	4	6.3	14	22.2	18	28.6
Not determined	1	1.6	3	4.8	4	6.3
Totals	23	36.5	40	63.5	63	100.0

Under the affirmative action programme, the College has a goal of increasing the Roman Catholic proportion of the non-teaching/ support workforce to 30%.

The composition of the support workforce in this monitoring year is set out below, and demonstrates that this goal has again been met, as the proportion of Roman Catholics in the support workforce has remained at 30%.

Table 7: Non-Teaching/ Support Staff Workforce

	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	39	30	47	36	86	66
Roman Catholic	9	7	30	23	39	30
Not determined	2	2	4	3	6	5
Totals	50	38	81	62	131	100

Table 8: Composition of Overall Workforce (academic and support) over the last decade

Year	Total	Protestant		Roman Catholic		Not Determined	
		No	%	No	%	No	%
2006	209	140	67	59	28	10	5
2005	216	145	67	61	28	10	5
2004	224	154	69	62	27	8	4
2003	218	151	69	59	27	8	4
2002	209	149	71	57	28	3	1
2001	212	155	73	53	25	4	2
2000	217	159	73	56	26	2	1
1999	191	143	75	48	25	0	0
1998	198	147	74	50	26	0	0
1997	201	150	75	50	24	1	1
1996	205	157	77	47	23	1	1

(d) Promotees

Table 9:	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	1	33.3	2	66.7	3	100.0
Roman Catholic	0	0.0	0	0.0	0	0.0
Not determined	0	0.0	0	0.0	0	0.0
Totals	1	33.3	2	66.7	3	100.0

The College has no goals or targets for promotees.

(e) Leavers

Table 10:	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	6	23.1	9	34.6	15	57.7
Roman Catholic	3	11.5	2	7.7	5	19.2
Not determined	1	3.8	5	19.2	6	23.1
Totals	10	38.5	16	61.5	26	100

The College has no goals or targets for leavers.

3 Affirmative Action Programme

The College's targets for applications and workforce composition have been met in the monitoring year to 31 December 2006. The target for appointees has not been met.

4 College Equality Scheme

A collaborative approach, which has been taken from the date of designation as a public authority for the purposes of Section 75 of the Northern Ireland Act (1998) by the higher education institutions in Northern Ireland in relation to the statutory duties, has continued where possible and work common to all of the HEIs is carried out under the name of the "Higher Education Equality Consortium" (hereafter referred to as the HEEC). The College's Equal Opportunities Officer continues to represent the College on the HEEC.

The College made a commitment in its Equality Scheme to conduct a good relations audit, as Section 75 of the Northern Ireland Act 1998 requires the College to have "due regard to the desirability of promoting good relations" between:

- people of different religious belief
- people with different political opinion
- people from different racial groups.

The good relations audit was undertaken simultaneously by staff and students at all five HEIs, and a researcher was appointed by the HEEC to work on this project. It is anticipated that a number of action points will be identified following analysis of the data gathered through this audit.

One of the commitments within the College's Equality Scheme is to carry out Equality Impact Assessments (EQIA), if required, on any College policy which is found to have an adverse impact on promotion of equality or through which the College can better promote equality. EQIAs on Staff Recruitment and Selection and on Student Recruitment and Admissions are in progress.

5 Other information

(a) Legal issues:

No Fair Employment complaints have been lodged against the College in the year to December 2006.

(b) Dignity at Work and Study

The College introduced a policy on Dignity at Work and Study, as approved by the Governing Body in October 2005, and training for staff was provided in 2006.

(c) National Framework Agreement

The College was in the process of a substantial programme of work in order to implement the Framework Agreement for the Modernisation of Pay Structures (as agreed by the Joint Negotiating Committee for Higher Education Staff). Action to ensure delivery of equal pay for work of equal value is at the heart of the National Framework Agreement, therefore the pay and grading structure will be underpinned by College-wide job evaluation/role analysis.

The effective date of implementation of the new pay and grading structure will be 1 August 2006.

6 A Diverse Student Body

The increasingly diverse nature of the University College's student body is well illustrated by the figures below from the Higher Education Statistics Agency (HESA).

Full-time Courses

Breakdown by Religion: 2000-2006

Bachelor of Education

	Protestant	Roman Catholic	Other	Missing Data	Total
2006/07	633	60	18	45	756
2005/06	694	51	18	31	794
2004/05	685	41	21	38	785
2003/04	669	30	19	44	762
2002/03	657	25	16	41	739
2001/02	627	19	14	47	707
2000/01	481	11	9	160	661

Early Childhood Studies

	Protestant	Roman Catholic	Other	Missing Data	Total
2006/07	96	26	2	15	139
2005/06	99	27	2	9	137
2004/05	90	28	3	8	129
2003/04	103	25	5	13	146
2002/03	99	22	3	15	139
2001/02	81	22	2	24	129
2000/01	15	8	-	51	74

Health and Leisure Studies

	Protestant	Roman Catholic	Other	Missing Data	Total
2006/07	77	26	4	20	127
2005/06	71	27	5	7	110
2004/05	70	28	5	4	107
2003/04	55	25	5	7	92
2002/03	38	19	2	17	76
2001/02	26	19	2	31	78
2000/01	11	6	-	37	54

PGCE

	Protestant	Roman Catholic	Other	Missing Data	Total
2006/07	19	7	3	3	32
2005/06	24	13	0	5	42
2004/05	28	10	1	4	43
2003/04	22	12		8	42
2002/03	20	13		8	41
2001/02	17	13		5	35
2000/01	18	16	1	2	37

Part-time Courses

Early Childhood Studies

	Protestant	Roman Catholic	Other	Missing Data	Total
2006/07	65	50	7	28	150
2005/06	68	52	6	32	158
2004/05	71	63	6	32	172
2003/04	62	54	3	26	145
2002/03	65	56	2	49	172
2001/02	67	55	2	83	207
2000/01	49	46	3	109	207

Health and Leisure Studies

	Protestant	Roman Catholic	Other	Missing Data	Total
2006/07	2	1	0	2	5

MA/MEd/MSc/MTeach

	Protestant	Roman Catholic	Other	Missing Data	Total
2006/07	57	35	3	59	154
2005/06	40	39	4	72	155
2004/05	39	47	3	82	171
2003/04	33	54	5	70	162
2002/03	40	48	7	46	141
2001/02	37	44	4	52	137
2000/01	38	54	4	40	136

Source: HESA

HESA PERFORMANCE INDICATORS/ BENCHMARKS/ NATIONAL STUDENT SURVEY

The most recently published figures for 2005-06 from the Higher Education Statistics Agency (HESA) reveal a positive picture. In relation to the employment of leavers obtaining degrees from full-time courses, Stranmillis had an 80 per-cent success rate. However, in terms of full time permanent employment this figure was considerably lower at 20.18 per-cent. One of the reasons for this is the decline in the demand for teachers resulting from the demographic downturn. As far as the proportion of young, full-time first degree entrants from state schools were concerned, the Stranmillis figure was 100 per cent. In the case of the participation of those from NS-SEC classes 4, 5, 6 and 7, Stranmillis attained 32.9 per-cent of students from NS-SEC 4-7 as against the Northern Ireland average of 41.0 per-cent. The Stranmillis figure was marginally lower than that for the previous year (34.5 per-cent) and lower to that for QUB (34.4 per-cent). At Stranmillis there were 10 per-cent of students who were mature, full-time undergraduate students with no previous HE experience and from low participation neighbourhoods. This is broadly comparable to QUB (10.2 per-cent) and slightly lower than the NI average of 12.9 per-cent. Hopefully, the new bursaries and the significant investment in outreach measures introduced under the Stranmillis Access Agreement which will be implemented from September 2006, will further help to address the widening participation issue. Once again, in the case of students failing to complete courses, i.e. 'dropping out', Stranmillis was the best performing NI institution (only 1.9 per-cent of Stranmillis students had dropped out of HE, compared with the NI average of 10.1 per-cent). As far as the percentage of students in receipt of the Disabled Students Allowance is concerned, the Stranmillis figure rose from 1.3% to 2.2 per cent, compared with the NI average of 3.4 per-cent. This rise is also demonstrated across the NI HEIs and the UK average which rose from 3.6 per-cent to 4.1 per cent.

These positive HESA statistics are complemented by the outcomes of the third, annual, undergraduate National Student Survey (NSS), conducted under HEFCE auspices by the IPSOS UK Consultancy for the Teaching Quality Information (TQI) web-site, which is aimed primarily at prospective

undergraduate students. The 2006/2007 survey has now established a three year data set (although 2006 is only the second year in which initial teacher education has been included). On a five point scale, the overall satisfaction score on an institutional basis for Stranmillis was 4.0, which was the same as QUB and UU but slightly less than St Mary's which was 4.3. The BA (Early Childhood Studies) held its position as the highest scoring programme at Stranmillis in terms of overall course satisfaction (4.1), with the BSc (HLS) at 4.0 and the BEd at 3.9. In terms of satisfaction with specific aspects of the survey, students on all three undergraduate programmes rated 'work placements' (mean 4.2) as the highest scoring section of the survey. The lowest scoring result across all questions was in relation to Library resources which scored 3.0. These results have been the subject of a detailed analysis and review by the University College's Operating Board and departmental business plans have incorporated actions to bring about improvements where necessary.

CONFERENCES

The University College continues to develop its conference business attracting clients from both the public and private sectors. Over the Easter period the University College was the administrative centre for the World Under 19 Rugby Championships which were held in Belfast for the first time. Some eleven of the participating teams stayed in the Halls of Residence over the three week period and this resulted in substantial activity for the staff in the Catering and Residence Department. As a result of these activities a sizable contribution was made to the University College income. In the year £210,532 was generated from the hire of accommodation.

CREATIVE ARTS RESIDENCY

Continued financial support from the Arts Council (NI), allied to a substantial investment by the College, enabled the College's arts consultant, Brian McAvera, to continue the three-year Creative Arts Residency project begun in April 2006. Inputs continued from the Polka Children's Theatre (London) (working with the writers Dominic Mitchell – ex Royal Court Young Writers programme – and Mike Ackers – ex Plaines Plough) and the Mercury Musical Agency (London) (with eight writers and composers from Italy, England and the USA), with writers and composers in residence at the College for several periods. A major feature was a visit from distinguished artist Mick Cullen (Dublin-based, in IMMA etc.) as well as Northern Irish artists David Crone, Mick Cullen and Martina Corry. In December 2006, the College hosted an Indian theatre troupe and experts on Indian theatre. Their visit included work with the local Indian community as well as performances and seminars in Stranmillis. An illustrated book was produced chronicling the company's work and placing it within the larger context of the Indian theatre scene. On a particularly positive note, the playwright Richard Shannon did a residency and then later brought his play 'The Lady of Burma' to the college theatre, appreciative of the part the residency had played in the development of this

highly acclaimed work. The distinguished dramatists Anne Devlin and Graham Reid (the latter a Stranmillis alumnus) hosted a public discussion of their work while the highly acclaimed Venetian architect Igor Silic, who spoke at a public seminar during their stay also worked with staff and students in English and Art. In addition the residency developed links with the Dublin Theatre Company Focus, as well as the North's Tinderbox Theatre Company, and hosted book writers Tania Scott and Dr Christina Swabenland.

STAFF RESEARCH AND PUBLICATIONS

As in previous years, during 2006-07, a significant number of staff had the outcomes of their research published in conference proceedings, research reports, journal articles and chapters in books. A full list for the period 1 August 2006 – 31 July 2007 is set out from page 52 onwards. Staff continued to receive funding support to present papers at national and international conferences, ranging from the Standing Conference on Teacher Education North-South Annual Conference at Malahide, Co. Dublin, to the annual conference of the American Educational Research Association (AERA) in San Francisco. A full programme of lunchtime College research seminars was organised by the College's Research Development Officer/Associate Head of Research, Colette Gray, during 2006-07.

Education at Stranmillis University College has continued to consolidate a research strategy which was put in place in 2000/2001. A more focused approach has resulted in the University College's educational research being enhanced through its contribution to policy development. In the last few years the University College has extended its national work and is now contributing to policy debates in Europe and the United States through international collaboration, for example in the areas of teacher education, in-service education and early childhood education. Over the last number of years we have developed a shared approach to hosting and supervising research students, at present 12 PhD students are shared with the School of Education (QUB) and one with the School of Social Work at Queen's. The 2001 target of increasing research income has been substantially addressed with funds being secured from the European Commission, the Fund for Post Secondary Education (FPSE) in the United States, local Education and Library Boards and the Ulster-Scots Agency in Northern Ireland. An EU/US proposal for research and development, addressing Children at Risk in Education (CARE), led by the University College received the equivalent of 500,000 dollars, while other substantial grants have included funds from the Ulster-Scots Agency, Department of Education (DENI) and the Department of Health and Social Services (DHSS) and from the European Commission. The University College continues to address national policy issues having been awarded funded research contracts from the Department of Education (NI) in relation to language skills development, teacher shortage in specific subject areas and work on children's voices in the early years.

As a significant provider of educational research in Northern Ireland, the bulk of the income comes in the form of commissions from government-related

sources such as the Department of Education (NI). These commissions have been won under standard tendering conditions in open competitions with a variety of Northern Ireland and GB research-based organisations. The total amount of resource obtained in the last six years has been substantial for an organisation with a low base in 1999.

STAFF DEVELOPMENT

As in previous years, a significant programme of staff development events and opportunities for both teaching and support staff was offered under the aegis of the College's Staff Development Committee. Funding was made available to teaching staff through a bidding process to support innovative, external partnership projects with schools and Early Years centres providing placements for College students, to encourage innovation in learning and teaching both through the funding of projects and an annual teaching awards scheme and to enable 3 selected staff to have a semester of sabbatical leave from administrative and teaching duties in order to pursue their research priorities. Teaching staff were also supported not only to gain membership of the Higher Education Academy (HEA) but also the General Teaching Council (GTC NI). Ongoing training was provided in relation to e-learning, and Queen's Online. Access to awareness raising about the revised Northern Ireland Curriculum for schools was achieved for teaching staff through the Programme Management Board (PMB). Finally, funding support continued to be provided to teaching, research and support staff to enhance their academic qualifications, including PhDs jointly supervised by QUB and Stranmillis colleagues.

STUDENT LIFE AND ACHIEVEMENTS

Student achievements included raising a sum of £4,082 for local and national charitable organisations, including NI Children's Hospice, MS Society, Project Romania, Mission Africa (CU), Ladybird Trust, Urban Promise (Toronto), Shine-A-Light, Action Aid, Plan International and Breakthrough Cancer. The Drama Society staged the pantomime, 'Aladdin', in December 2006 which, as usual, was extremely well attended by school parties and others. This was an impressive and professional production with an original script, a large cast and chorus and an 11-piece orchestra. It was a credit to producer, Gordon Parks and co-directors, Laura May Rutherford and Jayne Hamilton. Music staff and students were responsible for the excellent choral input to the 'Celebration of Christmas in Words and Music', which took place as usual in Fisherwick Church in December 2006 and for mounting an impressive 'Music for a May Evening' concert on 10 May.

The annual exhibition of work by Art and Design students was staged in May. 'Scholars', the student bar, offered its customary range of social events through the College Club. The Students' Representative Council, under the leadership of Matthew Lander continued to represent student views on a

range of issues. Mark McFarland was elected to serve as President during 2007-08.

The Men's Football Club successfully competed in and won the First Division of the NI Universities League. The Men's Rugby Club were runners-up in their division of the Colleges' League. A number of Stranmillis students represented NI universities in the annual British Universities Students' Association (BUSA) games in April 2007 – Steven Cassidy, Jonathan Donnelly and David Laird.

HALLS OF RESIDENCE

Hall's fees were set at £2,325 per year for undergraduate students. Altogether, 261 Stranmillis students and 18 Queen's University students were in residence, along with 47 students from other institutions, including those from international outreach partners in Europe, China, South Africa and the United States.

STRATEGIC DEVELOPMENT PLAN

Details of the College's Strategic Development Plan for 2006-09 can be found on the College's web-site (<http://www.stran.ac.uk/informationfor/visitors/collegepoliciesa-z/>).

BUSINESS PLAN 2006-07

Details of the Business Plan for 2006-07 can be found on the College's web-site (<http://www.stran.ac.uk/informationfor/visitors/collegepoliciesa-z/>).

STAFF APPOINTMENTS

The following staff occupied cross-College academic roles during the period under review:

Ms Lisa Beggs	School-based Work Co-ordinator (Year 2)
Dr Irene Bell	Programme Leader BEd (Primary)/ BEd (Primary) (Year 3) Co-ordinator
Mrs Rachel Campbell	Advisor of Studies – BSc (Health and Leisure Studies)
Dr Brian Cummins	School-based Work Co-ordinator (Year 3)
Mrs Jill Dunn	School-based Work Co-ordinator (PGCE)/ BEd (Primary) (Year 4) Co-ordinator
Ms Gail Eason	MEd Co-ordinator/ Programme Leader MEd/ Adviser of Studies – MEd
Dr Patricia Eaton	Quality Assurance and Quality Enhancement Officer/ Dept. of Teacher Education (Post-primary) Programme Leader
Dr Ken Gibson	College Examinations Officer/ School-based Work Co-

	ordinator (Year 4)
Dr Colette Gray	Research Development Officer/ Associate Head of Research
Mr Richard Greenwood	Prospectus and Website Publicity Co-ordinator
Mrs Karen Hanna	Adviser of Studies – MA (Early Childhood Studies)
Mrs Bev Hutchinson	Adviser of Studies – BA (Early Childhood Studies)
Mr Hugh Kearns	Programme Leader - MTeach
Dr Barbara McConnell	Programme Leader – MA (Early Childhood Studies)
Dr John McCullagh	School-based Work Co-ordinator (Year 2)/ Adviser of Studies - BEd (Primary) (Year 2)
Ms Bronagh McKee	Child Protection Co-ordinator
Mrs Madeline Mason	School-based Work Co-ordinator (Year 1)
Dr Denise Mitchell	Curriculum Studies Co-ordinator
Ms Pamela Moffett	School-Based Work Co-ordinator (Year 1)/ Adviser of Studies – BEd (Primary) (Year 3 & PGCE)
Mr James Nelson	Adviser of Studies – BEd (Post-primary)
Dr Chris Reid	E-Learning Officer/ School-based Work Co-ordinator (Year 4)/ Adviser of Studies – BEd (Primary) (Year 1)
Mr Norman Richardson	Co-ordinator for DMU
Mrs Laurence Siberry	International Outreach Officer
Dr Maureen Thatcher	Adviser of Studies – BEd (Primary) (Year 4/ MEd/MTeach)
Dr Glenda Walsh	Programme Leader - PGCE
Mr Ken Wylie	Education Studies Co-ordinator/ Adviser of Studies – BEd (Primary) (Year 4)

The following new appointments were made or took effect during the course of the year:

Mrs Catherine Barrett	Administrative Officer – Department of Teacher Education - Primary
Mr Paul Coogan	IT Services Undergraduate Student Placement *
Dr Anne Heaslett	Principal
Mrs Patricia Milligan	Administrative Officer – Department of Early Childhood Education
Mrs Leanne Morton	Administrative Assistant – Students' Union
Ms Diane Taylor	Research Assistant
Mrs Lois Totton	Department of Teacher Education – Post-primary * (Business and Management Studies)

* denotes fixed-term, fractional or part-time appointment.

RETIREMENTS AND RESIGNATIONS

During the year there were a number of staff resignations and retirements:

Retirements

Mr Raymond Browne (Security)
Professor Richard McMinn (Principal)
Mr William Wilkinson (Security)

Resignations

Mrs Maureen Caldwell (Principal's Personal Assistant)
Ms Ros Duff (Human Resources Assistant)
Ms Sonia Kidd (Department of Teacher Education - Primary)

**DR ANNE HEASLETT (Appointed 1st August 2007)
APRIL 2008**

PRIZES AWARDED TO GRADUATING STUDENTS, JULY 2007

Mahon Prize – top male BEd Primary course student	Richard Lawther John McKeown
Mahon Prize - top female BEd Primary course student	Angela Coates
Vere Foster Medal - top Secondary course student	Lauren Hunter Linda Simpson
Gail Addison Memorial Prize for School-Based Work (SBW) Secondary	Lauren Hunter
Association of Teachers' and Lecturers' Prize for Education Studies	Sharon Armstrong
Susan Curry Award for Religious Studies	Sandra Halliwell
The PE Cup	Danielle Swift
The PE Prize – only awarded by the PE Dept. for a 1 st class degree	Danielle Swift
The English Cup	Stephanie Hodgins
The Science Prize	Ruth Cowan
Robert Simpson Award for Music	Naomi Deering
Society of Teachers in Business Education Cup - Business Studies	Gordon Parks
Stranmillis University College Association Prize -SBW Primary	Ciara Gaile
Maeve Ann Winters Award for Early Childhood Education	Sandra Hunniford
Kathleen McSherry Prize for Early Childhood Education	Stephanie Gillespie
The Andrews McCulla Associates Prize (Allied Dunbar Prize) for History	Emma Barr
SX3 Award for CIT	Glenda Jordan
Centerprise International Trophy for Geography	Emma Crawford
The First Trust Bank Prize for Art & Design	Melissa Carlisle

Hastings Cup for Health and Leisure Studies	Mark Dinsmore
Train Direct Prize for Health and Leisure Studies	Mark Dinsmore
The Dunn Technology Award	Lauren Hunter
The Northern Bank Prize for Mathematics	Louise McKendry
The Effenberg-Wilkinson Cup	Elizabeth Graham
The GTCNI Prize	Sharon Armstrong
The Institute of Engineering and Technology (IET) Trophy	Lauren Hunter

COURSE STATISTICS: 2006-07

COURSE	MEN	WOMEN	TOTAL
First Year B.Ed.	40	122	162
Second Year B.Ed.	38	150	188
Third Year B.Ed.	29	163	192
Fourth Year B.Ed.	40	157	197
Grad. Cert (Psych.)	-	10	10
Grad. Cert (Early Years)	-	20	20
First Year BA (ECS) (FT)	-	33	33
First Year BA (ECS) (PT)	-	22	22
Second Year BA (ECS) (FT)	1	48	49
Second Year BA (ECS) (PT)	1	24	25
Third Year BA (ECS) (FT)	1	48	49
Third Year BA (ECS) (PT)	-	44	44
Fourth Year BA (ECS) (PT)	-	30	30
First Year BSc (H&LS) (FT)	27	23	50
First Year BSc (H&LS) (PT)	-	3	3
Second Year BSc (H&LS) (FT)	15	9	24
Third Year BSc (H&LS) (FT)	19	20	39
Third Year MA (Arts in the Community) (PT)	-	8	8

As at 31 August 2007

M-LEVEL MODULES 2006-07

<i>Module Title</i>	<i>No. of students</i>
Leadership in Theory	9
Leadership in Schools	2
Working with the Disadvantaged	5
Working with Disadvantaged Pupils	8
Perspectives on Behaviour Management in Schools	4
Pupils with Emotional and Behavioural Difficulties	2
Leadership in Practice	7
Research Methods in Education	8
Developing Thinking Skills across the Primary Curriculum	3

SOME PERFORMANCE INDICATORS

	02/03	03/04	04/05	05/06	06/07
1. INPUTS					
(a) Recurrent Funding	£4,295,050	£4,762,835	£5,629,598	£4,538,992	£5,446,200
(b) Tuition Fee Income	£1,269,830	£1,315,411	£1,347,482	£1,405,443	£1,878,836
(c) Capital Funding	£ 333,993	£1,125,961	£ 191,333	£4,665,622	£4,939,041
2. ACTIVITIES					
(d) Number of Students					
BEd	774	749	772	778	744
PGCE	38	40	40	40	30
BA (ECS)	142	146	128	131	131
BSc (HLS)	76	93	99	103	105
Other Courses	103	163	91	93	90
TOTAL	1133	1191	1130	1145	1100
(e) Gender BEd					
% Male	16	18	17	19	19
% Female	84	82	83	81	81
(f) Entry Points (UCAS Tariff from 03/04)					
BEd	25.57	330	330	338	365
BA (ECS)	22	300	320	330	320
BSc (HLS)	17	260	260	270	310
(g) PGCE Entry					
2i and above (No)	35	40	40	30	20
%	100	100	100	100	100
(h) Staff FTE	60	63	64	61	61
(i) Support Staff FTE					
Total	106	107	109	108	110
Grant Aided	72	73	74	74	78
3. OUTPUTS					
(j) Graduates					
BEd	168	169	192	177	196
BA (ECS)	75	93	89	64	74
BSc (HLS)	30	19	31	32	40
PGCE	39	38	40	39	31
(k) Classification					
1	20	29	36	40	48
2i	162	158	174	166	169
2ii	83	83	70	79	82
3	8	11	5	3	11
Pass	-	-	-	-	-

	02/03	03/04	04/05	05/06	06/07
4. VALUE FOR MONEY					
(l) Funding/ Student					
<i>All Courses</i>	£4,912	£5,103	£6,173	£5,192	£6,659
(m) Teaching Staff: Student Ratio					
<i>All Courses</i>	1:18.88	1:18.9	1:17.6	1:18.8	1:18
(n) Teaching Staff: (FTE) Support Staff Ratio					
	1:1.20	1:1.16	1:1.16	1:1.20	1:1.25
(o) Energy Performance					
gig/100m ²	131.3	124	125	124	127
kw/sq m					
(p) Expenditure on pay					
% of total expenditure	65	63	66	68	60

FINANCIAL INFORMATION 2006-07

The extracts from the College's audited accounts for the twelve-month period 1st August 2006 to 31st July 2007 which follow indicate that it successfully operated within the block grant allocated to it by the Department for Employment and Learning. 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. The audit statement for the period was unqualified. A full set of audited accounts is available, upon application, from the Vice-Principal (Corporate Services) – Tel: 028 9038 4357.

INCOME AND EXPENDITURE ACCOUNT

For the Period Ended 31 July 2007

	2007 12 Months £	2006 10 Months £
Income		
Funding Grants	6,905,407	5,522,716
Tuition Fees	1,878,836	1,405,443
Research Grants and Contracts	372,760	404,248
Other Operating Income	1,797,123	1,167,395
Interest Receivable (Including FRS17 amount)	48,131	34,558
	11,002,257	8,534,360
Expenditure		
Staff Costs	6,160,371	4,958,545
Other Operating Expenditure	2,832,248	2,575,311
Depreciation	1,416,023	1,073,902
Interest Payable	-	28,000
	10,408,642	8,635,758
(Deficit)/surplus on continuing operations after depreciation of fixed assets at valuation and before tax	593,615	(101,398)
Taxation	-	-
(Deficit)/Surplus for the period retained within Reserves	593,615	(101,398)

There were no other recognised gains or losses.
The Income and Expenditure Account of the College relates wholly to continuing operations.

BALANCE SHEET

As at 31 July 2007

	2007 12 months £	2006 10 months £
Tangible Assets	56,514,541	52,579,411
Total Fixed Assets	<u>56,514,541</u>	<u>52,579,411</u>
Debtors	986,737	-
Short Term Deposits	400,161	580,599
Cash at Bank and in hand	450,575	369,219
Total Current Assets	<u>1,837,473</u>	<u>1,372,146</u>
Less: Creditors – amounts falling due within one year	<u>(829,476)</u>	<u>(850,070)</u>
Net Current Assets	<u>1,007,997</u>	<u>522,076</u>
Total assets less current liabilities	57,522,538	53,101,487
Less: Creditors – Amounts falling due after more than one year	-	-
Less: Provisions for liabilities and charges	(1,643,000)	(2,778,000)
NET ASSETS	<u>55,879,538</u>	<u>50,323,487</u>
Deferred Capital Grants	54,660,627	51,035,191
Reserves	2,224,911	1,834,296
FRS 17 Pension Reserve	(1,006,000)	(2,546,000)
Total Funds	<u>55,879,538</u>	<u>50,323,487</u>

LIST OF STAFF PUBLICATIONS 2006-07

PEER REVIEWED JOURNAL ARTICLES

IRENE BELL

Bell, I. (2006), 'Evaluation of the Impact of an Initial Teacher Education Course in Primary Mathematics on a Cohort of Students'. *Philosophy of Mathematics Education Journal*, No. 19.
(URL: <http://www.people.ex.ac.uk/PErnest/pome19/index.htm>).

TRISHA EATON & IRENE BELL

Eaton, P. & Bell, I. (2007), 'It's CAME; We Saw; Did it Conquer? – A review of the Cognitive Acceleration in Mathematics Education Pilot Study in Northern Ireland'. *International Journal for Mathematics Teaching and Learning*.
(URL: <http://www.cimt.plymouth.ac.uk/journal/eaton.pdf>)

TRISHA EATON, IRENE BELL, JULIAN GREENWOOD & JOHN McCULLAGH

Eaton, P., Bell, I., Greenwood, J. & McCullagh, J. (2006), 'Who is Teaching your Child? The issue of unqualified subject specialists in Northern Ireland'. *Cambridge Journal of Education*, Vol. 36, No. 4, pp 549-564.

KEN GIBSON

Gibson, K. (2007), 'Technology and Design at Key Stage 3: perceptions of challenge'. *Design and Technology Education: An International Journal*, Vol. 12, No. 1, pp 55-64.

COLETTE GRAY & JOANNE WILSON

Gray, C. & Wilson, J. (2006), 'Teachers' Experiences of a Single-Sex Initiative in a Co-education School'. *Educational Studies*, Vol. 32, No. 3, pp 285-298.

COLETTE GRAY, JAMES FERGUSON, SARAH BEHAN, CAROL DUNBAR, JILL DUNN & DENISE MITCHELL

Gray, C., Ferguson, J., Behan, S., Dunbar, C., Dunn, J. & Mitchell, D. (2007), 'Developing Young Readers through the Linguistic Phonics Approach'. *International Journal of Early Years Education*, Vol. 15, No. 1, pp 15-33.

JULIAN GREENWOOD, DIANE BARRETT & JOHN McCULLAGH

Greenwood, J., Barrett, D. & McCullagh, J. (2006), 'Kissing Laterality and Handedness'. *Laterality*, Vol. 11, No. 6, pp 573-579.

JULIAN GREENWOOD, JOHN McCULLAGH, JEREMY GREENWOOD, JIM BEGGS & COLETTE MURPHY

Greenwood, J., McCullagh, J., Greenwood, J., Beggs, J. & Murphy, C. (2006), 'A Survey of Sidedness in Northern Irish Schoolchildren: the interaction of sex, age and task'. *Laterality*, Vol. 12, No. 1, pp 1-18.

RICHARD GREENWOOD

Greenwood, R. (2006), 'Questions about Cross-Curricularity'. *Primary Geographer*, No. 60, pp 4-6.

Greenwood, R. (2007), 'Geography Teaching in Northern Ireland Primary Schools: a survey of content and cross-curricularity'. *International Research in Geography and Environmental Education*, Vol. 16, No. 4, pp 380-398.

RICHARD GREENWOOD & JULIAN ORFORD

Greenwood, R. & Orford, J. (2007), 'Factors Controlling the Retreat of Drumlin Coastal Cliffs in a Low Energy Marine Environment – Strangford Lough, Northern Ireland'. *Journal of Coastal Research*, Vol. 23, No. 2, pp 285-297.

RICHARD GREENWOOD, FIONNUALA WALDRON, SUSAN PIKE, JANET VARLEY & COLETTE MURPHY

Greenwood, R., Waldron, F., Pike, S., Varley, J. & Murphy, C. (2007), 'Student Teachers' Prior Experiences of History, Geography and Science: initial findings of an all-Ireland Survey'. *Irish Educational Studies*, Vol. 26, No. 2, pp 177-194.

SHARON McMURRAY

McMurray, S. (2006), 'Learning to Spell: raising standards in spelling and independent writing'. *Support for Learning*, Vol. 21, No. 2, pp 100-107.

DENISE MITCHELL & CAROL DUNBAR

Mitchell, D. & Dunbar, C. (2006), 'Learning and Development in the Nursery Setting: the value of promoting emergent Information and Communications Technology skills'. *Child Care in Practice*, Vol. 12, No. 3, pp 241-257.

NOEL PURDY

Purdy, N. (2007), 'Is German on the way out of Northern Ireland's schools?'. *Deutsch: Lehren und Lernen*, No. 35, pp 18-24.

Purdy, N. (2007), 'Teaching French to the iPod generation: a Belfast case-study'. *Francophonie*, No. 35, pp 20-21.

NORMAN RICHARDSON

Richardson, N. (2006), '[Religious Tolerance and Education]: obstacles and opportunities in Northern Ireland'. *Education Today*, Vol. 56, No. 4, pp 13-18.

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