



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

ANNUAL

REPORT

1st October 2005 – 31st July 2006



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STRANMILLIS UNIVERSITY COLLEGE

Stranmillis University College was founded as a non-denominational institution in 1922 by the recently established Ministry of Education for Northern Ireland to provide state-funded teacher training in the northern portion of the partitioned island, alongside that already available at St. Mary's College, Belfast, a Roman Catholic institution. The Ministry purchased for the purpose Stranmillis House, with its very attractive and historic 18 hectares of wooded parkland, only three kilometres from the centre of Belfast. Apart from a period during the Second World War when the College was temporarily moved to Portrush, it has continued to occupy this Belfast campus, most of which was declared a conservation area in July 1996. The College's Governing Body, which is responsible for all aspects of activity, is directly appointed by the Minister with responsibility for Employment and Learning in Northern Ireland. A register of interests of Governing Body members is available for inspection on application to the Secretary. The College became academically integrated with The Queen's University of Belfast on 1st September 1998, but retains its financial and organisational autonomy. For academic purposes it is now a 'College of The Queen's University of Belfast'. A new institutional title to reflect these arrangements was approved by the Privy Council and formally launched on 8th February 1999. The title in full is: 'Stranmillis University College: a College of The Queen's University of Belfast'. As a result of the approval by Parliament of the Colleges of Education (NI) Order (2005), Stranmillis became a legally incorporated higher education institution on 1st October 2005. Its grounds and buildings were on that date transferred from Government to the Governing Body, which also became the employing authority for staff. As a result of incorporation, the term 'Governing Body' replaced the previous usage of 'Board of Governors' from 1st October 2005 onwards.

Note:

This report covers the 10 month period from the date of incorporation (i.e. 1st October 2005 – 31 July 2006). The College's accounts, by direction of DEL, also cover the same period. The next reporting period will be 1st August 2006 – 31st July 2007, i.e. the normal twelve month cycle.

BOARD OF GOVERNORS (2005-06)

Chair

Steve Costello, MBE.

Members

Kate Annett, BEd - *Student Governor*

Mrs Hilary Avery, MA DipEd FGA - *Staff Governor*

Derek Campbell, BEd MA

Jack Creighton, BSc DMS MIMgt - *Chair, Finance and Resources Committee*

Dr. Áine Downey, MA PhD

Edward B. Ferguson, BA – *Vice-Chair and Chair of Audit Committee*

Mrs Joy Kettyle, BEd MBA PGDipMS PGDipHRM FCIPD

Dr. Ruth Leitch, MA MSc Ed.D

Mrs. Helen Livingstone, BA Cert Ed - *Chair, Establishment and Development Committee*

R. John Magowan, BA MSc DASE

Mrs. Heather McClelland, BEd DASE

Prof. J. Richard B. McMinn, BA PhD DipEd - *College Principal*

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

Observer

John Murray - *Dept. for Employment and Learning*

Clerk to the Board

Norman C.G. Halliday, AFA

MISSION STATEMENT

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

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

The University College's associated general aims are:

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

NOTABLE DEVELOPMENTS 2005-06

- Reconstitution of Governing Body, following on from legal incorporation of the College in October 2005. Six new Governors appointed.
- Teacher education reform delayed by DE and DEL.
- Some reductions in teacher education intakes to the College, largely compensated for by additional MASN places for the BA and BSc programmes.
- Construction of the new Orchard Building well under way (completion due in September 2007).
- Introduction of new, part-time MA (Early Childhood Studies) programme.
- Development of a new Foundation Degree in Early Childhood Studies for possible introduction in September 2007.
- Major restructuring of internal academic management arrangements and associated committees.
- Opening of new Student Support Centre (September 2006).
- Reorganisation of Library and Learning Support Services.
- Ongoing negotiations with QUB on the undergraduate validation fee payable by both university colleges.
- Continued progress with the College's research objectives, including staff publications and externally funded projects.
- Publication of new **Guide to School-based Work** for partner schools.
- Implementation of new pattern of school-based work for BEd students (currently being evaluated).
- Very positive ETI report on the work of the Ulster-Scots Curriculum Development Unit and continuation of collaborative work by HEIs and ETI to develop a self-evaluation framework for teacher education in Northern Ireland.
- Continued partnerships with external bodies to deliver training and curriculum development, for example, the Police Service of Northern Ireland, the Ulster-Scots Agency, the Farmington Institute (Harris Manchester College, Oxford) and the Standing Conference on Teacher Education North-South (SCoTENS). College funding support for staff engaged in specific partnership projects.
- Funding for staff to engage in innovative learning and teaching projects and to obtain recent and relevant experience in school classrooms.
- Continued innovative development work by the College's Centre of Excellence in Teaching and Learning (CETL).

- Extension of international outreach programme to South China Normal University. Main focus of ERASMUS programme for BEd students moved from Year Two to Year Three.
- Continued efficient recruitment of extremely high quality students to all programmes.
- New College Conference Centre opened.
- New decentralised gas heating system further extended in the Halls of Residence complex.
- Continued work on implementing the College's Human Resources Strategy and the National Framework Agreement (NFA) on staff salaries and conditions in partnership with the recognised trade unions.
- Major survey of organisational effectiveness commissioned from external consultants.
- Approval of new Dignity at Work and Study Policy.
- All goals and targets in the College's Equal Opportunities Affirmative Action Plan were met and a Section 75 Equality Scheme good relations audit initiated.
- Good outcomes in relation to the publication of the second National Student Survey (2006) and the Higher Education Statistics Agency performance indicators for 2004-05.
- Significant income generation from conference activity.
- Continued roll-out of Creative Arts Residency project, with support from the Arts Council (NI).
- Extensive programme of staff development provided.
- Varied range of student cultural and sporting activities.
- Updating of the University College's Strategic Development Plan (2006-09), allied to annual Business Plans.

A REVIEW OF THE REPORTING PERIOD BY THE PRINCIPAL

GOVERNANCE ISSUES

As noted in the last **Annual Report**, the University College became legally incorporated on 1 October 2005 and during the reporting period this important change in its legal status was consolidated in a variety of ways – the transfer of the buildings and estate to the new Governing Body, the transfer of the employment of staff to the Governing Body, the implementation of the new Articles and Instrument of Government which reflect the provisions of the Colleges of Education (Northern Ireland) Order (2005) and the taking out of insurance on the College's buildings, as these are no longer Crown property. A new Financial Memorandum from DEL is still awaited, at the time of writing.

There have been significant changes also with regard to membership of the College's Governing Body. A number of long-serving members retired on 31 July 2006, as their terms of office had come to an end. These individuals – Jack Creighton, Áine Downey, Edward Ferguson, Ruth Leitch, Helen Livingstone, John Magowan and Heather McClelland – all made a very major contribution to the work of the College over a lengthy period and therefore will be greatly missed. In addition one of the two Staff Governors, Hilary Avery, retired on 31 August 2006, thus creating a vacancy and Joy Kettyle, whose term of office was unexpired, resigned in early September because she had moved to Scotland to take up an appointment there.

The DEL's efforts during the reporting period to secure up to nine replacement members for the Governing Body through the public appointments process were only partially successful, with six new Governors being appointed, following public advertisement and interview. I am delighted to welcome as members from 1 August 2006 the following, whom I am confident will make a major contribution over the next four years:

- Doreen Bell
- Neil Bodger
- Derek Capper
- Matthew Hagan
- Judith Harper
- Terry McGonigal.

In addition, Colm Donaghy has rejoined the Governing Body as an elected representative of the teaching staff to replace Mrs Avery. Training has been provided for the new appointees.

The smaller size of the Governing Body, following these changes, will require the adoption of a simplified committee system (an Audit Committee, an Executive Committee and a Remuneration Committee), linked to a streamlined cycle of business, with full meetings of the Governing Body taking place three, or at most four, times per academic year. The details of the new committees are available on the College's website.

FUTURE TEACHER EDUCATION PROVISION IN NORTHERN IRELAND

In the last **Annual Report**, I was anticipating that the lengthy debate about future teacher education provision, initiated by DEL and DE in April 2003, would result in a DE consultation paper being published in the first half of 2006. In practice, this did not happen because senior personnel at DE felt that more work on the draft was required. To that end, the representative Stakeholders Group, which is overseeing the process, has agreed to undertake further work on the issues in 2006-07, informed by updated information on the implications of demographic projections for teacher demand, the independent strategic review of the Northern Ireland education system, led by Sir George Bain and progress with the implementation of the Review of Public Administration (RPA). Therefore, even technical changes such as the introduction of a revised and more concise set of teacher education competences have been delayed, while the more radical proposals such as those relating to the partial redistribution of responsibilities for the provision of Induction, Early Professional Development and Continuing Professional Development for teachers have yet to be firmed up. In the interim, DE has substantially reduced BEd (Primary) annual intakes at both university colleges (reduced from a peak of 150 to 115), with the possibility of more reductions to come for both primary and post-primary programmes offered by all the local providers. Fortunately for both university colleges, they have been permitted, at least for both 2005-06 and 2006-07, to substitute additional MASN (Maximum Aggregate Student Number) HE places on their other undergraduate programmes. The DE has also decided that the PGCE (Educational Psychology) at Stranmillis should be phased out, as a result of changes to the entry requirements for a career in educational psychology recently introduced by the British Psychological Society (BPS). A final intake of 10 students was recruited for 2006-07. This will represent an overall loss of 20 PGCE places at the University College.

Hopefully, the picture of the way ahead in teacher education generally will become clearer during 2006-07, with the publication of the DE consultation paper.

THE ORCHARD PROJECT

One of the most positive developments during the period under review has been the commencement of construction on the site of the new Orchard Building which will provide teaching accommodation, including a Sports Hall, Dance Studio and workshops for Art and Design, Health and Leisure Studies, Physical Education and Technology and Design. The 'design and build' contract was awarded to Glasgiveness Contracts. The company commenced preparatory site work early in 2006. A formal 'cutting of the first sod' by the then Minister for Employment and Learning, Angela Smith MP, took place on 6 March 2006. Construction is now well advanced, with the first stage scheduled for completion in April 2007 and the second stage in September 2007. Staff and students alike are looking forward with eager anticipation to using these long overdue, state-of-the-art teaching facilities.

NEW PROGRAMMES

The new MA (Early Childhood Studies) part-time programme has now been launched, with an initial, healthy intake of 18 students. A refocused University College Master of Education (MEd) programme has also been launched, while the Master of Teaching (M.Teach) continues to be offered. Both of these are part-time programmes and a part-time version of the BSc (Health and Leisure Studies) degree, linked to day release, has now been made available. Preparation continues for the launch, hopefully in September 2007, of a Foundation Degree in Early Childhood Studies (both part-time and full-time) in partnership with an FE Institute consortium, led by Omagh College. A successful validation event for this innovative new programme took place in June 2006.

INTERNAL RESTRUCTURING OF MANAGEMENT AND OF ACADEMIC COMMITTEES

In the light of the retirement on 21 August 2006 of a member of the Senior Management Group, Barbara Erwin (Director of Staff and Student Services), restructuring at senior management level for 2006-07 was necessary. It was also the case that the existing 'flat' academic management structure, introduced in 2002, was not felt to be working as effectively as had been hoped. In particular, the absence of a middle management tier was seen as a significant gap. There was also a need to take account of developments at QUB, following the adoption of a new Vision developed by the Vice-Chancellor, Professor Peter Gregson and a major university restructuring exercise related to it. An Organisational Effectiveness Survey, undertaken by external consultants commissioned by the College, had also raised some issues. The opportunity to end the historic division at Stranmillis between

'Education' and 'Subjects' and instead to build management structures around academic programmes was also seen as attractive.

Following consultation with staff, the then Board of Governors approved a redistribution of duties amongst the four remaining senior managers (excluding the Principal). Account was taken of a consultants' report on senior managers' salaries, which had been commissioned by DEL. The outcome was the appointment of four senior staff at Vice Principal level – Vice Principal (Academic Affairs), Vice Principal (Corporate Services), Vice Principal (Education Services) and Vice Principal (Registrar). These posts are currently held by Dr Les Caul, Norman Halliday, Dr Clifford Boyd and Mae Watson.

Four new academic departments were established for line management and teaching purposes and staff from the two existing departments – Educational and Subject Studies were reallocated to these. These departments will have the freedom to establish their own internal procedures and will be expected to drive forward both research and new programmes to generate income. Four new middle managers were then appointed as follows:

Head of Teacher Education (Primary): Dr Maureen Thatcher

Head of Teacher Education (Post-primary): Audrey Curry

Head of Early Childhood Education: Sheelagh Carville

Head of Health and Leisure Education: Frank Kelly.

A fifth middle manager to take responsibility for all aspects of School Partnerships (Gail Eason) was also appointed, given the vital importance of this area to the College's core activity. Further consideration will be given in 2006-07 to full delegation of financial resources (including staffing budgets) to these five academic managers. Training will also be provided for them.

Linked to this very significant restructuring, a major redistribution of staff accommodation was also put in place over the summer of 2006. All teacher education staff (apart from specialists in Art, Physical Education and Technology and Design) are now located in the Central Building, as are, for the moment, some Health and Leisure Education staff, while the Department of Early Childhood Education is located in the Main Building, along with various curriculum and research projects.

A reorganisation of administrative support arrangements has also been required to ensure that the postholders referred to above can operate effectively and some minor estate works were also necessary.

Associated with these changes, has been the establishment for September 2006 of a 'one-stop-shop' Student Support Centre in the former Health Centre building,

adjacent to the Halls complex. This brings together staff working in student support, widening access, occupational health and careers guidance. A full-time Student Support Officer – Dr Brian Booth – has been appointed, along with a Widening Access Promoter – Nuala Dalton. Occupational health and careers guidance continue to be sourced through a service level agreement with QUB. Given the relative difficulty being currently experienced by teacher education students in securing permanent employment, careers guidance support has now been extended to BEd and PGCE students.

A number of appointments were also made to a revised group of cross-College co-ordination posts.

The restructuring and reorganisation of the College's Library and Learning Support Services was also implemented during the reporting period, following a report by an external consultant. This has seen a reduction in the number of senior Library posts by one, following the retirement of the Librarian, Wesley McCann and the creation of an additional Senior Library Assistant post. Some minor building/refurbishment work will take place in 2006-07 to enable the Learning Support Services Unit to be physically located within the Library itself.

A revised committee structure for 2006-07 has also been put in place, following consultation and debate, to reflect both developments at QUB and the new management structures.

All of the above represented a major series of projects requiring considerable time and effort at all levels in the College during the reporting period and will hopefully prove to be of value in assisting Stranmillis to move forward under incorporation and to expand its activities, particularly as the core business of initial teacher education may well contract further in the future.

RELATIONSHIP WITH QUB

In the last **Annual Report**, I referred to a number of ongoing issues in relation to the College's academic integration with the University. The first was the review of the University's committee structures, which was likely to have implications for College representation at various levels. This review has not progressed as quickly as had been hoped and final proposals will only reach the University's Academic Council and Senate in December 2006, for implementation in January 2007.

There has been little progress, at the time of writing, with either the review of the 2002 Agreement or the stalled negotiations on validation fees, payable by the two

university colleges. These remain substantial items of unfinished business, which will hopefully be progressed in 2006-07.

RESEARCH POLICY

It currently remains the College's intention to enter the Research Assessment Exercise (RAE) in 2008, although the significant number of retirements and resignations in August 2006 has resulted in the loss of a number of RAE returnable staff. Their replacements will require some time to develop their research profiles to meet the very demanding RAE criteria which have been established for Education as an assessment unit. It is the College's intention to develop a revised Research Policy in 2006-07 to clarify the support mechanisms available to research-active staff and to take account of the academic departmental structure, since the four new Heads of Department have a responsibility to take forward the research activities associated with their individual units, working closely with the Vice Principal (Academic Affairs) and the College's newly appointed Associate Head of Research.

PARTNERSHIP WITH SCHOOLS

The maintenance and further enhancement of the University College's partnership with schools remains a key priority. The financial support provided by the DE for this activity enabled the University College to develop, publish and circulate to partner schools a comprehensive **Guide to School-based Work** in an easily updated, ring-binder format. This should be an invaluable resource for teacher tutors and class teachers as they work with both students and College staff to translate the rhetoric of partnership into day-to-day classroom reality.

Given that major changes to the pattern of school-based work placements were implemented in 2005-06 and given that some of these, notably the decision to place Year Four students in schools prior to Christmas rather than prior to Easter, as had been the traditional arrangement in recent years, engendered considerable internal debate, senior management decided to commission an independent research team to produce a comprehensive evaluation of the changes made, with a view to identifying any modifications which might be required in the light of experience. This report was due to be completed by the end of October 2006, so its outcomes will inform the arrangements for school-based work in 2007-08. This exercise is a good example of the rigorous self-evaluation of its work which is typical of the University College and is very much in line with the Education and Training Inspectorate's self-evaluation vision for the Northern Ireland education system.

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

EDUCATION AND TRAINING INSPECTORATE

As previously reported, the ETI undertook a survey of provision in the various NI ITE institutions for diversity and citizenship education. It would appear that there will be no published outcome to what was essentially a benchmarking exercise. Work also continued, albeit more slowly than planned, on the development by the ETI, in collaboration with representatives of the local ITE providers, of a self-evaluation framework for teacher education in Northern Ireland. This work has been extended into 2006-07.

During 2005-06 the ETI, at the request of the Department for Culture, Arts and Leisure (DCAL), carried out an inspection of the work of the Ulster-Scots Curriculum Development Unit at Stranmillis. Although the report will not be formally published until 2006-07, it is extremely positive, noting a series of strengths and contains no recommendations for improvement directed at the College.

PARTNERSHIP WITH OTHER BODIES AND ORGANISATIONS

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

The existing contractual training partnership with the Police Service of Northern Ireland (PSNI) continued in 2005-06, with a further cohort of police officers completing the Certificate in Working with Schools and the Community, provided by the College and directed by Maurice Blease. A graduation event, attended by the Deputy Chief Constable, Paul Leighton, took place at the College on 11 May 2006.

The partnership with the Ulster-Scots Agency continued in 2005-06 through the work of the College's Ulster-Scots Curriculum Development Unit, with Hilary Avery as its director until her retirement on 31 August 2006. The materials for primary age pupils, having been handed over to the CCEA's Multi-Media Unit for electronic tweaking were formally launched at a well-attended major event hosted by the Agency at the College on 31 March 2006. These materials are being made available to schools via a dedicated web site. Work continued during the year on adding further primary age range materials to the web site, on the post-primary materials which are due for publication in the current academic year, on the language project for adults which is now due for completion in August 2007 and on the educational research project related to both the primary and post-primary projects. The Unit's team in 2005-06 consisted of Hilary Avery, Carol Baraniuk, Emma Fitzgerald, Linda Hagan and Jacqueline Reid. From 1 September 2006 Linda Hagan will be the Unit Director in succession to Hilary Avery. Representatives of the Unit continued to be invited to contribute papers to a series of national and international conferences. Full details of the work of the Unit can be found on the Agency's web-site (<http://www.info@ulsterscotsagency.org.uk>).

During 2005-06 the Farmington Institute (based at Harris Manchester College, Oxford University) supported the secondments of two teachers to the College, Francine Magill and Linda Colson, to undertake curriculum development work in the subject area of Religious Education for their respective schools.

Grants were made through applications to the College's Developing Partnerships Fund to enable specific members of staff to undertake small-scale partnership projects. The details of the grant-holders are listed below:

- Barbara McConnell, Bev Hutchinson, Dorothy McMillan and Louise Quinn who conducted a sample survey of Early Years placement providers to inform a providers' conference, with a view to developing a more cohesive and consistent approach to supporting student development during the placement experience;
- John McCullagh, who, assisted by Julian Greenwood, extended previous work on the teaching of Science with pupils and staff at Holy Rosary Primary School, Belfast, through a literacy-based approach;
- David McKee, who undertook with a group of College students and the Key Stage Two PE Co-ordinator an innovative PE teaching project at Harmony Hill Primary School, Lisburn;

- Glenda Walsh, who, assisted by a group of PGCE students, undertook a project with a sample of teachers from nursery and enriched curriculum school settings on how the voice of the child can inform classroom practice and developed an associated training pack.

Finally, a revised partnership agreement was negotiated with Omagh College following the successful outcome to the academic review by QUB of the University College's part-time BA (ECS) provision which is franchised there.

INNOVATIVE LEARNING AND TEACHING INITIATIVES/ RECENT AND RELEVANT EXPERIENCE FOR STAFF

The University College continued to support innovative learning and teaching projects and also, for the first time in recent years, offered staff the opportunity to undertake a significant period of teaching experience in the classroom through release from College duties for a period of time.

Learning and Teaching Projects

Ken Gibson and Irene Bell, using specially developed on-line materials, assessed the attitudes to, capabilities in and the misconceptions of, BEd Technology and Design students in relation to Mathematics and provided tutorial material to support remediation.

Recent and Relevant Experience in the Classroom

Three members of the teaching staff – Jill Dunn, Denise Mitchell and Glenda Walsh were supported to undertake classroom teaching experience in a range of nursery and primary schools.

CENTRE OF EXCELLENCE IN TEACHING AND LEARNING (CETL)

The work of the College's CETL was taken forward during the year under review by Leslie Caul, as the responsible senior manager, Barbara McConnell (CETL Co-ordinator) and Fergal Corscadden (Educational Developer). This work is supported by a five-year grant from DEL, which commenced in September 2005. The Centre is developing partnerships between the University College and schools to enhance the professional practice of staff and students, particularly focusing on the BA (Early Childhood Studies), BEd (Primary) and BEd (Post-primary) programmes. Three broad approaches have been identified – Problem-based Learning (PBL), Reusable Learning Objects (RLOs) and Synchronous Collaboration Tools (SCTs). These approaches will assist skills development, using a hybrid mix of real-world

scenarios and cognitive digital tools (video case-study-scenarios, audio and text supporting tools) to bring the classroom into the lecture theatre or seminar room. Specific projects are being undertaken in relation to an MEd module on the psychology of disability; the teaching of reading; curriculum studies in science, physical education and mathematics in the BEd (Primary) programme; 'Life and Work' and 'Technology and Design' in the BEd (Post-primary) programme; and some work related to the BA (Early Childhood Studies) programme. There is significant, ongoing interaction with other local and national CETLs through conferences and local show-case events and with Botanic Primary School, Belfast, the Stanford Centre for Innovations in Learning (USA) and the Higher Education Academy (HEA). A physical space for a Centre of Excellence in Professional Development (CEPD) was established in the Main Building during the 2006 summer period. This includes a laboratory area for project staff and students to work on all CEPD initiatives and a well-equipped multi-media centre.

INTERNATIONAL OUTREACH

The year 2005-06 was another successful one for international outreach at the University College. However, it was in many ways a transition year because of a major policy change in the ERASMUS single semester, outward student mobility arrangements for the BEd degree, with a move from Year Two to Year Three, as far as the involvement of Stranmillis students in the ERASMUS scheme was concerned. Outward mobility outside ERASMUS remained strong and inward mobility both within ERASMUS and outside it was also very healthy.

The policy change with regard to ERASMUS outward mobility inevitably reduced BEd participation, given that the target student group (Year Three) had already been targeted previously in Year Two. Thus only one further student in the BEd Year Three cohort chose to go on an ERASMUS exchange. However, five BSc (Health and Leisure) students did participate in an ERASMUS exchange, while twelve BEd students travelled to a variety of non-European destinations – the Hong Kong Institute of Education, the Nelson Mandela Metropolitan University in Port Elizabeth (South Africa), the University of Makerere, Kampala (Uganda), the South-Eastern Missouri State University (USA) and the David Livingstone College in Lusaka (Zambia) for a shorter period of school-based work. Two PGCE students went to Norway to undertake a two-week school placement there.

As far as inward student mobility was concerned, thirty-four international students and two US students spent the first semester at Stranmillis, while during the second semester, the College hosted fifteen ERASMUS students, along with two students from the Hong Kong Institute and three South African students from Port Elizabeth.

In relation to staff exchanges, two members of staff delivered an intensive one week's teaching programme at the University of León in Spain, one staff member from Physical Education visited the University of Malta while a Religious Studies colleague spent some time at the Zahles Seminarium in Denmark. Eight staff from five partner institutions visited Stranmillis during the course of the academic year – these institutions were Weingarten Hochschule (Germany), University of Växjö (Sweden), the Zahles Seminarium (Denmark), the University of Turku (Finland) and the University of Umäa (Sweden).

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

The year 2006-07 should hopefully see the consolidation of the new Year Three BEd ERASMUS arrangements, with more significant BEd numbers participating in outward mobility from Stranmillis to European destinations. It will also see the first reciprocal student exchanges between Stranmillis and South China Normal University, Guangzou, China – another major first for the University College's international outreach programme.

INTAKES TO THE COLLEGE 2005-06

Bachelor of Education Degree Course

General Analysis of the BEd Degree Course

Intake Quotas

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

Applicants

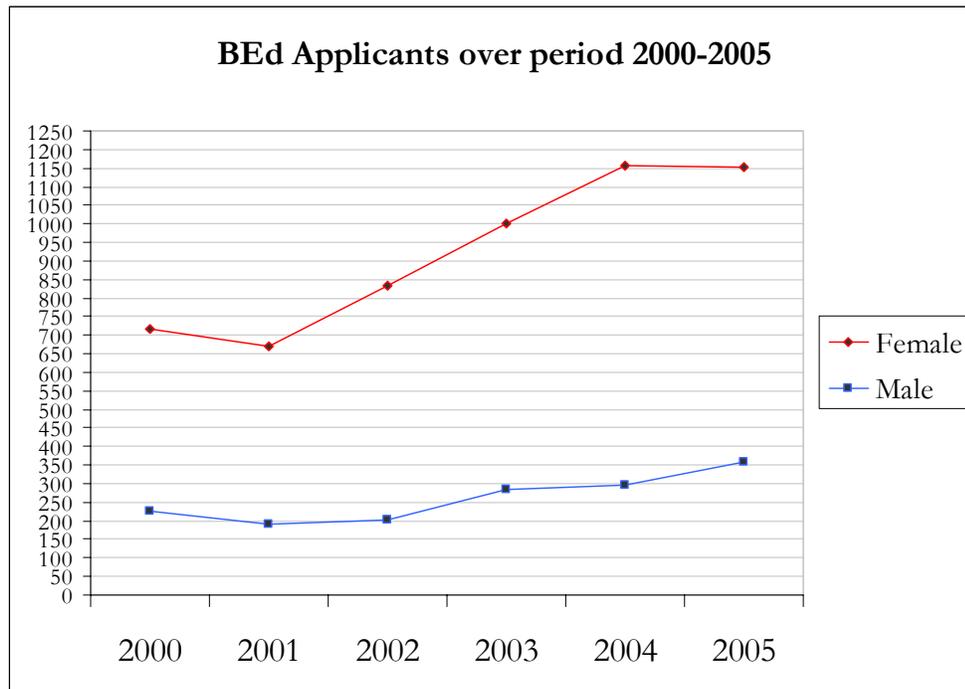
The number of applicants to the BEd was 1510, representing a small increase of 4% compared with the number of applicants in the 2004 cycle.

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

Table 1 (a) – Applicants

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

Figure 1



Entrants

The number of entrants overall is slightly down, reflecting the reduction in the intake quota for the Primary BEd. The number of entrants to the Primary BEd was 144. For the first time in many years, the Post-primary intake quota was met and 53 students were admitted. Experience has demonstrated that withdrawals are likely to reduce the numbers on both pathways to match the precise figure in the

quota. It is significant to note that the increase in male applicants is not matched by a proportionate increase in male entrants. 23 males were admitted to the Primary BEd (an increase of 8) and 18 males were admitted to the Post-primary BEd pathway (an increase of 1).

Table 1 (b) – Entrants

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

Number of Applications and Entrants per Subject

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

Table 2 Number of Applications and Entrants for each Subject Area

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

Academic Quality of Entrants

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

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

Table 3 Academic Quality of Entrants

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

Table 4 Breakdown of Alternatives

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

UCAS Tariff Points Scores of Entrants

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

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

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

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

Interview Ratings of Entrants

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

Table 6 Interview Ratings of Entrants

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

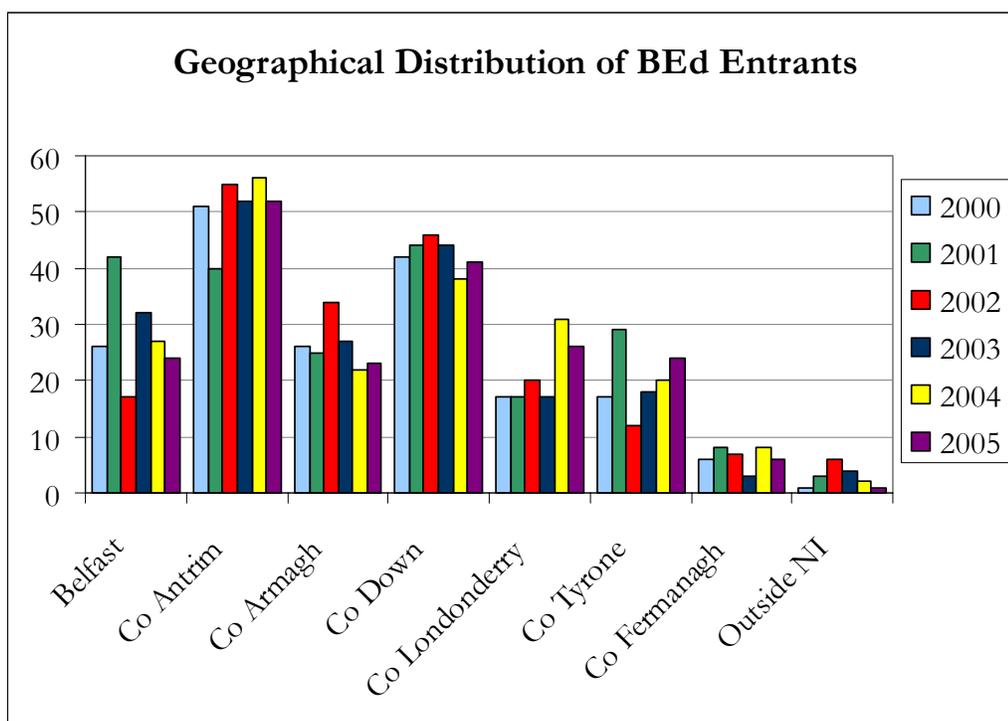
Geographical Distribution of Entrants

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

Table 7 Geographical Distribution of Entrants

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

Figure 2



Types of Schools from Which Entrants Have Come

This measure remains fairly constant.

Table 8 Types of Schools from Which Entrants Have Come

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

Results of Applications from Mature Students

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

Figure 3

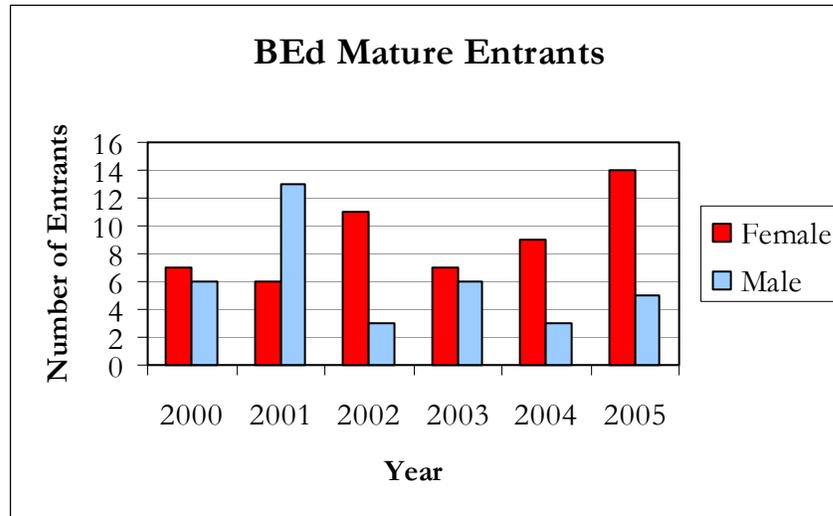


Table 9 Age Bands of Entrants

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

Table 10 Educational Attainment of Successful Mature Students

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

Male Applicants

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

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

Male Applicants and Entrants to the BEd: 2001-2005

Table 11 (a) Primary BEd

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

Table 11 (b) Post-Primary BEd

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

Key Skills

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

Table 12 Entrants with Key Skills qualifications at Level 3

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

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

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

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

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

Table 14 Number of Applications and Entrants

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

Table 15 Academic Attainment of Entrants

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

Table 16 Types of Schools from Which Entrants Have Come

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

Table 17 Age Bands of Entrants

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

Table 18 Geographical Distribution of Entrants

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

BSc (Hons) Health and Leisure Studies

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

Table 19 General Analysis of Applicants

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

Table 20 Number of Applications and Entrants

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

Table 21 Academic Attainment of Entrants

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

Table 22 Types of Schools from Which Entrants Have Come

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

Table 23 Age Bands of Entrants

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

Table 24 Geographical Distribution of Entrants

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

Postgraduate Certificate in Education

General Analysis

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

Table 26 Results of Applications to PGCE Educational Psychology

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

* change in brackets

Table 27 PGCE Educational Psychology – University of first degree

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

Table 28 PGCE Educational Psychology – Degree Classification

Degree Classification	Numbers
1 st	6
2.1	14
Total	20

Table 29 Results of applications to PGCE Early Years

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

* change in brackets

Table 30 PGCE Early Years – Undergraduate Degree Profile

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

Table 31 PGCE Early Years – University of first degree

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

Table 32 PGCE Early Years – Degree Classification

Degree Classification	Numbers
1 st	3
2.1	17
Total	20

Part-Time Undergraduate Degree

BA (Hons) Early Childhood Studies

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

Table 33 General Analysis and Results of Applications

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

Table 34 Age Bands of Entrants (Stranmillis and Omagh)

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

Table 35 Academic Attainment of Entrants (Stranmillis and Omagh)

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

Table 36 Breakdown of Alternatives

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

Table 37 Geographical Distribution of Entrants

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

Disability

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

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

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

General Comments

- (a) The intake quota has been achieved in respect of both the BEd Primary and Post-primary Pathways. The intake quota for the BEd Post-primary

pathway has been met for the first time in 10 years. The Primary intake quota had been reduced by 10 by the DE and it is expected that there may be further reductions in the next few years according to official predictions regarding demographic trends.

- (b) Whilst the UCAS tariff is acknowledged and used in publicity materials as a guide, offers continue to be made in terms of grades at GCE A-level (or equivalent). This permits a limited braking mechanism in August if, upon the publication of results, the University College appears to be running significantly in excess of the intake quotas.
- (c) The academic quality of BEd entrants continues to remain very high. The increase in overall tariff points is due to two factors, namely the fact that a greater number of candidates have achieved more than three A-levels and also because of the general improvement in A-level results in the UK and in particular in Northern Ireland.
- (d) Tables 11(a) and 11 (b) demonstrate the pattern of male applicants and entrants over the past 5 years, showing that they have never represented more than 22% of applicants or 17% of entrants. (The latest DE statistics (03/04) by gender show that 16.51% of primary school teachers in Northern Ireland are men. The latest DfES statistics (2003) show that just 15.7% of primary school teachers in England and Wales are men and that almost half of children aged 5-11 (47%) do not have contact with any male teachers, according to the Training and Development Agency's findings). With the introduction of our ACCESS Agreement in 2006, two projects which have been designed to attract more males into teaching will be implemented. In addition, incentives by way of free halls of residence accommodation will be provided for a number of male entrants (based on academic merit). It is anticipated that these measures will over time redress the gender imbalance in primary schools to some extent.
- (e) Interest in the two PGCE options within the University College continues to be extremely healthy and 40 high quality students have been enrolled.
- (f) The Department for Employment and Learning has allocated 210 places over a three-year period for the two non-ITE undergraduate degrees. This represents a small increase in quota for 2005. The general aim is to balance the number of entrants between the two programmes. This proves challenging when the number of applicants for the BA Early Childhood Studies degree is so much in excess of the number for the

BSc Health and Leisure Studies and can only be achieved through a small reduction in academic grade requirements in the case of the latter.

- (g) In line with practice in recent years, all decisions confirming offers of places were posted on the Northern Ireland UCAS Decision Service web site and updated daily during August. Most students were placed within one week of publication of results. In addition to applicants accessing results from the web site, principals and careers teachers could also access and receive daily updates of offers to students in their own schools.

Developments

- 1 The '*Admissions to Higher Education Report*' for the Government which was published in September 2004 by a group chaired by Professor Schwartz is likely to bring about significant change to the way in which students apply for university. It is likely that a Post-Qualification-System (PQA) could be introduced in 2008 where students apply for courses as at present, but offers are not made until they receive their results – removing some of the risk-taking associated with making offers on the basis of predicted grades. This change however, would not lighten the load of interviewing for Stranmillis but additional work would have to be undertaken in the more restricted time period prior to publication of results.
- 2 There are difficulties posed for selection by the fact that Northern Ireland A-level students have pulled further ahead of pupils in Great Britain as exam standards hit an all-time high, with 31.2% of entries receiving the coveted A grade. The equivalent figure nationally is 22.8%.
- 3 The interview is a requirement for entrants to initial teacher education, but despite all efforts to maintain transparency and objectivity, a small number of disappointed pupils, their teachers and parents feel that it is unfair to use it as one of the determinants for gaining an offer. Many universities are investigating alternative methods to select the best. The University College is planning to make a change to the selection process for 2006 whereby candidates will be asked to make a presentation as part of the interview. This was piloted by the Early Childhood Studies team in the past year and has proven to be very successful in that it assesses skills such as communication, presentation of ideas, time management, etc., in ways which a standard interview could not. Consultation has taken place with Careers Teachers.

- 4 Feedback to unsuccessful candidates. UCAS introduced a statement in its letter to unsuccessful applicants this year, indicating that they could seek feedback from the institution to which they applied. This resulted in much grief for HEIs in England and Wales, who complained that they were inundated with requests for feedback. The situation in Stranmillis did not really change in that we have always applied the principle of providing constructive feedback which includes an indication of what a candidate should do in order to improve their chances of a place in the future. It is a time-consuming activity but we perceive it very much as part of our customer care as well as demonstrating openness and transparency.

Complaints and Appeals. Stranmillis has introduced a formal appeals procedure against admissions decisions. The procedure is published on our web site. In most cases complaints are resolved at an informal level through the Admissions Office. We had only one case in the current year where the formal procedure was invoked.

The complainant withdrew the appeal just prior to the final stage of the procedure.

THE CAMPUS AND ITS BUILDINGS

The major estates issue during the period under review continued to be the need to provide new, state-of-the-art teaching accommodation for Art and Design, Health and Leisure Studies, Physical Education and Technology and Design (referred to earlier). In addition to the significant progress with this project, work on the new Conference Centre on the top floor of the Refectory Building was completed and the accommodation was duly put into use. A further phase of the project, funded by DEL, to convert the existing steam boiler, centralised heating system in the Halls of Residence to a decentralised natural gas system was completed over the summer of 2006, along with associated redecoration work. Substantial redecoration work was also undertaken in the Central Building, again over the summer period, to facilitate the transfer of teaching and administrative staff from the Main Building, arising from the management restructuring described earlier. A major project to convert the College Health Centre into a new 'one-stop-shop' Student Support Centre was also completed during the summer period. The refurbished building duly opened on time in September 2006. Planning continued for a major Disability Access/fire safety upgrading of the Central Building, which will be undertaken by Moss Construction in the period November 2006 – April 2007.

HUMAN RESOURCES

Implementation of the Human Resources Strategy 2004-06 continued both in terms of various initiatives and also through the implementation of the College's academic promotions and discretionary payments scheme. One member of staff was promoted to Principal Lecturer grade and four members of staff were awarded discretionary increments on the basis of an application process.

A major survey of organisational effectiveness was commissioned from external consultants. This identified a number of issues, for example in relation to internal consultation and communications which are being addressed in the current year.

A Dignity at Work and Study Policy was approved during the year and externally sourced associated training will be delivered to all categories of staff in 2006-07.

The local development and implementation of the National Framework Agreement (NFA) was, and remains, one of the most significant challenges currently facing the University College. While significant progress was made in relation to the harmonisation of staff terms and conditions (including the specified number of working hours, where these apply) and through transferring all staff on to a new, single pay spine from 1 August 2006, much remains to be done in relation to the full implementation of the NFA. Working in partnership with the recognised trade unions, the College's NFA Forum has a number of work streams to take forward in 2006-07, including the completion of the Higher Education Role Analysis (HERA) process for all staff, the communication of the outcomes, the consideration of resulting appeals, the design of revised pay bands for the single pay spine based on pay modelling, securing agreement on these and on related issues such as contribution payments and progression between grades. During 2005-06 oral briefings for all categories of staff and the circulation of a number of editions of an NFA Bulletin were essential elements of a comprehensive communications strategy for NFA implementation. This agenda remains a very significant challenge for a relatively small institution.

The national salary dispute with the academic staff union (UCU) in the early summer of 2006 had relatively little impact on the College's students.

EQUALITY/DIVERSITY ISSUES

The annual report to the Governing Body of the College's Equal Opportunities Officer, Ursula Doherty, in June 2006 drew attention to the continuing progress being made in this important area.

1 Summary of Key Developments

- All goals and targets in the College's current Affirmative Action Plan have been met, the first time that this has been achieved to date.
- 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 is currently under way.
- A "Dignity at Work and Study" procedure has been introduced, and training is to be provided to staff in the coming academic year.

2 Fair Employment Monitoring

(a) Applications for Employment

During the year ending 31 December 2005, 327 applications were received. The breakdown of applications by gender and perceived community background was as follows:

Table 1: Summary of Applications

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

Applications by category						
Academic	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	13	22.4	15	25.9	28	48.3
Roman Catholic	6	10.3	16	27.6	22	37.9
Not determined	4	6.9	4	6.9	8	13.8
Totals	23	39.7	35	60.3	58	100.0
Admin/Technical	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	19	12.5	26	17.1	45	29.6
Roman Catholic	19	12.5	24	15.8	43	28.3
Not determined	24	15.8	40	26.3	64	42.1
Totals	62	40.8	90	59.2	152	100.0
Weekly Paid	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	24	20.5	19	16.2	43	36.8
Roman Catholic	28	23.9	27	23.1	55	47.0
Not determined	11	9.4	8	6.8	19	16.2
Totals	63	53.8	54	46.2	117	100.0

The College's Affirmative Action Programme contains goals for applications and appointments for administrative/technical and weekly paid posts. The following table compares the goal for each category of post against the actual percentages recorded in the monitoring years to December 2004 and 2005.

Table 2: Affirmative Action Targets – Applications and Appointments

	Goals: % applicants Roman Catholic	Year to Dec 04 % applicants Roman Catholic	Year to Dec 05 % applicants Roman Catholic
Admin/Technical	27	44	28.3
Weekly Paid	32	35	47.0
Overall (support)	30	42	36.4

All goals relating to applications have been met for two years in succession, thus maintaining the progress which was achieved in the year to December 2004.

Table 3: Comparison between applicant figures between years to December 2005 and December 2004

Total Applications: 2005						
	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	56	17.1	60	18.3	116	35.5
Roman Catholic	53	16.2	67	20.5	120	36.7
Not determined	39	11.9	52	15.9	91	27.8
Totals	148	45.3	179	54.7	327	100.0
Total Applications: 2004						
	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	37	10	114	32	151	42
Roman Catholic	43	13	103	29	146	41
Not determined	23	7	37	10	60	17
Totals	103	30	254	70	357	100

(b) Appointees

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

Table 4: Appointments

Total Appointments						
	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	3	13.6	5	22.7	8	36.4
Roman Catholic	2	9.1	7	31.8	9	40.9
Not determined	1	4.5	4	18.2	5	22.7
Totals	6	27.3	16	72.7	22	100.0
Appointees by category:						
Academic	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	1	12.5	2	25	3	37.5
Roman Catholic	2	25.0	1	12.5	3	37.5
Not determined	0	0	2	25	2	25
Totals	3	37.5	5	62.5	8	100

Appointees by category:						
Admin/Technical	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	0	0	1	14.3	1	14.3
Roman Catholic	0	0	4	57.1	4	57.1
Not determined	1	14.3	1	14.3	2	28.6
Totals	1	14.3	6	85.7	7	100.0
Weekly Paid						
Weekly Paid	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	2	28.6	2	28.6	4	57.1
Roman Catholic	0	0	2	28.6	2	28.6
Not determined	0	0	1	14.3	1	14.3
Totals	2	28.6	5	71.4	7	100.0

The following table shows the goal for each category of appointee against the actual figures recorded in the monitoring years to December 2004 and 2005, 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 04: % appointees Roman Catholic	Year to Dec 05: % appointees Roman Catholic
Admin/Technical	27	50	57.1
Weekly Paid	32	37.5	28.6
Overall (support)	30	44	42.9

(c) Workforce Composition

Table 6: Summary of Workforce Data

Total Workforce						
	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	62	28.7	83	38.4	145	67.1
Roman Catholic	31	14.4	30	13.9	61	28.2
Not determined	2	0.9	8	3.7	10	4.6
Totals	95	44.0	121	56.0	216	100.0
Workforce composition by category						
Academic	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	24	31.6	30	39.5	54	71.1
Roman Catholic	9	11.8	10	13.2	19	25.0
Not determined	0	0	3	3.9	3	3.9
Totals	33	43.4	43	56.6	76	100.0
Admin/Technical	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	21	27.3	29	37.6	50	64.9
Roman Catholic	18	23.4	5	6.5	23	29.9
Not determined	1	1.3	3	3.9	4	5.2
Totals	40	51.9	37	48.0	77	100.0
Weekly Paid	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	17	27.0	24	38.1	41	65.1
Roman Catholic	4	6.3	15	23.8	19	30.2
Not determined	1	1.6	2	3.2	3	4.8
Totals	22	34.9	41	65.1	63	100.0

Under the affirmative action programme, the College has a goal of increasing the Roman Catholic proportion of the non-teaching/ support workforce to 30%. The composition of the support workforce in this monitoring year is set out below, and demonstrates that this goal has now been met, as the proportion of Roman Catholics in the support workforce has reached 30% in the monitoring year to December 2005.

Table 7: Non-Teaching/ Support Staff Workforce

	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	38	27.1	53	37.9	91	65.0
Roman Catholic	22	15.8	20	14.2	42	30.0
Not determined	2	1.4	5	3.6	7	5
Totals	62	44.3	78	55.7	140	100.0

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

Year	Total	Protestant		Roman Catholic		Not Determined	
		No	%	No	%	No	%
2005	216	145	67.2	61	28.2	10	4.6
2004	224	154	69	62	27	8	4
2003	218	151	69	59	27	8	4
2002	209	149	71	57	28	3	1
2001	212	155	73	53	25	4	2
2000	217	159	73	56	26	2	1
1999	191	143	75	48	25	0	0
1998	198	147	74	50	26	0	0
1997	201	150	75	50	24	1	1
1996	205	157	77	47	23	1	1
1995	204	162	79	42	21	1	1

(d) Promotees¹

Table 9:	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	0	0	0	0	0	0
Roman Catholic	0	0	0	0	0	0
Not determined	0	0	0	0	0	0
Totals	0	0	0	0	0	0

The College has no goals or targets for promotees.

¹ 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.

(e) Leavers

Table 10:	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	3	10.3	13	44.8	16	55.2
Roman Catholic	4	13.8	5	17.2	9	31.0
Not determined	2	6.9	2	6.9	4	13.8
Totals	9	31.0	20	69.0	29	100.0

The College has no goals or targets for leavers.

3 Affirmative Action Programme

For the first time, all of the College's targets for applications, appointees and workforce composition have been met in the monitoring year to 31 December 2005. This indicates a development from last year's annual monitoring return, as explained earlier. The target relating to the composition of the support staff workforce had been the only one not attained in the year to December 2004, and the goal of 30% has now been met.

No Fair Employment issues have been raised in any exit interview in the monitoring year to December 2005.

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, targeting staff and students at all five HEIs. A researcher has been appointed by the HEEC to lead this project.

One of the commitments within the College's Equality Scheme is to carry out Equality Impact Assessments (EQIAs), 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 under review.

(b) Dignity at Work and Study Procedures

The College has introduced a policy on Dignity at Work and Study, and training for staff will be provided in the coming academic year.

(c) National Framework Agreement

The College will be 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). Equality considerations will underpin this work.

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: 2000-2005

Bachelor of Education

	Protestant	Roman Catholic	Other	Missing Data	Total
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
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
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
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
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

MA/MEd/MTeach

	Protestant	Roman Catholic	Other	Missing Data	Total
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 2004-05 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 was the best performing NI HEI with a 97.3 per-cent success rate. As far as the proportion of young, full-time first degree entrants from state schools were concerned, the Stranmillis figure was 100 per-cent. In the case of the participation of those from NS-SEC classes 4, 5, 6 and 7, Stranmillis performed less well than two of the other local institutions (34.5 per-cent as against the Northern Ireland average of 41.2 per-cent). However, the Stranmillis figure was marginally better than that for the previous year (31.2 per-cent) and almost identical to that for QUB (34.4 per-cent). In relation to mature, full-time undergraduate students, Stranmillis had the highest percentage (13.0), albeit of a very small total, of all the HEIs of those with no previous higher education experience from low participation neighbourhoods (the NI average was 10.6 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. In the case of students failing to complete courses, i.e. 'dropping out', Stranmillis was again the best performing NI institution (only 3.2 per-cent of Stranmillis students had dropped out of HE, compared with the NI average of 11.2 per-cent). As far as the percentage of students in receipt of the Disabled Students Allowance is concerned, the Stranmillis figure was 1.3 per-cent, compared with the NI average of 2.8 per-cent.

These positive HESA statistics are complemented by the outcomes of the second, annual, undergraduate National Student Survey (NSS), conducted under HEFCE auspices by the IPSOS UK Consultancy for the Teaching Quality Information (TQI) web-site, which is aimed primarily at prospective undergraduate students. The 2006 outcomes included undergraduate teacher education for the first time, so all three undergraduate programmes offered by the college were included. The **THES** of 25 August 2006 published a 'Satisfaction Rating' league table, based on an institutional average of the scores received for the 21 questions which all participating students in each HEI responded to. This placed Stranmillis at 59th position out of 95, with St. Mary's University College at 13th, QUB at 31st and Ulster at 53rd. On a five point scale, the overall satisfaction score on an institutional basis for Stranmillis, according to the **THES**, was 4.0, as compared with St. Mary's with 4.2, QUB with 4.1 and Ulster also at 4.0. The BA (Early Childhood Studies) was the highest scoring programme at Stranmillis in terms of overall course satisfaction (4.3), with the BSc (HLS) at 4.0 and the BEd on 3.8. These results are currently the subject of a detailed analysis and review by the University College's Operating Board.

CONFERENCES

The University College continues to develop and expand its conference business, attracting external clients from both the public and private sectors. The opening of the new, attractively furnished Conference Centre in the Refectory Building in the spring of 2006 was undoubtedly helpful to this and provides significant potential for further development in the future. A marketing strategy for the new Centre is also being prepared by a graduate on a training placement. A total of £116,919 of additional income was generated for the College from the hiring of accommodation in the ten-month period under review, as well as substantial catering/residential income. A particular highlight was the hosting by the College of the annual national conference of the Association of Managers in Higher Education Colleges (AMHEC) in the spring of 2006.

CREATIVE ARTS RESIDENCY

Continued financial support from the Arts Council (NI), allied to a substantial investment by the College, enabled the College's arts consultant, Brian McAvera, to consolidate the Creative Arts Residency project begun in 2004-05. Inputs continued from the Polka Children's Theatre (London) and the Mercury Musical Agency (London), with writers and composers in residence at the College for short periods. A major feature was a visit from distinguished playwrights Anne Devlin and Graham Reid (the latter a Stranmillis alumnus) and Venetian architect Igor Silic, who spoke at a public seminar during their stay and worked with staff and students in English and Art. Following a submission to the Arts Council, a substantial three-year grant totalling £90,000 was secured to enable an expanded version of the residency project to be put in place for 2006-2009.

STAFF RESEARCH AND PUBLICATIONS

As in previous years, during 2005-06, a significant number of staff had the outcomes of their research published in conference proceedings, research reports, journal articles and chapters in books. A full list for the period 1 August 2005 – 31 July 2006 is set out from page 106 onwards. Staff continued to receive funding support to present papers at national and international conferences, ranging from the Standing Conference on Teacher Education North-South Annual Conference at Malahide, Co. Dublin, to the annual conference of the American Educational Research Association (AERA) in San Francisco. A full programme of lunchtime

College research seminars was organised by the College's Research Co-ordinator, Colette Gray, during 2005-06.

FUNDED RESEARCH AND CURRICULUM DEVELOPMENT PROJECTS

The University College hosted, or was a partner in, a number of research and curriculum development projects during the year, including:

- the Ulster-Scots Curriculum Development Unit, funded by the Ulster-Scots Agency;
- DIAL: Connect, funded by the European Commission's COMENIUS programme and led by Wesley Hamilton;
- Framework for Class Practice in Europe as Part of a Teachers' Initial Training, funded by the European Commission's COMENIUS programme and led by Gail Eason;
- the Linguistic Phonics Project, funded by the Belfast Education and Library Board (BELB);
- SMILE: Studies in Mobility and Lifelong Skills for Young Children with a Sight Loss, funded by Guide Dogs for the Blind;
- An Evaluation of the Status of English in Irish Medium Schools, funded by CCEA;
- Thinking Skills in Early Years Classrooms, funded by CCEA;
- Debating the Continuity and Progression of Children in Early Years Education, funded by CCEA;
- The Evaluation of the Enriched Curriculum, led by QUB and funded by CCEA.

The total of research, as opposed to curriculum development project, funding came to just over £100,000 for the period under review.

STAFF DEVELOPMENT

As in previous years, a significant programme of staff development events and opportunities for both teaching and support staff was offered under the aegis of the College's Staff Development Committee. Funding was made available to teaching staff through a bidding process to support innovative, external partnership projects with schools and Early Years centres providing placements for College students, to encourage innovation in learning and teaching both through the funding of projects and an annual teaching awards scheme and to enable 4 selected staff to have a semester of sabbatical leave from administrative and teaching duties in order to pursue

their research priorities. Teaching staff were also supported not only to gain membership of the Higher Education Academy (HEA) but also the General Teaching Council (GTC NI). Ongoing training was provided in relation to e-learning, including the secondment to the staff of an expert in the use of electronic whiteboards. Training events were provided by the E-Learning Development Officer, Chris Reid, to enhance the use by tutors and students of the C2K/ Learning NI platforms. Ongoing training for middle and senior managers, led by an external consultant, was sourced through the Higher Education Leadership Foundation. These groups also participated in workshop events associated with the revision of the University College's Risk Register. Access to awareness raising about the revised Northern Ireland Curriculum for schools was achieved for teaching staff through the Programme Management Board (PMB). The BSc course team piloted the JISC plagiarism detection software, and an evaluation report resulted. Finally, funding support continued to be provided to teaching, research and support staff to enhance their academic qualifications, including PhDs jointly supervised by QUB and Stranmillis colleagues.

STUDENT LIFE AND ACHIEVEMENTS

Student achievements included raising a sum of £3,330 for local and national charitable organisations, including NI Children's Hospice, Donard Special School (Banbridge), Shine-A-Light, Chest Heart and Stroke, Action Cancer, Special Olympics, Agape Ministries, Action Aid, Plan International, Educate the Orphans (ETO) Ministries, Youth With A Mission (YWAM) NI and Abana (Fast for Africa). The Drama Society staged the pantomime, 'Sleeping Beauty', in December 2005 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 a 10-piece orchestra. It was a credit to producer, Gordon Parks and co-directors, Laura May Rutherford, Jayne Hamilton, Caroline Green and MD Sarah Somerville. Music staff and students were responsible for the excellent choral input to the 'Celebration of Christmas in Words and Music', which took place as usual in Fisherwick Church in December 2005 and for mounting an impressive 'Music for a May Evening' concert on 11 May, at which tribute was paid to the work over the years of the College's Director of Music, Alex McKee, in view of his forthcoming retirement.

The annual exhibitions of work by Art and Design and Technology and Design students were staged as usual 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 Kate Annett,

continued to represent student views on a range of issues. Matthew Lander was elected to serve as President during 2006-07.

The Men's Football Club successfully competed in the First Division of the NI Universities League and attained the fourth position. The Men's Rugby Club were runners-up in their division of the Colleges' League and embarked on a tour in April 2006, playing teams from universities and local rugby clubs in Manchester. A number of Stranmillis students represented NI universities in the annual British Universities Students' Association (BUSA) games in April 2006 – Jane Clarke, Emma Clarke, Jenny Harvey and Emma Parker (Ladies Hockey) and Keith Black (Men's Hockey).

HALLS OF RESIDENCE

Hall's fees were set at £2,232 per year for undergraduate students. Altogether, 273 Stranmillis students and 51 Queen's University students were in residence, along with 41 students from other institutions, including those from international outreach partners in Europe, Hong Kong, South Africa and the United States.

STRATEGIC DEVELOPMENT PLAN

The rolling Strategic Development Plan has been updated to cover the period 2006-09 and is reproduced as an appendix on pages 54 to 75.

BUSINESS PLANS 2005-06 AND 2006-07

The Executive Committee of the Governing Body in November 2006 adopted an Annual Business Plan to cover the period 1 August 2006-31 July 2007. Progress in achieving the targets in the previous Business Plan which covered the period August 2005 to July 2006 was reviewed by the full Governing Body in June 2006 and this information is provided as an appendix on pages 76 to 98.

STAFF APPOINTMENTS

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

Mrs Hilary Avery	Programme Leader – BEd (Primary) Subject Studies
Ms Sheelagh Carville	Programme Leader – BA (Early Childhood Studies)
Dr Brian Cummins	Adviser of Studies – BEd (Secondary)/ School-Based Work Module Co-ordinator
Ms Audrey Curry	Programme Leader – BEd (Secondary)
Mr Colm Donaghy	Adviser of Studies – MA (Arts in the Community)
Ms Gail Eason	Adviser of Studies – BEd (Primary) and PGCE
Dr Patricia Eaton	Adviser of Studies – BEd (Primary)/ Quality Enhancement Officer
Dr Barbara Erwin	Adviser of Studies – BSc (Health and Leisure Studies)
Dr Ken Gibson	College Examinations Officer
Dr Colette Gray	Co-ordinator for Research
Mr Richard Greenwood	Co-ordinator for Publicity and Communications
Mr Martin Hagan	Adviser of Studies – MEd/MSc/MTeach
Mrs Bev Hutchinson	Adviser of Studies – BA (Early Childhood Studies)
Mr Hugh Kearns	Programme Leader – MEd/MSc/MTeach
Mr Frank Kelly	Programme Leader – BSc (Health and Leisure Studies)
Dr Barbara McConnell	Early Years Convenor/ Co-ordinator for the College's Centre of Excellence in Learning and Teaching (CETL)
Mr Michael McCurley	Programme Leader – MA (Arts in the Community)
Ms Bronagh McKee	Child Protection Officer
Mrs Sandra McWilliams	Programme Leader – School Partnerships/ School-Based Work Module Co-ordinator
Dr Denise Mitchell	Programme Leader – BEd (Primary) (Curriculum Studies)
Ms Pamela Moffett	School-Based Work Module Co-ordinator
Dr Eamon Phoenix	School-Based Work Module Co-ordinator
Dr Chris Reid	E-Learning Development Officer
Mr Norman Richardson	Co-ordinator for DMU
Mrs Laurence Siberry	International Outreach Officer

Dr Glenda Walsh	Programme Leader - PGCE
Mr Ken Wylie	Programme Leader – BEd (Primary) (Education Studies)

The following new appointments were made for 2006-07:

Ms Bernadette Beckett	Dept. of Teacher Education – Primary * (Education)
Ms Lisa Beggs	Dept. of Teacher Education – Post-primary (Business and Management Studies)
Ms Linda Bell	Dept. of Teacher Education – Post-primary * (Business and Management Studies)
Dr Brian Booth	Student Support Officer
Mr Gregory Braniff	Catering Services/ Undergraduate Student Placement*
Mr Conor Breen	IT Services Undergraduate Student Placement *
Ms Frances Burgess	Dept. of Teacher Education – Primary (Music)
Ms Nuala Dalton	Widening Access Promoter
Mr Brian Delaney	Dept. of Health and Leisure Education
Ms Gillian Donnelly	Dept. of Teacher Education - Primary * (Education)
Mr Neil Doran	Conference Services Graduate Placement *
Ms Denise Elliott	Dept. of Teacher Education – Primary (Art and Design)
Ms Joan Francis	Careers Adviser *
Dr Michael Ievers	Dept. of Teacher Education - Post-primary (Technology and Design)
Dr Kate Logan	Dept. of Teacher Education - Primary * (Geography)
Ms Laura McClintock	Dept. of Teacher Education – Primary (Education)
Dr Sharon McMurray	Dept. of Teacher Education – Primary (Education)
Ms Valerie O'Brien	Dept. of Early Years Education *
Dr Noel Purdy	Dept. of Teacher Education - Post-primary (Education)
Mr Chris Tennyson	Research Assistant *
Ms Norma Thompson	Dept. of Teacher Education - Primary * (Education)

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

RETIREMENTS AND RESIGNATIONS

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

Retirements

Dr Ken Andrews (Subject Studies)
Mrs Hilary Avery (Subject Studies)
Dr Ron Cromie (Subject Studies)
Dr Barbara Erwin (Director, Staff and Student Services)
Mr Wesley Hamilton (Subject Studies)
Mr Uel Hardy (Subject Studies)
Mr Wesley McCann (Librarian)
Mr Alex McKee (Subject Studies)
Mrs Sandra McWilliams (Programme Leader, School Partnerships).

Resignations

Mr Martin Hagan (Educational Studies)
Dr Sean MacBlain (Educational Studies).

THE YEAR AHEAD

The University College continues to face exciting, if demanding, challenges in relation to higher education generally and teacher education in Northern Ireland in particular. The teacher education reform process, inaugurated by DEL and DE in 2003, seems likely to reach a significant stage in 2007. A consultation paper from DE is expected to be published towards the middle of the year. The proposals contained within it will of course be subject to a formal consultation process and could lead to major changes in relation not only to Initial Teacher Education (ITE) but also with respect to Early Teacher Education (ETE) more generally, as well as career-long Continuing Professional Development (CPD). The introduction of deferred, variable fees in 2006-07 will trigger the implementation of the University College's Access Agreement (as approved by DEL), with its associated bursaries and outreach measures to promote the widening of access to higher education at Stranmillis. A close working relationship has been established with the Student Loans Company (SLC) to deal with some of the administrative aspects. The opening of the new, 'one-stop-shop' Student Support Centre in September 2006 provided tangible evidence of the College's commitment to enhancing facilities for students in the new customer-driven, higher education climate.

The completion of the Orchard Project and the phased opening of the new Orchard Building will undoubtedly be the highlight of the 2006-07 academic

year. Final preparations will need to be made for the submission of an RAE entry in the Education unit of assessment in 2007-08. The anticipated reviews of both the College as an institution and also of its academic provision through the new Periodic Review process by QUB are likely to be postponed until 2007-08. However, the revision of the 2002 Agreement with QUB will need to be picked up after Easter 2007 and the ongoing negotiations over the undergraduate validation fee finally brought to a satisfactory conclusion. New Education, Research and International Strategies will need to be put in place, along with a new Human Resources Strategy. As previously noted, the implementation of the National Framework Agreement continues to provide a major challenge, with the role analysis of all staff due for completion and a new, agreed set of locally negotiated salary scales (backdated to August 2006) needing to be in place by April 2007. The consolidation of the revised management and associated committee structures will require considerable attention in the year ahead.

In conclusion, I would want to thank the Chair of the Governing Body, Steve Costello, for his excellent support and would also want to record my personal thanks to all of the other members of the reconstituted Governing Body for their help and support throughout another busy year.

It is with some sadness that I sign off what will be my final **Annual Report**, given my forthcoming retirement in August 2007. In doing so, I can only repeat what I have said and written many times before, namely that the strength of any organisation lies in its people, not in its systems or buildings. My staff colleagues have continued to impress me throughout my time in post with their hard work and dedication. In my judgement, as I come to the end of my long career of thirty-three years at Stranmillis, the institution is in good health and continues to be a beacon of educational excellence for the whole Northern Ireland community.

RICHARD McMINN
DECEMBER 2006

PRIZES AWARDED TO GRADUATING STUDENTS, JULY 2006

Mahon Prize – top male BEd Primary course student	Stephen King
Mahon Prize - top female BEd Primary course student	Helen Dowse
Vere Foster Medal - top Secondary course student	Paul Kissick
Gail Addison Memorial Prize for School-Based Work (SBW) Secondary	Stacey Lemon
Association of Teachers' and Lecturers' Prize for Education Studies	Deborah Elizabeth Lambe
Susan Curry Award for Religious Studies	Helen Dowse
The PE Cup	Sarah Lloyd
The PE Prize – only awarded by the PE Dept. for a 1 st class degree	Sarah Lloyd
The English Cup	Jenny Copelton
The Science Prize	Peter Good
Robert Simpson Award for Music	Ruth Sedgewick
Society of Teachers in Business Education Cup -Business Studies	Laura Hawthorne
Stranmillis University College Association Prize -SBW Primary	Sarah Lloyd
Maeve Ann Winters Award for Early Childhood Education	Amy Farrell
Kathleen McSherry Prize for Early Childhood Education	Karen McConaghy
Allied Dunbar Prize for History	Patricia Harris
SX3 Award for CIT	Hilary Graham
Centerprise International Trophy for Geography	Jennifer Hamilton
Northern Bank Prize for Art & Design	Katherine Hamilton
Hastings Cup for Health and Leisure Studies	Jenny McGarvey
Train Direct Prize for Health and Leisure Studies	Jenny McGarvey
The Dunn Cup for Technology & Design	Paul Kissick
The Northern Bank Cup for Mathematics	Diana Ennis

STRATEGIC DEVELOPMENT PLAN 2006-09

INTRODUCTION

This Strategic Plan sets out the aim and goals of Stranmillis University College for the period 2006-09 and replaces an earlier Plan, published in the autumn of 2005, which covered the period 2005-08. Now that the University College has been legally incorporated (October 2005) following approval of an Order-in-Council, it has been possible to update our strategic objectives for the next three years. The planning period, to an extent, is aligned with the planning cycle of the University College's principal sponsoring Department – Employment and Learning (DEL), which itself has published a Strategic Plan for 2004-07. The Stranmillis Strategic Plan will of course be rolled forward. The effect of incorporation has been to establish Stranmillis as a corporate entity, with a reconstituted Governing Body shouldering the additional responsibilities which this development has created. Incorporation has conferred additional autonomy and responsibility on the College and its Governors. It also brings Stranmillis into line with the other higher education institutions (HEIs) in Northern Ireland. The new Governing Body has approved this Strategic Plan, as the University College moves forward under incorporation. As in the past, our annual Business Plans will continue to identify the shorter-term objectives and targets which we wish to achieve in pursuit of the strategic goals described in this document, which will themselves be updated on an annual rolling basis. Risk management considerations will be built into both this Strategic Plan and into the annual Business Plans, along with some appropriate metrics in the case of the latter.

OUR BUSINESS

The University College's main areas of activity are:

- the initial undergraduate and post-graduate education of teachers for nursery, primary and special schools in all sectors through BEd and PGCE programmes;
- the initial undergraduate education of teachers for certain subject areas in post-primary schools and colleges in all sectors through a BEd programme;
- the professional development of serving teachers from all types of schools and of other education professionals (through a Masters-level programme in Education and through a Master of Teaching (M.Teach) programme);

- the vocational undergraduate and postgraduate education of professionals to work across the whole spectrum of the Early Years sector through BA (Early Childhood Studies) and MA (Early Childhood Studies) programmes;
- the vocational undergraduate education of professionals in the spheres of health promotion, fitness and leisure, health and safety through a BSc (Health and Leisure Studies) programme;
- the training of PSNI community police officers through a Certificate course to work effectively in schools;
- joint supervision with colleagues at QUB of a number of post-graduate research students;
- the operation of a conference centre on both a residential and a non-residential basis.

The possibility of becoming involved with one or more Foundation Degrees, for example in the field of Early Years, in partnership with relevant employers and the FE sector, is currently being explored.

The College's teaching programmes are underpinned by a major commitment to research and to international outreach through staff and student mobility (both inward and outward). Stranmillis is currently hosting a number of externally funded research projects along with a major curriculum development initiative funded by the Ulster-Scots Agency. As an academically integrated College of Queen's University Belfast, our teaching provision leads to QUB degrees and other awards and is governed by the academic policies and requirements of the University. Stranmillis retains full autonomy however in relation to funding and staff employment. The most recent national benchmarking exercise involving the University College (the QAA Subject Review of Education in 2001) placed it within the top five-per-cent of Schools of Education nationally and amongst the top two local providers of Education programmes. This review included the BA (Early Childhood Studies) in its coverage. More recently other performance indicators such as those published by the Higher Education Statistics Agency (HESA) and by the Higher Education Funding Council (HEFCE), as a result of the National Student Survey outcomes, have been extremely positive. Stranmillis has the lowest student drop-out rate of any NI HEI and the highest graduate employment rate.

OUR ORGANISATION

The University College is governed on behalf of DEL by a Governing Body, appointed by the Department, utilising the procedures for public

appointments prescribed by the Office of the Commissioner for Public Appointments (NI). As previously indicated, legislation was passed in 2005 to incorporate the College from 1st October 2005, with a new Instrument and Articles of Government coming into force. A new Financial Memorandum will be implemented shortly. A revised committee structure for the Governing Body will be established, to reflect its reduced membership.

The development and oversight of policy is the responsibility of the Management Board which is chaired by the Principal and consists of four Vice Principals with specific functional responsibilities. The Principal is the Accounting Officer and Chief Executive of the College and is accountable to the Permanent Secretary at DEL for its management. Teaching and technical staff are grouped into four Departments for management purposes – Early Childhood Education, Health and Leisure Education, Teacher Education (Primary) and Teacher Education (Post-primary). Each has a Head of Department, who along with the Head of School Partnerships and the heads of support teams, form a middle management tier. Other support staff are grouped into a number of units in addition to the above, such as Corporate Services, Academic Registry, Education Services, Library and Information Services, IT Services, Estates, Domestic Services and Porterage Services.

OUR CONTRIBUTION TO THE WORK OF OTHERS

The University College has a key role to play in meeting the educational goals, as set out in their Strategic Plans, of the two Departments – DEL and DE, with which it works most closely. The University College also contributes to the work of other educational partners with which it collaborates – QUB, the Education and Library Boards, the General Teaching Council, the Regional Training Unit (RTU), the Universities Council for the Education of Teachers (UCET), the Standing Conference on Teacher Education, North and South (SCoTENS), the PSNI, Belfast Healthy Cities, the Quality Assurance Agency (QAA) and the Ulster-Scots Agency. The establishment of the new Education and Schools Authority (ESA) in 2008 will provide a further opportunity for partnership development. We will also meet the obligations and commitments given in our Equality Scheme and in relation to health and safety, data protection, publication of information, anti-discrimination, equality and human rights legislation. We will, therefore, play our part in promoting a fully inclusive and equal society. We will also actively promote the development of co-operation between our institution and those in the rest of Ireland, the rest of the United Kingdom, the rest of Europe, the United States of America and

South Africa. Additional partnerships in Uganda, Zambia and China have recently been established.

THE WAY WE WORK

We share our sponsoring Department's aim to achieve the highest public sector standards, particularly in relation to accountability and value-for-money, in every aspect of our activities and continuously strive to improve our performance. A range of policies has been put in place to reinforce internal controls and to consolidate standards of service, within a framework of risk management and equality screening.

PEOPLE STRATEGY

In delivering our Strategic Goals, the contribution of staff is clearly one of the most crucial factors in ensuring success. The University College is therefore putting in place a new Human Resources Strategy for the period 2006-08, which will be rolled forward subsequently. It will shortly complete its implementation of the National Framework Agreement (NFA), covering the salary terms for the employment of all staff.

CONTEXT

The three-year planning period from 2006 to 2009 will be a crucial one for the University College, as it continues to consolidate its position within the higher education sector as a multi-professional University College of The Queen's University of Belfast, whilst retaining its reputation as a centre of excellence for teacher education and is operating as an incorporated institution, with a reconstituted Governing Body. The work of Stranmillis during the planning period will be very much influenced by the context in which it operates. A number of significant external developments can be anticipated which will impact upon the University College:

- the ongoing review of the provision of teacher education in Northern Ireland and the associated developments such as the demographic downturn and the Review of Public Administration (RPA);
- the outcomes of the Review of Post-primary Education, following the report of the Costello Committee and the revision of the Northern Ireland Curriculum (NIC) from 2007-08 onwards;
- the globalisation of learning through new technologies and the reflection of this through the implementation of the Northern Ireland

- emPowering Schools Strategy** and the establishment of the Northern Ireland 'Learning NI', virtual learning environment (vle);
- the implications of incorporation, particularly for the College's estate;
 - Government initiatives, for example to widen access to higher education and to promote healthier living and lifelong learning;
 - the introduction of variable, deferred fees from 2006-07, the associated implementation of the College's Access Agreement and the additional income stream which will flow from this;
 - the College's possible entry to the 2008 Research Assessment Exercise (RAE);
 - the implementation of the 'Vision for Queen's University', developed by the Vice-Chancellor, Professor Peter Gregson;
 - the implementation, backdated to August 2006, of the National Framework Agreement on staff salaries and the related process of role analysis through the Higher Education Role Analysis (HERA) scheme.

During the planning period, a revised internal academic management structure, following a review in 2005-06, will be put in place, alongside a revised academic committee structure. Planning for the successful implementation of incorporated status will be a major priority and may result in further changes to University College structures and operational arrangements. A major estates capital project, funded by DEL, the construction of the new Orchard Building, is due for completion by autumn 2007.

THE UNIVERSITY COLLEGE'S VISION, MISSION STATEMENT AND GENERAL AIMS

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.

CORE VALUES

We share our sponsoring Department's core values which will underpin our work as they do the work of DEL. The DEL core values are reproduced below:

Public service ethos:	the Department exists to serve the community, respecting human rights and diversity and affording equality of opportunity.
Accountability:	we are accountable for all our actions, including the efficient and effective use of resources.
Openness and transparency:	we act in a spirit of open government and freedom of information.
Co-operation:	we endeavour to work with our stakeholders in a spirit of constructive partnership.
Excellence:	we seek continually to improve the ways we do business.
Respect:	we work together on the basis of mutual respect.

- Pride: we can make a real, positive difference to individuals' lives and to the quality of life in Northern Ireland and we take pride in our efforts to do this.
- Integrity: our actions will be consistent with our words.
- Impartiality: we will deliver all our services and act impartially at all times.

The College hopes to develop a new set of values in 2006-07 through a process of internal debate and consultation.

THE UNIVERSITY COLLEGE'S STRATEGIC OBJECTIVES

In pursuing its vision, core values, mission and general aims, the University College will, over the period of this plan, address a number of key strategic objectives.

These are:

- To consider critically the future positioning of the University College, especially in the context of both incorporation and the teacher education reform process initiated by DEL/DE.
- To develop further and enhance partnerships for all degree pathways with external institutions, organisations and professional groups.
- To develop further and enhance the University College's community-based links and activities.
- To develop further and enhance the research profile of the University College.
- To continue to provide high quality teaching and learning opportunities on all degree pathways, including student placements and international outreach activities.
- To recruit, sustain and support students from the widest possible range of educational, social and cultural backgrounds.
- To develop further the University College's estate and technological infrastructure.
- To develop and reward all categories of University College staff.

- To promote growth in relation to the University College's various activities in the context of incorporation and particularly to explore the expansion of part-time and international student numbers and of conference business.
- To provide leadership and support in developing e-learning capability.

STRATEGIC OBJECTIVE ONE – THE FUTURE POSITIONING OF THE UNIVERSITY COLLEGE

Objective

To consider critically the future positioning of the University College, especially in the context of both incorporation and the teacher education reform process initiated by DEL/DE.

Commentary

A number of factors will be interacting together during the planning period which will both enable and require the University College to undertake a critical analysis of its medium and long-term future. These are:

- incorporation, which gives the College and its reconstituted Governing Body greater autonomy from DEL in determining future developments;
- the teacher education reform process, which is due to generate a set of proposals for debate from DEL and DE in 2006-07. The proposals will be set against the ongoing demographic downturn and the related debate about the future arrangements for Continuing Professional Development (CPD for teachers) initiated by the Review of Public Administration (RPA) and the CPD proposals emanating from the General Teaching Council of Northern Ireland (GTCNI);
- the implications for the University College of Vice-Chancellor Gregson's 'Vision' for QUB, with its emphasis on internationalisation and world-class interdisciplinary research and teaching;
- the very significant financial demands being made by QUB in return for the continuation of the current academic integration/ validation arrangements;
- the requirement to re-negotiate the 2002 Agreement with QUB, as a consequence of the major restructuring exercise within the University;
- significant changes within the Senior Management Group due to impending retirements.

The key issues are how best to maximise the advantages of incorporation, whether any significant rationalisation of teacher education at either the initial and/or the later phases is likely to be pushed through by DEL/DE and whether the present academic relationship with QUB can be sustained, without at least some modification. These issues will require significant discussion on the part of the College in the coming months. Full debates at various levels –Governing Body, Management Board, College Academic Departments, College Council – will therefore have to take place.

Key Performance Targets

- To achieve the identification of the future roles of Stranmillis in the context outlined above, for example in relation to continuing professional development for teachers;
- to determine the applicability of the Vice-Chancellor’s ‘Vision’ for QUB to Stranmillis;
- to review and revise the 2002 Agreement with QUB;
- to achieve a resolution of the QUB validation fee issue;
- to engage in some further restructuring of senior management, allied to succession planning.

Key Risks

- DEL/DE proposes a major re-alignment of pre and in-service teacher education in Northern Ireland which reduces the College’s role to the extent that its future viability is in doubt;
- Incorporation has a negative rather than a positive impact on the College’s financial position.
- The Vice-Chancellor’s ‘Vision’ proves to be too demanding for Stranmillis, as a small, specialist institution.
- The University refuses to make any further financial concessions re validation and attempts to identify alternatives prove to be a dead-end.
- It proves impossible to fill new senior management posts, either by trawl or public advertisement.

STRATEGIC OBJECTIVE TWO – ENHANCEMENT OF PARTNERSHIPS

Objective

To develop further and enhance partnerships for all degree pathways with external institutions, organisations and professional groups.

Commentary

The development and enhancement of partnerships remains a key priority for the University College. In relation to teacher education, the reform process referred to above will have significant implications, particularly the proposals from the GTC (NI) for a revised set of teacher education competences and the reorganisation of CPD, which would result in an even more significant role for GTC (NI) itself. The ongoing Review of Public Administration (RPA) is also likely to produce significant changes in relation to curriculum and professional development and will alter the landscape, as far as partners and potential partners are concerned, both in the context of teacher education and also of health and social services. DE has also recently reviewed Early Years education, a process which has produced some significant changes.

Key Performance Targets

- To strengthen existing relationships with the GTC (NI);
- to enhance relationships with bodies such as Education and Library Boards, Health Trusts, the Regional Training Unit (RTU), Northern Ireland Pre-School Playgroup Association (NIPPA) and, in due course, with any successor bodies;
- to continue to make effective use of dedicated DE funding to engage in partnership work with schools, for example through annual partnership events;
- to review and, where necessary, to extend the roles and remits of existing pathway partnership consultative committees.

Key Risks

- The reform processes in relation to teacher education and to public administration generally create new tensions which make partnership development even more difficult.
- In particular, the danger that the proposed single body for curriculum support and staff development attempts to monopolise CPD activity for teachers, building on existing or projected expansion in this area by the RTU and CCEA.
- NIPPA continues to expand its activities in relation to Early Years training and this process is reinforced by further expansion of distance-learning opportunities by University College Worcester and by enhanced Early Years activity in the School of Education at QUB.
- The development of a part-time Foundation Degree in Exercise Science/ Leisure Studies by BIFHE and St Mary's University College reduces placement opportunities for BSc students and introduces an element of competition into the area of partnership development.

STRATEGIC OBJECTIVE THREE – ENHANCEMENT OF COMMUNITY-BASED LINKS AND ACTIVITIES

Objective

To develop further and enhance the University College's community-based links and activities.

Commentary

The University College has always had a significant role in the local community, above and beyond the provision of well-qualified professionals for occupational areas such as teaching, working with pre-school children and working in settings which promote health and fitness. It provides conference and recently refurbished theatre facilities for external clients, it works closely with the Open University in relation to the provision of a NI Study Centre, it has a unique relationship with its local primary school (Stranmillis Primary School), it has previously offered a community-based, part-time MA programme for those interested in the development of arts in the community (currently the subject of a major review), it has in recent years been developing a creative arts profile in partnership with the Arts Council (NI) and the Golden Thread Gallery and it has been hosting major curriculum development projects on behalf of the Ulster-Scots Agency (aimed both at school pupils and at adults interested in developing a linguistic proficiency in Ulster-Scots). These are all areas which the College would wish to sustain and develop further, provided there is a complementarity with the core business of Stranmillis in relation to learning and teaching and provided adequate funding is available to support such ventures. The widening access agenda will require the development of enhanced community-based links with bodies such as the Northern Ireland Council for Ethnic Minorities (NICEM), the Chinese Welfare Association, Disability Action etc.

Key Performance Targets

- To encourage and enhance use of the College Theatre by external groups, for example amateur theatre groups, given the demise of the Group Theatre and by the Lyric Theatre during its re-building programme;
- to explore alternative uses for the Henry Garrett site and to develop options for consideration by the Governing Body – for example, the possible relocation to the site of Stranmillis Primary School;
- to explore future developments with regard to academic programmes in the areas of Health and Leisure Studies and of community arts, either independently or in partnership with QUB and to consolidate existing

Creative Arts residency projects with the now confirmed part-funding from the Arts Council;

- to complete successfully for publication, possibly through the **Learning NI** electronic portal, the remaining curriculum materials under development for the Ulster-Scots Agency and also, through appropriate journals, the associated educational research studies. There is also the possibility of some extension to the language aspects of this work.

Key Risks

- Increased business for the refurbished College Theatre will fail to materialise, particularly since the College will wish to generate some income from lettings. A similar risk applies to the possible period of temporary use by the Lyric Theatre, especially because of perceived limitations re public access, limited facilities for public use of the theatre itself (e.g. access to toilets and bar facilities) and the Lyric Theatre management's wish to rotate productions around various venues.
- Because of possible site access and traffic issues, the Stranmillis Primary School option does not progress beyond the feasibility or economic appraisal stages – the project would require the de-listing and demolition of the existing Henry Garrett building, which will be fully vacated in the summer of 2007, once the new Orchard Building is complete.
- It proves impossible, given the constraint on staffing resources, and given potential competition in the area from QUB, to push forward a new academic initiative in the area of community arts.
- Funding and/ or other difficulties (e.g. withdrawal of limited Arts Council support or need for budget cuts) result in the closure of the Creative Arts residency project.
- Funding and staffing difficulties prevent or seriously delay the publication by the Ulster-Scots Agency of the remaining Ulster-Scots materials, as originally envisaged.

STRATEGIC OBJECTIVE FOUR – ENHANCEMENT OF RESEARCH PROFILE

Objective

To develop further and enhance the research profile of the University College.

Commentary

In recent years the University College has been progressively developing its research profile, with a possible view to entering the Research Assessment

Exercise (RAE) in 2008 in the area of Education. A significant investment from the funding associated with the Rewarding and Developing Staff (RDS) initiative has been made to improve the research infrastructure-provision of sabbatical leave, support for attendance at national and international conferences (especially for those presenting papers), support for those staff undertaking higher degrees, employment of additional research-active staff. All staff have been encouraged to bid for research grants, present progress reports as papers at regular lunchtime seminars and become involved in the joint supervision of post-graduate research students with QUB colleagues. An interactive dialogue with the now defunct University Central Research Committee was helpful in identifying strategic research aims and in benchmarking progress. The College's HR Strategy and its Discretionary Payment and Promotion schemes have placed considerable emphasis on the achievement of published research outcomes. In consequence, a number of staff have potential RAE entries in terms of published outputs and for the first time in its history, the University College is significantly involved in supervising research students. It is, however, the case that some research-active staff have been, or will be, lost through resignation or retirement and some of the new appointees to replace them are currently more research-active than others.

No final strategic decision has yet been taken as to whether to proceed with an RAE entry. However, it is clear that there is scope for a further expansion of research activity, taking into account the emerging practical details of how the 2008 mechanisms in relation to Education will actually operate in relation to the three areas of measuring output, the assessment of the institutional research environment and the identification of measures of esteem. Such a further expansion will depend crucially on motivating staff to redouble their efforts and on providing the necessary support structures to assist with this. Consideration will also need to be given to the implications of the possible introduction by Government of a metrics-based approach to measuring the quality of research output post-2008.

Key Performance Targets

- To continue to build a supportive research infrastructure through instruments such as sabbatical leave and support for conference attendance;
- to revise and update associated policy documentation;
- to achieve a minimum RAE entry group of 10-15 staff, each with four strong publications.

Key Risks

- Loss of key staff through retirement or resignation.

- Insufficient staff respond to the challenge by the census deadline in 2007 in terms of output, either for morale and workload reasons or because of publication queues for significant journals.
- Insufficient funding available to sustain the research infrastructure.
- Standards set by Education sub-panel are too demanding, for example in relation to research infrastructure or measures of esteem.

STRATEGIC OBJECTIVE FIVE – PROVISION OF HIGH QUALITY TEACHING AND LEARNING OPPORTUNITIES

Objective

To continue to provide high quality teaching and learning opportunities on all degree pathways, including student placements and international outreach activities.

Commentary

The University College has taken pride over its long history in the quality of its teaching and learning, for which it has always enjoyed a high reputation. In recent years diversification away from the traditional core business of teacher education into areas such as Early Childhood Studies, Health and Leisure Studies and Arts in the Community has increased the challenges and the demands on staff, but these have been successfully met. The award by the QAA in 2001 of the maximum score of 24 points in the Specialist Subject Review of Education, the positive outcomes of two major ETI surveys of aspects of teacher education provision, the large number of staff achieving registered practitioner status with the Higher Education Academy (HEA), the designation by DEL of a Centre of Excellence in Teaching and Learning (CE/TL) at the College, the positive outcomes for the College of the National Student Survey in 2005 and 2006 and the encouraging performance indicators for the College generated by the Higher Education Statistics Agency (HESA) in relation to student drop-out rates, and graduate employment, all provide benchmarked evidence of this. The College has also significantly expanded its placement opportunities in schools to cope with an increased number of initial teacher education (ITE) students (although these will in future decline in number) and developed new placement opportunities in pre-school settings, health promotion settings and the fitness and leisure industry for its non-ITE students. A vibrant international outreach strategy has also been pursued for all undergraduate pathways, resulting in placement opportunities under both the ERASMUS scheme and other local institutional initiatives in most EU countries, as well as the USA (school-based work placements and one-year Business

Education Initiative (BEI) opportunities), South Africa, Zambia, Uganda and China. Reciprocal student exchange arrangements are of course in place, including the recently developed Irish American Scholars programme.

However, as in other areas of College activity, things do not stand still, particularly with regard to the amended ERASMUS scheme and further work will be required to consolidate existing outreach and placement arrangements, for example in the case of South China Normal University. Funding will also be available to support a new cross-border student exchange project in 2006-07. In addition, it will be necessary to modify existing quality assurance (QA) and quality enhancement (QE) arrangements to take account of the implications of the restructuring of the College's academic management structures and committee systems. A major review of the College's Library, Learning Support Services and IT Services was initiated in 2004-05. Work will continue on the implementation of the outcomes of this review in 2006-07. Guidance is awaited from QUB with regard to any replacement for the University Subject Review process.

Key Performance Targets

- To consolidate student outreach and placement opportunities, notably those in China in 2006-07 and to implement the new North-South exchange programme for which funding has been secured;
- to explore possible new provision in Health and Leisure Studies and community arts in 2006-07;
- to amend existing QA and QE arrangements in the light of College restructuring;
- to continue to implement the outcomes of the recent major review of the College's Library and Information Services.

Key Risks

- Reduction of student interest in international exchange opportunities, possibly linked to international terrorism or to specific incidents involving individual students or to a flu epidemic.
- Increasing difficulty in securing school and early years placements for students, because of legal and other liabilities for schools.
- University College staff find it difficult to accept the greater responsibilities in the areas of QA and QE, either because of lack of confidence or an insufficiently systematic approach.
- Implementation of the review of Library and Information Services proves to be problematic.

STRATEGIC OBJECTIVE SIX – WIDENING ACCESS

Objective

To recruit, sustain and support students from the widest possible range of educational, social and cultural backgrounds.

Commentary

For some years now, the University College has been attempting, with some success, to recruit and support students from non-traditional backgrounds, as far as higher education is concerned. Considerable progress has been made in relation to the recruitment of mature students through access routes and with the recruitment of students with a range of disabilities. However, a number of challenges remain. Recruitment of male students on to teacher education programmes remains somewhat disappointing, despite some affirmative action measures having been taken and the annual Higher Education Statistics Agency (HESA) figures indicate that the College is below its benchmark in relation to recruitment from social classes V to VII. Young Protestant males from these social classes in general appear to be less interested in higher education opportunities than should be the case. The number of students from local ethnic minority backgrounds at the College remains low, again a situation which is replicated at other NI institutions.

The College has, as required by Government policy, developed an Access Agreement (approved by DEL) which will take effect from 2006-07, alongside the introduction of the new, variable, deferred fees regime. Significant amounts of the additional income deriving from the maximum fee of £3000 p.a. which the University College has decided to charge for its full-time undergraduate and PGCE programmes will be devoted to bursaries, outreach initiatives and improvements to student support arrangements, including the establishment of a ‘one-stop shop’ Student Support Centre in what was formerly the College Health Centre. These are all intended to cushion any negative impact of the new fee arrangements on widening access and to target specific groups currently under-represented within the College’s student body, as described above.

Hopefully, the Access Agreement will provide the framework to enable the College to take the widening access agenda forward during the planning period.

Key Performance Targets

- To open the new Student Support Centre, utilising dedicated DEL funding;

- to implement the College's Access Agreement in 2006-07 and in particular, the proposed bursary scheme and outreach initiatives, in consultation with appropriate community representatives;
- to introduce a new student support and widening access infrastructure, with dedicated staffing, led by a full-time Student Support Officer, supported by a Widening Access Promoter;
- to extend careers guidance arrangements to all undergraduate students (including teacher education students).

Key Risks

- The identified targets/ milestones in the Access Agreement will not be achieved (although the College will not be penalised for this, provided proposed initiatives have actually been undertaken) and certain groups will remain under-represented in what is a relatively small student body.
- Recruitment, particularly from under-represented groups, will be adversely affected by the new fees regime.
- The enhanced support mechanisms will prove inadequate in terms of preventing significant drop-out of students from under-represented groups.
- Certain students may experience a 'chill factor' in terms of their interaction with fellow students or even some staff members, although the issue is being addressed through staff development programmes.

STRATEGIC OBJECTIVE SEVEN – INFRASTRUCTURAL DEVELOPMENT

Objective

To develop further the University College's estate and technological infrastructure.

Commentary

Incorporation has transferred ownership from 1 October 2005 of the College's estate from Government to its Governing Body. It has been widely recognised that for a significant period of time there has been an investment deficit as far as the College's buildings are concerned. This has been compounded by the age of these buildings. However, in the last few years significant action has been taken to address the problems, insofar as capital project funding from DEL permitted. There has been considerable investment in the College's IT systems and hardware provision, individual areas, such as the Library, IT Open Access Centres, the College Theatre and some teaching accommodation have been upgraded, major improvements have been made to the Refectory facilities and to the Halls of Residence and

important fire safety and disabled access work has been undertaken in some, but not all, buildings. However, in the same period, part of one building (Henry Garrett Building) had to be permanently closed for health and safety reasons and emergency repairs undertaken to extend the life of the rest of it. Disability access work is outstanding in relation to the Central Building, and there is a need to replace the central heating system in the Halls of Residence. The project management capacity of the Estates Department has had to be enlarged to cope with the backlog of work.

However, a number of positive developments are in the pipeline which will hopefully assist with these issues, for example, the opening of the new Student Support Centre in September 2006, the erection of a new building (funded by DEL) on the Orchard site to house Physical Education, Health and Leisure Studies, Art and Design and Technology and Design (to be completed by September 2007)). An upgrade of conference facilities in the Halls of Residence complex has been completed and disability access and fire safety work in the Central Building will be undertaken in 2006-07. A phased approach to the installation of decentralised gas heating systems in the Halls of Residence is being funded by DEL. Crucially, the new Financial Memorandum will result in an annual capital funding stream to support the implementation of a long-term maintenance plan. Updating of IT facilities is ongoing.

Key Performance Targets

- To progress the new Orchard Building for completion in 2007;
- to complete fire and safety and disability access works in the Central Building in 2006-07;
- to continue to upgrade Halls of Residence student accommodation, including the phased replacement of the heating by a decentralised gas system by autumn 2007;
- to undertake planned maintenance work in Main Building;
- to resolve the issue of the long-term future of the Henry Garrett Building (see Strategic Objective 3 above);
- to continue to upgrade teaching accommodation, particularly in relation to the use of new technology;
- to provide appropriate, redecorated accommodation to give physical shape to the new academic departmental structures.

Key Risks

- Completion of new Orchard Building is delayed because of construction problems.
- Project management problems, given the small size of the organisation.
- Unanticipated problems with existing buildings develop.

STRATEGIC OBJECTIVE EIGHT – DEVELOPING AND REWARDING STAFF

Objective

To develop and reward all categories of University College staff.

Commentary

All HEIs throughout the UK have been working on the implementation by August 2006, or as soon as possible thereafter, at institutional level of the far-reaching National Framework Agreement on reward structures and harmonisation of terms and conditions of employment for all categories of staff. Significant investment in staff development, related to the College's strategic objectives, such as research, has been funded in recent years from both rounds of the DEL Rewarding and Developing Staff (RDS) initiative. Funding has also been put into new academic promotions and discretionary payment schemes for teaching staff and rewarding outstanding teaching performance, as well as the implementation of a job evaluation scheme for support staff and the employment of additional staff.

These activities will be taken forward throughout the planning period, in partnership with the recognised trade unions (for example through the College Forum for the Framework Agreement). A revised HR Strategy will be introduced for the period 2006-08, all staff will be subject to role analysis utilising the HERA Scheme, new salary structures will be agreed and introduced, appraisal will be extended to support staff and a comprehensive programme of staff development, partly linked to appraisal, will be delivered. Some additional funding will become available through the new fees regime from 2006-07.

Key Performance Targets

- To develop and implement a new HR Strategy for 2006-08;
- to complete the implementation of the National Framework Agreement and to agree and introduce in 2006-07 a revised set of salary structures for all staff, in parallel with the application of role analysis to all staff;
- to extend appraisal to all staff;
- to provide appropriate programmes of staff development to cater for both individual and institutional needs, for example in relation to e-learning and disability issues and revised policies on dignity at work, absence management and performance management;
- to continue to provide research support, for example for presentation of conference papers and through sabbatical leave, and to reward outstanding teaching through an awards scheme;

- to take account of the findings from the recently conducted Organisational Effectiveness Survey and the Good Relations Audit.

Key Risks

- Insufficient funding is available for this area of activity, particularly because of other demands on the increased income from student fees and given the cost of agreed national salary increases.
- Agreement with recognised trade unions on new salary structures is delayed or not achieved.
- The implementation of the various work streams associated with the National Framework Agreement proves very demanding for a small organisation and further delays inevitably result.
- The roll-out of extended appraisal proves problematic.
- The roll-out of other HR initiatives is hampered by the sheer volume of routine HR work.

STRATEGIC OBJECTIVE NINE – BUSINESS GROWTH

Objective

To provide growth in relation to the University College's various activities in the context of incorporation and particularly to explore the expansion of part-time and international student numbers and of conference business.

Commentary

As previously noted, the College became an incorporated higher education institution on 1 October 2005. This provides an additional incentive to develop and expand income generating activity of various kinds, given the financial responsibility which now devolves to the Governing Body. In particular, given the cap imposed by Government on full-time, domestic student numbers, consideration needs to be given as to how part-time numbers might be expanded and as to whether there is scope for recruitment of fee-paying, overseas students, despite the localised nature of some of the College's programmes, e.g. aspects of undergraduate teacher education. However, the difficulties relating to the highly competitive international market, especially for small institutions with no track record in this area, should not be minimised.

The conference business area is a very promising one, especially given the upgrade of Nendrum Hall to create 40 en-suite bedrooms and the related refurbishment of a dedicated conference centre, adjacent to all necessary

facilities. It should be possible to promote this integrated package effectively.

Key Performance Targets

- To explore new initiatives to recruit additional, domestic, part-time students, for example through the MA (Early Childhood Studies) and the M.Teach and through enhanced involvement in CPD work and to recruit full-time international students;
- to expand residential conference activity by twenty-per-cent over the planning period in the context of a new marketing strategy.

Key Risks

- Recruitment of additional domestic, part-time students fails to materialise.
- Government fails to progress new CPD arrangements for teachers or fails to give HEIs an expanded role.
- International student recruitment generates additional marketing costs with very little result, because of competition from other larger institutions and/ or the specialised nature of what the College has to offer and/or the lack of an international student infrastructure in the College.
- Because of competition from other providers, e.g. the increasing number of hotels and PFI operators in schools and FE institutions, the conference business does not expand beyond its current level or even declines somewhat.
- Student occupancy of Halls continues to decline because of the increased costs of higher education study and changes to the structure of the College's academic year.

STRATEGIC OBJECTIVE TEN – E-LEARNING

Objective

To provide leadership and support in developing e-learning capability.

Commentary

E-learning will assume even greater importance than currently in the planning period, as the use of wireless technology and electronic whiteboards increases, and as the use of learning portals in both higher education (e.g. Queen's On-line to which College staff have access) and in schools (Learning NI) increases. The University College cannot afford to be left behind, as it seeks to sustain its traditional reputation for

high-quality learning and teaching, as it expands its M.Teach programme which is partly delivered through electronic means, and as it develops its Centre of Excellence in Learning and Teaching (funded by DEL), which is focused on the use of virtual classrooms and virtual learning objects in the context of preparing teachers and Early Years practitioners. This is an innovative but highly experimental initiative. Full access by teacher education students to the C2K primary and post-primary networks and to the Learning NI portal is in place. A phased programme of upgrading electronic teaching facilities, e.g. through the introduction of whiteboards, is ongoing.

Key Performance Targets

- To implement the College's E-learning and IT Strategies for the planning period;
- to extend the use of Queen's On-Line as a teaching and learning medium;
- to consolidate the part-time M.Teach pathway, which is partly delivered electronically;
- to achieve the milestones of the CETL over the five-year DEL funding period;
- to extend access to the College's IT network through the use of wireless technology, for example in relation to the Halls of Residence;
- to complete the phased programme of upgrading electronic teaching facilities.

Key Risks

- Systems failures due to viruses etc.
- Funding shortfall with regard to upgrading facilities.
- CETL's work runs into difficulties because of technical problems, methodological problems or reluctance of schools and/ or pupils to participate. It is also heavily dependent on the efforts of two key individuals, plus their line manager and could therefore be vulnerable to illness, resignation etc, which at the very least could cause delays in achieving milestones.

BUSINESS PLAN 2005-06

Progress Report June 2006

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
<p>Strategic Objective 1: To consider critically the future positioning of the University College, especially in the context of both incorporation and the teacher education reform process initiated by DEL/DE.</p>	<p>1. Implement incorporation from 1st October 2005, maximising the advantages of greater autonomy.</p> <p>Implement new Financial Memorandum (when agreed) and ensure a financial deficit is avoided.</p> <p>Finalise and implement new Instrument and Articles of Government. New Governors to be appointed, where required, from March 2006.</p>	Principal/ SMG in consultation with Board of Governors. Key input from Director of Corporate Services.	WCF	<p>Achieved.</p> <p>Draft FM submitted to DEL – response still awaited. Deficit likely to be avoided.</p> <p>Achieved (some amendments will be required to reflect reduced number appointed).</p>
	<p>2. Participate in ongoing discussions on reform through TE Stakeholders Group and UCET HE Liaison Group in the context of the Osler Report, the RPA and the GTC (NI) Report on CPD.</p>	Chair of Governors Principal SMG Chair of ITE Management Board (in consultation with DEL/ DE)	DEL/DE	Discussions ongoing – DE consultation paper due in June 2006.
	<p>3. Consider the alternative options for the future use of Henry Garrett site – Arts Village or relocated Stranmillis Primary School.</p>	Board of Governors, advised by SMG	N/A	Under consideration – Arts Village option likely to be ruled out by Governing Body.
	<p>4. Make a contribution to the proposed teacher education reform conference in Londonderry in November 2005.</p>	Chair of Governors/ Principal/ SMG	DEL/ DE	Achieved.
	<p>5. Respond to implications of Vice-Chancellor Gregson’s vision for QUB and to related restructuring, and to QUB proposals for an increased validation fee. (The latter issue will have to be resolved satisfactorily).</p>	Principal/ SMG in consultation with Board of Governors	WCF plus increased tuition fees from 2006-07	Achieved. Account taken of QUB vision in restructuring of academic management and in reviewing research policy. Fee increase successfully delayed.
	<p>6. Renegotiate Agreement with QUB to take account of 5 above.</p>	Principal/ SMG in consultation with Board of Governors	WCF	Delayed by QUB – will not now happen until 2006-07.

Note

- 1 Funding to be approved
2. Partial funding approved
3. WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 1: cont'd	7. Restructure academic middle and senior management, as required, bearing in mind succession planning issues.	Principal/ SMG in consultation with Board of Governors (following consultation with relevant staff)	WCF	Ongoing, but nearing completion. Implementation date remains September 2006 or immediately thereafter.
	8. Review College committee structures in light of outcomes of similar review at QUB led by Professor Gardner (latter due Spring 2006) and the implications of incorporation.	Principal/ SMG in consultation with Board of Governors (following consultation with relevant staff)	WCF	Ongoing – consultation paper to go to staff in late June. Governing Body committees also under review. Gardner report now due in June 2006.

Note

- 1 Funding to be approved
2. Partial funding approved
3. WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 2: To develop further and enhance partnerships for all degree pathways with external institutions, organisations and professional groups.	1. Prepare and publish (with an appropriate launch event) an SUC Partnership Handbook.	Programme Leader (School Partnerships) in consultation with relevant staff	DE (£24,000)	Achieved - handbook circulated to schools.
	2. Invite or continue to support applications from staff under the Development of Partnership Fund for innovatory projects (5 grants awarded in 2005-05).	Director (Educational Studies)	DEL – Rewarding and Developing Staff (RDS) (£308,250)	Achieved – has generated a very positive response.
	3. Consolidate the work of Course Consultative Committees/Employers’ Fora.	Programme Leaders	N/A	Ongoing – new management structure will reinforce the process.
	4. Begin to implement the virtual classroom concept as a focus for the development of a Centre of Excellence in Teaching and Learning in the University College.	CETLs Team	DEL CETLs Fund (£50,000 p.a. available)	Achieved – CETL moving forward.
	5. Consolidate the existing training partnership with St Mary’s College, Derry.	Director (Educational Studies)	WCF	Ongoing – review of project completed.
	6. Explore opportunities for members of the BSc. (HLS) team to gain experience of workplace situations and for HLS students to undertake long-term placements.	Programme Leader (HLS)	RDS	Ongoing – further progress with long-term placements.

Note

1. Funding to be approved
2. Partial funding approved
3. WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 3: To develop further and enhance the University College's community-based links and activities.	1. Extend and consolidate the Creative Arts Residency Programme (Phase One).	Creative Arts Consultant in consultation with Director (Subject Studies) and Principal	Arts Council (NI) (part-funding of £15,000) 2	Achieved – further successful bid to Arts Council for 3 years of increased funding.
	2. Progress feasibility study re long-term use of Henry Garrett Building for Arts Village concept / progress consideration of Stranmillis Primary School option.	- Golden Thread Gallery/Creative Arts Consultant - BELB staff	Arts Council (NI) 2 BELB/ DE	See previous comments – under consideration. Feasibility study less than helpful. School option looks more promising.
	3. Consolidate the work of the Ulster-Scots Curriculum Development Unit (publication by CCEA of primary school materials, completion of language and post-primary projects for publication in 2006-07).	Director, Ulster-Scots Curriculum Development Unit Ulster-Scots team	Ulster-Scots Agency	Achieved. Primary school materials published electronically by CCEA. Work on other projects continues as planned.
	4. Promote the use of College Theatre by external groups, e.g. amateur dramatic societies, Lyric Theatre.	Director (Corporate Services)	Self-funding	Achieved – significant new clients attracted.

Note

- 1 Funding to be approved
2. Partial funding approved
3. WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 4: To develop further and enhance the research profile of the University College.	1. Continue to build an RAE entry for 2008 in Education. (10-15 staff – currently 4 staff profiles complete).	Director of Educational Studies, assisted by Research Co-ordinator and advised by the Research Committee	WCF	Achieved – nine staff profiles now complete. Further progress anticipated.
	2. Develop and enhance the broader research base of the University College to enable Subject Studies staff to offer their work to relevant schools in the University, via research clusters and Faculty fora.	Director of Educational Studies, assisted by Research Co-ordinator and advised by the Research Committee	WCF	Ongoing – Subject Studies staff encouraged and supported, e.g. re QUB research fora.
	3. Ensure that all new permanent staff have or obtain PhDs or equivalent.	Principal Director (Educational Studies) Director (Staff and Student Services)	RDS	Achieved – five new applications, plus four Ed.D.
	4. Facilitate and encourage, if possible, all research-active staff to produce one piece of published academic work per annum.	Principal Director (Educational Studies)	RDS	Achieved – research-active staff publication rate is steady.
	5. Facilitate and encourage, if possible, all research-active staff to become a named researcher on at least one research grant application per annum.	Principal Director (Educational Studies)	WCF	Achieved – three new grants obtained in 2006.
	6. Encourage each research-active staff member to propose at least one PhD student research project per annum in order to meet the minimum annual recruitment target of five postgraduate research students.	Principal Director (Educational Studies)	WCF	Good progress – number of Ph.D. students growing (100% growth in 2006-07).
	7. Continue to provide seed-funding through support for a limited number of sabbaticals (2 provided in 2004-05).	Principal Director (Educational Studies)	RDS	Achieved – encouraging take-up rate.

Note

1. Funding to be approved
2. Partial funding approved
3. WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 5: To continue to provide high quality teaching and learning opportunities on all degree pathways, including student placements and international outreach activities.	1. Consolidate the revised BEd and the new MTeach pathways.	ITE Management Board and relevant PLs reporting to Learning and Teaching Committee	WCF	Achieved.
	2. Implement Action Plan arising from University Subject Review (USR) of the BSc (HLS) and the MA (Arts in the Community).	Programme Leaders for the BSc and MA in association with the Director (Subject Studies)	WCF	Achieved for BSc (HLS). Decision to revamp and revalidate MA (Arts) for September 2007.
	3. Commence training programme for College-wide USR (due autumn 2006)	Principal Director, Educational Studies Learning and Teaching Committee	WCF	USR postponed by QUB, pending review of procedures – training therefore delayed.
	4. Ensure a successful outcome to the QUB review of the collaborative arrangements with Omagh College for the part-time BA (ECS) (2005-06).	Director (Educational Studies) Programme Leader (BA – ECS)	WCF	Achieved – outcome extremely positive.
	5. Implement new QUB arrangements for student progress/ revision of regulations etc.	Principal Director (Educational Studies) and Quality Enhancement Officer	WCF	Achieved – new College Student Progress Committee in place.
	6. Commence implementation of Access Agreement commitments re enhanced student support.	Director (Academic and Information Services) Director (Corporate Services) Director (Staff and Student Services)	Additional targeted DEL funding	All necessary arrangements in place for 2006-07 roll-out.

Note

- 1 Funding to be approved
2. Partial funding approved
3. WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 5: cont'd	7. Manage a fund to support initiatives in learning and teaching (5 grants awarded in 2004-05).	Director (Educational Studies) and Quality Enhancement Officer in association with the Principal	RDS	Achieved
	8. Manage a fund to develop and support innovation within existing partnerships with relevant professional communities (3 projects completed in 2005).	Director (Educational Studies) and Quality Enhancement Officer in association with the Principal		Achieved
	9. Offer annual Teaching Prizes, building on the success of the scheme in 2004-05.	Director (Educational Studies) and Quality Enhancement Officer in association with the Principal	RDS	Achieved – no awards made because entries did not reach required standard.
	10. Consolidate existing school-based work placement opportunities/student exchanges to China (Hong Kong Institute, South China Normal Univ.) and to Zambia, Uganda (Makerere University, Kampala), South Africa, USA on the basis of one semester blocks. Offer more limited exchanges in RoI if European funding becomes available through Centre for Cross-Border Studies/ British Council.	Director (Educational Studies)/ International Outreach Officer	DEL 2 EU (?)	All international work now consolidated. Funding applications by CCBS and British Council to Peace III fund unsuccessful.
	11. Prepare for the introduction of Personal Development Profiles for students.	Director (Academic and Information Services) Director (Subject Studies)	WCF	Ongoing because of delay by QUB and by Government.
	12. Launch a part-time MA (ECS) in September 2006.	Director (Educational Studies) Programme Leader (ECS)	WCF	Achieved.

Note

1. Funding to be approved
2. Partial funding approved
3. WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 5: cont'd	13. Implement the University College Information Strategy and the associated targets for 2005-06.	Director (Academic and Information Services) and relevant line managers	WCF	Achieved.
	14. Provide information, as required, to fulfil the requirements of Teaching Quality Information (TQI) initiative.	Principal Director (Academic and Information Services)	WCF	Achieved – very positive outcomes, e.g. National Student Survey results.
	15. Continue to implement the University College Skills Policy.	Learning and Teaching Committee	WCF	Ongoing – will be subsumed within new Education Strategy.
	16. Introduce training programme for student representatives on consultative and programme review groups.	Director (Staff and Student Services)	WCF	Achieved – positive student feedback to NUS/USI.
	17. Implement an integrated strategy for work-related learning.	Learning and Teaching Committee	WCF	Ongoing – will be subsumed within new Education Strategy.
	18. Complete and implement a review of current provision and anticipated needs in relation to Library, IT and Learning Support services in the context of best practice in the sector and economy, efficiency and effectiveness.	Librarian, IT Services Manager and external consultant reporting to Director of Academic and Information Services and Director (Corporate Services) and through them to SMG	WCF	Ongoing – implementation due by September – significant progress made.

Note

1. Funding to be approved
2. Partial funding approved
3. WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 6: To attract, sustain and support students from the widest possible range of educational, social and cultural backgrounds.	1. Undertake preparatory work for the introduction of Access Agreements and bursaries in 2006-07, including the establishment of a new Student Support Centre.	Director (Academic and Information Services) Director (Corporate Services) SMG	Increased student tuition fees (deferred if requested) from 2006-07. Limited DEL funding in 2005-06	Achieved – on track for implementation in September 2006. Agreement re administration of bursaries with Student Loans Company. Access Agreement approved by DEL.
	2. Prepare Widening Access Strategy.	Director (Academic and Information Services) / SMG / Learning and Teaching Committee		Deferred until appointment of new Widening Access Promoter (pending).
	3. Continue to explore with NDAI, Omagh College, QUB and DEL the possible introduction of a Foundation Degree in Early Childhood Studies.	Director (Academic and Information Services) and Director (Educational Studies)	Share of QUB validation fee (proportion to be yet determined)	Ongoing – Consortium proposal with QUB for implementation in September 2007.
	4. Continue to consolidate the partnership with Monaghan Institute of Further Education and Training (MIFET) to deliver the part-time BA (ECS) to a single cohort of 26 students.	Director (Educational Studies), relevant Programme Leader Monaghan Co-ordinator	European Commission grant under INTERREG IIIA Programme	Achieved – very successful.
	5. Provide disability awareness training for all staff in the context of the implementation of SENDO in September 2005.	Director (Staff and Student Services) HR Manager	RDS	Achieved – will be repeated in 2006-07.

Note

- 1 Funding to be approved
2. Partial funding approved
3. WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 7: To develop further the University College's estate and technological infrastructure.	1. Commence construction of new Orchard Building for completion in 2007.	Director (Corporate Services) and Estates Manager	DEL (c. £5m)	Achieved – construction commenced January 2006.
	2. Undertake DDA and fire safety works in Central Building (as funding permits). Plan similar works in Stranmillis House.	Director (Corporate Services) and Estates Manager	DEL 1	Ongoing – £1m funding secured, tenders being procured for Central Building. Stranmillis House deferred.
	3. Replace heating system in Halls of Residence.	Director (Corporate Services) and Estates Manager	DEL 2	Ongoing – Phase One completed; Phase Two due summer 2006.
	4. Provide additional en-suite accommodation in Nendrum Hall and upgrade Refectory Coffee Lounge facilities.	Director (Corporate Services) and Estates Manager	College Reserves	Achieved – major success.
	5. Prepare new long-term maintenance plan and appoint additional member of Estates staff.	Director (Corporate Services) and Estates Manager	WCF/ DEL2 2006-07	Ongoing – Assistant Estates Manager appointed – plan in preparation.
	6. Implement relevant infrastructure targets for 2005-06 in Information Strategy and Action Plan 2004-07.	Director (Academic and Information Services)	Some targeted DEL funding but largely from within current funds (incl. capital equipment budget)	Achieved – major replacement programme for academic staff PCs.
	7. Undertake maintenance work in Main Building.	Director (Corporate Services) and Estates Manager	College Reserves	Under consideration.
	8. Develop a CETL and research centre in Stranmillis House.	Director (Corporate Services) and Estates Manager in consultation with Director (Educational Studies)	College Reserves	Change of strategy – major reallocation of accommodation to take place over summer.

Note

1. Funding to be approved
2. Partial funding approved
3. WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 7: cont'd	9. Refurbish Health Centre as a Student Support Centre.	Director (Corporate Services) and Estates Manager	DEL 1	Programmed for Summer 2006.

Note

- 1 Funding to be approved
2. Partial funding approved
3. WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 8: To develop and reward all categories of University College staff.		Principal SMG Human Resources Manager	RDS	
	1. Equality			
	1.1 Conduct annual equal pay review in accordance with JNCHEs Guidance on Equal Pay Reviews.			Subsumed within NFA role analysis process.
	1.2 Continue the College's programme of activities under Section 75 duties (including EQIA, policy screening and review), and to further enhance monitoring facilities.			Achieved.
	1.3 Undertake a staff survey, analyse data gathered and amend or design affirmative action programmes as required.			Ongoing through Higher Education Consortium.
	1.4 Begin to undertake job evaluation/role analysis for all categories of posts within the College in line with the Framework Agreement and utilising the HERA package, and to implement outcomes of these analyses from August 2006.		RDS plus additional tuition fee income from 2006-07	Ongoing – implementation will be delayed until 2006-07 because of complexity of task (back payments to August 2006).
	1.5 Implement Dignity at Work and Study Policy, through launch of document and provision of associated training.			Programmed for 2006-07.

Note

- 1 Funding to be approved
2. Partial funding approved
3. WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 8: cont'd	2. Recruitment, Retention and Reward	Principal SMG Human Resources Manager	RDS	
	2.1 Begin to review, revise and implement pay structures in light of the Framework Agreement (including the issue of contribution payments).			Ongoing.
	2.2 Harmonise terms and conditions of employment for relevant staff, with effect from August 2005.			Ongoing – working hours harmonised wef August 2005.
	2.3 Investigate, develop and implement a system of discretionary pay for support staff (by August 2006).			Possible approach identified within the context of the NFA implementation in 2007.
	2.4 Continue to make available a development fund, to encourage teaching innovation, on the basis of project bids, invited annually.			Achieved.
	2.5 Continue to make available an innovation fund for working with placement providers on the basis of project bids, invited annually.			Achieved.

Note

- 1 Funding to be approved
2. Partial funding approved
3. WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 8: cont'd	2.6 Continue to make available annual teaching prizes, on the basis of applications, to reward outstanding practice by individuals.			Achieved in both 2004-05 and 2005-06.
	2.7 Revise and implement (annually) the promotion and discretionary pay schemes, in order to continue to afford improved equality of access to promotions and discretionary pay for lecturing staff and to provide further encouragement for teaching, research/scholarship, administration and community involvement.			Achieved – revised scheme implemented in 2006-07. No appeals re outcomes.
	2.8 Review and amend the current academic management structure following three full years of operation.			Achieved for implementation in September 2007.
	2.9 Continue to support professionalisation of appropriate support roles, e.g. via supporting membership of relevant professional bodies, facilitating attendance at appropriate courses and/or conferences.			Achieved – support now available to teaching staff for both HEA and GTC (NI) membership.
	2.10 Continue to monitor application and appointee rates for all job categories, with a view to identifying and responding to any areas where difficulty in recruiting staff is established, and therefore to keep under review the College's position on the use of golden hellos, in case the College should experience significant problems recruiting academic staff in areas of shortage.			Achieved – golden hellos still not deemed necessary. Will be kept under review.

Note

- 1 Funding to be approved
2. Partial funding approved
3. WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 8: cont'd	3. Staff Development (in the context of a revised Staff Development Policy October 2005)	Principal Director (Staff and Student Services) HR Manager	RDS	
	3.1 Provide training and support for those involved in progressing e-learning, Queens On-Line (virtual learning environment) and personal development profiles initiatives.	Director (Academic and Information Services) and E-learning Development Officer		Achieved.
	3.2 Continue to demonstrate the College's commitment to the HE Academy (via payment of individual application fee, plus the institutional membership fee).			Achieved (extended to GTC membership).
	3.3 Avail of relevant opportunities offered by the HE Leadership Foundation in relation to senior management development (annual membership fee applies).			Ongoing management training for middle and senior managers sourced via HELF and MASHEIN.
	3.4 Agree and pilot a system of appraisal (to include agreement of annual objectives and identification of training needs) for support staff. Provide training in the operation of appraisal system to managers and staff.			Postponed because of volume of NFA and staff recruitment activity.
	3.5 Manage the fund for international conferences, with a view both to supporting attendance, and developing skills relating to preparation and delivery of conference papers and subsequent translation into publications, in the context of the College's proposed participation in the 2008 RAE.	Principal Director (Staff and Student Services) HR Manager Director (Educational Studies)		New research support approach in place for 2006-07, on advice of an external consultant. College reputation growing, e.g. representation at AERA (American Educational Research Association).

Note

- 1 Funding to be approved
2. Partial funding approved
3. WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 8: cont'd	3.6 Provide management development activities for staff in middle management and supervisory positions within the College.			Ongoing, as noted above.
	3.7 Manage the College's sabbatical leave scheme in order to provide opportunities for staff to conduct research and prepare papers for submission for publication. Provide research training where required.	Principal HR Manager Director (Educational Studies)		Achieved – good take up in 2005-06.
	3.8 Provide access to seminars relating to curriculum reform.			Achieved: Conference attendance in September, 2006, further access to training in 2006-07.
	3.9 Continue to provide financial and academic support for research staff, to include support for post-graduate and/or doctoral study, facilitate attendance and/ or presentations at relevant conferences.			Achieved: number of such staff small.
	3.10 Continue to involve fully junior research staff in research project teams, facilitating participation in writing and/ or presenting conference papers and publications as named contributors, with a view to enhancing their skills and their profile in their academic area.			Achieved, e.g. current SBW project and earlier Phonics and EPPNI projects.

Note

- 1 Funding to be approved
2. Partial funding approved
3. WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 8: cont'd	3.11 Identify and address training needs stemming from the College's Widening Access activities, to include academic and pastoral support issues.	Director (Academic and Information Services) Director (Staff and Student Services)	}	Ongoing – some training provided in 2005-06.
	3.12 Raise awareness of the implications of SENDO, Freedom of Information and child Protection issues via seminars and availability of guidance materials.			Achieved as part of 2005-06 staff development programme.

Note

- 1 Funding to be approved
2. Partial funding approved
3. WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 8: cont'd	4. Performance Management	Principal SMG Human Resources Manager	RDS	
	4.1 Implement and keep under review an absence management policy with a view to ensuring that any employee who has a disability or experiences ill health, including physical or mental illness, is treated with understanding and sensitivity <ul style="list-style-type: none"> • achieving an absence rate in each department of 5% or less. 			Ongoing – programmed for implementation in autumn 2006.
	4.2 Review and extend the existing procedure for dealing with poor performance, ensuring that interventions such as counselling and re-training are utilised appropriately and consistently and that line managers are given relevant training to help them deal effectively with poor performance.			Ongoing – programmed for implementation in 2006-07.

Note

1. Funding to be approved
2. Partial funding approved
3. WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 8: cont'd	5. Review of Staffing Needs	Principal SMG Human Resources Manager	RDS	
	5.1 Continue to undertake an annual review of staffing needs, in conjunction with other strategic planning activities, to ensure that the College maintains an efficient, effective and affordable complement of staff who can contribute to the development and delivery of the College's programmes and services, and to consider and offer a range of initiatives to build on existing succession planning activities.			Achieved.
	5.2 Continue to offer and to extend, as appropriate, the range of roles of management and/or academic leadership, with a view to providing opportunities for staff to develop management and academic leadership skills.			Achieved – new academic management structure will be particularly helpful in extending such opportunities.

Note

1. Funding to be approved
2. Partial funding approved
3. WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 8: cont'd	6. Health and Safety	Principal SMG Human Resources Manager Estates Manager	RDS	
	6.1 Deliver improvements to risk management and assessment, and first aid cover across campus.			Ongoing – Occupational Health arrangements in place. First Aid training provided.
	6.2 Keep under annual review the current arrangements for occupational health provision, and deliver a range of seminars on issues relating to occupational health (provided by OH staff within existing contractual arrangement).			Ongoing – stress seminar planned for autumn 2006.
	6.3 Implement a No-smoking policy in all areas of the College from September 2005.			Achieved – No Smoking policy implemented without any difficulty.

Note

- 1 Funding to be approved
2. Partial funding approved
3. WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 9: To promote growth in relation to the University College's various activities in the context of incorporation and particularly to explore the expansion of part-time and international student numbers and of conference business.	1. Expand conference business income by five- per-cent. Expand residential conference activity by twenty- per-cent (building on the availability of the refurbished facilities).	Director (Corporate Services)/ Domestic Bursar	WCF	Achieved – on target for 2006.
	2. Continue to promote recruitment to Master of Teaching, MEd and MA part-time pathways.	Director (Academic and Information Services) in collaboration with relevant Programme Leader	WCF	Ongoing – new post-graduate prospectus prepared (MA Arts recruitment suspended).
	3. Pursue approvals for part-time Foundation Degree in Early Childhood Studies in partnership with NDAI and Omagh College.	Director (Academic and Information Services) Director (Educational Studies) in collaboration with relevant Programme Leader	Anticipated share of QUB validation fee	Ongoing – progress made.
	4. To plan for a future enhancement of CPD work in context of RPA.	Director (Academic and Information Services), Director (Educational Studies) in collaboration with relevant Programme Leaders	WCF	Masters programme revised/ joint delivery of MEd with SMUC being phased out.

Note

- 1 Funding to be approved
2. Partial funding approved
3. WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2005-06	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 10: To provide leadership and support in developing e-Learning capability	1. Continue to implement an e-Learning strategy.	E-learning Committee reporting to Learning and Teaching Committee	WCF	Achieved. Training for Learning NI VLE provided. Further extension of C2K facilities for post-primary students.
	2. Extend the use of e-learning and of Queen's On-line as a virtual learning environment in the context of 'blended learning' through support and training.	E-learning Development Officer working with Directors of Academic and Information Services and Staff and Student Services	RDS	Achieved – staff development support provided.
	3. Consolidate the part-time M.Teach pathway. (8 Year Two students; 10 Year One students).	Relevant Programme Leader in consultation with Director (Educational Studies)	WCF – would generate additional income	Achieved.
	4. Achieve the relevant milestones of the CETL (work underway).	Project team, led by Director (Educational Studies)	DEL grant	Achieved.
	5. Extend the use of wireless technology, for example in the Halls of Residence and College Library.	Manager (IT Services) reporting to Director (Academic and Information Services)	WCF	Ongoing, e.g. Library laptops loan scheme. Extension planned in Halls.
	6. Complete further upgrading of electronic teaching facilities	Manager (IT Services) reporting to Director (Academic and Information Services)	WCF/ DEL 2	Achieved – major expansion in relation to electronic whiteboards (specialist training support provided for staff and students).

Note

- 1 Funding to be approved
2. Partial funding approved
3. WCF within current funds

COURSE STATISTICS: 2005-06

COURSE	MEN	WOMEN	TOTAL
First Year B.Ed.	39	152	191
Second Year B.Ed.	32	181	213
Third Year B.Ed.	38	173	211
Fourth Year B.Ed.	25	160	185
Grad. Cert (Psych.)	2	18	20
Grad. Cert (Early Years)	-	21	21
First Year BA (ECS) (FT)	1	38	39
First Year BA (ECS) (PT)	1	24	25
Second Year BA (ECS) (FT)	1	50	51
Second Year BA (ECS) (PT)	-	45	45
Third Year BA (ECS) (FT)	-	45	45
Third Year BA (ECS) (PT)	-	30	30
Fourth Year BA (ECS) (PT)	-	45	45
First Year BSc (H&LS) (FT)	15	11	26
Second Year BSc (H&LS) (FT)	16	21	37
Third Year BSc (H&LS) (FT)	19	16	35
Second Year MA (Arts in the Community) (PT)	2	8	10

As at 31 August 2006

M-LEVEL MODULES 2005-06

<i>Module Title</i>	<i>No. of students</i>
Applying Educational Theory in a School Context	6
Schooling in Northern Ireland	7
Classroom Research and the Development of Teaching	1
Dyslexia and Specific Learning Difficulties	13
Theoretical Perspectives Upon Early Years Education	16
Managing for School Effectiveness	4
Pupils with Emotional and Behavioural Difficulties	12
Subject Leadership in Education	7
Multimedia Applications in Education	1
Research Methods in Education	38

SOME PERFORMANCE INDICATORS

Please note that some of the financial statistics for 04/05 and 05/06 should not be directly compared as they relate to 14-month and 10-month accounting periods respectively, as a result of incorporation on 1 October 2005.

	01/02	02/03	03/04	04/05	05/06
1. INPUTS					
(a) Recurrent Funding	£4,134,000	£4,295,050	£4,762,835	£5,629,598	£4,538,992
(b) Tuition Fee Income	£1,164,787	£1,269,830	£1,315,411	£1,347,482	£1,405,443
(c) Capital Funding	£ 304,043	£ 333,993	£1,125,961	£ 191,333	£4,665,622
2. ACTIVITIES					
(d) Number of Students					
BEd	715	774	749	772	778
PGCE	34	38	40	40	40
BA (ECS)	132	142	146	128	131
BSc (HLS)	80	76	93	99	103
Other Courses	131	103	163	91	93
TOTAL	1092	1133	1191	1130	1145
(e) Gender BEd					
% Male	17	16	18	17	19
% Female	83	84	82	83	81
(f) Entry Points (UCAS Tariff from 03/04)					
BEd	22.4	25.57	330	330	338
BA (ECS)	18	22	300	320	330
BSc (HLS)	19	17	260	260	270
(g) PGCE Entry					
2i and above (No)	35	35	40	40	30
%	100	100	100	100	100
(h) Staff FTE	61	60	63	64	61
(i) Support Staff FTE					
Total	108	106	107	109	108
Grant Aided	73	72	73	74	74

	01/02	02/03	03/04	04/05	05/06
3. OUTPUTS					
(j) Graduates					
BEd	149	168	169	192	177
BA (ECS)	136	75	93	89	64
BSc (HLS)	39	30	19	31	32
PGCE	34	39	38	40	39
(k) Classification					
1	15	20	29	36	40
2i	151	162	158	174	166
2ii	87	83	83	70	79
3	10	8	11	5	3
Pass	-	-	-	-	-
4. VALUE FOR MONEY					
(l) Funding/ Student					
<i>All Courses</i>	£4,852	£4,912	£5,103	£6,173	£5,192
(m) Teaching Staff: Student Ratio					
<i>All Courses</i>	1:17.75	1:18.88	1:18.9	1:17.6	1:18.8
(n) Teaching Staff: (FTE) Support Staff Ratio					
	1:1.20	1:1.20	1:1.16	1:1.16	1:1.20
(o) Energy Performance					
gig/100m2	117.4	131.3	124	125	124
kw/sq m					
(p) Expenditure on pay					
% of total expenditure	64	65	63	66	68

FINANCIAL INFORMATION 2005-06

The extracts from the College's audited accounts for the ten-month period 1st October 2005 to 31st July 2006 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 2006

	2006 10 Months £	2005 14 Months £
Income		
Funding Grants	4,538,992	5,629,598
Tuition Fees	1,405,443	1,433,671
Research & Other Short Courses	404,248	826,446
Other Operating Income	1,167,395	1,331,093
Grants Released	983,724	290,962
Interest Receivable	34,558	54,324
	8,534,360	9,566,094
Expenditure		
Staff Costs	4,754,545	6,024,560
Depreciation	1,073,902	392,301
Other Operating Expenditure	2,575,311	3,086,959
Interest Payable	-	-
	8,403,758	9,503,820
(Deficit)/surplus on continuing operations after depreciation of fixed assets at valuation and before tax	130,602	62,274
Taxation	-	-
(Deficit)/Surplus for the period retained within Reserves	130,602	62,274

There were no other recognised gains or losses.

The Income and Expenditure Account of the College relates wholly to continuing operations.

Please note that some of the figures in the 2005 column were restated to take account of the appropriate accountancy rules relating to incorporation.

BALANCE SHEET

As at 31 July 2006

	2006 10 months £	2005 14 months £
Tangible Assets	52,579,411	4,134,741
Total Fixed Assets	<u>52,579,411</u>	<u>4,134,741</u>
Stock		-
Debtors	580,599	356,778
Short Term Deposits	396,219	384,213
Cash at Bank and in hand	395,328	433,867
Total Current Assets	<u>1,372,146</u>	<u>1,174,858</u>
Less: Creditors – amounts falling due within one year	<u>(850,070)</u>	<u>(482,753)</u>
Net Current Assets	<u>522,076</u>	<u>692,105</u>
Total assets less current liabilities	53,101,487	4,826,846
Less: Creditors – Amounts falling due after more than one year	-	-
Less: Provisions for liabilities and charges	-	-
NET ASSETS	<u>53,101,487</u>	<u>4,826,846</u>
Deferred Capital Grants	51,035,191	2,891,152
Reserves	2,066,296	1,935,694
Total Funds	<u>53,101,487</u>	<u>4,826,846</u>

LIST OF STAFF PUBLICATIONS 2005-06

PEER REVIEWED JOURNAL ARTICLES

GEORGE BEALE

Beale, G. (2005), 'Poor Law and Famine Relief in South-east Ulster 1846-1848'. *The Local Historian. The Journal of the British Association for Local History*, Vol. 35, No. 4, November 2005, pp 254-67.

Beale, G. (2006), 'Technical Education in Northern Ireland after Partition: a case study of the work of a newly-formed local education authority, County Down 1925-1933'. *The Journal of Educational Administration and History*, Vol. 38, No. 1, April 2006, pp 89-106.

COLETTE GRAY

Gray, C. (2005), 'Including Children with Visual Impairment in the Pre-school Sector'. *Child Care in Practice (Special Edition)*, Vol. 11, No. 1, pp 1357-5279.

Gray, C. (2005), 'Training and the Early Years Professional: understanding visual impairment'. *International Journal of Early Years Education*, Vol. 13, No. 1, March 2005, pp 1-12.

COLETTE GRAY AND SARAH BEHAN

Gray, C. & Behan, S. (2005), 'Current and Predicted Staffing Patterns in Post-primary Schools: the perceptions and experiences of school principals'. *Oxford Review of Education*, Vol. 31, No. 2, pp 443-58.

COLETTE GRAY AND J. WILSON

Gray, C. & Wilson, J. (2006), 'Teachers' Experiences of a Single-sex Initiative in a Co-educational School'. *Educational Studies*, Vol. 32, No. 3, pp 285-98.

HUGH KEARNS AND M. SHEVLIN

Kearns, H. & Shevlin, M. (2006), 'Initial Teacher Education and Special Educational Needs: policy and practice in the North and South of Ireland'. *Journal of Teacher Development*, Vol. 10, No. 1, March 2006, pp 25-42.

DENISE MITCHELL AND CAROL DUNBAR

Mitchell, D.R. & Dunbar, C. (2006), 'Learning and Development in the Nursery Setting: the value of promoting emergent ICT skills'. *Childcare in Practice*, Vol. 12, No. 3, July 2006, pp 241-57.

DAVID McKEE, C.A.G. BOREHAM, M.H. MURPHY & A. M. NEVILLE

McKee, D.P., Boreham, C.A.G., Murphy M.H. & Nevill A.M. (2005), 'Validation of the Digiwalker™ Pedometer for Measuring Physical Activity in Young Children'. *Paediatric Exercise Science*, Vol. 17, No. 4, pp 345-52.

LAURENCE SIBERRY AND HUGH KEARNS

Siberry, L. & Kearns, H. (2005), 'An Intercultural Approach to Challenging Issues in Northern Ireland Teacher Education'. *European Journal of Teacher Education*, Vol. 28, No. 3, pp 259-66.

GLENDAL WALSH, JILL DUNN, DENISE MITCHELL, MARY McALISTER AND J. CUNNINGHAM

Walsh, G., Dunn, J., Mitchell, D., McAlister, M. & Cunningham, J. (2006), 'Giving Young Children a Voice: accessing the views of 3-4 year old children in playgroups. *Representing Children*, Vol. 18, No. 2, pp 79-95.

GLENDAL WALSH AND J. GARDNER

Walsh, G. & Gardner, J. (2005), 'Assessing the Quality of Early Learning Environments'. *Early Childhood Research and Practice*, Vol. 7, No. 1.

**GLENDAL WALSH, L. SPROULE, K. TREW, H. RAFFERTY, N. SHEEHY
AND C. McGUINNESS**

Walsh, G., Sproule, L., Trew, K., Rafferty, H., Sheehy, N. & McGuinness, C. (2006), 'An Appropriate Curriculum for the 4-5 Year-Old Child in Northern Ireland: comparing play-based and formal approaches'. *Early Years: An International Journal of Research and Development*, Vol. 26, No. 2, pp 201-21.

BOOK CHAPTERS

H. LEITH AND COLETTE GRAY

Leith, H. & Gray, C. (2006), 'Gender Stereotyping in Primary Schools' in C. Donnelly, P. McKeown & B. Osborne (eds), *Pluralism and Equality in Education in Northern Ireland*, Manchester University Press, 2006, pp 79-91.

ÉAMON PHOENIX

Phoenix, É. (2006), 'Partition, the Catholic Church and the Diocese of Clogher, c1912-1918' in Henry A. Jefferies (ed), *History of the Diocese of Clogher*, Four Courts Press, Dublin, pp 207-22.

Phoenix, É. (2006), 'The Decline of Constitutional Nationalism: Irish politics and the First World War' in E. Magennis and C.O. Doibhlin (eds) *World War One – Ireland and its Impacts*, Cumann Seanchais Ard Mhacha, Armagh, pp 9-26.

LAURENCE SIBERRY AND GLENDAL WALSH

Siberry, L. & Walsh, G. (2006), 'Play-Based Learning and the Acquisition of First and Second Languages in the Early Years: a Northern Ireland perspective' in Mercedes Rico, Eva Ma Dominguez y Alejandro Curado (eds), *Educación, Lenguas y Tecnologías/Education, Languages and Technologies*, Caceres, 2006, pp 179-90.

REPORTS

SHEELAGH CARVILLE, LES CAUL, COLETTE GRAY, BEV HUTCHINSON, H. McLOUGHLIN, LOUISE QUINN AND PAULA WRIGHT

Carville, S., Caul, L., Gray, C., Hutchinson, B., McLoughlin, H., Quinn, L. & Wright, P. (2006), *Language Development Programmes: coverage and effectiveness of provision in Northern Ireland (0-36 months)*. Department of Education (NI), Research Report No. 39, 2006.

JIM FERGUSON, COLM DONAGHY, MICHAEL McCURLEY, COLETTE GRAY AND SARAH BEHAN

Ferguson, J., Donaghy, C., McCurley, M., Gray, C. & Behan, S. (2005), *Unlocking Creativity in Literacy: an investigation of children's creative responses in literacy*. A report commissioned by the Northern Ireland Literacy Steering Group, Stranmillis University Press, August 2005.

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L. SPROULE, H. RAFFERTY, K. TREW, GLENDA WALSH, N. SHEEHY AND C. McGUINNESS

Sproule, L., Rafferty, H., Trew, K., Walsh, G., Sheehy, N. & McGuinness, C. (2005), *The Early Years Enriched Curriculum Evaluation Project: Final Key Stage 1 Report*. Belfast, CCEA.

L. SPROULE, H. RAFFERTY, K. TREW, GLENDA WALSH, N. SHEEHY AND C. McGUINNESS

Sproule, L., Rafferty, H., Trew, K., Walsh, G., Sheehy, N. & McGuinness, C. (2005), *The Early Years Enriched Curriculum Evaluation Project: Fifth Year Report*. Belfast, CCEA.

A. SUNDERLAND AND NOEL PURDY

Sunderland, A. & Purdy, N. (2006), *Attitudes of the Socially Disadvantaged to Education in Northern Ireland*. Department of Education (NI), Research Report No. 40, 2006.