



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

ANNUAL

REPORT

1st August 2004 - 30th September 2005



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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 14 month period up to the date of incorporation (i.e. 1st August 2004 – 30 September 2005). The College's accounts, by direction of DEL, also cover the same period. In consequence, the next reporting period will be 1st October 2005 – 31st July 2006 (i.e. 10 months only), with a twelve month reporting cycle thereafter.

BOARD OF GOVERNORS (2004-05)

Chair

Sister Anne O'Shea, OBE BA MEd MDiv HDipEd DipRE (Acting Chair: July-December 2004)

Steve Costello, MBE (Chair: December 2004 onwards)

Members

John Anderson, BEd - *Student Governor*

Mrs Hilary Avery, MA DipEd FGA - *Staff Governor* (from February 2005)

Derek Campbell, BEd MA (from February 2005)

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

Colm Donaghy, BEd MA - *Staff Governor* (from February 2005)

Dr. Áine Downey, MA PhD

Edward B. Ferguson, BA – *Vice-Chair and Chair of Audit Committee* (January 2005 onwards)

Dr. Desmond Hamilton, BSc MA PhD (resigned December 2004)

Mrs Joy Kettle, BEd MBA PGDipMS PGDipHRM FCIPD (from February 2005)

Dr. Ruth Leitch, MA MSc Ed.D

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

R. John Magowan, BA MSc DASE

E.J. Wesley McCann, BA DipLibStud ALA - *Staff Governor* (retired December 2004)

Mrs. Heather McClelland, BEd DASE

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

Mrs. Alexandra I. McWilliams, BEd MA(Ed) AdvCertLit&Num - *Staff Governor* (retired December 2004)

Hugh Storey, ACIS MSSc DMS ACMI - *Staff Governor* (from February 2005)

Gordon Topping, OBE BA MSc MBA DipEd - *Chair, Audit Committee* (retired December 2004)

Assessors

Ms. Carmel Gates, BA - *Dept. for Employment and Learning*

C. Vivian McIver, CBE BA DipEd - *Education and Training Inspectorate* (retired June 2005)

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 2004-05

- Achievement of incorporated status, 1st October 2005.
- Appointment of reconstituted Governing Body to replace former Board of Governors.
- New Instrument and Articles of Government (revised Financial Memorandum to follow).
- Further developments in relation to the reform of teacher education.
- Progress made with the preparations for the replacement of the Orchard Building – target date for completion remains late 2007.
- Launch of Master of Teaching (M.Teach) part-time degree, preparations undertaken for the introduction of a Master of Arts (Early Childhood Studies) part-time degree in September 2006, current Master of Education (M.Ed) provision under review.
- Ongoing implementation of revised B.Ed (Primary and Post-primary) full-time pathways.
- PGCE programmes now fully modularised.
- Induction of the part-time BA (Early Childhood Studies) degree at Monaghan Institute of Further Education and Training (MIFET).
- Ongoing exploration of possible partnerships with the FHE sector in relation to the introduction of a Foundation Degree in Early Childhood Studies.
- Devolution of greater autonomy to the College as a School of the University, as a consequence of QUB restructuring.
- Review of Agreement of 2002 with QUB and of validation fees initiated.
- Participation, as an academically integrated partner, in the Quality Assurance Agency's institutional audit of QUB in December 2004.
- Continued progress with the development of the University College's research profile, including the hosting of a number of externally funded research projects and further significant staff publications.
- Further expansion of ICT facilities, including enhanced access to the C2K network for post-primary students, enhanced use of Queen's On-line for teaching purposes and the introduction of electronic whiteboards in teaching spaces.
- Continued efforts to enhance partnerships with schools.
- Positive Education and Training Inspectorate (ETI) evaluation of special needs provision within teacher education programmes and initiation of collaborative work by HEIs and ETI on 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), Young Enterprise (NI), the Regional Training Unit (RTU) – new funding for partnership projects made available to staff.

- Introduction of College Teaching Awards and funding for innovative learning and teaching projects.
- Designation of College as a Centre of Excellence in Teaching and Learning (CETL) to develop virtual classrooms as a learning tool for students.
- Extension of international outreach programme to Uganda, Zambia and Hong Kong.
- Continued efficient recruitment of extremely high quality students to all programmes.
- Major refurbishment of the College Theatre completed.
- Major project to develop Nendrum Hall as a high quality residential conference centre, with associated seminar rooms, initiated.
- A range of staff development and reward initiatives implemented, with the assistance of dedicated DEL funding and in the context of a revised Human Resources Strategy.
- Major project to implement the National Framework Agreement on staff salaries and conditions commenced in partnership with the recognised trade unions.
- Continued progress in relation to equality issues and the implementation of the University College's Equality Scheme.
- Excellent outcomes in relation to the publication of the National Student Survey and Higher Education Statistics Agency performance indicators for 2003-04.
- Significant income generation from conference activity.
- 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 (2005-08), allied to annual Business Plans.

A REVIEW OF THE REPORTING PERIOD BY THE PRINCIPAL

THE FUTURE STRATEGIC DIRECTION AND GOVERNANCE OF THE COLLEGE

The uncertainty about the legal status and governance of the University College, which first came to light in June 2001, was finally ended during the 14 months under review by the approval at Westminster in July 2005 of the Colleges of Education (Northern Ireland) Order (2005). This came into effect on 1 October 2005 when Stranmillis became a legally incorporated higher education institution (HEI), in line with the position enjoyed by the other three HEIs in Northern Ireland. On that date the buildings and estate transferred from the Department of Finance and Personnel to the College. The Governing Body (previously the Board of Governors) under the TUPE legislation became the employing authority for staff and a new Instrument and Articles of Government were put in place by the Department for Employment and Learning (DEL), as the sponsoring Government department. A revised Financial Memorandum will follow shortly. A drinks reception for all staff was held on 7 October to mark this momentous event in the eighty-three-year history of the College. Thus, the direct link between Stranmillis and Government, dating from the foundation of the College in 1922, has finally come to an end. The structure of the Governing Body introduced by DEL through the new legislation, in line with equality requirements, no longer provides for representational rights on the Governing Body for the three main Protestant churches – these had been established by political decision in 1932 following the so-called ‘battle of Stranmillis’. The rights of a number of other Stakeholder groups have been withdrawn as well. All external Governors will in future be recruited through the normal public appointments process.

Incorporation will give Stranmillis greater autonomy and also greater responsibility, along with opportunities to expand its activities in various ways. It also gives the College an independent voice in the ongoing debate about the future of teacher education in Northern Ireland, which is referred to in more detail in the next section of this report.

During the 2004-05 year, a number of changes in Board membership took place, as DEL sought to deal with resignations and retirements, while attempting to provide some continuity of membership into the new era of incorporation. This process resulted in the loss of some long-serving and very experienced members, to whom the College owes a debt of considerable gratitude. Following Don McCloy’s resignation as Chair in June 2004, Sister Anne O’Shea served as Acting Chair until the appointment by the DEL Minister of a new Chair, the well-known educationist and businessman, Steve Costello, in December 2004. The resignation of Dr

Desmond Hamilton as a representative of the Methodist Church led to his replacement by Derek Campbell, Principal of Carrickfergus College. Following a public recruitment exercise, Joy Kettle of North Down and Ards Institute (NDAI) was appointed in February, along with three new staff governors – Hilary Avery, Colm Donaghy and Hugh Storey, replacing Wesley McCann and Sandra McWilliams. Training for these new Governors was provided. Gordon Topping, the representative of the Chief Executives of Education and Library Boards, also stepped down in December, after many years of service. Vivian McIver, for many years an Education and Training Inspectorate (ETI) assessor to the Board, retired both from the Board and the ETI in the summer of 2005.

The new, incorporated Governing Body will have a total membership of 18 and existing vacancies, plus the imminent retirement in 2006 of a further seven long-serving Governors, will require the appointment of a further tranche of 9 new members through the public appointments process.

FUTURE TEACHER EDUCATION PROVISION IN NORTHERN IRELAND

The debate initiated by the Departments of Education and Employment and Learning at Limavady in April 2003 continued during 2004-05, overseen by a representative Stakeholders Group. The various studies commissioned by DE and DEL have been completed. These included significant recommendations from the General Teaching Council (NI) which would substantially reduce the existing number of competences required of new entrants to the profession from 92 to 27 and introduce more comprehensive provision for the continuing professional development of teachers (CPD) in Northern Ireland. A series of radical options with regard to the future structures for teacher education in Northern Ireland was put forward in the report commissioned by DEL from independent consultants, David Taylor and Rod Usher. This report also demonstrated that the costs associated with initial teacher education provision in Northern Ireland were no higher than those in England.

In order to take all of these matters forward, a further piece of desk research was commissioned by DEL and DE from Douglas Osler, the former Chief Inspector for Scotland. This synthesised the evidence and conclusions from all of the earlier studies and outlined alternative models of future provision for initial teacher education, induction, early professional development and continuing professional development. Stakeholder comments were sought on the document in order to inform a DE/ DEL propositions paper, which, along with the earlier studies and the Osler Report itself, was the focus for a major conference held in Derry in late November 2005. It is the intention of Government to publish a consultative White Paper on future teacher education policy early in 2006. As noted in previous

Annual Reports, this process continues to progress at a relatively slow pace and the appetite of a direct rule Government for radical change remains to be seen. The debate is closely linked with, and will be informed by, the outcomes of the major review of public administration (RPA) which Government is also attempting to bring to a conclusion. The decision to replace by 2008 the five existing Education and Library Boards and their Curriculum and Advisory Support Services with a unitary Educational Authority (EA) could have significant implications for the teacher education reform process. Certainly, the two initiatives will need to be taken forward in parallel.

THE ORCHARD PROJECT

During 2004-05 the project to provide new teaching accommodation for Art and Design, Health and Leisure Studies, Physical Education and Technology and Design made considerable headway. A planning application for the new building on the existing Orchard site was submitted and, after some negotiation about environmental issues, approved. Following public advertisement, the architectural practice of Ferguson and McIlveen was appointed to manage the project on behalf of the College. Again following public advertisement, a select list of contractors was drawn up and invited to tender for the construction of the new facility on a 'design and build' basis. A tender report has been prepared and approved and construction will begin in early 2006. This is likely to take about two years.

NEW PROGRAMMES

Following approval by the QUB Faculty of Legal, Social and Educational Sciences, the way is now clear for the introduction of a new part-time MA (Early Childhood Studies) pathway in September 2006.

A second cohort of students has been recruited for 2005-06 to the Master of Teaching (M.Teach) part-time pathway, which was introduced in September 2004. As previously noted, this innovative programme incorporates a significant electronic, distance learning element. A review and refocusing of the existing M.Ed part-time programme, which is jointly delivered with St Mary's University College, is ongoing.

The proposed roll-out of the revised B.Ed primary and post-primary pathways has continued, with Years One and Three having come on stream in 2004-05 and Years Two and Four in 2005-06. These pathways are now fully modularised within the context of the QUB two-semester system and allow for greater flexibility and student choice. The major changes to the traditional school-based work pattern, particularly for Year Four, will be further reviewed in 2005-06. The PGCE

programmes for Early Years specialists and intending educational psychologists have also been fully modularised and aligned with the academic/ credit requirements of the National Qualifications Framework, as prescribed by the Quality Assurance Agency (QAA).

Discussions about the development of a progression route for a Foundation Degree (FD) in Early Childhood Studies are ongoing with Omagh College, the Upper Bann Institute, the Newry Institute, the North Down and Ards Institute (NDAI) and the North West Institute (NWIFHE). This would require DEL approval.

However, the most significant development in 2004-05 was the launch of the part-time version of the BA (Early Childhood Studies) at the Monaghan Institute of Further Education and Training (MIFET) – the first time a Stranmillis programme has been offered in partnership with an institution in the Republic of Ireland. A total of 23 students were enrolled on the pathway, which is being taught by Stranmillis staff at Monaghan, with Paula Carlin acting as the co-ordinator, on behalf of the College.

RELATIONSHIP WITH QUB

The College was involved with the QAA institutional audit of the University in December 2004. However, the audit report had nothing very much to say about the two university colleges other than to note the nature of their relationship with QUB and the facts that although College staff had access to the University's staff development programme, they could not (unlike their students) access electronic journals through the QUB Library. Efforts are being made to make an alternative provision.

As required by the University, a limited review of the University College's B.Sc and MA programmes was undertaken, with external input. A report and follow-up action plan were prepared in line with the QUB University Subject Review procedures.

Of more significance was the advent of Professor Peter Gregson, as the University's new Vice-Chancellor and the ambitious Vision for the future of QUB as a world-class, research-led, international university which he developed during 2004-05. This was followed by the initiation of major restructuring exercise, which was designed to reduce the number of Faculties from 5 to 3, remove the Faculty as an administrative layer and devolve greater responsibility to a reduced number of enlarged schools (e.g. the School of Education which incorporates the former Graduate School of Education and the Institute of Lifelong Learning). These

developments, which should all be in place by June 2006, have significant implications for the two university colleges, which are now separate 'schools' within the combined Faculty of Arts, Humanities and Social Sciences, headed by Professor Ellen Douglas-Cowie as Dean. Stranmillis as a 'school' will now interface much more directly with the centre of the University, and will have to assume more responsibility for issues such as approval of new modules, processing regulation changes and dealing with student progress cases. For the moment, the College has retained its representation on central University Committees (those associated with Faculties have disappeared). However, the QUB committee structure is also under review, and may be slimmed down. The current Agreement (2002) with the University will need to be revised to reflect these developments.

Simultaneously with all of the above, the University and the two university colleges have been engaged in lengthy and, at the time of writing, unproductive negotiations about the validation fees paid to QUB by Stranmillis and St Mary's on a per capita student basis. The University has sought an almost one hundred-per-cent increase in these fees, phased over three years and this has been resisted. The matter has yet to be satisfactorily resolved.

RESEARCH POLICY

Following the publication of the draft criteria and membership of the various Research Assessment Exercise (RAE) 2008 panels and sub-panels and in the light of a detailed discussion with the QUB Research Committee, the College is still assessing its position with regard to a possible RAE entry in 2008. Currently, ten staff potentially have RAE returnable profiles and the situation will be reviewed with the University in the coming academic year.

ICT/E-LEARNING

In the last **Annual Report**, I noted that access to the C2K schools' network had been achieved for B.Ed (Primary) students but not for those interested in the post-primary sector. After considerable delay and tortuous negotiations, access at long last was in place at the end of October 2005. DE has funded the supply of the necessary hardware, while technical and infrastructural access issues have been resolved. The broader issue of a clear strategy for ICT in the specific context of initial teacher education, identified as a problem in the final version of the emPowering Schools document, remains unfinished business, which DE and DEL need to transact.

During 2004-05 the College's E-learning Development Officer (Chris Reid) organised staff development in relation to the use of the Queen's On-line (QOL)

managed learning portal, now widely employed for teaching purposes, along with training on wider ICT issues delivered through RSC (NI) and in-house training on the introduction of the Learning NI, virtual learning environment for schools and on the potential use of the access to the C2K system now available. A replacement for the INTEL programme for students, which was a useful tool to enhance the classroom application of their ICT skills, has been developed for roll-out in 2005-06.

Additional funding from DEL has enabled the installation in key locations of interactive whiteboards for teaching purposes to proceed and a replacement programme for the existing desk-top computers used by teaching staff to be planned.

PARTNERSHIP WITH SCHOOLS

The maintenance and further enhancement of the University College's partnerships with schools remains a key priority. The financial support provided by the DE for this specific purpose enabled the University College to organise two one-day conferences for all of its partner schools and colleges on 26 November 2004 and 10 December 2004. These events enabled colleagues in the schools sector to be brought up to date with the ongoing changes to B.Ed programmes and to make an input through discussion groups in relation to a number of key issues. The opportunity was also taken to consolidate working relationships and to thank schools and colleges for their essential contribution to the initial teacher education process at Stranmillis. A more innovative form of partnership was the secondment of Mary O'Boyle by her school (St Mary's College, Derry) to work for six weeks in the College's Educational Studies Department in order to develop peer learning by pupils back in St Mary's.

EDUCATION AND TRAINING INSPECTORATE

During 2004-05 the ETI initiated a survey of provision in the various NI ITE institutions for diversity and citizenship in education. This work is ongoing. A positive report on the earlier 2004 survey of the preparation of students for teaching pupils with special educational needs was provided to the University College. There are no plans to publish this report as a formal document. Finally, the ETI has agreed with the local ITE providers to set up a joint working group to develop a self-evaluation framework for teacher education in Northern Ireland. It is hoped that this work will be completed by June 2006.

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 for the Standing Conference on Teacher Education, North-South (SCoTENS), the DE Planning for Improvement in Learning Strategy (PILS) Group, the Partnership Management Board (PMB) for the roll-out of the revised NI Curriculum for schools, the Northern Ireland Council for Curriculum and Assessment (CCEA), the Quality Assurance Agency (QAA), the Northern Ireland General Teaching Council (GTC), the Northern Ireland Regional Area Network (NIRAN), 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 serve as governors of schools and colleges, including Stranmillis Primary School with which the College has a particularly close involvement for historical reasons.

The existing contractual training partnership with the Police Service of Northern Ireland (PSNI) continued in 2004-05, 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 Chief Constable Sir Hugh Orde and the Chair of the NI Policing Board, Sir Desmond Rea, took place at the College on 22 February 2005.

The partnership with the Ulster-Scots Agency continued in 2004-05 through the work of the college's Ulster-Scots Curriculum Development Unit, with Hilary Avery as its director. The major curriculum development project for primary age pupils was completed and handed over to the Agency for publication by CCEA through the Learning NI portal. Work continued on the post-primary curriculum materials, the language project for adults and the educational research project commissioned by the Agency. The Unit's team in 2004-05 consisted of Carol Baraniuk, Emma Fitzgerald, Andrea Gilbert, Linda Hagan and Jim Millar. Andrea returned to her school on 1st September 2005, having completed her term of secondment, while Jim Millar resigned on 30 September to take up the post of Director of Education and Language at the Agency. A replacement for Jim as Language Project Officer, Jacqueline Reid, has been appointed. Representatives of the College's 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 2004-05 the Farmington Institute (based at Harris Manchester College, Oxford University) supported the secondments of two teachers to the College, Marlene Finlayson and Ruth Herron, to undertake curriculum development work in the subject area of Religious Education for their respective schools in Orkney (Scotland) and South Armagh.

A major innovation in 2004-05 in the area of partnership with external organisations was the establishment of a Developing Partnerships Fund within the College, to which staff were able to submit bids for assistance with specific partnership projects. The following were successful:

- Bev Hutchinson, Dorothy McMillan and Barbara McConnell, who organised a partnership conference in September 2005 for Early Years partners;
- John McCullagh who, assisted by Julian Greenwood, undertook a project with a local maintained primary school involving B.Ed /Science students teaching investigative science in the classroom;
- Sandra McWilliams, whose project focused on consulting pupils about learning and teaching;
- Hugh Kearns and Sean MacBlain, who along with Tom Mullan (SEELB), undertook a project on collaborative teaching and co-operative learning among diverse learners in primary classrooms.

TEACHING AWARDS AND INNOVATIVE LEARNING AND TEACHING INITIATIVES

The College also inaugurated an internal staff competition for teaching awards to reward financially individual achievement in a number of specified staff categories and in due course to disseminate good practice across the College. A fund was also established to support innovative learning and teaching projects. Both initiatives were directly related to the Learning and Teaching Strategy and to the Human Resources Strategy. They were supported from the Rewarding and Developing Staff (RDSII) funding stream from DEL.

Teaching Awards

- Irene Bell (Mathematics)
- James Nelson (Religious Studies)

The above will contribute to a learning and teaching seminar in 2005-06.

Learning and Teaching Projects

The following were successful in obtaining funding for learning and teaching projects:

- Rachel Campbell and Stephen Wallace (Physical Education) who undertook a pilot investigation into the feasibility of incorporating ICT into the practical sporting aspects of the B.Ed and B.Sc programmes;
- Colette Gray (Educational Studies) and Charles Reid (IT Services), who with Paula McGread of Omagh College, proposed to examine the student and staff learning and teaching experience of video conferencing on the part-time BA (ECS) programme.

CENTRE OF EXCELLENCE IN TEACHING AND LEARNING (CETL)

Following the submission of a bid to DEL, which was subject to an assessment process, the University College was designated a Centre of Excellence in Teaching and Learning (CETL) in relation to a proposal to develop virtual classrooms as a learning tool for students. Funding of £50,000 p.a. will be available over five years to support this work, which will be disseminated both internally and externally, partly through the Higher Education Academy (HEA). Barbara McConnell (Educational Studies) has been appointed as the Co-ordinator and an educational developer, Fergal Corscadden, has been recruited to undertake the work, which will be overseen by a steering committee of staff.

INTERNATIONAL OUTREACH

The year 2004-05 was another successful one for international outreach at the University College. It began with 9 students involved with the Children at Risk in Education (CARE) project travelling to the University of León in Spain for an evaluation conference involving the other 45 students and 10 staff who were also associated with the project. This was a very successful event, as students met old friends and colleagues from the United States and partner institutions in Europe.

The College continues to have a successful ERASMUS, single semester exchange programme within Europe – in 2004-05, 38 students from 5 European countries: Austria, Denmark, Finland, Germany and Spain studied at Stranmillis. In 2004-05, 22 students were outgoing and travelled to 5 other European countries. These were Denmark, Finland, Malta, the Netherlands and Sweden.

In parallel with the ERASMUS programme, the University College offered an international teaching practice experience which was available to students for a period of 3-4 weeks. Students were based at South Eastern Missouri State University, the University of Makerere, Kampala, in Uganda, David Livingstone College in Lusaka, Zambia and 2 students went to China for 3 weeks teaching practice at the Hong Kong Institute of Education. A group of Hong Kong

students made a reciprocal visit to Stranmillis. The student exchange programmes with ROI institutions, supported by the Centre for Cross-Border Studies and Leargas/ British Council, continued for a further year.

The College thus continues to have an international programme with around 40 students undertaking outward mobility beyond Irish shores in a given year. This mobility includes not only students availing of the ERASMUS scheme and those funded by DEL through the international teaching practice programme but also the Business Education Initiative (BEI), under which 2 students in 2004-05 went to study at a third level college in the United States.

Tutors continued to support ERASMUS, under the short teaching staff mobility programme – Dorothy McMillan and Colette Gray went to the University of Turku in Finland, Ken Gibson to Aarhus in Denmark, while Madeline Mason visited the University of Malta. Besides these visits which were funded by the European Commission, University College staff also visited the Hong Kong Institute of Education and South China Normal University to build relationships with both institutions. George Beale, as usual, taught a module for the University of León in Spain in February 2005, while Sandra McWilliams and Leslie Caul had an opportunity to speak at the Association of American Colleges of Education annual conference and to be founder members of a special study group in Education at the EU/US conference held in Washington in November 2004.

In the current academic year (2005-06) the University College is offering extended student mobility to those who wish to spend a minimum of 3 months at a partner institution. Given regulation changes, numbers will not be as large as previously, but it is hoped that they will build up again gradually and the University College will continue to have around 40 students studying overseas, with 40 visitors in turn coming to Belfast through the ERASMUS and international programmes.

INTAKES TO THE COLLEGE 2004-05

Bachelor of Education Degree Course

General Analysis

The intake quota for the BEd, as determined by the Department of Education, was 150 Primary places and 50 Post-primary places. The number admitted to the BEd Primary pathway was 155 students while 49 students were admitted to the BEd Post-primary pathway (the first time in many years that the Post-primary intake

quota was almost met). Withdrawals during the academic year reduced the numbers on the Primary pathway to match the quota.

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

The number of applicants has increased by 13% on the 2003 figure. Standing at 1455, this figure represents the largest number of applicants since 1994 when applicants numbered 978 and reflects an increase of 49%. After an increase in male entrants in 2003, the results in 2004 are disappointing, with a reduction from 45 to 32.

Table 1 General Analysis of the BEd Degree Course

(a) Applicants

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

(b) Entrants

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

Number of Applications and Entrants per Subject

Table 2 shows the number of applications (as opposed to applicants) and entrants per subject. A student may apply for up to 6 courses on his/her UCAS form. The majority of applicants to Stranmillis had applied for two courses on average. The number of applications for each subject has increased in line with the overall increase in applications.

Table 2 Number of Applications and Entrants for each Subject Area

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

Academic Quality of Entrants

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

Table 3 Academic Quality of Entrants

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

Table 4 Breakdown of Alternatives

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

UCAS Tariff Points Scores of Entrants

Tariff points have been used for the first time this year to provide details of success at A-level or other qualification. The UCAS tariff was introduced in the UK in September 2002. Its purpose was to provide a numerical system which gives value to a wide range of qualifications within the national frameworks and which allows comparison between them. It includes Irish Leaving Certificate, Scottish Highers and an increasing range of vocational qualifications. The higher scores achieved overall are as a result of the inclusion of AS levels. Key Skills (which are part of the tariff) have not been included in the calculations for Stranmillis. It can be seen

from Table 5 that 100% of entrants to the Primary BEd and 89% of entrants to the Post-primary BEd achieved tariff points of 300+ which is equivalent to BBB.

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

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

Interview Ratings of Entrants

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

Table 6 Interview Ratings of Entrants

Ratings	Men		Women		Total	
	Pr.	Pp.	Pr.	Pp.	Pr.	Pp.
25+	13	11	119	21	132	32
20-24	2	4	21	9	23	13
15-19	0	2	0	2	0	4
Total	15	17	140	32	155	49

Geographical Distribution of Entrants

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

Table 7 Geographical Distribution of Entrants

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

Types of Schools from Which Entrants Have Come

This measure remains fairly constant.

Table 8 Types of Schools from Which Entrants Have Come

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

Results of Applications from Mature Students

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

Table 9 Age Bands of Entrants

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

Table 10 Educational Attainment of Successful Mature Students

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

Male Applicants

Table 11 (a) and 11 (b) shows the numbers of male applicants and entrants to the BEd in each of the past five years. Within the Primary BEd male applicants have consistently been less than 25%. It can also be seen that proportionately, male entrants are much fewer than male applicants in the Primary BEd.

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

Male Applicants and Entrants to the BEd: 2000-2004

Table 11 (a) Primary BEd

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

Table 11 (b) Post-primary BEd

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

Key Skills

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

Table 12 Entrants with Key Skills qualifications at Level 3

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

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

The BA (ECS) continues to attract a large number of applications with an increase of 101 over the 2003 figure. As a result, market forces have resulted in the average grades at A-level rising to BBC – not far behind the BEd in most subject areas. The programme is dominated by female entrants. A small number of students with high-quality third level qualifications were admitted directly into the second year of the degree. Almost half of the entrants came from the Further Education sector.

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

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

Table 14 Number of Applications and Entrants

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

Table 15 Academic Attainment of Entrants

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

Table 16 Types of Schools from Which Entrants Have Come

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

Table 17 Age Bands of Entrants

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

Table 18 Geographical Distribution of Entrants

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

BA (Hons) Health and Leisure Studies

This is the only programme in the University College in which the number of applicants was almost equally divided between men and women. The course is well established, but it is still necessary to attract a greater number of applicants. For a large number of applicants the degree continues to be a second choice (the first being UUJ, Sport, Exercise and Leisure). Of the 41 entrants, 8 were direct entrants into Year 2 of the degree because of high quality HND qualifications. Like the BA (Early Childhood Studies), a large proportion of entrants came from the FE sector.

Table 19 General Analysis of Applicants

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

Table 20 Number of Applications and Entrants

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

Table 21 Academic Attainment of Entrants

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

Table 22 Types of Schools from Which Entrants Have Come

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

Table 23 Age Bands of Entrants

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

Table 24 Geographical Distribution of Entrants

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

Postgraduate Certificate in Education

General Analysis

The intake quota for the PGCE (Early Years) option was 20 and the intake quota for the PGCE (Educational Psychology) was also 20. All places were filled with applicants of excellent quality, both academically and in terms of professional and personal potential. It is interesting to note that out of the 9 male applicants, three of them secured a place.

Table 25 Results of Applications to PGCE Educational Psychology

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

* change in bracket

Table 26 PGCE Educational Psychology – University of first degree

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

Table 27 PGCE Educational Psychology – Degree Classification

Degree Classification	Numbers
1 st	2
2.1	18
Total	20

Table 28 Results of applications to PGCE Early Years

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

* change in brackets

Table 29 PGCE Early Years – Undergraduate Degree Profile

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

Table 30 PGCE Early Years – University of first degree

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

Table 31 PGCE Early Years – Degree Classification

Degree Classification	Numbers
1 st	2
2.1	18
Total	20

Part-time Undergraduate Degree

BA (Hons) Early Childhood Studies

For the 2004 entry, the number of applicants to both the Stranmillis and the Omagh campus has dropped significantly. The majority of entrants were over 21 years of age and all had gained a substantial amount of relevant experience in an Early Years setting and all were selected on the basis of: qualifications, experience and interview.

Table 32 General Analysis and Results of Applications

BA (Hons) Early Childhood Studies						
	Stranmillis			Omagh		
	2004	2003	2002	2004	2003	2002
Applicants	69	133	115	39	67	53
Entrants Year 1	17	19	14	7	6	9
Articulation: Year 2	4	5	6	2	6	3
Total	21	24	20	9	12	12

Table 33 Age Bands of Entrants (Stranmillis and Omagh)

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

Table 34 Academic Attainment of Entrants (Stranmillis and Omagh)

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

Table 35 Breakdown of Alternatives

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

Table 36 Geographical Distribution of Entrants

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

BA (Hons) Early Childhood Studies - Monaghan

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

Disability

Table 25 has been included to show the number of entrants to programmes who have declared a disability at the time of application. Some applicants, for whatever reason, decide not to disclose that they have a disability, so the table does not provide a complete picture of students entering the University College with a disability.

Table 37 Entrants to undergraduate degree programmes who have declared a disability on their UCAS form

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

General Comments

- (a) The intake quota has been more than achieved in respect of the BEd Primary Pathway. The BEd Post-primary pathway is just one entrant short of the 50 allocated – the closest outcome in over 10 years.
- (b) Whilst the UCAS tariff is acknowledged and used in publicity materials as a guide, offers continue to be made in terms of grades at GCE A-level (or equivalent). This permits a limited braking mechanism in August if, upon the publication of results, the University College appears to be running significantly in excess of the intake quotas. A certain amount of cognizance had to be taken of the ongoing 2003 St Mary's intake problem.

- (c) The academic quality of BEd entrants continues to remain very high. The increase in overall tariff points is due to two factors, namely the fact that a greater number of candidates are sitting with more than three A-levels and also because of the general improvement in A-level results in the UK and in particular in Northern Ireland.
- (d) Male entrants to the Primary BEd represent 10% of the Primary intake, compared with 17% in 2003 and 9% in 2002. In the Post-primary pathway, males represent 35% of the intake. Two subjects in the BEd have attracted no male entrants in the current year – Art and Music.
- (e) The University College states in the Prospectus that Key Skills are welcomed and that applicants are encouraged to study them. However, the number of entrants with a Key Skills qualification is still a small proportion of the overall intake (Table 12). It would appear that uptake of Key Skills in our schools is still problematic. This trend is replicated in other parts of the UK.
- (f) Interest in the two PGCE options within the University College continues to be extremely healthy and 40 high quality students were enrolled.
- (g) The University College has been allocated 200 places over a three-year period for each of the two non-ITE undergraduate degrees. This breaks down to approximately 70 places per year. The general aim is to balance the number of entrants between the two programmes. This proves a little difficult when the number of applicants for the BA (Early Childhood Studies) degree is so much in excess of the number for the BSc (Health and Leisure Studies) and therefore can only be achieved through a small reduction in academic grade requirements in the case of the latter. In the current year, the average GCE A-level score for the BA is 300 tariff points (approx BBB), against 260 tariff points for the BSc (approx BCC).
- (h) There has been a disappointing reduction in the number of applications and entrants to the BA (Early Childhood Studies) part-time option. Whilst there may be some benefit in terms of partnership and of widening access, of having the programme also being provided in Omagh College, there may be a question over economic and financial viability if numbers do not significantly pick up in future years.
- (i) Disability. (Table 25). Included in this table are the number of students on all current undergraduate programmes who have declared a disability at this stage. It has been recognized that students who have dyslexia

problems pose a particular challenge particularly in relation to teacher education. As a result, a policy on Dyslexia has been introduced in the University College and the issue has also been taken up with DE through UCET (NI) in terms of guidance and support.

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

Future Changes to the Admissions Process

- 1 The '*Admissions to Higher Education Report*' for the Government which was published in September by a group chaired by Professor Schwartz is likely to bring about significant change to the way in which students apply for university. It is likely that a two-step applications process could be introduced where students apply for courses as at present, but offers are not made until they receive their results – removing all the guesswork and risk-taking associated with making offers on the basis of predicted grades. This change however, would not lighten the load of interviewing for Stranmillis and much work would have to be undertaken in the more restricted time period prior to the publication of results.
- 2 There are difficulties posed for selection by the fact that Northern Ireland A-level students have pulled further ahead of pupils in Great Britain, as exam standards hit an all-time high, with almost one-third of all sixth-formers receiving top grades. The outworking of the Tomlinson Review does not appear to offer any panacea for meeting these challenges.
- 3 The interview is a requirement for entrants to initial teacher education, but despite all efforts to maintain transparency and objectivity, a small number of disappointed pupils, their teachers and parents feel that it is unfair to use it as one of the determinants for gaining an offer. Many universities are investigating alternative methods to select the best. Medical schools are conducting research and using pilot tests. The University of Cambridge is using Thinking Skills Assessment Tests. We will monitor these developments carefully.

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). During 2004-05 the circular building housing the teaching spaces for Music was re-roofed, prior to redecoration and a major upgrade of the College Theatre undertaken. The latter included the installation of new seating and other equipment and the redecoration of the foyer area. A new suite of offices was created for the Estates Department in the old, so-called 'Farm Buildings'. Disabled access and fire safety work planned for the Central Building was the subject of an economic appraisal. Electronic whiteboards were installed in a number of teaching spaces and a new stage built in the Conference Hall.

Governors approved the refurbishment of Nendrum Hall as a conference centre and major building work, funded from the College's reserves, took place in the late summer in order to create 40 bedrooms with en-suite facilities. Some additional DEL funding facilitated the replacement of the existing steam boiler, centralised heating system with a decentralized natural gas system. Work is ongoing to provide a suite of refurbished conference rooms on the top floor of the Refectory building. Taken together, these improvements should greatly enhance the attractiveness of the College as a residential conference centre.

HUMAN RESOURCES

During the period under review, the college submitted to DEL a revised Human Resources Strategy 2004-06. Funding for rewarding and developing staff continued to be available, as outlined in HEFCE Circular 01/16, including £62,500 of new money, and was used to support a number of the initiatives arising from the Human Resources Strategy. These were concerned with both staff development and the 'rewarding' of staff in its widest sense, although a portion was expended on aspects of staff salaries, including discretionary payments awarded to a number of staff on the basis of an application process.

A third member was added to the Human Resources Department, Rosemarie McQuaid, with a specific remit for the role analysis required for all staff under the terms of the National Framework Agreement.

The local development and implementation of the Agreement was, and remains, one of the most significant challenges currently facing the

University College, with implementation of all aspects, in partnership with the recognised trade unions, due by August 2006. A Framework Agreement Forum, with both management and trade union representation on it and chaired by the Principal, was established to oversee the taking forward of the various, related work streams, under agreed terms of reference. Role analysis for all staff, using the Higher Education Role Analysis (HERA) Scheme, a key aspect of the implementation of the Agreement, represents a very major project for a small institution to carry out, but a useful start has been made.

EQUALITY/ DIVERSITY ISSUES

The annual report to the Board of Governors of the College's Equal Opportunities Officer, Ursula Doherty, in June 2005 drew attention to the continuing progress being made in this important area.

1. Fair Employment Monitoring

(a) Applications for Employment

During the year ending 31 December 2004, 357 applications were received. The breakdown of applications by gender and perceived community background was as follows:

Total applications						
All Staff Groups	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	71	357	100
Applications by category						
Academic	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	10	12	33	40	43	52
Roman Catholic	9	11	23	29	32	39
Not determined	4	5	3	4	7	9
Totals	23	28	59	72	82	100

Admin/Technical	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	14	6	75	34	89	40
Roman Catholic	24	11	71	33	95	44
Not determined	9	4	27	12	36	16
Totals	47	21	173	79	220	100
Weekly Paid	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	13	24	6	11	19	35
Roman Catholic	10	18	9	16	19	35
Not determined	10	18	7	13	17	30
Totals	33	60	22	40	55	100

The College's Affirmative Action Programme contains goals for applications and appointments for administrative/technical and weekly paid posts. The following table compares the goal for each category of post against the actual percentages recorded in the monitoring years to December 2003 and 2004.

	Goals: % applicants Roman Catholic	Year to Dec 03: % applicants Roman Catholic	Year to Dec 04 % applicants Roman Catholic
Admin/Technical	27	44	44
Weekly Paid	32	28	35
Overall (support)	30	39	42

All goals relating to applications have now been met, including that for applications for weekly paid posts. At the time of last year's report, that particular goal was the only one in terms of applicants which was outstanding.

Comparison between applicant figures between years to December 2004 and December 2003

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

Total Applications: 2003						
	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	99	28	90	25	189	53
Roman Catholic	56	16	78	22	134	37
Not determined	20	5	15	4	35	10
Totals	175	49	183	51	358	100

(b) Appointees

25 appointments were made:

	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	3	12	10	40	13	52
Catholic	3	12	6	24	9	36
Not determined	0	0	3	12	3	12
Totals	6	24	19	76	25	100

Appointees by category:						
Academic	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	1	11	5	56	6	67
Roman Catholic	1	11	1	11	2	22
Not determined	0	0	1	11	1	11
Totals	2	22	7	78	9	100

Admin/Technical	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	1	12.5	2	25	3	37.5
Roman Catholic	1	12.5	3	37.5	4	50
Not determined	0	0	1	12.5	1	12.5
Totals	2	25	6	75	8	100

Weekly Paid	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	1	12.5	3	37.5	4	50
Roman Catholic	1	12.5	2	25	3	37.5
Not determined	0	0	1	12.5	1	12.5
Totals	2	25	6	75	8	100

The following table shows the goal for each category of appointee against the actual figures recorded in the monitoring years to December 2003 and 2004.

	Goal: % appointees	Year to Dec 03: % appointees Roman Catholic	Year to Dec 04: % appointees Roman Catholic
Admin/Technical	27	43	50
Weekly Paid	32	55	37.5
Overall (support)	30	50	44

All appointee goals have been met.

(c) Workforce Composition

	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	63	28	91	41	154	69
Roman Catholic	20	8	42	19	62	27
Not determined	2	1	6	3	8	4
Totals	85	38	139	52	224	100
Workforce composition by category						
Academic	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	26	32	32	40	58	72
Roman Catholic	9	11	11	14	20	25
Not determined	0	0	3	3	3	3
Totals	35	43	46	57	81	100
Admin/Technical	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	21	30	29	41	50	71
Roman Catholic	6	8	13	18	19	26
Not determined	0	0	2	3	2	3
Totals	27	38	44	62	71	100

Weekly Paid	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	16	23	30	42	46	65
Roman Catholic	5	7	18	25	23	32
Not determined	2	2	1	1	3	3
	23	31	49	68	72	100

Under the affirmative action programme, the College has a goal of increasing the Roman Catholic proportion of the non-teaching/ support workforce to 30%. The composition of the support workforce in this monitoring year is:

Non-Teaching/ Support	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	37	25	59	42	96	67
Roman Catholic	11	8	31	21.5	42	29.5
Not determined	2	1.5	3	2	5	3.5
Totals	50	35	93	65	143	100

This goal has not been met, but the proportion of Roman Catholics in the support workforce has now reached 29.5%.

Composition of Overall Workforce (over the last decade):

Year	Total	Protestant		Roman Catholic		Not Determined	
		No	%	No	%	No	%
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
1994	205	166	81	34	17	5	2
1993	224	179	80	40	18	5	2

(d) Promotees¹

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

The College has no goals or targets for promotees.

(e) Leavers

	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	4	21	7	37	11	58
Roman Catholic	1	5	5	26	6	31
Not determined	0	0	2	11	2	11
Totals	5	26	14	74	19	100

The College has no goals or targets for leavers.

2. Affirmative Action Programme

All of the College's targets for applications have been met in the monitoring year to 31 December 2004. This indicates a development from last year's annual monitoring return, as explained earlier in this report. All targets for appointments have been met.

The workforce composition target has not been met as at 31 December 2004, but there is now a very slim gap between the goal (30%) and the actual percentage recorded (29.5%). As in the case of applications, this figure also demonstrates progress towards achievement of the workforce composition goal during this monitoring year, as the percentage of Roman Catholics in the support workforce was 28% at 31 December 2003.

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.

The College's welcoming statement continues to be used on job advertisements for support posts. No Fair Employment issues have been raised in any exit interview in the monitoring year to December 2004.

3. College Equality Scheme

A collaborative approach, which has been taken from the date of designation as public authorities 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.

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 might 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.

The HEEC has established a consultative panel in order to facilitate consultation exercises relating to Section 75. A consultative panel is a group of consultees, as representative as possible of the nine Section 75 equality dimensions, with which either the HEEC or any individual HEI may consult in the first instance. The panel has been called upon during the year and has provided helpful insight on work being undertaken by the HEEC.

4. Other Information

(a) Legal issues:

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

(b) Childcare initiatives:

The College recently revised its childcare voucher scheme. From April 2005, the Government changed the regulations relating to childcare voucher schemes operated by employers. If an employee purchases childcare vouchers from the College, s/he can have the first £50.00 per week (£217

per month) of these childcare costs free of tax and national insurance contributions. The College's scheme is operated through the "Busy Bees" organisation.

The College had made a request for limited access for College staff and students to QUB childcare facilities. Unfortunately the request had to be refused by QUB, as its childcare facilities are already heavily oversubscribed.

5. Future Objectives

Only one goal in the College's Affirmative Action Programme remains to be met – that for the composition of the support workforce.

The outcome of the Staff Recruitment and Selection EQIA will be available for the next annual EO report. The College continues to fulfil the commitments made in the Equality Scheme and to ensure that equality considerations are mainstreamed at a strategic level. Any new or revised policies must be screened in order to identify issues which might impact on promotion of equality of opportunity and to take steps, as far as reasonably possible, to mitigate against such impact. Policy screening and EQIA processes will therefore be ongoing features of the College's current and future policy review and development 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: 2000-2004

Bachelor of Education

	Protestant	Roman Catholic	Other	Missing Data	Total
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
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
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
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
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
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 2003-04 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 97.2 per-cent success rate. As far as the proportion of 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 the other local institutions (31.2 per-cent as against the Northern Ireland average of 42.4 per-cent). Hopefully, the new bursaries and outreach measures due to be introduced under the Stranmillis Access Agreement in 2006-07, will help to address this issue. In the case of students failing to complete courses, i.e. 'dropping out', Stranmillis was the best performing NI institution (only 1.9 per-cent of Stranmillis students had dropped out of HE).

These positive HESA statistics are borne out by the College's performance in the first-ever, undergraduate National Student Survey, conducted under HEFCE auspices for the new Teaching Quality Information (TQI) web-site, which is aimed at prospective undergraduate students of English, Welsh or Northern Ireland domicile. The outcomes for Northern Ireland are set out below, although these need to be treated with some caution, given that the sample for both university colleges (teacher education students were not included in England, Wales or NI) was only a partial one. In terms of the overall results, Stranmillis was 16th in the whole of Great Britain, ahead of prestigious institutions such as the University of Durham, the University of Exeter, the University of York, University of Birmingham, the University of Liverpool etc. In the case of Northern Ireland, the overall satisfaction rate for Stranmillis put it ahead of both QUB and UU, with St Mary's in the lead.

National Student Survey 2004-05 Statistics table for NI

	Queen's University Belfast	St Mary's University College	Stranmillis University College	University of Ulster
The Teaching on my course	4.0	4.1	4.2	3.9
Assessment and feedback	3.5	3.9	3.9	3.6
Academic support	3.8	4.1	4.2	3.7
Organisation and management	4.0	4.1	4.1	3.8
Learning Resources	4.1	3.7	3.8	4.0
Personal development	4.0	4.4	4.4	4.0
Overall satisfaction	4.1	4.4	4.2	4.0

CONFERENCES

The University College continues to develop and expand its conference business, attracting external clients from both the public and private sectors. A total of £208,690 of additional income was generated for the College from the hiring of accommodation to clients such as the Open University in the fourteen-month period under review, as well as significant catering/residential income.

REVIEW OF THE BACHELOR OF EDUCATION DEGREE

The revised BED (Primary) and BEd (Post-primary) pathways, which reflect the revised NI Curriculum for schools and allow for greater student flexibility and choice, continued to be rolled out, as indicated in last year's **Annual Report**. New, fully semesterised modules for Years One and Three came on stream in 2004-05, with the new modules for Years Two and Four being introduced in 2005-06. The Queen's On-line learning portal is being used extensively to support this process. Given that the beginning of the actual roll-out of the new Northern Ireland Curriculum for schools has been put back to 2007-08, the College's graduates will be well placed to cope with its demands.

CREATIVE ARTS PROJECTS

With assistance from the University College's arts consultant, Brian McAvera and with some financial support from the Arts Council, a number of significant initiatives were launched or consolidated:

- the continuing presence of Noel Murphy and Una Walker as 'artists-in-residence' in the Art and Design premises in the Orchard Building;

- the ongoing working partnership with the Golden Thread Gallery, Flax Street Mill;
- the establishment of a Creative Arts Residency Project, involving the Polka Children's Theatre (London) and Mercury Musicals (London), with links to the work of the Music and Drama subject areas in the College and to the Belfast Education and Library Board.

STAFF PUBLICATIONS

As in previous years, during 2004-05 a number of staff had the outcomes of their research published in conference proceedings, journal articles and books. A full list for the period 1 August 2004 – 30 September 2005 is set out from page 102 onwards. In addition, a number of staff presented papers at national and international events, such as the European Association for Research on Learning and Instruction (EARLI) conference in Cyprus, the British Association of Sport and Exercise Sciences (BASES) annual conference in Loughborough, the Children and Exercise XX111 conference in Gwatt, Switzerland, the American Society for Paediatric Exercise Medicine conference, the British Educational Research Association conference, the Design and Technology Association (DATA) conference and the annual conference of SCoTENS.

A full programme of lunchtime College research seminars was organised by the College's Research Co-ordinator, Colette Gray, during 2004-05.

RESEARCH AND CURRICULUM DEVELOPMENT PROJECTS

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

- the Ulster-Scots Curriculum Development Unit, funded by the Ulster-Scots Agency;
- the CARE Project, funded by the European Commission and the US Department of Education;
- DIAL: connect, funded by the European Commission;
- 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;
- the GAP Project, funded by BELB;
- the Role of Special Needs in Pre-service Training Project, funded by ESCALATE;

- the Special Educational Needs in Teacher Education (SENITE) Project, funded by SCoTENS;
- the Teacher Continuing Professional Development in the Universities of Ireland Project, funded by SCoTENS;
- the Sustained Peace Education Efforts for Social Cohesion and Co-existence in International Conflict and Post-conflict Societies Project, funded by the Alan B. Slivka Foundation (New York);
- the IT and ADHD Project, funded by DE;
- the Early Years Thinking Skills Project, funded by CCEA.

Recently Completed Projects

- the Visual Impairment in Early Childhood Project (VIPEC), funded by the Esmée Fairburn Foundation, SEELB and DHSS;
- the Effective Pre-School Provision in Northern Ireland (EPPNI) Project, funded by DE and DHSS (a follow-up project is being progressed by the College);
- the Cognitive Acceleration in Mathematics Education (CAME) Project, funded by BELB;
- the North-South Early Years Diversity Project, funded by the Centre for Cross-Border studies and SCoTENS;
- the Teachers in Post-primary Schools (TIPPS) Project, funded by DE;
- the MLPD (DECLAN) Project, funded by SCoTENS;
- the Unlocking Creativity in Literacy Project, funded by DE;
- the Early Years Language Development Project, funded by DE;
- the Children's Voices Project, funded by DHSS;
- the Evaluation of the Enriched Curriculum, led by QUB and funded by CCEA.

STAFF DEVELOPMENT

The significance of staff development to the entire College community has been given an increased emphasis by the re-structuring of the Staff Development Committee. This has been expanded to serve the needs of all College staff, both teaching and support. Equal numbers of representatives from both groups of staff are now members and the Committee is co-chaired by the Director (Staff & Student Services) and the Director (Corporate Services). The Human Resources Manager is also a member. This group produced a new College Staff Development Policy, recently approved by the Governing Body.

Staff development includes essential training, which prepares individuals for new legislation, desirable training which enhances their ability to carry out their duties and development which is of a more personal nature, enhancing career prospects and the ability to carry out their role. Essential training during the period under review included Child Protection awareness training for support and teaching colleagues, training on the implications of the SENDO legislation for both groups, refresher training for Equality Advisers, financial training for middle managers and a Risk Assessment workshop for senior managers.

Two workshops were led by the staff of the Ulster-Scots Curriculum Development Unit and the E-Learning Development Officer organised workshops on C2K and on the use of Interactive Whiteboards, underlining the College's strategic priority of enhancing the use of new technologies for teaching purposes. In addition a small group of staff attended a demonstration of the JISC plagiarism detection software and this has resulted in a course team running a pilot scheme for 2005-06 using this software. A further workshop on dyslexia and the appropriate College responses to students with this disability was also held.

Senior management agreed that a Staff Development week should be designated during September 2005, before students returned. This provided an appropriate opportunity to run the Induction programme for all new teaching and support staff, along with Freedom of Information and SENDO briefings with minimal disruption. On-going, one-to-one support and training is provided for individuals and course teams by IT Services, the E-learning Development Officer and external bodies such as the QUB Staff Development and Training Unit and RSCni.

The College continues to encourage and support teaching and research staff to further their qualifications, particularly at doctoral level. It is currently supporting three teaching/research staff for 100% of their fees because these staff members are undertaking their post-graduate studies at QUB, jointly supervised by internal colleagues. Three staff are in the process of completing doctoral courses and six are registered for PhDs. One individual is completing a Masters course. Similar assistance is being provided for 6 support staff who wish to enhance their qualifications.

STUDENT LIFE AND ACHIEVEMENTS

Student achievements included raising a sum of £2,233.00 for local and national charitable organisations, including the NI Childrens' Hospice, Shine-A-Light, Cancer Research, Childline and the Tsunami Appeal. The

Drama Society staged the pantomime, 'Robin Hood and his Merry Women', in December 2004 which, as usual, was well attended by school parties and others. This was an impressive production with a large chorus and backed by a 15-piece orchestra. Members of the Drama Society joined with St Mary's counterparts under the banner of Yellow-Kite Productions to stage a specially-written piece, 'Happy Days' in the College Theatre from 10-12 January 2005. 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 2004, as well as promoting, through the Music Society, the regular series of lunchtime recitals and mounting an impressive 'Music for a May Evening' concert on 12 May.

The annual exhibitions of work by Art and Design and Technology and Design students were staged as usual in June. 'Scholars', the student club, offered its customary range of social events. The Students' Representative Council, under the leadership of John Anderson, continued to represent student views on a range of issues. Kate Annett was elected to serve as President during 2005-06.

The Men's Football Club successfully competed in the First Division of the NI Universities League and attained the third position. Stranmillis students represented NI universities in the annual British Universities Students' Association (BUSA) games in April 2004 – Danielle Swift (Netball), Jane Clarke, Emma Clarke, Jenny Harvey and Emma Parker (Hockey), Scott McLean (Basketball) and Jamie McAuley (Men's Hockey). Two students were also involved in the Inter-Varsity Competition in Cork - Sharon Kelso (Hockey) and Scott McLean (Basketball). Bridget McKeever (Year Four) was selected for, and toured with, the Ireland Ladies Hockey Team to Korea and Germany (June 2005) and then participated in the European Nations Trophy hosted in Dublin (August 2005). The team finished in fifth place in the tournament, the best outcome ever for an Irish squad.

HALLS OF RESIDENCE

Halls' fees were set at £2,108 per year for undergraduate students. Altogether, 297 Stranmillis students and 51 Queen's University students were in residence, along with 40 students from other institutions, including those from international outreach partners in Europe, Hong Kong and the United States.

STRATEGIC DEVELOPMENT PLAN 2005-08

The rolling Strategic Development Plan has been updated to cover the period 2005-08 and is reproduced as an appendix on pages 50 to 72.

BUSINESS PLANS 2004-05 AND 2005-06

The Governing Body in October 2005 adopted an annual Business Plan to cover the period 1 September 2005 – 31 August 2006. Progress in achieving the targets in the previous Business Plan which covered the period 1 January 2004 – 31 August 2005 was reviewed by Governors in June 2005 and this information is provided as an appendix on pages 72 to 94.

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/ M Teach
Mrs Bev Hutchinson	Adviser of Studies – BA (Early Childhood Studies)
Mr Hugh Kearns	Programme Leader – MEd/ MSc/ M Teach
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 Éamon 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 Co-ordinator
Dr Glenda Walsh	Programme Leader – PGCE
Mr Ken Wylie	Programme Leader – BEd (Primary) (Education Studies)

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

Ms Lisa Beggs	L/SL Business and Management Studies *
Mrs Paula Carlin	L/SL Early Childhood Studies *
Mrs Constance Henderson	General Assistant – Catering *
Mr Thomas Irwin	Security Guard - Gate
Miss Sonia Kidd	L/SL Education
Mr Richard McAllister	Research Assistant *
Mrs Lee McGarry	Admin Officer - Finance and Conferences *
Miss Rosemarie McQuaid	Human Resources Project Officer *
Mrs Pauline McVeigh	Assistant Cashier *
Mrs Pauline Murphy	Research Assistant *
Mr Szever Paradi	It Student Placement *
Dr Maureen Thatcher	L/SL Education *
Mrs Margaret Thompson	General Assistant – catering *

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

RESIGNATIONS AND RETIREMENTS

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

Retirements

Dr Edwin Oxlade (Subject Studies)

Mr Ronnie Sinnamon (Subject Studies)

Mrs Maureen Simpson (Housekeeping Services)

Mrs Margaret Wright (Housekeeping Services)

Resignations

Dr Claire McGlynn (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, following a third stakeholders conference in Londonderry in November 2005. A series of policy proposals, in the form of a White Paper, is expected in 2006. These 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 and the implementation of the University College's Access Agreement (which has been approved by DEL), with its associated bursaries and outreach measures to promote the widening of access to higher education at Stranmillis, will be a major priority. A dedicated Student Support Centre, located in the former College Health Centre, will provide a physical presence for aspects of this work.

The University College's own 'domestic' issues – for example, commencing the construction of the new Orchard Building and consolidating the incorporation of the College will undoubtedly consume much attention and energy. Nine new governors will be appointed by DEL to take up office in 2006, following public advertisement and the use of the public appointments process. Training will have to be provided for them. The preparation for a possible entry in the Research Assessment Exercise (RAE) in 2008 will continue and a major University Subject Review (USR) of the

College's academic provision is due in late 2006. This will require considerable preparation and the training of staff and students. The current partnership with Omagh College is due to be reviewed by QUB and the Agreement of 2002 between the University and the College is also under review, along with the related issue of validation fees. New Learning and Teaching and Widening Participation Strategies are required, along with a new Human Resources Strategy, to take effect in 2006-07. The Framework Agreement on staff salaries and conditions is due for implementation in August 2006 and this will require a major programme of role analysis and the agreement at the local level of new salary scales. The implementation of a new middle and senior management structure will also be a major target for the year ahead.

In conclusion, I would want to thank the new Chair of Governors/ Governing Body, Steve Costello, for his unstinting efforts on behalf of Stranmillis since his appointment at the end of 2004 and Sister Anne O'Shea who retired from the Board at the same time, but who as Acting Chair steered the College with a steady hand from July to December 2004. I would also want to record my personal thanks to all of the other Governors for their help and support throughout another busy year and to pay tribute to the contribution of retiring Board members – Desmond Hamilton, Wesley McCann, Vivian McIver, Sandra McWilliams and Gordon Topping.

The hard work and dedication of staff colleagues continues, as in the past, to ensure that Stranmillis University College provides an educational experience of the highest quality for its students.

RICHARD McMINN
DECEMBER 2005

PRIZES AWARDED TO GRADUATING STUDENTS, JULY 2005

Mahon Prize – top male Primary course student	Simon McLean
Mahon Prize - top female Primary course student	Gillian Alexander
Vere Foster Medal - top Secondary course student	Christine Johnston
Gail Addison Memorial Prize for School-Based Work (SBW) Secondary	Edward Fulton
Association of Teachers' and Lecturers' Prize for Education Studies	Simon McLean
Susan Curry Award for Religious Studies	Dawn Blain
The PE Cup	Jennifer Henderson
The English Cup	Sarah McKeown
The Science Prize	Gillian Alexander
Robert Simpson Award for Music	Sharon Chambers
Society of Teachers in Business Education Cup -Business Studies	Edward Fulton
Stranmillis University College Association Prize -SBW Primary	Natalie Hill
Maeve Ann Winters Award for Early Childhood Education	Lindsey Hutchinson
Kathleen McSherry Prize for Early Childhood Education	Jennifer Browne
Allied Dunbar Prize for History	Joy Conkey
SX3 Award for CIT	Nikki Jervis
Centerprise International Trophy for Geography	Rosemary Harpur
Northern Bank Prize for Art & Design	Sarah Crawford
Hastings Cup	Rhonda Young
The Dunn Cup for Technology & Design	Peter Campbell and Andrea McCullough
The Northern Bank Cup for Mathematics	Heather McNeilly

STRATEGIC DEVELOPMENT PLAN 2005-08

This Strategic Plan sets out the aim and goals of Stranmillis University College for the period 2005-08 and replaces an earlier Plan, published in the autumn of 2004, which covered the period 2004-07. Now that the Department for Employment and Learning's intentions with regard to the future governance and status of the University College are clear and the legislation to incorporate Stranmillis has been approved, it has been possible to update the 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. This will be rolled forward. The effect of incorporation will be to establish Stranmillis as a corporate body, with a reconstituted Board of Governors shouldering the additional responsibilities which this development will create. Incorporation will confer additional autonomy and responsibility on the College and its Governors. It will also bring Stranmillis into line with the other higher education institutions (HEIs) in Northern Ireland. The new Board has approved this Strategic Plan, as the University College moves into 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.

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 which we currently deliver jointly with our colleagues in St. Mary's University College and through a new Master of Teaching (M.Teach) programme which came on stream in September 2004);

- 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 preliminary preparation of intending educational psychologists through a PGCE programme;
- the training of PSNI community police officers through a Certificate course to work effectively in schools;
- the professional development at Masters level of individuals active in the field of Arts in the Community;
- 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.

OUR ORGANISATION

The University College is governed on behalf of DEL by a Board of Governors, appointed by the Department, which includes representatives of various educational interests and partners within Northern Ireland. As

previously indicated, legislation to put matters on a more permanent basis through incorporation takes effect from 1st October 2005, with a new Instrument and Articles of Government, along with a new Financial Memorandum, coming into force.

The development and co-ordination of policy and day-to-day operations are the responsibility of the Senior Management Group which is chaired by the Principal and consists of five Directors with specific functional and line management 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 staff are grouped into two Departments for management purposes – Educational Studies and Subject Studies. Support staff are grouped into a number of Departments in addition to the above, such as Corporate Services, Academic Registry, Staff and Student Services, Library, Learning Support Services, IT Services, Estates and Domestic Services.

OUR CONTRIBUTION TO THE WORK OF OTHERS

The University College has a key role to play in meeting the educational priorities of the Programme of Government and of the Secretary of State's **Building on Progress: Priorities and Plans for 2003-2006** and **Northern Ireland Priorities and Budgets 2004 to 2006** and, in particular, 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 Regional Training Unit (RTU), the Universities Council for the Education of Teachers (UCET), the Standing Committee on Teacher Education, North and South (SCoTENS), the PSNI, Belfast Healthy Cities, the Quality Assurance Agency (QAA) and the Ulster-Scots Agency. 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 have 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 has therefore put in place a Human Resources Strategy for the period 2004-06, which will be rolled forward subsequently. This document has been the subject of an approval process through DEL and is supported by ring-fenced funding from the Department (see HEFCE Circular July 2003/33: **Rewarding and Developing Staff in HE – Round 2**).

CONTEXT

The three-year planning period from 2005 to 2008 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 established as an incorporated body, with a reconstituted Board of Governors. 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;
- 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 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 Vice-Chancellor Gregson and the associated restructuring of the University and its systems;
- the implementation in August 2006 of the National Framework Agreement on staff salaries and the related process of role analysis through the HERA scheme;
- the University Subject Review of the College, under QUB requirements, which is scheduled for the autumn of 2006.

During the planning period, a revised internal academic management structure, following a review of the current arrangements which were introduced in 2003, 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, will be undertaken in 2005-07.

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 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 will be implemented in the autumn of 2005 and which will give the College and its reconstituted Board of Governors 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 2005-06, beginning with a third major stakeholders' conference – the proposals will be set against a series of studies which the Departments commissioned, the ongoing demographic downturn and the related debated 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 – Board of Governors, Senior Management Group, College Board – 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 restructuring of senior and academic middle 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 achieve a consensus with staff re internal restructuring.
- It proves impossible to fill new middle 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 may well 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 is also engaged in a review of Early Years education which may well produce significant change.

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 and through the development and distribution of a new partnership handbook for schools;
- 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.
- 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.
- 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 offers a community-based, part-time MA programme for those interested in the development of arts in the community (currently the subject of an action plan following a major review of the existing provision), 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 newly-incorporated Board of Governors – for example, the development of an Arts Village studio complex for use by professional creative artists in partnership with the Arts Council (currently the subject of a feasibility study) or, alternatively, the relocation to the site of Stranmillis Primary School;

- to implement the community-based dimension of the action plan for the part-time MA (Arts in the Community) and to consolidate existing Creative Arts residency projects with part-funding from the Arts Council;
- to complete successfully for publication, possibly through the **Learning NI** electronic portal, the curriculum materials developed for the Ulster-Scots Agency and also, through appropriate journals, the associated educational research studies.

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 the lack of funding and possible site access issues, neither the Stranmillis Primary School option or the Arts Village option progresses beyond the initial discussion stage – one would require the de-listing and demolition of the existing building, the other a major investment to make the existing building fit for continued use (part of it is currently closed for health and safety reasons).
- It proves impossible, given the constraint on staffing resources, to revamp the existing MA programme in line with the Action Plan and/or recruitment dries up – either scenario would result in its withdrawal.
- 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 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 University's Central Research Committee has been 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.

No final strategic decision has yet been taken as to whether to proceed with an RAE entry and further advice from the University Research Committee will feed into this decision. 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.

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

- 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.
- QUB Research Committee advises against RAE entry.
- Insufficient funding to sustain infrastructure, if RDS2 funding is not mainstreamed into the block grant after 2005-06.
- 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) and, most recently, the designation by DEL of a Centre of Excellence in Teaching and Learning (CETL) at the College 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 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.

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 and more generally to implement the action plan arising from the recent, small-scale University Subject Review (USR) of Health and Leisure Studies/ Arts in the Community, to assist with the re-validation by QUB of the partnership arrangements with Omagh College relating to the BA (ECS) and, above all, to prepare for the major USR of the totality of the University College's provision, scheduled for the late autumn of 2006. 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 additional responsibilities in these areas devolved to Schools, as a result of restructuring at QUB. A major review of the College's Library, Learning Support Services and IT Services was initiated in 2004-05. Work will continue on this in 2005-06, with implementation of the outcomes thereafter.

Key Performance Targets

- To consolidate student outreach and placement opportunities, notably those in Africa and China in 2005-06 and to implement any new North-South exchange programme for which funding is secured;
- to implement the HLS/ Arts in the Community Action Plan in 2005-06;
- to secure QUB re-validation of the Omagh partnership arrangements in 2005-06 and to consolidate those with the Monaghan Institute for Further Education and Training (MIFET);
- to prepare for, and secure a successful outcome to, the University Subject Review (USR) of the University College in 2006;
- to amend existing QA and QE arrangements in the light of ongoing QUB restructuring during 2005-06, which will emphasise the responsibility of each School for such matters and to clarify staff responsibilities and build staff self-confidence in relation to these;
- To complete and implement a major review of the College's Library, Learning Support Services and IT Services Units.

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.
- HLS/ Arts in the Community Action Plan proves to be too demanding, especially given limited staffing resources.

- Omagh student intake dries up or QUB is not satisfied with infrastructure and staffing resources at Omagh.
- University Subject Review process identifies serious weaknesses in College learning and teaching provision.
- 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 insufficiently systematic approach.

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 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. 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. In the interim, for the first time, a small amount of dedicated funding from DEL for 2005-06 will enable some of the anticipated developments to commence and will provide a foundation on which the Access Agreement can build.

Key Performance Targets

- To undertake preliminary work on a new support infrastructure for widening access in 2005-06, including a 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.

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 actions have 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 will transfer ownership from 1 October 2005 of the College's estate from Government to its Board of Governors. 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 will need 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 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. An upgrade of conference facilities in the Halls of Residence complex has been completed and disability access work in the Central Building has been the subject of an economic appraisal. Crucially, the new Financial Memorandum to take effect following incorporation 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 (construction is due to begin before the end of 2005);
- to complete fire and safety and disability access works in the Central Building (hopefully in 2005-06);
- to continue to upgrade Halls of Residence student accommodation, including the replacement of the heating by a decentralised gas system;
- 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 refurbish the Health Centre as a student support centre in the context of the Access Agreement;
- to develop a CETL and research centre in Stranmillis House.

Key Risks

- Completion of new Orchard Building is delayed because of construction problems.
- DEL funding for some of the above projects fails to materialise.
- 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

In association with Round Two of the DEL Rewarding and Developing Staff (RDS) funding initiative (2004-06), the University College submitted an Extended Investment Plan to DEL, followed by a revised Human Resources Strategy for the two-year period in question. Because of delays in finally securing approval of the latter, progress in relation to the identified objectives has inevitably been slower than had been originally hoped. In parallel with this, all HEIs throughout the UK have been working on the implementation by Autumn 2006 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 from both rounds of the 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 required 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. It is likely that, as with Round One of the RDS initiative, the funding associated with Round Two will be mainstreamed. An additional funding stream will become available through the new fees regime from 2006-07.

Key Performance Targets

- To implement the College's HR Strategy (2004-06) and to develop and implement a new HR Strategy for 2006-08;
- to implement the National Framework Agreement and to agree and introduce 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, disability and freedom of information issues and revised policies on harassment, 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.

Key Risks

- RDS Round Two funding, when mainstreamed, is not made available to the College for whatever reason.
- 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 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 becomes an incorporated higher education institution on 1 October. This provides an additional incentive to develop and expand income generating activity of various kinds, given the financial responsibility which now devolves to the Board of Governors. 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 and the recent, unsuccessful bid to the Hong Kong Institute of Education to host a language immersion programme illustrates this.

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 the Refectory Coffee Lounge area as 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 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.

Key Risks

- Recruitment of additional domestic, part-time students fails to materialise.
- Government fails to progress new CPD arrangements 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.

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 develops, 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 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 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 2004-05 – PROGRESS REPORT JUNE 2005

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
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.	1. Prepare response to forthcoming consultation on draft legislation for incorporation.	Principal/ SMG	N/A	Achieved – incorporation on track for implementation in the autumn
	2. Participate in ongoing discussions on reform through TE Stakeholders Group and UCET HE Liaison Group in the context of the Taylor and Walker Reports.	Chair of Governors Principal SMG Chair of ITE Management Board	DEL/DE	Ongoing- major conference scheduled for the autumn following further report by Douglas Osler
	3. Prepare policy for future use of estate in context of incorporation and DFP and Planning Service interest.	SMG, based on detailed work by Director of Corporate Services		Situation clarified to DFP's satisfaction in the context of environmental restrictions on development
	4. Make a contribution to the proposed teacher education reform conference in Spring 2005.	Principal/ SMG	DEL/ DE	Conference postponed (see above)
	5. Organise a strategic objectives and training workshop for reconstituted Board of Governors.	Principal Clerk to Governors	WCF	Achieved – Workshop held
	6. Respond to implications of Vice-Chancellor Gregson's vision for QUB and to QUB proposals for an increased validation fee.	Principal/ SMG in consultation with Board of Governors	WCF	Agreement of 2002 currently being revised – discussions on validation fee ongoing

Note

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

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	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. Organise Partnership Development Day for teacher tutors from partnership schools.		DE (£24,000)	Achieved – two events held
	2. Introduce a new Development of Partnership Fund to support individuals and groups to develop innovatory partnership projects.	Director (Educational Studies)	DEL – Rewarding and Developing Staff (RDS TWO) (£62,500)	Introduced:- 4 grants awarded
	3. Consolidate the work of Course Consultative Committees/Employers' Fora.	Programme Leaders	N/A	Ongoing, e.g. BSc (HLS)
	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 1 (£50,000 p.a. available)	Ongoing – CETL Co-ordinator and Educational Developer appointed
	5. Establish a training partnership with St Mary's College, Derry.	Director (Educational Studies)	WCF	Achieved – member of St Mary's staff seconded to College for a number of weeks
	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 TWO	Ongoing – some long-term placements secured

Note

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

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	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. Implement new Creative Arts Residency Programme (Phase One).	Creative Arts Consultant	Arts Council (NI) (part-funding) 2	Achieved – partnerships with BELB, Mercury Musicals and Polka Children's Theatre
	2. Progress feasibility study re long-term use of Henry Garrett Building.	Golden Thread Gallery/Creative Arts Consultant	Arts Council (NI) 1	De Loitte Touche undertaking feasibility study
	3. Consolidate the work of the Ulster-Scots Curriculum Development Unit.	Director, Ulster-Scots Curriculum Development Unit	Ulster-Scots Agency	CCEA to tender for on-line publication of materials for primary schools via Learning NI
	4. Promote the use of College Theatre by external groups, e.g. amateur dramatic societies.	Director (Corporate Services)	Self-funding	Theatre refurbished – external bookings now being sought

Note

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

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	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. (12-18 staff)	Director of Educational Studies, assisted by Research Co-ordinator and advised by the Research Committee.	WCF	Ongoing – positive comments from QUB Research Committee on progress to date
	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.		WCF	Yet to happen - new Faculty arrangements may be helpful to the process
	3. Ensure that all new permanent staff have or obtain PhDs.		RDS TWO	Ongoing
	4. Facilitate and encourage all research-active staff to produce one piece of published academic work per annum over the next five years.		RDS TWO	Ongoing – some already have a potential RAE entry
	5. Facilitate and encourage all research-active staff to become a named researcher on at least one research grant application.		WCF	Ongoing – some success in relation to a range of smaller grants
	6. Encourage each research-active staff member to propose at least one PhD student research project in order to meet the minimum annual recruitment target of five postgraduate research students.		WCF	Ongoing – further work needed
	7. Facilitate each research-active staff member to present a paper at one international conference per annum.		RDS TWO	Ongoing

Note

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

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
	8. Continue to provide seed-funding through support for a limited number of sabbaticals (following approval of research plans).		RDS TWO	Ongoing – two one semester sabbaticals granted in the current year
	9. Seek one research studentship in Education from DEL.		DEL 1	Request not responded to by DEL.

Note

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 - 2 Partial funding approved
- WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	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. Introduce the revised BEd and new MTeach pathways.	ITE Management Board and relevant PLs	WCF	Achieved – new pathways introduced
	2. Ensure a successful outcome to the University Subject Review (USR) of the BSc (HLS) and the MA (Arts in the Community) (October 2004). Prepare and implement Action Plan arising therefrom.	Programme Leaders for the BSc and MA	WCF	USR undertaken – action plan prepared in response
	3. Ensure a successful outcome to the ETI scoping study of the provision for citizenship in ITE programmes.	Principal ITE Management Board Programme Leader (BEd. Secondary)	WCF	Outcome awaited
	4. Ensure a successful outcome to the QUB review of the collaborative arrangements with Omagh College for the part-time BA (ECS) (early 2005).	Director (Educational Studies) Programme Leader (BA – ECS)	WCF	Review postponed by QUB until 2005-06
	5. Make any required contribution to the QUB Institutional Audit (December 2004).	Principal Director (Educational Studies) and Quality Enhancement Officer	WCF	Contribution made – no critical comments re the university colleges in the Audit Report
	6. Review careers guidance support for BEd students.	Director (Staff and Student Services) and Chair of ITE Board	WCF	Review undertaken – support will be extended under Access Agreement

Note

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- 2 Partial funding approved
- WCF within current funds

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
	7. Introduce a fund to support initiatives in learning and teaching.	Director (Educational Studies) and Quality Enhancement Officer	RDS TWO	Both funds introduced and grants made on the basis of applications from staff
	8. Introduce a fund to develop and support innovation within existing partnerships with relevant professional communities.	Director (Educational Studies) and Quality Enhancement Officer		
	9. Introduce an annual Teaching Prize.	Director (Educational Studies) and Quality Enhancement Officer	RDS TWO	Prizes introduced and two awarded on the basis of staff applications
	10. Extend school-based work placement opportunities/student exchanges to China (Hong Kong Institute, South China Normal Univ.) and to Uganda (Makerere University, Kampala).	Director (Educational Studies)/ Director (Academic and Information Services)	DEL 2	Opportunities extended to HKIE, Makerere and to Zambia. South China Normal to follow in 2005-06
	11. Prepare for the introduction of Personal Development Profiles for students in 2005.	Director (Academic and Information Services)	WCF	Phased introduction in line with QUB policy from 2005-06 onwards
	12. Secure the necessary approvals for the introduction of an MA (ECS) in September 2006.	Principal Director (Educational Studies)	WCF	Ongoing – Faculty Pathway Evaluation in June 2005
	13. Implement a University College Information Strategy and the associated targets for 2004-05 (see Appendix One).	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 via QUB.	Principal Director (Academic and Information Services)	WCF	Achieved – separate Stranmillis pages on HERO website

Note

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

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
	15. Continue to implement the University College Skills Policy.	Learning and Teaching Committee	WCF	Ongoing
	16. Introduce training programme for student representatives on consultative and programme review groups.	Director (Staff and Student Services)	WCF	Training programme planned for 2005-06
	17. Implement an integrated strategy for work-related learning.	Learning and Teaching Committee	WCF	Ongoing
	18. Undertake 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	External Consultant's report completed June 2005 – SMG to develop an implementation plan for 2005-06

Note

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

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	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.	Director (Academic and Information Services)/SMG	Increased student tuition fees (deferred if requested) from 2006-07	Achieved – Access Agreement scrutinised by OFFA – DEL approval awaited
	2. Prepare Widening Access Strategy.	Director (Academic and Information Services) / SMG		Working Group established reporting to LTC
	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
	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 25 students.	Director (Educational Studies) and relevant Programme Leader	European Commission grant under INTERREG IIIA Programme	Part-time pathway up and running
	5. Provide disability awareness training for all staff in the context of the implementation of SENDO in September 2005.	Director (Staff and Student Services)	RDS TWO	Training to be delivered as part of Staff Development Programme in 2005-06

Note

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

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 7: To develop further the University College's estate and technological infrastructure.	1. Progress the new Orchard Building to planning approval stage and appoint consultants for the construction phase.	Director (Corporate Services) and Estates Manager	DEL (£5m)	Ongoing – planning approval awaited, consultants and architects/ contractors in process of being appointed
	2. Complete the reroofing of the Music block and the replacement of seating in the College Theatre.	Director (Corporate Services) and Estates Manager	DEL (Flexibility funding) (£20,000) (£80,000) 1	Achieved, along with some other improvements to Theatre
	3. Undertake DDA and fire safety works in Central Building (as funding permits).	Director (Corporate Services) and Estates Manager	DEL 1	DEL funding still awaited
	4. Extend car-parking at Cleaver gate by 200 spaces.	Director (Corporate Services) and Estates Manager	WCF	Achieved
	5. To provide additional en-suite accommodation in Nendrum Hall.	Director (Corporate Services) and Estates Manager	College Reserves	Project to provide 40 bedrooms approved by Governors – ongoing
	6. To secure an annual funding stream for building refurbishment.	Director (Corporate Services) and Estates Manager	DEL	DEL agreement in principle in context of incorporation and new Financial Memorandum
	7. Implement relevant infrastructure targets for 2004-05 in Information Strategy and Action Plan 2004-07 (see Appendix One).	Director (Academic and Information Services)	Some DE funding but largely from within current funds (incl. capital equipment budget)	Ongoing over summer period, e.g. installation of whiteboards. -C2K post-primary access still problematic

Note

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

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	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 TWO	
	1. Equality			
	1.1 Conduct annual equal pay review in accordance with JNCHEs Guidance on Equal Pay Reviews.			Pending
	1.2 Continue the College's programme of activities under Section 75 duties (i.e. 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.			Pending
	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 as and when appropriate.			Ongoing – training provided and new HR staff member appointed

Note

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

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
	1.5 Provide refresher training for Equality Advisers to ensure that the existing network of confidential support is available to staff, should they need to avail of it.			Achieved
	1.6 Continue to pursue a number of options with a view to providing access for staff and students to competitively priced child care facilities.			No progress – no obvious option available other than the current voucher scheme
	2. Recruitment, Retention and Reward	Principal SMG Human Resources Manager	RDS TWO	
	2.1 Begin to review, revise and implement pay structures in light of the Framework Agreement.			Ongoing
	2.2 Harmonise terms and conditions of employment.			Ongoing – target date is August 2005
	2.3 Investigate, develop and implement a system of discretionary pay for support staff (by August 2006).			Still to be achieved – target date is August 2006
	2.4 Establish and introduce a development fund, to encourage teaching innovation, on the basis of project bids, invited annually.			Achieved (see earlier comments)
	2.5 Develop and introduce an innovation fund for working with schools on the basis of project bids, invited annually.			Achieved (see earlier comments)

Note

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

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
	2.6 Develop and introduce an annual teaching prize, on the basis of applications, to reward outstanding practice by individuals.			Achieved (see earlier comments)
	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.			Revised scheme implemented in 2005-06
	2.8 Review the revised academic management structure following two full years of operation.			Review in progress through SMG Working Group, with external advice
	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.			Ongoing
	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.			Ongoing – no significant recruitment problems identified to date

Note

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

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
	3. Staff Development	Principal Director (Staff and Student Services)	RDS TWO	
	3.1 Provide customer care training for certain support staff whose role involves dealing with customers.			Achieved
	3.2 Provide training and support for those involved in progressing e-learning, Queens On-Line (virtual learning environment) and personal development profiles initiatives.			Ongoing – awaiting guidance from QUB re personal development profiles
	3.3 Continue to demonstrate the College's commitment to the HE Academy (via payment of individual membership fees, plus the institutional membership fee).			Ongoing support provided
	3.4 Avail of relevant opportunities offered by the HE Leadership Foundation for HE/HESDA and thus offer enhanced opportunities for senior management development.			Limited engagement with Leadership Foundation to date, other than in relation to governance issues/training

Note

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

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
	3.5 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.			Still to be achieved
	3.6 Establish a 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.			Achieved
	3.7 Provide management development activities for staff in middle management and supervisory positions within the College.			Ongoing
	3.8 Develop 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.			Achieved – ongoing

Note

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

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
	3.9 Develop and deliver seminars relating to curriculum reform and subsequent flexibility of subject areas available in revised BEd. from 2004/05.			Some progress – limited information to date on the curriculum roll-out. Information seminars being organised by CEA and CASS in September
	3.10 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 – ongoing
	3.11 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 – ongoing
	3.12 Identify and address training needs stemming from the College’s Widening Access activities, to include academic and pastoral support issues.		}	Training developments in these areas pending for 2005-06
	3.13 Raise awareness of the implications of SENDO via seminars and availability of guidance materials.			

Note

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

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
	4. Performance Management	Principal SMG Human Resources Manager	RDS TWO	
	4.1 Implement and keep under review an absence management policy with a view to <ul style="list-style-type: none"> • ensuring that any employee who has a disability or experiences ill health, including physical or mental illness, is treated with understanding and sensitivity • achieving an absence rate in each department of 5% or less. 			New absence management policy negotiated with trade unions
	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.			Review of procedures postponed until 2005-06

Note

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

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
	5. Review of Staffing Needs	Principal SMG Human Resources Manager	RDS TWO	
	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.			Ongoing annually
	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.			Review of current academic middle management arrangements under way
	6. Health and Safety	Principal SMG Human Resources Manager Estates Manager	RDS TWO	
	6.1 Deliver improvements to risk management and assessment, and first aid cover across campus.			In progress

Note

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

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
	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).			In progress – individual health screening made available to all employees; stress seminars planned
	6.3 Implement a No-smoking policy in all areas of the College other than in individual staff and student bedrooms in the Halls of Residence.			To take effect from 1 st August 2005

Note

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

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	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.	Director (Corporate Services)/ Domestic Bursar	WCF	Ongoing - additional facilities planned for Nendrum Hall
	2. Consider bidding to Hong Kong Institute of Education for language immersion programme for Chinese students, following visit in October.	Director (Academic and Information Services)	DEL funding available for China visit	Unsuccessful bid made
	3. Continue to promote recruitment to Master of Teaching part-time pathway.	Director (Academic and Information Services) in collaboration with relevant Programme Leader	WCF	Ongoing
	4. Secure approvals for part-time Foundation Degree in Early Childhood Studies in partnership with NDAI and Omagh College.	Director (Academic and Information Services) in collaboration with relevant Programme Leader	Anticipated share of QUB validation fee	Work in progress

Note

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

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
	5. Recruit 25 students for part-time BA (ECS) through partnership with Monaghan Institute.	Director (Academic and Information Services) in collaboration with relevant Programme Leader	European Union INTERREG IIIA Grant	Achieved
	6. Explore the possibility of introducing a part-time version of the BSc (HLS) on a day release basis.	Director (Subject Studies) in collaboration with relevant Programme Leader	Self-funding	Not being pursued in the meantime because of resource/staffing constraints

Note

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

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2004-05	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
Strategic Objective 10: To provide leadership and support in developing e-Learning capability	1. Introduce and implement an e-Learning strategy	E-learning Committee reporting to Learning and Teaching Committee	WCF	Achieved
	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 TWO	Achieved – support and training provided

Note

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

COURSE STATISTICS: 2004-05

COURSE	MEN	WOMEN	TOTAL
First Year B.Ed.	29	169	198
Second Year B.Ed.	40	154	194
Third Year B.Ed.	24	163	187
Fourth Year B.Ed.	31	161	192
Grad. Cert (Psych.)	3	17	20
Grad. Cert (Early Years)	-	20	20
First Year BA (ECS) (FT)	-	38	38
First Year BA (ECS) (PT)	-	45	45
Second Year BA (ECS) (FT)	-	45	45
Second Year BA (ECS) (PT)	-	30	30
Third Year BA (ECS) (FT)	-	45	45
Third Year BA (ECS) (PT)	-	34	34
Fourth Year BA (ECS) (PT)	-	60	60
First Year BSc (H&LS) (FT)	14	19	33
Second Year BSc (H&LS) (FT)	21	15	36
Third Year BSc (H&LS) (FT)	15	16	31
First Year MA (Arts in the Community) (PT)	2	9	11
Third Year MA (Arts in the Community) (PT)	-	4	4

As at 31 August 2005

M-LEVEL MODULES 2004-05

<i>Module Title</i>	<i>No. of students</i>
World Wide Web Authoring in Education	6
Schooling and Disaffected Pupils	22
Schooling in Northern Ireland	9
Current Approaches to the Teaching of Values in Schools	4
Managing Professional Development	1
Dyslexia and Specific Learning Difficulties	20
Language and Partnerships in Early Years Education	14
Managing for School Effectiveness	10
Pupils with Emotional and Behavioural Difficulties	9
Special Educational Needs	9
Working with Story: Narrative and the English Curriculum	8
Thinking Skills: Issues and Approaches	2
Subject Leadership in Education	14
Multimedia Applications in Education	3
Dissertation	12

SOME PERFORMANCE INDICATORS

	00/01	01/02	02/03	03/04	04/05
1. INPUTS					
(a) Recurrent Funding	£3,877,000	£4,134,000	£4,295,050	£4,762,835	£5,629,598
(b) Tuition Fee Income	£1,018,710	£1,164,787	£1,269,830	£1,315,411	£1,347,482
(c) Capital Funding	£ 36,300	£ 304,043	£ 333,993	£1,125,961	£ 191,333
2. ACTIVITIES					
(d) Number of Students					
BEd	659	715	774	749	772
PGCE	35	34	38	40	40
BA (ECS)	-	132	142	146	128
BSc (HLS)	-	80	76	93	99
Other Courses	262	131	103	163	91
TOTAL	956	1092	1133	1191	1130
(e) Gender BEd					
% Male	18	17	16	18	17
% Female	82	83	84	82	83
(f) Entry Points (UCAS Tariff from 03/04)					
BEd	21.7	22.4	25.57	330	330
BA (ECS)	-	18	22	300	320
BSc (HLS)	-	19	17	260	260
(g) PGCE Entry					
2i and above (No)	35	35	35	40	40
%	100	100	100	100	100
(h) Staff FTE	57	61	60	63	64
(i) Support Staff FTE					
Total	110	108	106	107	109
Grant Aided	72	73	72	73	74

	00/01	01/02	02/03	03/04	04/05
3. OUTPUTS					
(j) Graduates					
BEd	145	149	168	169	192
BA (ECS)	49	136	75	93	89
BSc (HLS)	-	39	30	19	31
PGCE	35	34	39	38	40
(k) Classification					
1	9	15	20	29	36
2i	126	151	162	158	174
2ii	53	87	83	83	70
3	6	10	8	11	5
Pass	-	-	-	-	-
4. VALUE FOR MONEY					
(l) Funding/ Student					
<i>All Courses</i>	£5,115	£4,852	£4,912	£5,103	£6,173 *
(m) Teaching Staff: Student Ratio					
<i>All Courses</i>	1:16.8	1:17.75	1:18.88	1:18.9	1:17.6
(n) Teaching Staff: (FTE) Support Staff Ratio					
	1:1.26	1:1.20	1:1.20	1:1.16	1:1.16
(o) Energy Performance					
gig/100m2	119.6	117.4	131.3	124	125
kw/sq m					
(p) Expenditure on pay					
% of total expenditure	66	64	65	63	66

*** This figure is somewhat meaningless for comparison purposes due to the 14-month accounting period.**

FINANCIAL INFORMATION 2004-05

The extracts from the College's audited accounts for the period 1st August 2004 to 30th September 2005 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 Director (Corporate Services) – Tel: 028 9038 4357.

INCOME AND EXPENDITURE ACCOUNT

For the Period Ended 30 September 2005

	2005 14 months £	2004 12 months £
INCOME		
Funding Grants	5,629,598	4,762,835
Tuition Fees	1,347,482	1,315,411
Research & Other Short Courses	416,475	301,760
Other Operating Income	1,331,093	1,218,530
Grants Released	290,962	237,684
	<u>9,015,610</u>	<u>7,836,220</u>
EXPENDITURE		
Staff Costs	6,024,560	4,840,784
Depreciation	392,301	315,824
Other Operating Expenditure	2,590,799	2,502,913
	<u>9,007,660</u>	<u>7,659,521</u>
Operating Surplus	<u>7,950</u>	<u>176,699</u>
Interest receivable	<u>54,324</u>	<u>42,156</u>
Transfer to Reserves	<u>62,274</u>	<u>218,855</u>

There were no other recognised gains or losses.

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

BALANCE SHEET

As at 30 September 2005

	2005	2004
	£	£
FIXED ASSETS	4,134,741	4,050,253
CURRENT ASSETS		
Debtors	356,778	992,839
Short Term Deposits	384,213	515,256
Euro Account	72,924	19,331
Cash at bank and in hand	358,914	-
Trust Funds	2,029	2,029
	<u>1,174,858</u>	<u>1,529,455</u>
CREDITORS – amounts falling due within one year	(482,753)	(715,507)
Net Current Assets	692,105	813,948
TOTAL ASSETS LESS CURRENT LIABILITIES	4,826,846	4,864,201
DEFERRED CAPITAL GRANTS	2,891,152	2,990,781
RESERVES	1,935,694	1,873,420
TOTAL FUNDS	4,826,846	4,864,201

LIST OF PUBLICATIONS 2004-05

HILARY AVERY and ANDREA GILBERT

Title: 'An Introduction to Ulster-Scots Language and its Literary Tradition'.
Publication: Patricia Trainor de la Cruz and Blanca Krauel Heredia (eds), *Humour and Tragedy in Ireland*, Servicio de Publicaciones e Intercambio Científico de la Universidad de Málaga, pp 33-39, May 2005.

LES CAUL and SANDRA McWILLIAMS

Title: 'The Perceptions of American Students Teaching in Europe'.
Publication: *Escalate Quarterly*, pp 7-11, May 2005.

JILL DUNN, MARY McALISTER and LOUISE QUINN

Title: 'Student Teachers' Attitudes to and Use of Computers to Teach Mathematics in the Primary Classroom'.
Publication: *Technology, Pedagogy and Education*, vol. 14, pp 77-106, 2005.

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

Title: 'Unlocking Creativity in Literacy: an investigation of children's creative responses in literacy'.
Publication: *A Report commissioned by the Northern Ireland Literacy Steering Group*, Stranmillis University Press, August 2005.

COLETTE GRAY

Title: 'Understanding Cognitive Development: automaticity and the early years child'.
Publication: *Childcare in Practice*, vol. 10, no. 1, pp 39-46, 2004.

Title: 'Including Children with Visual Impairment in the Preschool Sector'.
Publication: *Inclusion in the Early Years: a special edition of Child Care in Practice*, vol. 11, no. 1, pp 1357-5279, 2005 (also invited editor for this edition).

Title: 'Vision: working in the dark'.
Publication: *Nursery World*, March 2005.

Title: 'Training and the Early Years Professional: understanding visual impairment'.

Publication: *International Journal of Early Years Education*, vol. 13, no. 1, pp 3-14, 2005.

COLETTE GRAY and SARAH BEHAN

Title: 'Current and Predicted Staffing Patterns in Post-primary Schools: the perceptions and experiences of school principals'.

Publication: *Oxford Review of Education*, vol. 31, no. 3, pp 443-458, 2005.

COLETTE GRAY and JAN McILMOYLE

Title: 'Exploring Visual Impairment in Early Years Settings'.

Publication: *Early Years*, pp 44-45, 2005.

COLETTE GRAY and H. LEITH

Title: 'Perpetuating Gender Stereotypes in the Classroom: a teacher perspective'.

Publication: *Educational Studies*, vol. 30, no. 1, pp 3-17, 2004.

JULIAN GREENWOOD, C. MURPHY, J BEGGS and K. CARLISIE

Title: 'Students as "Catalysts" in the Classroom: the impact of co-teaching between student teachers and primary classroom teachers on children's enjoyment and learning of science'.

Publication: *International Journal of Science Education*. vol. 26, no. 8, pp 1023-1035, 2004.

MARTIN HAGAN and CLAIRE McGLYNN

Title: 'Moving Barriers: promoting learning for diversity in initial teacher education'.

Publication: *Intercultural Education*, vol. 15, no. 3, pp 243-252, 2004.

HUGH KEARNS

Title: 'Exploring the Experiential Learning of Special Educational Needs Co-ordinators'.

Publication: *Journal of In-service Education*, vol. 31, no. 1, pp 131-149, 2005.

DOROTHY McMILLAN

Title: 'Close Encounters: issues in pre-school parental involvement in Northern Ireland'.

Publication: *Child Care in Practice*, vol. 11, no. 2, pp 119-134, 2005.

ÉAMON PHOENIX

Title: 'Cahir Healy and Nationalist Politics in Co Fermanagh, 1885-1970'.

Publication: Eileen M. Murphy and William J. Roulston (eds), *Fermanagh: History and Society, Interdisciplinary Essays on the History of an Irish County*, Geography Publications, pp 357-86, 2004.

ÉAMON PHOENIX, P.O. CLEIREACHAIN, E. McAULEY AND N. McSPARRAN

Title: *Feis na nGleann: a century of Gaelic culture in the Antrim Glens*.

Publication: Ulster Historical Foundation, 2005.

LAURENCE SIBERRY and HUGH KEARNS

Title: 'An Intercultural Approach to Challenging Issues in Northern Ireland Teacher Education'.

Publication: *European Journal of Teacher Education*, vol. 28, no. 3, pp 259–266, 2005.

GLENDAL WALSH and JOHN GARDNER

Title: 'Assessing Quality in the Early Years'.

Publication: *Early Childhood Research and Practice*, vol. 7, no. 1, 2005.