



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

CORPORATE PLAN 2015-18



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Foreword

This Corporate Plan for Stranmillis University College has been developed in consultation with our staff and has been approved by the Governing Body. It sets out our commitments over the period 2015-18 in terms of our core business and the functions which support their delivery.

We remain steadfast in our commitment to nurture a student-centred learning environment. Students from all backgrounds and faiths are encouraged to engage in critical enquiry and academic challenge. This is achieved through the provision of teaching which is informed by scholarship and research, as in the words of our motto:

Docendo Discimus: *'Through teaching we learn'*

Our teaching is also informed by practice-focused, enquiry-based learning which is informed by scholarship and research. Teaching is designed to support the development of outstanding workplace competence and a sustained commitment to critical reflection.

Our international engagement and partnerships, both complementary and collaborative, are designed to transform the culture by enriching the learning community and widening the horizons of staff and students.

As a University College we are faced with many challenges in the current educational policy context in which two teacher education reviews are ongoing:

- a review by the Department of Education
- a review by the Department for Employment and Learning.

We are also faced with unprecedented downward pressure on budgets. Notwithstanding these challenges, in both our teaching and scholarship, we seek to pursue a vision which aims to have a positive impact on the local community and beyond through shared learning and resources. We believe that education can have a transformative power in the lives of individuals and communities, helping to shape people's lives and their future prosperity.

Professor Sir Desmond Rea
Chair of the Governing Body

Dr A Heaslett
Principal

1. Background

Stranmillis Teacher Training College was established in 1922 as a non-denominational College for both men and women. The Stranmillis campus is located in 46 acres of wooded parkland with many of the College's buildings listed as being of special architectural or historic interest. In 1996 most of the Stranmillis Campus was declared a conservation area. Stranmillis became a University College of Queen's University in 1998, and since 2012 has been classified as a Non-Departmental Public Body, sponsored by the Department for Employment and Learning.

The College's historic mission has always been to educate teachers from all communities and traditions across Northern Ireland. Through its cross-community and international engagement the College sustains an ethos which embraces diversity. This ethos is shaped by our Values – *Pursuing Excellence, Embracing Diversity, Championing Collaboration, Promoting Social Responsibility and Practising Good Governance.*

We are professionally-orientated people and community-based. We deliver teacher education to students from all faiths and community backgrounds. We are committed to the development of a community of learners who learn with and from each other. We provide our graduates with the professional and academic skills that will enable them to make a significant contribution to their chosen profession. They will also contribute to the social and economic well-being of Northern Ireland and beyond.

We are recognised as a leading Teacher Education institution which is multi-professional and no longer engaged solely in the education of teachers. We offer pre-service and in-service courses, undergraduate and postgraduate. These include a selective range of professionally related academic programmes - the BA in Early Childhood Studies and BSc in Health, Physical Activity & Sport. These professional degree programmes complement and support core elements of the BEd programme and the PGCE in Early Years Education. We also offer a range of postgraduate opportunities through our Master's modules, which are relevant to current issues with professional practice and policy. Many graduates return to the College as part of their commitment to continuing professional development and to pursue areas of interest developed during their undergraduate studies.

There are currently 828 full-time and 179 part-time students at undergraduate level, 83 full-time and 125 part-time students registered for Foundation Degrees and 30 full-time and 336 part-time students registered for Master's level programmes/modules. Annual enrolments on the University College's short Lifelong Learning/Professional Development courses are in the region of 2000. We also deliver professional development courses in partnership with schools and other educational agencies. College staff also engage in a range of consultancy work in Northern Ireland and the international context. All the University College's accredited courses lead to qualifications validated and awarded by Queen's University, Belfast.

We are strongly committed to international outreach and have established student exchange partnerships with higher education institutions throughout the European Union, in the United States of America, Uganda, South Africa, Malaysia and China. These offer students the opportunity to study and work in other countries as part of their undergraduate course. International students also choose to come to Stranmillis, and on average some 90 students from Europe, the United States of America, Africa and China come to study at Stranmillis in each academic year.

Progress So Far

To date the College can demonstrate its success in the following ways:

- ❖ The academic quality of entrants remained high in 2014 at BEd (Teacher Education) 380 points, BA (Early Childhood Studies) 320 points and BSc (Health & Leisure Studies) 290 points.
- ❖ Student success rates remain high: undergraduate degrees awarded in July 2014 were 21% (1st), 55% (2.1), 23% (2.2) and 2% (3rd).
- ❖ The National Student Survey results showed a 91% satisfaction score, with Personal Development the highest scoring section at 4.5 out of 5.
- ❖ In terms of Quality Assurance the Educational Enhancement Process report (June 2014) confirms the delivery of excellence in teaching within a supportive learning environment. In addition external examiners report consistently high-quality teaching and learning and highlight excellent practice.
- ❖ The Research Excellence Framework (REF) (2014) report confirms, whilst from a modest but growing base, that 72% of the College's entry was assessed as being of "internationally recognised" through to "world leading" in standard.
- ❖ Master's, Continuing Professional Development and Lifelong Learning: numbers increased by 8.9% in 2014-15 and demonstrate the College's commitment to embedding Lifelong Learning as part of its learning culture.
- ❖ Commitment to partnership and collaboration has been further developed through the Associate Placement Assessor (APA) Scheme which involves serving school principals in the assessment of professional practice in schools and classrooms.
- ❖ The effectiveness of the Widening Participation Strategy has been acknowledged through the prestigious Buttle Quality Award.
- ❖ The continued development of the Alternative Placement programme places final year students in non-traditional educational settings and we now have more than 150 partner organisations.
- ❖ The growing number of Stakeholder Groups demonstrate the College's commitment to partnership and collaboration.

- ❖ The College through its income generation strategies has been able to secure 62% of its income from sources other than DEL.

2. Our Education Strategy

Our Education Strategy is based on the following principles:

- Effective and enriched engagement between staff and students which is central to the delivery of a high-quality educational experience.
- Academic excellence which underpins all – the students, the curriculum, the staff, the facilities – and is available to a diverse body of students on the basis of their ability and potential to succeed within the learning environment that Stranmillis offers.
- Lifelong learning which is promoted and aligned in a continuum from school to university, undergraduate to postgraduate, and towards employment and modern day citizenship. It takes account of where the student has come from and where he or she is going to.
- Student experience which is differentiated to reflect the diverse needs and expectations of undergraduate and postgraduate taught students.
- Innovative teaching and assessment, making optimum use of technological developments, which underpins the delivery of the curriculum and the active engagement of students in their learning.
- Curriculum development which must be actively responsive to changing student demand and employer and societal need, both in terms of what is delivered and how it is delivered.
- Graduate attributes which are developed through the curriculum and co-curricular activities, enabling students to fulfil their role as citizens of a modern day global society and to achieve graduate employment both nationally and internationally.

Four pillars underpin this Strategy:

(1) A dynamic and relevant curriculum

To provide an engaging and dynamic curriculum delivered by our leading professional scholars to meet the current and future needs of our students and the wider society.

(2) Student profile

To attract students from a wide range of backgrounds who have the potential to benefit from the experience the University College offers, and ensure effective staff-student engagement aimed at developing their potential and maximising learning.

(3) Innovation and enrichment of teaching and support

To deliver a high-quality flexible learning environment that embeds intellectual curiosity, innovation and best practice in learning, teaching and student support to enable students to achieve their full academic potential. In this respect we will apply the results of cutting edge research on education to improve the standards of our teaching.

(4) Employability, entrepreneurship and citizenship of a global world

To develop high-quality graduates and postgraduates who are equipped for life in a global society and work in a global economy.

3. Digital Literacy Strategy

All students should be confident and competent in using and conveying digital literacy. Learning should be facilitated and supported through the use of technology and should be embedded within the curriculum of the University College, with additional opportunities offered for further study and accreditation. Digital literacy should not only emphasise appropriate skills and ensure fluency with technology but should make the student critically aware of the principles and practices of using them effectively, safely and ethically.

4. Teaching Excellence

The collective professional expertise of our staff continues to bring creative, innovative and exciting new approaches to our work. External Assessors often cite *'leading edge examples of innovation in all programmes,' in their reports.*

In 2013, we were also designated as a Hub of Excellence in innovation and research in primary science by the Primary Science Teaching Trust.

5. Widening Participation and Community Engagement: Addressing Underachievement

Widening Participation and Community Engagement are central to our commitment to raising educational aspirations and addressing underachievement in our society.

By working with key partners, we are able to offer a variety of activities to achieve our Widening Participation objectives. The key objectives are as follows:

- Increasing student entrants from lower socio-economic groups and low participating neighbourhoods (specifically MDM Quintiles 1&2), mature students and care experienced entrants.
- Attracting more males into teaching, including those from MDM Quintiles 1&2.
- Establishment of the '*A³ Centre at Stranmillis University College*' to implement, evaluate and share all WP activity. With a focus on *Aspiration, Attainment and Access*, the Centre will engage in intervention and research educational underachievement amongst socially disadvantaged groups at the pre-school, primary and post-primary stage.

6. Excellence in Scholarship and Research

Scholarship and Research are firmly embedded in all aspects of teaching and learning across all programmes at Stranmillis. All staff are committed to scholarship by maintaining and extending their knowledge and skills in their respective academic areas. This is reflected by the production of books, book chapters, textbooks, or articles in professional publications. Scholarly activity can also include active membership of professional associations and attending courses and presenting at conferences to extend individual subject knowledge.

In contrast to Scholarship where the knowledge base already exists, research has been defined as “a process of investigation leading to new insights, effectively shared” (REF2014). All academic staff are engaged in reading research and in keeping abreast of the latest research publications in their respective academic areas to inform their teaching. Almost all academic staff are also involved in supervising undergraduate research dissertations, and an increasing number of staff supervise research dissertations at Master’s level. Several members of staff are currently involved in supervising doctoral research through Queen’s University. Building on the strong foundations and success of the College’s REF2014 submission, the new Scholarship and Research strategy aims to encourage and support more academic staff to engage in their own research activity, supported by the Research Office, and to facilitate a larger submission to REF2020. This research activity includes writing articles for international peer-reviewed journals, presenting research at national and international conferences and membership of editorial boards of leading journals. It also includes applying for funded research projects, and maximising impact through the effective dissemination of research findings to practitioners and policy-makers.

7. Our Social Responsibility Commitments

Consistent with our Values we promote social responsibility across the College through our:

- ❖ Procurement policies;
- ❖ Estates Strategy;
- ❖ Hospitality Services;
- ❖ Widening Participation and Community Engagement Strategy;
- ❖ Health and Wellbeing Strategies; and
- ❖ Scholarship and Research Strategy.

The extent to which we recycle waste and conserve energy across the College Estate, the extent to which our Education Strategy considers social factors and the impact our research activity has on society is important to us. This also extends to the health and wellbeing of our staff and students, equipping our students with employability skills and encouraging their continuing professional development, volunteering activity in the Community and charitable giving.

8. Planning Context

This Plan is based on our Education and other key Strategies, and is further shaped by current Government Education Policy and Strategy as communicated by the Department of Education and the Department for Employment and Learning. The College is sponsored by the Department for Employment and Learning from which it receives Grant Funding. We are accountable to the Department and to the Northern Ireland Assembly for expenditure of the public funds which we have been allocated for the delivery of our Plans.

Against the backdrop of significant national and local economic constraints, we are committed to lessening our reliance on Government Funding through a comprehensive Income Generation Strategy, which we utilise to invest in the student experience.

Further detail on our Plans for the period 2013-16 is set out in the following Sections.

9. Key Themes Within Our Plans

In this Plan we set out how we will deliver on our commitments under the key themes of:

- ❖ Teaching and Learning;
- ❖ Partnerships and Community Engagement;
- ❖ Scholarship and Research; and
- ❖ Corporate Services.

Within the plan we have also included information on our People Strategy, our Finance Strategy, our Estates Strategy and our Governance arrangements. Information on our Key Performance Indicators is included at Appendix 1.

10. Our Mission, Vision and Values

Our Mission, Vision and Values, which have been developed with our staff and endorsed by the Governing Body, provide the strategic focus for our work.

Our Mission

'To sustain a vibrant, inclusive learning community, educating, shaping and enriching society through excellence in teaching, scholarship and research.'

We are committed to developing policies and programmes which aim to continuously improve our teaching and scholarship activities for the benefit of children and young people in our society and further afield.

Our Vision

'Leading innovative professional practice.'

Our Values

The following Values underpin everything we do:

- ❖ *We pursue excellence;*
- ❖ *We embrace diversity;*
- ❖ *We champion collaboration;*
- ❖ *We promote social responsibility;*
- ❖ *We practise good governance.*

11. Our Aims

Our focus over the period of this Corporate Plan will be on the full continuum of teacher education and related professional fields, including the support services which underpin this work. We aim to:

- ❖ deliver high-quality teaching and learning that is informed by scholarship and research, promotes critical enquiry and is recognised at regional, national and international level;
- ❖ focus scholarship and research to help inform teaching, shape policy, change practice and inform debate;
- ❖ develop and sustain collaborative partnerships, locally, nationally and internationally which promote the concept of learning communities and sharing resources;
- ❖ attract and retain high calibre students, improving accessibility, including for those currently under-represented in Higher Education;

- ❖ embed the concept of lifelong learning through the promotion of professional development at all levels;
- ❖ promote partnership and collaboration by sharing resources and expertise;
- ❖ attract, retain and develop high calibre staff;
- ❖ maximise income generation to reduce reliance on Government Funding;
- ❖ improve communication both internally and externally.

12. Our Objectives 2015-2018

Our objectives over the period of this plan are to achieve measureable improvements in the following areas:

- (1) To increase National Student Survey scores as a measure of high performance across all areas of the student experience.
- (2) To increase part-time enrolments.
- (3) To increase the number of international fee-paying students.
- (4) To increase high-quality research and scholarly publications and research grant income.
- (5) To increase income generation strategies to secure in excess of 50% of College income from sources other than DEL core grant.

13. Our Priorities

We will deliver on our Objectives through the following priority actions, targets for which will be included in our Corporate Business Plans which are published annually:

Teaching and Learning

We will:

- ❖ continue to review and monitor recruitment and selection procedures to ensure the most able and suitable candidates are admitted to programmes.
- ❖ maintain retention and success rates.

- ❖ develop a strategy which aims to increase part-time enrolments across undergraduate, postgraduate programmes, CPD and Lifelong Learning courses.
- ❖ develop international strategies to increase the number of international fee-paying students.
- ❖ provide opportunities for students to gain national and international experience.
- ❖ develop a Shared Education strategy to demonstrate how it is embedded in the teacher education undergraduate curriculum.
- ❖ develop and implement a coherent Placement-Based Work policy which is based on a Work Integrated Professional Learning model and linked to high-quality partnerships.
- ❖ provide students with opportunities to engage in professional development through the Degree Enhancement and Lifelong Learning Programmes.

Partnership and Community Engagement

We will:

- ❖ set Widening Participation strategic goals in line with the Department for Employment & Learning *Access to Success* document (2012).
- ❖ attract more students from backgrounds currently underrepresented in higher education.
- ❖ implement an approved plan in order to provide an infrastructure to build capacity in the area of project implementation, under and post-graduate work, professional development and research within the field of educational disadvantage.
- ❖ establish a 'Centre for Educational Aspiration, Access and Attainment' (A³ Centre) in the College in order to centralise the College's Widening Participation and associated Community Engagement activity and promote and co-ordinate opportunities for undergraduate student volunteering hours to widening participation and community projects.
- ❖ establish a Stakeholder Group to inform the strategic direction of the A³ Centre.

Scholarship and Research

We Will:

- ❖ create a rich, vibrant and supportive scholarship and research environment.
- ❖ produce more research publications of world-leading and internationally excellent standard, and more scholarly publications.
- ❖ increase scholarship and research funding to the College.
- ❖ increase the knowledge transfer and impact arising from the College's scholarship and research activities.

Corporate Services

Our People Strategy

Stranmillis University College is recognised as a high-performing institution and wishes to continue building on this success. We recognise that the contribution of all staff is fundamental to the achievement of these goals and therefore wish to harness the talents of our College community.

Our People Strategy is committed to supporting our ambitions by developing and implementing policies and processes that are not only important to achieving the institutional vision, but also optimise the ability to recruit, develop, retain and reward a body of staff. The strategy is influenced by a review of external factors that affect the University College, our current strengths and weaknesses and the opportunities and threats we face.

The purpose of the strategy is to provide a framework for enabling sustained organisational performance through the involvement of our people and the development of an effective, fair and supportive working environment.

Our Estates Strategy

Our Estates strategy aims to provide a long-term plan for developing and managing the University College Estate in an optimum way in relation to the College's Corporate Plan and business needs. The strategy includes specific projects as well as setting aside an annual revenue budget to address routine maintenance needs.

Our Income Generation Strategy

Over the period of this Corporate Plan the College growth in full-time student numbers is not envisaged due to the limits set by DEL and DE. Notwithstanding this our Strategy for income generation is based on an anticipated increase in activity on campus including growth in international and part-time student numbers, professional development courses (some with significant associated teaching on campus) and curriculum development and research projects. There continues to be growth also in community engagement activities including Lifelong Learning activity and work with schools and other educational partners with increased related activity taking place on campus. The College also derives a significant proportion of income from non-Stranmillis students who are resident on campus and from conference business.

Our Finance Strategy

Our Finance Strategy is based on sustaining growth in our income streams and is closely linked to our Income Generation Strategy in terms of reducing reliance on Government Funding. We aim to manage our resources effectively, efficiently and economically in line with the principles set out in Managing Public Money (NI) and our Financial Memorandum with the Department for Employment and Learning.

Our Annual Budgets will be set and Agreed by the Governing Body which will receive Management Accounts on a quarterly basis that have been scrutinised in advance by the Finance and General Purposes Committee.

To ensure that we make the best use of the resources we have available, we aim to deliver efficiencies through restructuring College activities and processes.

We will ensure that we continue to have sound financial management policies and systems in place and that these are strictly followed and regularly reviewed, including by the Audit and Risk Assurance Committee. We also have in place comprehensive Financial Regulations which form part of our system of accountability and these are widely available to staff and the Governing Body.

Our Corporate Communications Strategy

The College is committed to the pursuit of knowledge and excellence and loyal to itself as a community of learning. Communicating our mission and institutional goals should be underpinned by the principles of respect for difference and cultural diversity, transparency, equity and fairness with all stakeholders.

The College recognises that to achieve its strategic aims it must communicate effectively with its key audiences and stakeholders. The University College will maintain an effective and open dialogue with a diverse range of audiences. These audiences and stakeholders include: staff, students, prospective students and staff, Press and media, politicians, local residents, business and community groups, policy makers, funding bodies, alumni, and employers.

We will:

- ❖ ensure that at least 60% of academic staff are qualified to Doctorate level.
- ❖ increase the percentage of academic staff who have achieved professional recognition as Fellows of the Higher Education Academy.
- ❖ increase the levels of professional development activity for staff at all grades.
- ❖ ensure that appropriate staff development needs are identified through appraisal and aligned with the business needs of the College, into the annual Staff Development Operational Plan.
- ❖ develop and implement a Staff Volunteering Policy.
- ❖ continue to implement our Estates Strategy to improve the College Estate and to make it more attractive and welcoming.
- ❖ continue to pursue our strategy of lessening our dependence on Government funding by proactively promoting Income Generation Strategies. These focus on the Hospitality Services Business Unit, Consultancy, Research Projects/Grants, Professional Development and Lifelong Learning Programmes and attracting international fee-paying students.
- ❖ develop the potential of the Business Unit (Hospitality, Accommodation & Conferencing) in order to provide a range of services to support the College and to make a significant contribution to its Income Generation Strategy.
- ❖ take environmental and social factors into account in all purchasing decisions.
- ❖ continue to embrace the principles of sustainability and be environmentally conscious wherever possible in the planning, design, operation and maintenance of the College Estate and buildings.
- ❖ continue to recycle waste within the College and operate a sustainable Waste Management Strategy.
- ❖ pursue the purchase, where possible, of products with the 'Fair Trade' Mark.
- ❖ implement the Student Support & Wellbeing strategy to enable all students to achieve their full potential and to make the successful transition to the 'world of work'.
- ❖ continue to operate the Cycle to Work Scheme as part of a range of initiatives under the Government's Green Transport Plan.

Other Corporate Services

We will also

- ❖ develop a more coherent and strategically focused Marketing and Communications Strategy to improve engagement with key internal and external stakeholders, including the College's Alumni, and enhance the College's national and international profile.
- ❖ operate within the parameters of the approved budget to continue to upgrade our IT equipment and IT resources in order to support the delivery of the curriculum and promote the use of Technology Enhanced Learning.
- ❖ focus on the need to review and enhance the quality of our Management Information in order to support the strategic planning and monitoring process.

14. Implementing our Plans

The higher education sector currently operates within a very challenging economic climate which means significant cuts to the funding provided by the Department for Employment and Learning. This has required all institutions to examine how they deliver services more effectively while securing efficiencies. In this environment a greater emphasis has been placed on income generation strategies.

It is against this context that some of the key challenges and opportunities have been identified below.

Challenges

- ❖ The anomaly and restriction of having NDPB classification in a higher education environment.
- ❖ Uncertainty created by the DEL Teacher Education Review.
- ❖ Uncertainty about budget and numbers and the resultant/consequential challenge to effectively communicate the strategic vision.

Opportunities

- ❖ Capacity to play a significant role in moving the local agenda forward.
- ❖ Growing confidence to shape the future.
- ❖ Increasing ability to develop significant strategic partnerships both locally and internationally.

Measuring Success

A set of Key Performance Indicators which will help us to measure our success are set out in Appendix 1.

Supporting Data

Data systems are in place that will help us to measure our performance against the targets we have set ourselves in our Corporate Business Plans.

Progress in delivering on our commitments will be reported to our Governing Body and the Department for Employment and Learning and an Annual Report on our performance will be published on our Website.

15. Our Governance Arrangements

Governing Body

The Governing Body is appointed by the Minister for Employment and Learning. As set out in its Operating Framework, the Governing Body meets at least 4 times a year. Rules and procedures for the conduct of meetings are set out in Standing Orders. With effect from September 2014, the Agenda and Minutes of Governing Body meetings (excluding Reserved Business) are published on the College website.

The Governing Body comprises lay members, a student and two staff representatives. The roles of Chairman and Vice-Chairman of the Governing Body are separated from the role of the University College's Chief Executive, the Principal.

The Governing Body subscribes to the principles of public life and has adopted a Code of Conduct for its members.

Governing Body Committees

As detailed in its Operating Framework, four Committees have been established by the Governing Body to support it with its responsibilities and each Committee has its own Terms of Reference:

- ❖ Finance and General Purposes Committee
- ❖ Audit and Risk Assurance Committee
- ❖ Education Committee
- ❖ HR and Remuneration Committee

All Committees provide a report to the Governing Body after each meeting. A Forward Schedule of Meetings of the Governing Body and its Committees is published. Meetings are not open to the Public.

Register of Interests

All members of the Governing Body are required to complete a Register of Interests and to disclose any interests as they arise. The Register is formally reviewed on an annual basis.

Expenses

Members of the Governing Body do not receive any form of remuneration for their work with the Body but may claim reasonable expenses for their attendance at meetings and other events organised by the College. Details of all expenses claimed will be published annually.

How the University College is Organised and Managed

The Principal is the Chief Executive of the University College and is supported by a Vice-Principal and 2 Directors.

The Principal's role as Accounting Officer is set out in the Governing Body's Code of Conduct.

The Senior Leadership Team is responsible collectively for the general strategy of the Institution and for delivery of the University College's mission, vision and objectives as set out in the Corporate Plan and Corporate Business Plan. The College has established two operational committees to support good governance in the College:

- A Corporate Planning Team which assists the Principal in developing the core corporate services and associated Business Plan to support the delivery of the College's Mission and Vision as articulated in the Corporate Plan; and
- An Academic Planning Team to assist the Principal and Senior Staff in developing and implementing the Business Plan.

The Principal provides regular reports to the Governing Body and its Committees on performance of the College, covering the full range of its activities, including regular reports on academic performance, Financial, Human Resources, Estates management and Risk management and progress reports on key projects.

Other Supporting Arrangements

Risk Management

We have developed and embedded a risk management process in line with good practice, which ensures that risks to achieving our objectives are identified, evaluated and managed at the appropriate level.

Internal Audit

Internal Audit provides the Principal (as Accounting Officer for the University College) and the Governing Body with independent assurance on risk management, control and governance arrangements in place within the various Departments of the College.

Key Performance Indicators

1. *Our position as a high performing higher education institution with a core focus on Teacher Education will be measured by:*

- ❖ Student Selection Data.
- ❖ Master's level enrolments.
- ❖ Students enrolled on Degree Enhancement Programmes.
- ❖ Continuing Professional Development and Lifelong Learning Enrolments.
- ❖ National Student Survey Results.
- ❖ Module evaluation scores.
- ❖ Degree Results.

2. *Delivering Excellence in Scholarship and Research will be measured by:*

- ❖ Number of high quality scholarship and research publications.
- ❖ Level of research income.
- ❖ Research Excellence Framework (REF) results.

3. *Being a 'global' University College measured by:*

- ❖ International fee paying student numbers.
- ❖ International Incoming Programme student numbers.
- ❖ Outgoing International Programme student numbers.
- ❖ International Incoming Programme staff numbers.
- ❖ Outgoing International Programme staff numbers.

4. *Staff Development, achievements and satisfaction measured by:*

- ❖ External quality assurance exercises.
- ❖ Staff survey.
- ❖ Improved student satisfaction with quality of teaching, assessment and course organisation (National Student Survey and Module Reviews).
- ❖ Staff satisfaction level as measured by a bi-annual Staff Satisfaction Survey.
- ❖ Student and staff awards and recognition.

5. *Income Growth and diversification measured by:*

- ❖ Research and Professional Development Project Grants.
- ❖ Income generated through part-time programme enrolments, consultancy etc.
- ❖ Income generated through the College's Business Unit.

6. *The standard of the University College Estate and other Support Services measured by:*

- ❖ Estates targets.
- ❖ Library targets.
- ❖ IT & Learning Support Services targets.
- ❖ Staff and Student surveys.

Internet and Other Access to our Plans

A copy of this Plan is available on the Internet at www.stran.ac.uk.

Copies can also be obtained by writing to:
Stranmillis University College
Marketing and Communications
2nd Floor, Stranmillis House
Belfast BT9 5DY

Or: by e-mailing marketing@stran.ac.uk
Or: phoning 028 9038 4352

Copies in alternative formats or languages will be considered in light of demand.