

STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

ANNUAL REPORT

1st August 2007 – 31st July 2008



CONTENTS

	Page
STRANMILLIS UNIVERSITY COLLEGE	ii
BOARD OF GOVERNORS 2007-08	iii
MISSION STATEMENT	iv
A REVIEW OF THE REPORTING PERIOD	1
PRIZES AWARDED TO GRADUATING STUDENTS, JULY 2008	43
COURSE STATISTICS: 2007-08	45
SOME PERFORMANCE INDICATORS	47
FINANCIAL INFORMATION 2007-08	49
STAFF PUBLICATIONS 2007-08	52

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 (2007-08)

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 MPhil

Ms Judith Harper, MEd DASE PQH(NI)

Dr. Anne Heaslett, BA MA D.Phil MSc FRSA – *College Principal*

Mark McFarland, BEd - *Student Governor*

Terry McGonigal, FCCA CIPD MBA

Hugh Storey, MSSc DMS ACIS MBIM - *Staff Governor*

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

At the end of the 2007-08 academic year the College is disappointed that the long awaited Teacher Education Review is still not published. The vacuum caused by the failure on the part of Government to provide a strategic context for a robust debate on the future of teacher education in Northern Ireland is damaging at a time of significant change. The lack of clarity and vision has had a major impact on future planning.

In 2007-08 the College experienced further cutbacks in ITE numbers. BEd Primary numbers declined from 115 to 86 and Post-primary retained its 50 places. The PGCE Early Years received an allocation of 20 places, 10 less than the previous year because the Department of Education withdrew the PGCE Educational Psychology option. As anticipated there was no option to offset this reduction by being permitted by DEL to transfer the lost BEd places to the BA and BSc programmes. It is now government policy that numbers on the diversified programmes will no longer continue to increase as ITE numbers fall. Consequently the College is now facing a real decrease in numbers. The impact of this decrease will be exacerbated by the proposed introduction of Formula Based Funding in 2008-09.

THE COLLEGE'S STRATEGIC OPTIONS

Following the report by David Taylor (Educational Consultant, Formerly, Director of Inspection, Ofsted) to review the long-term strategic options for Stranmillis University College, the Governing Body set up a Working Group to explore the options in more detail. Meetings were held with representatives from St Mary's University College, the University of Ulster and Queen's University. The senior management and staff were also given the opportunity to explore potential for developing a Stranmillis Option.

The Governing Body held a special Board meeting on 17 April 2008 where the University of Ulster and Queen's University were invited to make a presentation on how they would like to develop a long term strategic option with Stranmillis. However, the University of Ulster declined the invitation. The Principal, on behalf of the College staff, made a presentation on the morning of 17 April 2008 outlining the principles which had been identified as central to the long term strategic future of Stranmillis. On the afternoon of 17 April 2008 Queen's University made a presentation which was based on a full merger between the University and Stranmillis University College.

At the Board meeting following the presentation by Queen's University the Governing Body made the unanimous decision in principle to pursue the option of a merger with Queen's. It was recognised that Stranmillis would have to prepare and submit a Business Case for any proposed merger to DEL.

In June 2008, a Project Steering Group, made up of senior management and Governing Body representatives from Queen's University and Stranmillis University College, and a Project Implementation Group, involving senior staff from both institutions, have been established. The proposed date for a possible merger was 1 August 2009.

NEW PROGRAMMES

The College has collaborated with the Further Education sector to create a consortium offering the Foundation Degree in Early Childhood Studies. This is a unique programme as it works in Consortia to incorporate all geographical areas of Northern Ireland. In September 2007 45 full-time and 20 part-time students were enrolled. Successful graduates from the Foundation Degree will, however, be able to articulate directly onto the second year of the BA Early Childhood Studies degree programme.

At the end of its first year of implementation the programme received particular praise from its External Examiner for the cohesiveness of its delivery across its various locations and the management of its quality assurance mechanisms.

PARTNERSHIP WITH SCHOOLS

In the Primary BEd the first part of the work has been completed on a Virtual Reality Primary School. Two pages have been designed using an outside firm. We now need to develop materials for Foundation Stage, Key Stages 1 and 2.

In the Post-primary BEd the team has worked on the new GTC competences and drafted a new School Based Work reporting form on which there has been staff and student consultation. The team have also drafted new grade descriptors to be used with the form. The new reporting form was used in the Post-primary School Based Work placements in Semester 2 in 2008.

Some Post-primary students have engaged in the GOPIDS project (Good Practice in Diverse schools).

We ran a number of partnership days for the teacher tutors of schools who had accepted BEd Primary students for School Based Work. Almost half of the placement schools were represented. Dr Heaslett addressed this group and a number of our students also took part. This aspect was welcomed by the teachers. Mr John Chapman (Estates Manager) conducted a tour of the new Orchard Building with the group.

The Post-primary team organised a one day event on Wednesday 5 December 2007, at which Dr Brian Cummins and Mrs Lisa McKenzie took the lead. Five teachers from five quite different Post-primary schools met some of the staff from the Post-primary team. The topic of discussion was "Preparing Units of Work within a Revised

Northern Ireland Curriculum". A one day conference for teacher tutors was also hosted by the Post-primary team at the end of the spring term.

EDUCATION AND TRAINING INSPECTORATE

In June 2008 the College hosted a special seminar on the self-evaluation framework for teacher education involving the Inspectorate and representatives from the HEIs in Northern Ireland. This provided an important opportunity for the ITE providers to discuss the proposed framework and move the process towards the implementation phase. Following final approval of the framework the College will move into the embedding phase in 2008-09.

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 and Young Enterprise (NI). 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.

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) (with a visit by the playwright Paul Sirret) and Mercury Musicals (London) (with a visit by Clive Burton, Roberto Trippini and Corin Buckeridge). In November we hosted a Chinese Theatre event featuring the playwright Rosaline Ting, the director Jonathan Man and a group of actors. This included workshops with partner schools. In December two Canadian poets, Angela Patten and Daniel Lusk, participated in a residency which included visits to partner schools and workshops in Stranmillis. Doug Holton revisited the Residency to work on the book series and also on a community play. Other local and visiting artists included Clare Duffy, Gerry Gleason, John Breakey, Kevin Dyer and Stephen Daltrey.

The Ulster-Scots Academy Implementation Group took over the funding and external management of the Curriculum Development Unit, from 1 September 2007. The remit was informed by the USAIG's education and language development plan and

sharply focused on the production of language materials. With much uncertainty over the future of this project, the set tasks were accomplished and the work of the CDU came to an end in August 2008. The programme was thus completed with the handing over of the materials to USAIG. The Unit's team in 2007-08 consisted of Jacqueline Reid and Emma Fitzgerald.

The Farmington Fellowship, which is offered annually by the Farmington Institute based at Harris Manchester College, Oxford University was awarded to Mrs Janice Vennard, Head of Religious Studies at the Integrated College, Dungannon. During her sabbatical she produced a manual of study materials related to The Celtic Church.

CENTRE OF EXCELLENCE IN TEACHING AND LEARNING (CETL)

The work of the Colleges CETL continues under the management of Fergal Corscadden. This work is supported by a five year grant from DEL within the national CETL programme. The centre is developing innovative approaches in professional development for students particularly in teacher education although the work has embraced Early Childhood Education and Health and Leisure Studies. The centre has identified problem-based learning, reusable learning objects and synchronistic collaboration tools. These approaches are used to help students develop professional scenarios in which they can practise without being in the field. Some of the work has become part of the academic modules within the University College. The CETL has begun to address issues in additional educational needs and is working with a number of Special Schools in order to develop issues of identification and educational need in that context.

INTERNATIONAL OUTREACH

The year 2007-08 was another successful year for the international outreach programme. The programme continued to use ERASMUS to send students to Europe as well as the international programme where students had the opportunity to visit the United States, Hong Kong, Republic of China, Uganda, Zambia and South Africa. A large number of students had reciprocal visits to Stranmillis. The University College continues to ventilate its programmes of teacher education by sending a large proportion of student population for a period of one semester to international contacts and receives up to 50 international students on an annual basis. Within this programme staff have the opportunity of visiting partnership Universities in Europe and worldwide and we would normally receive 5 visits from European academics within the Erasmus programme.

A special part of the programme enables 2 members of staff to teach a one-week long semester at the University of Leon in Spain. This has been an ongoing course developed over the last 10 years by the University College. As a reciprocal arrangement 10 Spanish students spend 3 months living and working in teaching in Northern Ireland and Northern Ireland schools. In addition to the above the University College uses the business education initiative project and the Wider

Horizons projects and continues to provide opportunities for students to travel and gain international experience.

ERASMUS MOBILITY

Surname	Forename(s)	Student Number	Institution	Country
Braden	Caroline	17393051	N. Zahle's College of Education, Copenhagen	Denmark
Brown	Darren	17188067	University of Malta	Malta
Chambers	Michelle	17207061	Kaarinan Sosiaalialan Oppilaitos (Turku Polytechnic), Kaarina	Finland
Chapman	Gillian	17408059	Växjö Universitet, Växjö	Sweden
Cochrane	Jennifer	17413052	Umea Universitet, Umea	Sweden
Cummings	Sarah	17424054	University West, Trollhattan	Sweden
Donaldson	Lynn	17436052	Universitat Flensburg, Flensburg	Germany
Duddy	Charlene	17438055	Budapest Teacher Training College, Budapest	Hungary
Duff	Simon	17441056	Hogeschool Arnhem - Nijmegen	Netherlands
Farrell	Kylie	17243068	Kaarinan Sosiaalialan Oppilaitos (Turku Polytechnic), Kaarina	Finland
Ferris	Caralyn	17244064	University of Malta	Malta
Kirkpatrick	Terrence	16039068	University of Malta	Malta
Lamberton	Andrea	17315069	University of Malta	Malta
Larmour	Martin	17505054	Umea Universitet, Umea	Sweden
Loughrey	Beth	17511054	IUFM Orléans-Tours, Orléans	France
McKillop	Andrew	17554055	Växjö Universitet, Växjö	Sweden
McKnight	Alison	17556058	Budapest Teacher Training College, Budapest	Hungary
McMinn	Christopher	17559057	Hogeschool Arnhem - Nijmegen	Netherlands
McMurtry	Caroline	17561051	Maria Curie – Sklodowska University, Lublin	Poland
Moran	Claire	17592054	Budapest Teacher Training College, Budapest	Hungary
Noble	Charlene	17608058	Norre Nissum Seminarium, Lemvig	Denmark
Pyper	Naomi	17624053	Norre Nissum Seminarium, Lemvig	Denmark
Reid	Kurtis	17628059	Växjö Universitet, Växjö	Sweden
Ross	Averil	17641055	University West, Trollhattan	Sweden
Stevenson	Claire	17664055	IUFM Orléans-Tours, Orléans	France
Stewart	Judith	17665051	University West, Trollhattan	Sweden
Stewart	Paul	17666058	Växjö Universitet, Växjö	Sweden
Thompson	Rachel	17682053	Budapest Teacher Training College, Budapest	Hungary

INTAKES TO THE COLLEGE 2007-08

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 as follows:

Primary BEd: 90 places, a reduction of 25 places compared with 2006 figures. However, there was an actual reduction to 87 places because the intake quota had been exceeded by 3 places in September 2006.

Post-primary BEd: 50 places which represents a steady state from 2002. In reality, however the University College was permitted to admit 53 students because the post-primary intakes were 3 below quota in 2006.

Applicants

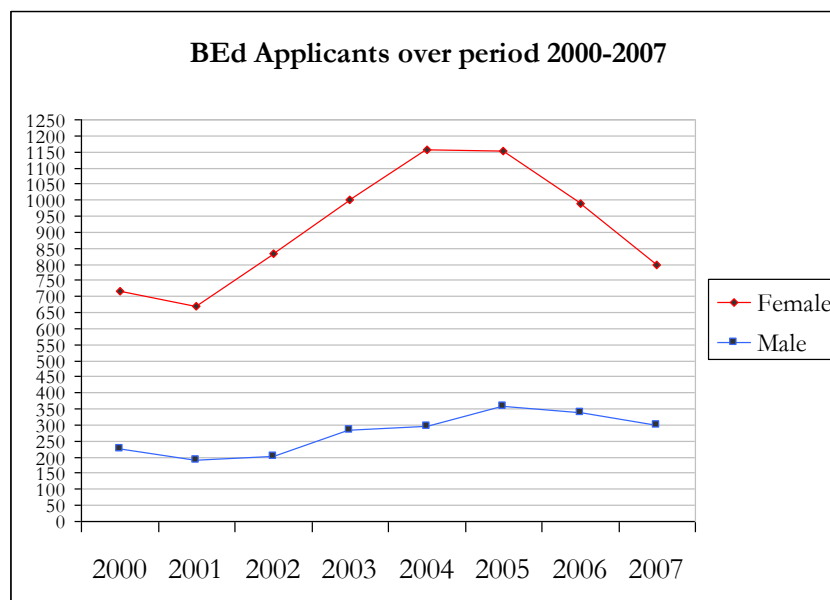
The number of applicants to the BEd was 1096, representing a decrease of 17% compared with the number of applicants in the 2006 cycle. Figure 1 shows a more marked decline in the number of female applicants than male applicants, particularly in the past two years.

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

	2007			2006			Change
	Primary	Post-Primary	Total	Primary	Post-Primary	Total	
Men	223	76	299	262	78	340	-41 (-12%)
Women	618	179	797	801	187	988	-191 (-19%)
	841	255	1,096	1,063	265	1,328	-232 (-17%)

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 88 (just one in excess of intake quota) whilst 51 students entered the Post-Primary BEd (slightly short of the 53 permitted). Nineteen males were admitted to the Primary BEd (a reduction of 2) and 14 males were admitted to the Post-primary BEd pathway (a reduction of 4).

Table 1 (b) - Entrants

	2007			2006			% Change
	Pr.	Pp.	Total	Pr.	Pp.	Total	
Men	19	14	33	21	18	39	-6 (-15%)
Women	69	37	106	98	29	127	-21 (-17%)
	88	51	139	119	47	166	-27 (-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 shows the significant increase in the number of applicants to the new Post-primary course – Mathematics and Science.

Table 2 Number of Applications and Entrants for each Subject Area

BEd Primary				
	Applications Change in brackets	Unsuccessful	Declined	Entrants
Art	102 (-25)	75	18	9
English	168 (-32)	123	39	6
Geography	122 (-24)	79	32	11
History	89 (-61)	51	26	12
Mathematics	79 (-16)	48	16	15
Music	63 (-16)	28	22	13
PE	220 (-28)	158	51	11
Religious Studies	137 (-59)	90	42	5
Science	86 (-36)	54	26	6
Total	1,066 (-297)	706	272	88

BEd Post-primary				
Business Studies	91 (-4)	52	20	19
Mathematics and Science	30 (+12)	12	11	7
Religious Studies	102 (-14)	48	37	17
Tech & Design	41 (-11)	11	22	8
Total	264 (-17)	123	90	51
Total Primary & Post-Primary	1,330 (-314)	829	362	139

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 55 entrants had achieved at least 3 A-Levels and 1 AS-Level or better – 1 with 4 A levels and 1 with 4 A levels + 1 AS. Four students (5%) of the Primary intake achieved grade A in each of their 3+ A-levels.

The number of entrants with qualifications which are alternative to A-level has reduced by 9 from 2006.

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	0	0	1	0	1	0
3 A-Levels + 1 AS-Level	13	6	40	19	53	25
3 A-Levels	3	6	20	16	23	22
Alternatives	2	2	8	2	10	4
Total	19	14	69	37	88	51

Table 4 Breakdown of Alternatives

	Men		Women		Total	
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.
Vocational A-Levels + A Levels	1	1	4	0	5	1
Btec National Award + A-Levels	1	1	0	0	1	1
Foundation/Access	0	0	2	1	2	1
Irish Leaving Cert	0	0	2	1	2	1
Total	2	2	8	2	10	4

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.

The average tariff score for the BEd Primary is 360 and Post-Primary BEd is 310 (a small decrease on the 2006 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	
	2006	2007
Primary		
Art	380	340
English	390	380
Geography	380	360
History	380	370
Mathematics	380	370
Music	290	340
Physical Education	350	340
Religious Studies	430	360
Science	440	350
Average Primary	380	360
Post-primary		
Business Studies	350	320
Mathematics & Science	0	300
Religious Studies	340	320
Technology & Design	300	280
Average Post-primary	330	310

Interview Ratings of Entrants

The highest possible score on interview (which includes a presentation) was 40 points. 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+	10	8	51	20	61	28
30-34	9	4	16	9	25	13
25-29	0	1	2	6	2	7
Below 25	0	1	0	2	0	3
Total	19	14	69	37	88	51

Geographical Distribution of Entrants

Table 7 Geographical Distribution of Entrants

	Men		Women		Total		Change from 2006
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.	
Belfast	5	2	5	6	10	8	-8
Co Antrim	6	5	25	11	31	16	+2
Co Armagh	3	2	2	3	5	5	-12
Co Down	2	3	18	9	20	12	+4
Co Fermanagh	0	0	2	1	2	1	+1
Co Londonderry	1	1	7	3	8	4	-13
Co Tyrone	2	1	7	3	9	4	-4
Republic of Ireland	0	0	2	1	2	1	+2
England	0	0	1	0	1	0	+1
Total	19	14	69	37	88	51	

Types of Schools from Which Entrants Have Come

Table 8 Types of Schools from Which Entrants Have Come

	Men		Women		Total		Change from 2006
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.	
Grammar	16	9	53	26	69	35	-14
Non-Grammar	0	3	11	8	11	11	-7
Further/Higher Education	3	2	5	3	8	5	-6
Total	19	14	69	37	88	51	

Results of Applications from Mature Students

Mature students (defined as students 21 years of age and over) represent just 3% of student intake to the BEd which is a reduction of 2% in 2006. The majority of mature students qualified for entry on the basis of an Access (Foundation) course taken at a College of Further Education.

Figure 2

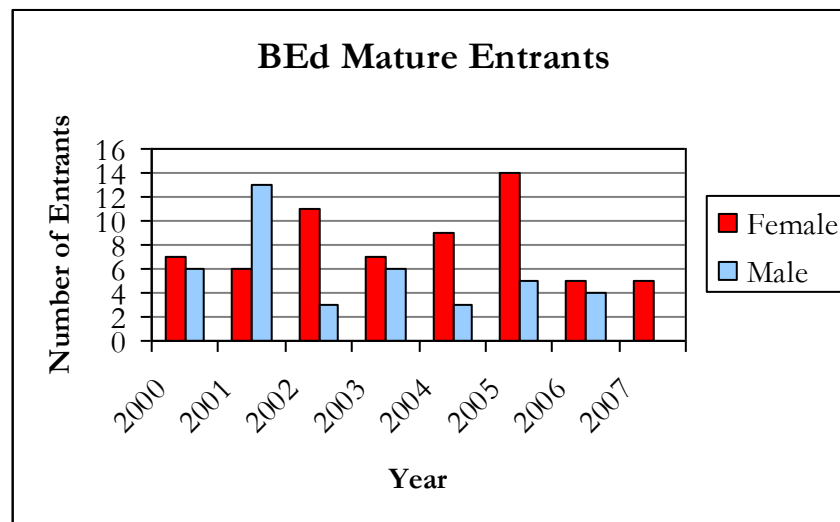


Table 9 Age Bands of Entrants

Age Band	Men		Women		Total	
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.
Under 21	19	14	66	35	85	49
21-24	0	0	1	2	1	2
25 and over	0	0	2	0	2	0
Total	19	14	69	37	88	51

Table 10 Educational Attainment of Successful Mature Students

	Men		Women		Total	
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.
A Levels	0	0	1	2	1	2
Foundation/Access	0	0	2	0	2	0
Total	0	0	3	2	3	2

Male Applicants

Table 11 (a) and 11 (b) show that the percentage of male applicants and entrants to the BEd as a whole in 2007 is the highest over the past seven years. In terms of applicants and entrants the 2007 percentages are the highest in seven years for the Primary BEd. On the other hand, in the Post-primary BEd, male entrants as a percentage of all entrants took a slight dip from 38% to 27%.

Male Applicants and Entrants to the BEd: 2001-2007**Table 11 (a)** Primary BEd

Year	Total Applicants	Males as a % of all applicants	Male Entrants	Males as a % of all entrants
2007	223	27%	19	22%
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
2007	76	30%	14	27%
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		
	2007	2006	2005	2007	2006	2005	2007	2006	2005
Male	1	3	5	1	0	2	3	0	0
Female	12	8	23	1	1	2	6	6	9
Total	13	11	28	2	1	4	9	6	9

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. Seven students with high-quality third level qualifications were admitted directly into the second year of the degree.

There would appear to be a slight shift this year with a slightly larger proportion of students coming from the schools sector, as opposed to FE.

The imposed reduction of places in the Primary BEd by 25 was compensated for by a permitted increased intake of 25 divided between the BA and BSc degrees

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

	2007		2006		Change	
	Applicants	Entrants	Applicants	Entrants	Applicants	Entrants
Men	7	1	13	1	-6	0
Women	441	62	507	45	-66	+17
Total	448	63	520	46	-72	+17

Table 14 Academic Attainment of Entrants

Entrants to Year 1	Entrants	Average UCAS Tariff points
A-Levels	32	310
Vocational A Levels (combination)	1	300
BTEC Nat. Dip.	5	350
BTEC Nat Cert + A Level	1	280
CACHE Diploma	2	350
Advanced CACHE Diploma	8	Not on tariff
HND	2	Not on tariff
Foundation/Access	5	Not on tariff
Entrants to Year 2		
HND	5	Not on tariff
Advanced Cache Diploma	2	Not on tariff
Total	63	320

Table 15 Types of Schools from Which Entrants Have Come

	Men	Women	Total
Grammar	1	20	21
Non-Grammar	0	13	13
Further Education	0	29	29
Total	1	62	63

Table 16 Age Bands of Entrants

Age Band	Men	Women	Total
Under 21	1	53	54
21-24	0	6	6
25 and over	0	3	3
Total	1	62	63

Table 17 Geographical Distribution of Entrants

	Men	Women	Total
Belfast	0	6	6
Co Antrim	0	15	15
Co Armagh	0	4	4
Co Down	0	22	22
Co Fermanagh	1	2	3
Co Londonderry	0	5	5
Co Tyrone	0	5	5
Republic of Ireland	0	3	3
Total	1	62	63

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. Of the 42 entrants, 3 were direct entrants into Year 2 of the degree, because of high quality HND qualifications. Like the BA Early Childhood Studies, there is a slight increase in the proportion of entrants from the schools sector. The academic quality of entrants in terms of A-levels or equivalent has also increased.

Table 18 General Analysis of Applicants

	2007		2006		Change	
	Applicants	Entrants	Applicants	Entrants	Applicants	Entrants
Men	87	23	105	28	-18	-5
Women	96	19	94	29	+2	-10
Total	183	42	199	57	-16	-15

Table 19 Academic Attainment of Entrants

Entrants to Year 1	Entrants	Average UCAS Tariff Points
A-Levels	28	290
BTEC National Diploma	9	320
HND	1	Not on tariff
Foundation/Access	1	Not on tariff
Entrants to Year 2	Entrants	
HND	3	Not on tariff
Total	42	310

Table 20 Types of Schools from Which Entrants Have Come

	Men	Women	Total	Change
Grammar	7	7	14	-3
Non-Grammar	2	6	8	-12
Further Education	14	6	20	+1
Total	23	19	42	

Table 21 Age Bands of Entrants

Age Band	Men	Women	Total
Under 21	21	17	38
21-24	2	1	3
25 and over	0	1	1
Total	23	19	42

Table 22 Geographical Distribution of Entrants

	Men	Women	Total
Belfast	1	3	4
Co Antrim	8	4	12
Co Armagh	7	6	13
Co Down	1	4	5
Co Fermanagh	3	0	3
Co Londonderry	1	2	3
Co Tyrone	2	0	2
Republic of Ireland	0	0	0
Total	23	19	42

Postgraduate Certificate in Education

General Analysis

The intake quota for the PGCE (Early Years) option was 20. A total of 20 students were admitted to the PGCE (matching the overall intake quota). The number of applicants was down by 23. All places were filled with applicants of excellent quality, both academically and in terms of professional and personal potential. None of the 13 male applicants secured a place. All entrants to the PGCE possessed at least an upper second class honours degree.

Table 23 Results of applications to PGCE Early Years

	Accepted	Withdrawn	Unsuccessful	Total Applicants
Men	0	0	13	13
Women	20	1	136	157
Total	20	1	149	170 (-23)*

* change in brackets

Table 24 PGCE Early Years – Undergraduate Degree Profile

Degree Content	1st	2.1	Numbers
Early Childhood Studies	4	11	15
Applied Psychology	0	1	1
BA Education	4	0	4
Total	8	12	20

Table 25 PGCE Early Years – University of first degree

University	1st	2.1	Entrants
Stranmillis University College	4	11	15
QUB	0	1	1
University of Worcester	4	0	4
Total	8	12	20

Early Childhood Studies Part-Time Undergraduate Degree

BA (Hons) Early Childhood Studies

The number of applicants to the Stranmillis campus has decreased again with an increased number of students applying to study the degree at Omagh FE College. 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 26 General Analysis and Results of Applications

BA (Hons) Early Childhood Studies						
	Stranmillis			Omagh		
	2007	2006	2005	2007	2006	2005
Applicants	32	40	71	50	43	64
Entrants Year 1	11	14	16	13	10	10
Direct Entry: Year 2	6	0	1	0	0	1
Total	17	14	17	13	10	11

Table 27 Age Bands of Entrants (Stranmillis and Omagh)

Age Band	Stranmillis	Omagh	Total Entrants
Under 21	1	3	4
21-24	6	3	9
25 and over	10	7	17
Total	17	13	30

Table 28 Breakdown of Qualifications on Entry

	Stranmillis	Omagh	Total Entrants
A Levels	0	1	1
HND	0	3	3
HNC	0	2	2
NVQ Level 3	4	4	8
BTEC National Diploma	3	0	3
CACHE Diploma	1	0	1
Advanced CACHE Diploma	7	0	7
Foundation/Access	1	1	2
BTEC Professional Development Certificate	1	0	1
FETAC	0	2	2
Total	17	13	30

Table 29 Geographical Distribution of Entrants

	Stranmillis	Omagh	Total Entrants
Belfast	4	0	4
Co Antrim	4	0	4
Co Armagh	2	0	2
Co Down	6	0	6
Co Londonderry	1	3	4
Co Tyrone	0	4	4
Co Fermanagh	0	3	3
Rep. Of Ireland	0	3	3
Total	17	13	30

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, a focused information day led by the Health and Leisure Studies team, etc. The outcome was therefore a little disappointing. All entrants had considerable experience of working in the Health or Leisure sectors and were aged 25 years and over. Entrants were selected on the basis of qualifications and experience. Those who did not possess GCSE Mathematics Grade C (or equivalent) were independently set a test of Mathematics competence by a member of the Mathematics team within the Primary BEd Department. All passed the test.

BSc (Hons) Health and Leisure Studies

Table 30 Applicants to the BSc (Hons) Health and Leisure Studies Degree Course

	2007	
	Applicants	Entrants
Men	6	6
Women	2	1
Total	8	7

In relation to qualifications on entry applicants had achieved the following; three entrants had achieved a National Diploma in a related area, one a HND in Leisure and Recreation Management, two a HNC in Sports Science and one applicant gained entry with a NBES management award and fitness instruction qualifications.

With regards to geographical distribution four entrants were from County Antrim, two from County Down and one from Belfast.

Disability

Table 31 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 31 Entrants to undergraduate degree programmes who have declared a disability on their UCAS form

Disability (by UCAS definition)	Entrants 2007		
	BEd	ECS	HLS
1: You have a specific learning difficulty (for example, dyslexia)	1	1	0
2: You are blind or partially sighted	0	0	0
3: You are deaf or hard of hearing	1	0	0
4: You use a wheelchair or have mobility difficulties	0	0	0
5: You have Autistic Spectrum Disorder or Asperger Syndrome	0	0	0
6: You have mental health difficulties	0	0	0
7: You have a disability that cannot be seen, for example, diabetes, epilepsy or a heart condition	0	0	0
8: You have two or more of the above	0	0	0
9: You have a disability, special need or medical condition that is not listed above	0	1	0

General Comments

- (a) The 2007 Primary BEd intake quota was reduced by 25 to 90 by the DE. The Post-Primary BEd intake quota remained at 50. For the first time this year, DE has imposed a penalty/compensation for over/under recruiting in the previous year. For this reason, the Primary BEd quota in reality was reduced to 87 students because of over-recruitment in 2006. The Post-primary quota was effectively 53 because of under-recruitment in 2006. DE has at the time of writing not provided any forward planning information, although it has promised to do so. 88 students were admitted to the Primary pathway and 51 to the Post-Primary pathway. It is expected that there will be further reductions in intakes in each of the Northern Ireland ITE providers in the next few years related to official predictions regarding demographic trends. The media reports in relation to demographic trends have contributed to speculation and rumours within Northern Ireland schools that Stranmillis was no longer recruiting. Considerable effort has been made by Admissions Staff in the past year to dispel this myth. Teaching staff, in their interaction with schools also need to reassure schools, that whilst reductions are being experienced by all ITE providers in Northern Ireland, there is no indication from government that Stranmillis is not recruiting students.
- (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 commencing in September 2006. 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. 30 applications were received for the 2007 entry with 7 students being admitted.
- (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 2007 entry in respect of most Primary BEd subjects were set at ABB.
- (d) The academic quality of BEd entrants continues to remain very high. It can be seen that the Stranmillis University College average tariff for the BEd Primary is 360 points. When compared with the most recent comparable figures received from the TDA, only one provider in the UK has exceeded this level. This is Bishop Grosseteste University College in Lincoln with an average tariff of 419. The best 25% by average tariff score was 298 with a sector average in England of 269.

- (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 second year, 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 7 years. Taking male applicants as a proportion of all applicants to the BEd Primary, 27% is the highest in 7 years, whilst male entrants represented 22% of all entrants. This is also the highest proportion in the past 7 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 a number of schools which have agreed to participate in the intervention initiatives.
- (g) The Department of Education has withdrawn the PGCE Educational Psychology option. 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 25 additional places for the two non-ITE undergraduate degrees - Early Childhood Studies and Health and Leisure Studies. Early Childhood Studies has recruited well, but work still needs to be done in attracting a greater number of students to the BSc Health and Leisure Studies. DEL has indicated that the additional 25 students is permitted for the 2007 cohort only.
- (i) Part-time undergraduate provision. The part-time BA Early Childhood Studies continues to recruit smallish but steady numbers whilst the intake to Omagh FE College has been more encouraging this year. The newly introduced BSc Health and Leisure Studies degree requires a concentrated effort by the course team if it is to truly 'get off the ground'. An intake of 7 is less than satisfactory.
- (j) A Foundation Degree in Early Childhood Studies has been developed in association with a consortium of 5 FE Regional Colleges, with an articulation route into the BA. Whilst the University College has currently the capacity only in terms of part-time places to articulate graduates with the Foundation Degree, it is anticipated that an approach will be made to DEL to grant full-time articulation.
- (k) 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.

- (l) 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.
- (m) 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.
- (n) 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 in terms of decision making in the more restricted time period after the publication of results.
- (o) The Swartz Report has also informed a revised Admissions Policy which will be produced in the current year. This will take account of the Widening Access agenda and will address the challenges presented by high-demand courses in a policy environment where full-time numbers are being reduced by government.
- (p) Under Section 75 of the Northern Ireland Act 1998, an Equality Impact Assessment on Admission of Students to the University College will be undertaken in the 2007/08 academic cycle.

THE CAMPUS AND ITS BUILDINGS

During the year the Orchard Building was completed and formally opened on 2 July 2008 by Sir Reg Empey MLA, Minister for Employment and Learning. The building provides excellent teaching and sporting facilities for students adding to their learning experience.

In 2007-08 the Orchard Building received a number of awards, including:

The Royal Society of Ulster Architects' award of the Wood NI prize for use of timber in the context of sustainability; and

The Royal Institution of Chartered Surveyors' award in the category for sustainability.

A further phase of the decentralisation of the Halls of Residence Heating system was completed. Initial planning for the refurbishment of the Central Building to provide enhanced teaching facilities was undertaken.

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

- All goals and targets in the College's Affirmative Action Plan have been met.
- The College is undertaking 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).
- 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 has been completed and a number of action points identified.

2 Fair Employment Monitoring

(a) Applications for Employment

During the year ending 31 December 2007, 278 applications were received. The breakdown of applications by gender and perceived community background was as follows:

Table 1: Summary of Applications¹

Total applications						
All Staff Groups	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	42	15.1	56	20.1	98	35.3
Roman Catholic	36	13.0	53	19.1	89	32.0
Not determined	22	7.9	69	24.8	91	32.7
Totals	100	36.0	178	64.0	278	100

Applications by category						
Academic	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	9	13.2	30	44.1	39	57.4
Roman Catholic	4	5.9	18	26.5	22	32.3
Not determined	3	4.4	4	5.9	7	10.3
Totals	16	23.5	52	76.5	68	100
Admin/Technical						
Admin/Technical	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	26	17.9	23	15.9	50	34.5
Roman Catholic	19	13.1	28	19.3	45	31.0
Not determined	16	11.0	44	30.3	50	34.5
Totals	61	42.0	95	65.5	145	100
Weekly Paid						
Weekly Paid	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	7	12.9	3	5.6	10	18.5
Roman Catholic	13	24.1	7	12.9	20	37.0
Not determined	3	5.6	21	38.9	24	44.5
Totals	23	42.6	31	57.4	54	100

The College's Affirmative Action Programme contains goals for applications and appointments for administrative/technical and weekly paid posts. The

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

following table compares the goal for each category of post against the actual percentages recorded in the monitoring years to December 2006 and 2007.

Table 2: Affirmative Action Targets – Applications

	Goals: % applicants Roman Catholic	Year to Dec 06 % applicants Roman Catholic	Year to Dec 07 % applicants Roman Catholic
Admin/Technical	27	52	31
Weekly Paid	32	57	37
Overall (support)	30	53	33

All goals relating to applications have been met in year ending 31 December 2007.

Table 3: Comparison between applicant figures between years to December 2007 and December 2006

Total Applications: 2007						
	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	42	15.1	56	20.1	98	35.3
Roman Catholic	36	13.0	53	19.1	89	32.0
Not determined	22	7.9	69	24.8	91	32.7
Totals	100	36.0	178	64.0	278	100

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

(b) Appointees

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

Table 4: Appointments

Total Appointments						
	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	3	10.3	8	27.6	11	37.9
Roman Catholic	5	17.2	8	27.6	13	44.8
Not determined	0	0	5	17.2	5	17.3
Totals	8	27.6	21	72.4	29	100
Appointees by category:						
Academic	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	0	0	3	75	3	75
Roman Catholic	0	0	1	25	1	25
Not determined	0	0	0	0	0	0
Totals	0	0	4	100	4	100
Admin/Technical	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	2	11.8	2	11.8	4	23.5
Roman Catholic	3	17.6	7	41.2	10	58.8
Not determined	0	0	3	17.6	3	17.6
Totals	5	29.4	12	58.8	17	100
Weekly Paid	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	1	12.5	1	12.5	2	25
Roman Catholic	2	25	2	25	4	50
Not determined	0	0	2	25	2	25
Totals	3	37.5	5	62.5	8	100

The following table shows the goal for each category of appointee against the actual figures recorded in the monitoring years to December 2006 and 2007, and demonstrates that, once again, all appointee goals have been met.

Table 5: Appointees: Goals and Current Position

	Goal: % appointees Roman Catholic	Year to Dec 06: % appointees Roman Catholic	Year to Dec 07: % appointees Roman Catholic
Admin/Technical	27	40	59
Weekly Paid	32	0	50
Overall (support)	30	29	56

(c) Workforce Composition

Table 6: Summary of Workforce Data

Total Workforce						
	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	56	27.2	77	37.4	133	64.6
Roman Catholic	20	9.7	42	20.4	62	30.1
Not determined	3	1.5	8	3.9	11	5.3
Totals	79	38.3	127	61.7	206	100
Workforce composition by category						
Academic	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	19	28.8	30	45.5	49	74.2
Roman Catholic	7	10.6	9	13.6	16	24.2
Not determined	1	1.5	0	0	1	1.5
Totals	27	40.9	39	59.1	66	100
Admin/Technical	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	22	27.5	28	35	50	62.5
Roman Catholic	7	8.8	18	22.5	25	31.3
Not determined	1	1.3	4	5	5	6.2
Totals	30	37.5	50	62.5	80	100
Weekly Paid	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	15	25	19	31.7	34	56.7
Roman Catholic	6	10	15	25	21	35
Not determined	1	1.7	4	6.7	5	8.3
Totals	22	36.7	38	63.3	60	100

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 now been met, as the proportion of Roman Catholics in the support workforce has reached 32.9% in the monitoring year to December 2007.

Table 7: Non-Teaching/ Support Staff Workforce

	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	37	26	47	34	84	60
Roman Catholic	13	9	33	24	46	33
Not determined	2	1	8	6	10	7
Totals	52	37	88	63	140	100

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

Year	Total	Protestant		Roman Catholic		Not Determined	
		No	%	No	%	No	%
2007	206	133	65	62	30	11	5
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

(d) Promotees²

Table 9:

	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	0	0	1	100	1	100
Roman Catholic	0	0	0	0	0	0
Not determined	0	0	0	0	0	0
Totals	0	0	1	100	1	100

² The Equality Commission has a comprehensive definition in its Fair Employment guidance documentation for the term “promotees”. Promotions awarded under the College’s Promotion and Discretionary Pay Scheme for Lecturing Staff do not meet this definition, and therefore cannot be included in the promotee figures for the year, neither in the annual monitoring return nor in this report.

The College has no goals or targets for promotees.

(e) Leavers

Table 10:	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	9	30	7	23.3	16	53.3
Roman Catholic	3	10	7	23.3	10	33.3
Not determined	1	3.3	3	10	4	13.3
Totals	13	43.3	17	56.6	30	100

The College has no goals or targets for leavers.

3 Affirmative Action Programme

All of the College's targets for applications, appointees and workforce composition have been met in the monitoring year to 31 December 2007.

No Fair Employment issues have been raised in any exit interview in the monitoring year to December 2007.

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 audit is being undertaken simultaneously by staff and students at all five HEIs. A researcher has been appointed by the HEEC to work this project.

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. Each HEI first conducted an initial screening of all of its policies in order to identify those policies on which an EQIA should be carried out. An EQIA on Staff Recruitment and Selection is currently in progress.

5 Other information

(a) Legal issues:

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

(b) Dignity at Work and Study procedures

Two Dignity at Work cases were lodged by staff and resolved in this year.

(c) National Framework Agreement

The College has undertaken 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. The College implemented its new pay and grading structure in the summer of 2007, backdated to August 2006. The design of the pay structure was underpinned by College-wide role analysis, so that the College can demonstrate and deliver equal pay for work for equal value. Throughout this process, College management has been working in partnership with the recognised trade unions via the Framework Agreement Forum.

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

(Figures unavailable for 2007-08)

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 2006-07 from the Higher Education Statistics Agency (HESA) reveal a very positive picture. In relation to the employment of leavers obtaining degrees from full-time courses, Stranmillis had 93.2 per-cent of leavers in employment (including further study) which is slightly lower than the Northern Ireland average of 95.3 per-cent. As far as the proportion of young, full-time first degree entrants from state schools were concerned, the Stranmillis figure remained at 100 per-cent. In the case of the participation of those from NS-SEC classes 4, 5, 6 and 7, Stranmillis attained 33.5 per-cent of students from NS-SEC 4-7 as against the Northern Ireland

average of 41.7 per-cent. The Stranmillis figure was higher than that for the previous year (32.9 per-cent) and lower to that for QUB (35.2 per-cent). At Stranmillis there were 4.3 per-cent of students who were mature, full-time undergraduate students with no previous HE experience and from low participation neighbourhoods. This is less than QUB (8.4 per-cent) and lower than the NI average of 8.5 per-cent. Hopefully, the new bursaries and outreach measures introduced under the Stranmillis Access Agreement in 2006-07, 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 2.2 per-cent of Stranmillis students were no longer in HE, compared with the NI average of 11.3 per-cent) and the University was placed 8th highest out of 157 UK HEIs for retention of students. As far as the percentage of students in receipt of the Disabled Students Allowance is concerned, the Stranmillis figure for full-time undergraduates rose slightly to 2.3 per-cent, compared with the NI average of 3.3 per-cent. This rise is also demonstrated across the NI HEIs and the UK average which rose slightly to 4.3 per-cent.

These positive HESA statistics are complemented by the outcomes of the fourth, 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 2007/2008 survey has now established a four year data set (although 2007/2008 is only the third 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 UU but slightly less than QUB (4.1) and St Mary's (4.2). The BA (Early Childhood Studies) held its position as the highest scoring programme at Stranmillis in terms of overall course satisfaction (4.3), with the BSc (HLS) at 4.1 and the BEd at 3.8. In terms of satisfaction with specific aspects of the survey, students on all three undergraduate programmes rated 'work placements' (mean 4.3) 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 Management Board and departmental business plans have incorporated actions to bring about improvements where necessary.

CONFERENCES

The University College continued to develop its conference business attracting clients from both the public and private sectors, local and international. The new conference suite was well received by clients. As a result of these activities a significant contribution was made to the University College income. In the year £184,335 was generated from the hire of accommodation and facilities.

STAFF RESEARCH AND PUBLICATIONS

During 2007-08, a number of staff had their work published in journals, research reports and chapters in books. A list for the period 1 August 2007 – 31 July 2008 is set out from page 52 onwards. Staff receive funding to help them present papers at national and international conferences. They have attended meetings of the Standing Conference on Teacher Education North and South, BERA and the annual conference of the Early Year's Association. A programme of lunchtime seminars has been organised by the College and a number of invited speakers addressed staff on a range of issues.

In 2007 the University College entered the 2007-08 RAE. This necessitated a considerable amount of work in putting together an entry. The College submitted 32 pieces of work on behalf of 8 members of staff together with an articulation of the research environment in the University College and an indication of measures of esteem obtained by the 8 entrants.

A number of PhD students are shared with the School of Education and in May 2008 Dorothy McMillan submitted the first PhD jointly supervised at the University College.

There are presently 2 large research projects in the University. Health and Leisure Studies are working in conjunction with the University of Ulster on a physical literacy study while Early Childhood are developing curriculum issues in the Republic of Ireland. Further work is being developed with Springboard an English charity and Science Education. The University College continues to provide educational research to commissioning bodies including the Department of Education, the Sports Council and the Irish government. In general the amount of resource obtained by the University College far exceeds its intellectual capacity and the University College continues to be recognised as a significant research based College.

STAFF DEVELOPMENT

There is a significant programme of staff development in the University College which provided opportunities for teaching and support staff for further study, to attend development conferences, research conferences and meetings about relevant professional issues. Funding was made available to teaching staff through a bidding process to support innovation/partnerships and recent relevant experience. Three staff had a semester off on sabbatical leave where they were released from administrative and teaching duties to pursue research.

Ongoing training has been provided to encourage students' e-learning, innovative approaches in teaching, assessment and learning environments while continuing training is ongoing in relation to the revised curriculum. The University College continues to provide support for students to undertake PhD's at Queen's University and other Universities and EdD both at Queen's and the University of Exeter.

STUDENT LIFE AND ACHIEVEMENTS

Student achievements included raising a sum of £2,662 for local and national charitable organisations, including RNIB, Cancer Research, ABBANNA (African Charity), Shine-A-Light, Action Aid, Plan International, UNICEF (UK), BuddyBear Trust and Breakthrough Cancer. The Drama Society staged the pantomime, 'Mother Goose', in December 2007 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 18-piece orchestra. It was a credit to producer, Simon Hylands and co-directors, Jayne Hamilton and Steven Condy. Music staff and students were responsible for the excellent choral input to the 'Celebration of Christmas in Words and Music', which took place in St. Bartholomew's Church on 13 December 2007 and for mounting an impressive 'Music for a May Evening' concert on 7 May.

The annual exhibition of work by Art and Design students was staged in June. 'Scholars', the student bar, offered its customary range of social events through the College Club. The Students' Representative Council, under the leadership of Mark McFarland continued to represent student views on a range of issues. Andrew Curry was elected to serve as President during 2008-09.

The Men's Football Club successfully competed in and won the First Division of the NI Universities League for a second year, and equally the Men's Rugby Club were runners-up in their division of the Colleges' League for a second year. A number of Stranmillis students represented NI universities in the annual British Universities Students' Association (BUSA) games in April 2007 – Paul Montgomery, Jonathan Harper, Rebeka Boyd, Katherine Elkin, and Emma Mulhern.

HALLS OF RESIDENCE

Hall's fees were set at £2,480 per year for undergraduate students. Altogether, 233 Stranmillis students and 24 Queen's University students were in residence, along with 34 students from other institutions, including those from international outreach partners in Europe, China, Hong Kong, 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/collegetoliciesa-z/](http://www.stran.ac.uk/informationfor_visitors/collegetoliciesa-z/)).

BUSINESS PLAN 2007-08

Details of the Business Plan for 2007-08 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:

Mr David Armstrong	BEd (Post-primary) School-Based Work Co-ordinator (Year 3)
Dr George Beale	BEd (Primary) Co-ordinator (History)
Dr Irene Bell	Programme Leader - BEd (Primary) / BEd (Primary) (Year 3) Co-ordinator / BEd (Primary) Co-ordinator (Maths)
Mrs Rachel Campbell	Adviser of Studies – BSc (Health and Leisure Studies)
Mrs Paula Carlin	Adviser of Studies – Foundation Degree (Early Childhood Studies)
Mr Fergal Corscadden	CETL Co-ordinator
Dr Brian Cummins	BEd (Post-primary) School-based Work Co-ordinator (Year 3)
Mrs Jill Dunn	BEd (Primary) School-based Work Co-ordinator (PGCE) / BEd (Primary) (Year 4) Co-ordinator
Ms Gail Eason	Adviser of Studies – MEd
Dr Patricia Eaton	Quality Assurance and Quality Enhancement Officer / Programme Leader - BEd (Post-primary)
Mrs Harriet Ennis	BEd (Primary) Co-ordinator (Art and Design)
Dr James Ferguson	BEd (Primary) Co-ordinator (English)
Dr Ken Gibson	College Examinations Officer / Programme Leader - MEd / BEd (Post-primary) School-based Work Co-ordinator (Year 4)
Dr Colette Gray	Research Development Officer/ Associate Head of Research
Dr Julian Greenwood	BEd (Primary) Co-ordinator (Science)
Mr Richard Greenwood	Prospectus and Website Publicity Co-ordinator / BEd (Primary) Co-ordinator (Geography)
Mrs Karen Hanna	Adviser of Studies – MA (Early Childhood Studies)
Mrs Bev Hutchinson	Adviser of Studies – BA (Early Childhood Studies)
Dr Michael Ievers	BEd (Post-primary) School-Based Work Co-ordinator (Year 1)
Mr Hugh Kearns	Programme Leader - MTeach
Mrs Laura McClintock	BEd (Primary) School-based Work Co-ordinator (Year 2)
Dr Barbara McConnell	Programme Leader – MA (Early Childhood Studies)
Dr John McCullagh	BEd (Primary) School-based Work Co-ordinator (Year 3) / Adviser of Studies - BEd (Primary) (Year 3)
Ms Bronagh McKee	Child Protection Co-ordinator
Mr David McKee	BEd (Primary) Co-ordinator (Physical Education)
Mrs Lisa McKenzie	BEd (Post-primary) School-based Work Co-ordinator (Year 2)
Mrs Madeline Mason	BEd (Post-primary) School-based Work Co-ordinator

	(Year 1)
Dr Denise Mitchell	BEd (Primary) Curriculum Studies Co-ordinator
Ms Pamela Moffett	BEd (Primary) School-Based Work Co-ordinator (Year 1) / Adviser of Studies – BEd (Primary) (Year 4 & PGCE)
Mrs Jayne Moore	BEd (Primary) Co-ordinator (Music)
Mr James Nelson	Adviser of Studies – BEd (Post-primary)
Dr Noel Purdy	BEd (Post-primary) School-Based Work Co-ordinator (Year 4)
Dr Chris Reid	E-Learning Officer / BEd (Primary) School-based Work Co-ordinator (Year 4) / Adviser of Studies – BEd (Primary) (Year 2) / BEd (Primary) (Year 2) Co-ordinator
Mr Norman Richardson	Co-ordinator for DMU / BEd (Primary) Co-ordinator (Religious Studies)
Mrs Laurence Siberry	International Outreach Officer
Mrs Lois Totton	BEd (Post-primary) School-Based Work Co-ordinator (Year 2)
Dr Maureen Thatcher	Adviser of Studies – BEd (Primary) (Year 1/MTeach) / BEd (Primary) (Year 1) Co-ordinator
Dr Glenda Walsh	Programme Leader - PGCE
Mr Ken Wylie	BEd (Primary) Education Studies Co-ordinator

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

Damien Ayre	Security
Kathleen Briggs	General Assistant - Housekeeping
Natalie Chambers	Sports Development Officer
Gillian Crawford	Administrative Assistant – Students' Representative Council
Jill Devine	Administrative Officer – Finance and Conferencing*
Elizabeth Fraser	Finance Manager*
Isabelle Enrique Gascon	General Assistant - Housekeeping
David Graham	Security Officer
Stephanie Lindsay	Administrative Officer – Department of Teacher Education – Primary*
Liam Mageean	Cook
James Murphy	Security
Jo O'Boyle	Finance Manager*
Harjeet Puri	General Assistant - Housekeeping
Eleanor Surginor	General Assistant - Housekeeping
John Tate	Portering
Janice Vennard	Farmington Fellow

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

RETIREMENTS AND RESIGNATIONS

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

Retirements

Charlie Bruce (Portering)
Danny Donaldson (Portering)
Harriet Ennis (Teacher Education - Primary)
Hugh Kearns (Teacher Education - Primary)
Andy Kennedy (Portering)
Robert McCrossan (Security)

Resignations

Damien Ayre (Security)
Nuala Dalton (Widening Access Promoter)
Lucy Frey (Library)
Isabella Enrique Gascon (General Assistant - Housekeeping)
David Graham (Security)
Liam Mageean (Cook)
Leah Scott (Finance Manager)

**DR ANNE HEASLETT
FEBRUARY 2009**

PRIZES AWARDED TO GRADUATING STUDENTS, JULY 2008

Mahon Prize – top male BEd Primary course student	Bryan Scroggie
Mahon Prize - top female BEd Primary course student	Emma Armstrong
Vere Foster Medal - top Secondary course student	Gary Grimes
Gail Addison Memorial Prize for School-Based Work (SBW) Post-Primary	Alanna Patterson
Association of Teachers' and Lecturers' Prize for Education Studies	Emma Armstrong
Susan Curry Award for Religious Studies	Charlene Curry
The J.C. Davidson Cup for Physical Education	Bryan Scroggie
The PE Prize – only awarded by the PE Dept. for a 1 st class degree	Bryan Scroggie
The English Cup	Laura Sherwin
The Science Prize	Emma Armstrong
Robert Simpson Award for Music	Victoria McNeice
Society of Teachers in Business Education Cup - Business Studies	Stephanie Williams
Stranmillis University College Association Prize - SBW Primary	Jayne Hamilton
Maeve Ann Winters Award for Early Childhood Education	Ashleigh Deane
Kathleen McSherry Prize for Early Childhood Education	Marita Kiernan
The Andrews Loynton McCulla Prize (Allied Dunbar Prize) for History	Diane Haugh
Centerprise International Trophy for Geography	Carol McKenna
Art & Design Award	Laura Bittle
Hastings Cup for Health and Leisure Studies	Aoife McAteer
Train Direct Prize for Health and Leisure Studies	Claire Drummy

The Dunn Cup for Technology & Design Award	Gary Grimes
The Northern Bank Prize for Mathematics	Danielle McDowell
The Effenberg-Wilkinson Cup for International	Nicola Hunter
The GTCNI Prize	Emma Armstrong
The Institute of Engineering and Technology (IET) Trophy for Technology & Design	Gary Grimes

COURSE STATISTICS: 2007-08

COURSE	MEN	WOMEN	TOTAL
First Year B.Ed.	32	101	133
Second Year B.Ed.	41	118	159
Third Year B.Ed.	40	139	179
Fourth Year B.Ed.	29	161	190
Grad. Cert (Early Years)	-	20	20
First Year BA (ECS) (FT)	-	51	51
FirstYear BA (ECS) (PT)	-	28	28
Second Year BA (ECS) (FT)	-	32	32
Second Year BA (ECS) (PT)	-	26	26
Third Year BA (ECS) (FT)	1	47	48
Third Year BA (ECS) (PT)	1	23	24
Fourth Year BA (ECS) (PT)	-	56	56
First Year BSc (H&LS) (FT)	22	19	41
First Year BSc (H&LS) (PT)	5	1	6
Second Year BSc (H&LS) (FT)	23	19	42
Third Year BSc (H&LS) (FT)	15	14	29
Third Year MA (Arts in the Community) (PT)	-	1	1

As at 31 August 2008

M-LEVEL MODULES 2007-08

<i>Module Title</i>	<i>No. of students</i>
Dissertation	13
Theoretical Perspectives in Post Primary Curriculum Development	5
Assessment, Special Educational Needs and Issues in Inclusion	8
Leadership Theory	9
Research Methods in Education 2	12
Leadership in Practice	5
Leadership in Schools	2
Dyslexia and Literacy Difficulties	12

SOME PERFORMANCE INDICATORS

	03/04	04/05	05/06	06/07	07/08
1. INPUTS					
(a) Recurrent Funding	£4,762,835	£5,629,598	£4,538,992	£5,446,200	5,503.101
(b) Tuition Fee Income	£1,315,411	£1,347,482	£1,405,443	£1,878,836	2,284.570
(c) Capital Funding	£1,125,961	£ 191,333	£4,665,622	£4,939,041	2,435.795
2. ACTIVITIES					
(d) Number of Students					
BEd	749	772	778	744	678
PGCE	40	40	40	30	20
BA (ECS)	146	128	131	131	148
BSc (HLS)	93	99	103	105	111
Other Courses	163	91	93	90	80
TOTAL	1191	1130	1145	1100	1037
(e) Gender BEd					
% Male	18	17	19	19	22
% Female	82	83	81	81	78
(f) Entry Points (UCAS Tariff from 03/04)					
BEd	330	330	338	335	330
BA (ECS)	300	320	330	320	320
BSc (HLS)	260	260	270	310	310
(g) PGCE Entry					
2i and above (No)	40	40	30	20	20
%	100	100	100	100	100
(h) Staff FTE	63	64	61	61	59
(i) Support Staff FTE					
Total	107	109	108	110	108
Grant Aided	73	74	74	78	75
3. OUTPUTS					
(j) Graduates					
BEd	169	192	177	196	183
BA (ECS)	93	89	64	74	75
BSc (HLS)	19	31	32	40	28
PGCE	38	40	39	31	20
(k) Classification					
1	29	36	40	48	42
2i	158	174	166	169	183
2ii	83	70	79	82	54
3	11	5	3	11	7
Pass	-	-	-	-	-

	03/04	04/05	05/06	06/07	07/08
4. VALUE FOR MONEY					
(l) Funding/ Student					
<i>All Courses</i>	£4,000	£4,981	£3,964	£4,951	£5,306
(m) Teaching Staff: Student Ratio					
<i>All Courses</i>	1:18.9	1:17.6	1:18.8	1:18	1:17.6
(n) Teaching Staff: (FTE) Support Staff Ratio					
	1:1.16	1:1.16	1:1.20	1:1.25	1:1.27
(o) Energy Performance					
gig/100m2	124	125	124	127	101
kw/sq m					
(p) Expenditure on pay					
% of total expenditure	63	66	68	60	57

FINANCIAL INFORMATION 2007-08

The extracts from the College's audited accounts for the twelve-month period 1st August 2007 to 31st July 2008 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 2008

	2008 12 Months £	2007 12 Months £
Income		
Funding Grants	7,079,908	6,905,407
Tuition Fees	2,284,570	1,878,836
Research Grants and Contracts	462,473	372,760
Other Operating Income	1,272,836	1,797,123
Interest Receivable (Including FRS17 amount)	106,472	48,131
	11,206,259	11,002,257
Expenditure		
Staff Costs	6,188,104	6,160,371
Other Operating Expenditure	2,976,130	2,832,248
Depreciation	1,654,445	1,416,023
Interest Payable	-	-
	10,818,679	10,408,642
(Deficit)/surplus on continuing operations after depreciation of fixed assets at valuation and before tax	387,580	593,615
Taxation	-	-
(Deficit)/Surplus for the period retained within Reserves	387,580	593,615

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 2008

	2008 12 months £	2007 12 months £
Tangible Assets	57,113,976	56,514,541
Total Fixed Assets	<u>57,113,976</u>	<u>56,514,541</u>
		-
Debtors	635,572	986,737
Short Term Deposits	418,993	400,161
Cash at Bank and in hand	1,107,409	450,575
Total Current Assets	<u>2,161,974</u>	<u>1,837,473</u>
Less: Creditors – amounts falling due within one year	<u>(446,771)</u>	<u>(829,476)</u>
Net Current Assets	<u>1,715,203</u>	<u>1,007,997</u>
Total assets less current liabilities	58,829,179	57,522,538
Less: Creditors – Amounts falling due after more than one year	-	-
Less: Provisions for liabilities and charges	(2,338,000)	(1,643,000)
NET ASSETS	<u>56,529,688</u>	<u>55,879,538</u>
Deferred Capital Grants	55,529,688	54,660,627
Reserves	3,299,491	2,861,911
FRS 17 Pension Reserve Fund	(2,338,000)	(1,643,000)
Total Funds	<u>56,491,179</u>	<u>55,879,538</u>

LIST OF STAFF PUBLICATIONS 2007-08

PEER REVIEWED JOURNAL ARTICLES

S CROMIE, J GREENWOOD & J MCCULLAGH

Cromie, S., Greenwood J. & McCullagh, J. (2007), 'Does Irish-dance training influence lower-limb asymmetry?' *Laterality*, vol. 12, no. 6, Nov., pp 500-506.

K GIBSON

Gibson, K. (2008), 'Technology and technological knowledge: a challenge for school curricula'. *Teachers and Teaching*, vol. 14, no. 1, Feb., pp 3-15.

C GRAY & S CARVILLE

Gray, C. & Carville, S. (2008), 'Ethical research practices across discipline boundaries: the process of research involving children with a visual impairment'. *Child Care in Practice*, vol. 14, no. 2, April, pp 217-228.

C GRAY & R McALLISTER

Gray, C. & McAllister, R. (2007), 'Low vision: mobility and independence training for the early years child'. *Early Child Development and Care*, vol. 177, no. 8, Nov., pp 839-852.

C GRAY, S MCCLOY, C DUNBAR, J DUNN, D MITCHELL & J FERGUSON

Gray, C., McCloy, S., Dunbar, C., Dunn, J., Mitchell, D. & Ferguson, J. (2007), 'Added value or a familiar face? The impact of learning-support assistants on young readers'. *Journal of Early Childhood Research*, vol. 5, no. 2, pp 285-300.

J GREENWOOD

Greenwood, J. (2007), 'Earlier laying by Black Guillemots *Cephus grylle* in Northern Ireland in response to increasing sea-surface temperature'. *Bird Study*, vol. 54, pt. 3, Nov., pp 378-379.

R GREENWOOD & J ORFORD

Greenwood, R. & Orford, J. (2008) 'Temporal patterns and processes of retreat of drumlin coastal cliffs, Strangford Lough, Northern Ireland'. *Geomorphology*, vol. 94, issues 1-2, Feb., pp 153-169.

W HAMILTON

Hamilton, J. W. (2007), 'Enhancing learning through collaborative inquiry and action'. *Design and Technology Education: an international journal*, vol. 12, no. 3, pp 33-46.

J NELSON

Nelson, J. (2007), 'Minding the gap: employing formative assessment techniques to assist undergraduate students with the transition to higher education'. *Discourse: Learning and Teaching in Philosophical and Religious Studies*, vol. 7, no. 1, pp 179-190.

N RICHARDSON

Richardson, N (2008), 'Faith schooling: implications for teacher educators: a perspective from Northern Ireland'. *Journal of Beliefs & Values*, vol. 29, no.1, April, pp 1-10.

PROFESSIONAL-PRESS JOURNAL ARTICLES

J MCCULLAGH, J GREENWOOD & J STEWART

McCullagh, J., Greenwood J. & Stewart, J. (2007), 'Discovering a discovery centre'. *Primary Science Review*, no. 99, Sept.-Oct., pp 33-36.

M MASON

Mason, M. (2007), 'News from Irish shores'. *Focus on FMS [Fundamental Movement Skills]*, Newsletter 2, July, p [2].

N PURDY

Purdy, N. (2008), 'It's *not* raining men: why do so few male student teachers pursue a career in Special Education?' *Special!*, May, pp13-15.

BOOK CHAPTERS

J ERSKINE

Erskine, J. (2007), 'Ulster-Scots history and culture: a North Channel perspective' in W. Huber, M. Böss, C. Maignant & H. Schwall (eds) *Ireland: representation and responsibility*, (Irish studies in Europe; vol. 1), Wissenschaftlicher Verlag, Trier, pp 77-86.

J FERGUSON & B MCAVERA

Ferguson, J. & McAvera, B. (2008), 'Creative Connections', in D. Holton & M. Walling (eds.), *Cultural revolutions: a short history of Chinese theatre*, Stranmillis University Press, Belfast, pp 10-14.

B MCAVERA & J FERGUSON

McAvera, B. & Ferguson, J. (2008), 'The arts in an age of social and cultural inclusion', in D. Holton & M. Walling (eds.), *Cultural revolutions: a short history of Chinese theatre*, Stranmillis University Press, Belfast, pp 7-9.

N RICHARDSON

Richardson, N (2008), 'The challenge of the new: education, religion and citizenship in a traditional and conflicted society: a case study of Northern Ireland' in J. Lähnemann & P. Schreiner (eds) *Interreligious and values education in Europe*, Comenius-Institut & Peace Education Standing Commission of Religions for Peace, Munster, pp 15-18.

MONOGRAPHS

D HOLTON & M WALLING

Holton, D. & Walling, M. (2008), *Cultural revolutions: a short history of Chinese theatre*, with contributions by Jim Ferguson and Brian McAvera (series editors), Four Fields Press for Stranmillis University Press, Belfast.

REPORTS

B DELANEY, P DONNELLY, J NEWS & T HAUGHEY

Delaney, B., Donnelly, P., News, J., & Haughey, T. (2008), *Improving physical literacy: a review of current practice and literature relating to the development, delivery and measurement of physical literacy, with recommendations for further action*. Report commissioned for Sport Northern Ireland.

G WALSH, D TAYLOR, L SPROULE & C McGUINNESS

Walsh, G, Taylor, D., Sproule, L. & McGuinness, C. (2008), *Debating the transition from play-based to formal practice: implications for Early Years teachers and policymakers*. Report commissioned by CCEA.

G WALSH & S KEHOE

Walsh, G. & Kehoe, S. (2007), *Sesame Tree Northern Ireland: educational objectives and links with the Early Years curricula*. Report commissioned by New Jersey: Sesame Workshop, New Jersey.